

**Institutional accreditation
2012**



Tartu Health Care College

SELF-EVALUATION REPORT

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Introduction

1811 is considered the year of foundation of Tartu Health Care College. In that year Professor Chr. Fr. Deutsch started with a school for midwives at the Obstetric Clinic of Tartu University. This educational institution has conducted studies for 200 years, since 2005 as a higher education institution. Mission, vision, objectives and basic values of the College are described in [the Development Plan of the College](#).

Tartu Health Care College (hereinafter the College) offers opportunities to study on seven curricula of professional higher education and on three curricula of vocational education.

Table 1. College curricula

	Code in EHS	Period of studies	ECTS/weeks
Curricula of professional higher education			
Physiotherapy Curriculum	2290	3 years	180 ECTS
Curriculum of Environmental Health	2305	3 years	180 ECTS
Midwifery Curriculum	2299	4 years 6 months	270 ECTS
Curriculum of Biomedical Laboratory Science	2304	3 years 6 months	210 ECTS
Specialized Nursing Education Curriculum	80303	4 years 6 months	180 ECTS
Curriculum of Radiography	2301	3 years 6 months	210 ECTS
Curricula of vocational education			
Care worker	84494	2 years	80 weeks
Babysitter	84495	1 year	40 weeks
Emergency Medical Technician	109046	1 year	40 weeks

[The structure of the College](#) involves the Department of Studies, the Department of Development and the Administrative Department. Activities of the Departments are regulated by their Statutes. Administration of the College involves the Rector, the Vice-Rector for Studies, the Vice-Rector for Development and the Administrative Director who are leading the appropriate Departments. Responsibilities at all the management levels are determined by the Rector's Directive. Job descriptions have been adopted for all the posts and are accessible over the College Intranet. The job descriptions are altered due to structural changes or reviewed together with the employee at least every two years.

[The Department of Studies](#) is the academic structural unit of the College aimed at the organisation of studies and at the development of curricula and studies to fulfil the objectives of the College. The highest decision-making body in the Department of Studies is the Pedagogical Board that is led by the Vice-Rector for Studies following the appropriate procedures. The Pedagogical Board consists of Curricula Coordinators that are elected on the basis of an open application procedure for five years. Studies on the particular curriculum are led by the Curriculum Coordinator.

[The Department of Development](#) is the support structure of the College aimed at supporting the development of studies and achievement of the College objectives, including the coordination of development projects, development of international and public relations, provision with study literature, organisation of student and teacher mobility and activities of the Open College, coordination of applied research. Recruitment of student applicants is conducted in cooperation of the Department of Studies and the Department of Development.

[The Administrative Department](#) is the support structure of the College aimed at the organisation and development of administrative and economic activities. The main function of this Department is the provision of the operation of the College infrastructures, economical support and technical equipment for the studies, management of the Dormitory and maintenance of the College assets. The Administrative Department supports the conduct of studies outside Tartu to meet the needs of students and employers.

The College Council is the advisory body linking the College with the community/society and is elected under the conditions and following the procedure set by the Institutions of Professional Higher Education Act. The Council consists of the representatives of external interested parties. The College Board is an internal body consisting of the representatives of the Administration (4), the teaching staff (7) and students (4).

Development Plan of the College 2010-2015 has been approved by the Decision of the College Board and adopted by the Minister's Directive. Two critical agents of success of the College during the period 2010 to 2015 are the teaching staff and the students resulting in [two strategic objectives](#). In addition, [the key partners](#), the key suppliers, [internal and external clients](#) of the College have been provided in the Development Plan. [Key outcomes](#) attached to the Development Plan were adopted by the College Board in 2012.

Table 2. Main performance indicators of the College in 2007 – 2012

Indicator	2007	2008	2009	2010	2011	2012
Total budget €	2 581 427	3 138 459	3 147 430	8 056 306	9 988 124	8 056 151
incl. operational costs €	1 697 659	198 276	2 084 435	1 924 011	2 006 549	2 153 817
Posts in						
Department of Studies	65.5	74	74.25	76.25	74	76.5
Department of Development	6	7.75	7.5	6.5	6.5	6.5
Administrative Department	18	19.5	19.5	19.5	21.75	16.25
No. of curricula	10	9	9	9	10	10
State-commissioned education	405	355	347	365	359	336
Number of students 31.12	1 153	1 203	1 189	1 172	1 237	1 146
number of graduates	273	234	311	288	291	318

[This self-evaluation report has been compiled](#) during the period of January 31 to May 15 in 2012. The process was led and coordinated by the Rector of the College whose Directive served as a basis for the formation of institutional accreditation teams in sub-fields:

Organisation and leadership: Anneli Kannus, the Rector (team leader), Maiken Jaanisk (Quality Manager), Ermo Kruuse (Administrative Director), Mare Remm (Assistant Professor), Terje Markus (Lecturer), Mari-Liis Luukas (Chair of Student Council).

Study process: Inge Paju, the Vice-Rector for Studies (team leader), Ele Hansen (Specialist of Study Quality), Inga Ploomipuu (Assistant Professor), Kirkke Reisberg (Lecturer), Anne Vahtramäe (Lecturer), Tiina Uusma (Coordinator of Vocational Education Curricula), Kairit Linnaste (Member of Student Council).

Research, development and community service: Merle Varik, the Vice-Rector for Development (team leader), Janika Pael (Lecturer), Reet Urban (Assistant Professor), Ruth Pihle (Manager of Public Relations), Reet Linkberg (Lecturer), Maarja Kohu (Member of Student Council).

According to the assessment domains of the Estonian Higher Education Quality Agency (EKKA), this document is divided into 4 chapters. The sub-units start with the list of documents that are regulating the appropriate domain and the evidence about the activities. The document lists do not repeat the strategic documents that form the basis for the activities of all the domains.

The sub-units consist of the objectives (determined in the Development Plan), brief descriptions, the list of outcomes and a short analysis of the activities. The sub-units end with the description of improvement activities in the domain. The whole document includes links (blue and underlined word(s)) to additional information about the processes and particular outcomes; all the tables/figures are related to the previous text and for this reason they are not referred to in the text. All the data concerning the year 2012 are provisional.

1. LEADERSHIP AND OPERATION OF THE COLLEGE

1.1. General Management

Documents: the Statutes, the Development Plan with [Annual Activity Plan](#), the Quality Manual, the Structure of the College, Statutes of Departments, the Management System of the College and the substitution procedure of the Rector, the Procedures and Work Schedule of the College Board, the Internal Work Procedure Rules, the Rules for Records Management.

Evidence: minutes of meetings (Administration, College Board) and briefings, annual reports, self-evaluation documents, accreditation analysis and feedback, analysis and feedback related to quality processes.

1.1.1. Objectives

Mission identified in the College Development Plan: Educational investment into the future of health care.

Vision identified in the College Development Plan: Tartu Health Care College is a known and recognised partner in Estonia and in Europe in the implementation of innovation in the provision of quality higher education.

1.1.2. Activities

The leadership and operation of the College is based on 2 strategic documents: the Development Plan and the Quality Manual. The Quality Manual is process-based where the processes are described, including the related person, activities, indicators and documents. Quality assurance is based on the principle of the Deming cycle (plan–do–study–act).

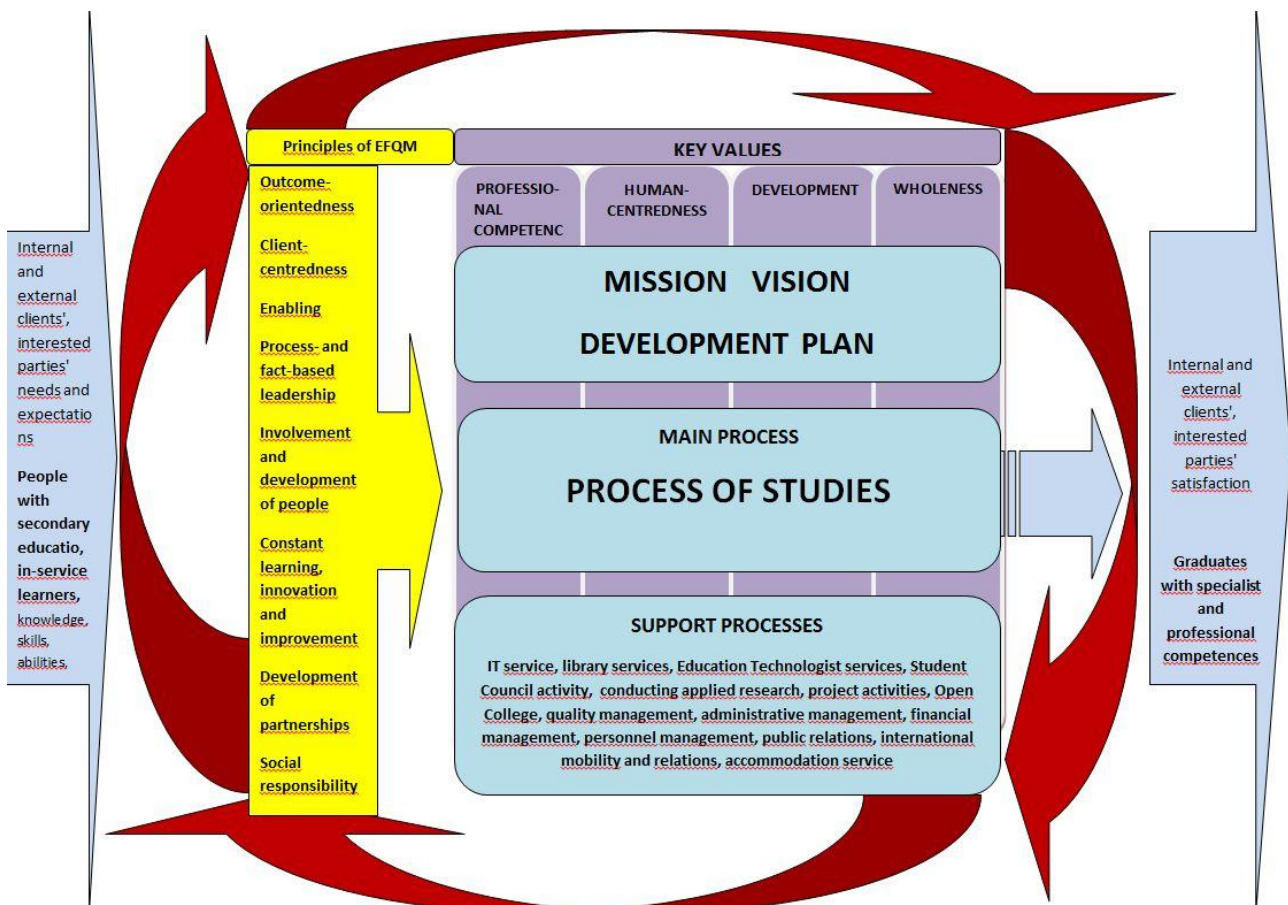


Figure 1. Quality assurance system

The College is a public professional HEI that follows in its activities the following regulating documents: the Institutions of Professional Higher Education Act, the Vocational Educational Institutions Act, the Statutes and the development Plan 2010-2015 of the College. The process of compilation of the Development Plan is led by the Rector. A year before the end of the current Development Plan period the Swot [analysis](#) of the current state is carried out among the teaching staff, administrative staff and students. The previous period is assessed and the new Development Plan is compiled on the basis of [the SWOT results](#). Annual Activity Plans attached to the Development Plan are prepared by the Administration in cooperation with Curriculum Coordinators (in the seminar of the Extended Management Staff) based on the analysis of the fulfilment of the previous Activity Plan. Activity Plans are adopted by the College Board. The results and analysis of the previous Activity Plan are presented in the annual report.

Cooperation with the Rectors Council of professional HEIs (RCAU) that is involving 12 professional HEIs and is aimed at making common proposals concerning legal acts and to share information about daily issues. The function of the quality working group of RCAU is to compare the performance outcomes of HEIs on the basis of common quality indicators.

Objectives of internal communication of the College were revised and improved within the follow-up quality project. The Intranet as a tool of internal communication is providing the information and communication environment for the staff and students, including the access to the documents regulating the College activities and forums for discussion of urgent topics. External communication of the College is managed by the Manager of Public Relations; the appropriate process is described in the Quality Manual. It is important for the managers to be open (leaders, discussions, round tables), represent the College at various events (members supporting the Estonian Nurses Union, presenters at conferences, cooperation with the Federation of Estonian Student Unions (EÜL), promote the College reputation (media presentations) and involve various interested groups (local government, employers, professional organisations). Activities and outcomes are described in 4.1. Involvement of students in the management and other activities of the College is described in 2.1.4 and 2.1.5.

1.1.3. Outcomes and analysis

- Since 2003 annual reports have been compiled to collect statistical data and summaries relevant to the College. The annual report is adopted by the College Board, audited, submitted to the Ministry of Education and Research and made accessible on the College website.
- In 2005 mission, vision and basic values of the College were identified.
- In 2005 to 2010 the Development Plan was based on departments, Development Plans and Activity Plans of curricula were compiled. Following the quality management process and to improve the cohesion of activities at the College, the common Activity Plan has been compiled since 2009; and the preparation of the Development Plan 2010-2015 has been based on critical agents of success.
- Since 2006 regular collection of feedback with the help of the Feedback and Monitoring System (TMS), including 8 questionnaires that provide comparable data about 5 professional HEIs: Tartu Health Care College (shown in the tables as “THCC”), Tallinn Health Care College, Tartu Art College, TTK University of Applied Sciences, Tallinn Pedagogical College and Lääne-Viru College (shown in the tables as “HEIs average”).
- In 2011 the College commenced a systematic and justified collection of comparative data from the foreign partner schools; the initial comparative data with the University of Applied Sciences Jyväskylä (JAMK) are provided in the report.
- In 2007 the Quality Manual was compiled (as a result of the development of the quality system established in 2003) that has been reviewed every two years and is accessible on the Intranet.
- In 2009 the quality management pilot project of HEIs, in 2011 successful participation in the competition for Public Sector Quality Award (position among the best three). Based on the assessors’ [feedback analysis](#) has been conducted and further activities planned.

- In 2007 the post of Information Technology Manager was established (based on the results of the IT audit), lists were compiled. In 2008 the online computer support system was introduced. Due to the decrease of the satisfaction rate with information movement the project of improvement of internal and external communication was carried out in 2010/2011 resulting in the creation of a new Intranet and the conclusion of the Agreement of Good Practices for the development of organisation culture with the staff.

Table 3. Employee satisfaction with information movement in 2007 – 2011

	2007	2008	2009	2010	2011
THCC	3.84	4.13	3.93	3.83	3.73
HEIs average			4.2	4.05	3.97

- In 2012 the key outcomes of the College were adopted based on the participation in and feedback of various quality processes to assess objectively the course of the processes relevant to the College operation.
- In 2005 the Rectors Council of Applied Universities (RCAU) was joined; from 2008 to 2010 the Rector of the College was the leader of the RCAU. In 2009-2011 a visit to professional HEIs was organised by the RCAU in Austria and Switzerland aimed at benchmarking. The visit was carried out under the sub-measure of strategic leadership of the PRIMUS programme; in 2010 based on the results of the above visit the RCAU was reorganised as an official organisation - Estonian UAS Foundation (ERK).
- In 2006 the RCAU quality working group was founded that deals with the collection and analysis of comparable data related to studies, research and development, internationalisation etc. that is accessible on the Intranet.
- Since 2002 managers have been provided individual feedback by the employees every 2 years. Individual feedback is voluntary and each manager gets feedback from about 16 employees that forms a basis for the analysis of the manager's performance.
- In 2005 the full accreditation was provided to all the curricula and the College as an institution; in 2008 full accreditation was provided to a new curriculum; in 2009 recognition provided in the Quality Project; in 2010 a successful completion of the transition evaluation process; in 2011 winning the competition for the Public Sector Quality Award. All the mentioned processes have provided opportunities for the involvement of the employees and for the implementation of regular self-assessment. The results obtained in the above processes are used in the development of various domains of the College performance.

1.1.4. Improvement activity

More efficient collection of data about quality indicators and more effective communication of the appropriate results inside the College and to the public on the College website.

1.2. Personnel Management

Personnel recruitment

Documents: filling of the posts, qualification requirements for academic posts (including visiting members of the teaching staff) and requirements for non-academic posts; the Procedure for Concluding Authorisation Agreements and Contracts of Services, the Certification Requirements and Procedures of Teaching and Research Staff.

Evidence: Directives regulating the elections of the teaching staff, the teaching staff annually adopted by the Directive according to the Statutes.

Personnel development

Documents: Internal Work Procedure Rules, job descriptions, the principles of planning and analysing the working time, the format of the development interview, activity plans of the Primus programme, the Partnership Agreement of the Dora programme, the application procedure of the free semester, the evaluation principles of the personnel performance.

Evidence: the sheet of planning the working time, analyses of the working time, records of development interviews, minutes of the Pedagogical Board meetings, training applications, Master theses of the teaching staff members in the Library, the schedule and certificates of joint training courses and seminars.

Personnel involvement, motivation, recognition and remuneration

Documents: rules of the budget, the College budget, basis of remuneration, basis of the performance pay, the procedure of occupational safety and health, compensatory allowance for glasses in employees whose work is related to the display device.

Evidence: briefing minutes, Directives related to performance payments, the New Employee Information Booklet, materials for the Mentor and the Mentee, summaries of employee satisfaction surveys, analyses of the working environment, minutes of the Administration meetings, the Rector's Directives related to recognition and the Yearbook summaries, description of the motivation system.

Personnel satisfaction with administration and working conditions

Documents: the Feedback and Monitoring System (TMS) Agreement

Evidence: survey summaries

Following the principles of academic ethics

Documents: the Regulation of Organisation of Studies, the Principles of Academic Ethics, the syllabus of ethics subject

Evidence: submitted applications, meeting minutes of the College Ethics Committee, joint training courses and seminars

1.2.1. Objectives

The strategic objective: To fulfil the Mission and Vision of the College a sufficient number of highly qualified personnel is employed with the following features: professional, positional and specialist competence, high motivation and innovative ideas.

The sub-objective: Qualifications of the teaching staff ensure the quality of higher education in the implementation of international studies, research and development in the European Higher Education Space. [The process of personnel management](#) is described in the Quality Manual.

1.2.2. Personnel recruitment

The analysis of the need for teaching staff is performed by Curriculum Coordinators at the beginning of the calendar year followed by the discussion in the Pedagogical Board. Elections of the teaching staff members are conducted by law in the College Board. Internal and external applicants are treated equally in the recruitment process based on the open application procedure (the use of the common CV format, the final round applicants are interviewed by the appropriate committee). In case of internal applicants the analysis of working time and student feedback are considered. In the planning of the administrative staff the analysis of activities and need of the Departments are considered. Foreign lecturers have been recruited through the DoRa programme.

1.2.3. Outcomes and analysis of personnel recruitment

- Recruitment advertisements in national newspapers since 2006, on Job Portals since 2009, in alumni lists, on the College website, Facebook, in the list of Master level students of nursing science since 2010.

- The average competition rate for the academic post has been for years 2.12 demonstrating the interest of health professionals in sharing their knowledge and skills as well as valuing the work at the College. As the first period of 5-year service contracts of the teaching staff ended in 2010, a new employment procedure was carried out (including the competition for teaching posts). The College is collecting curriculum-based [segmented data](#).

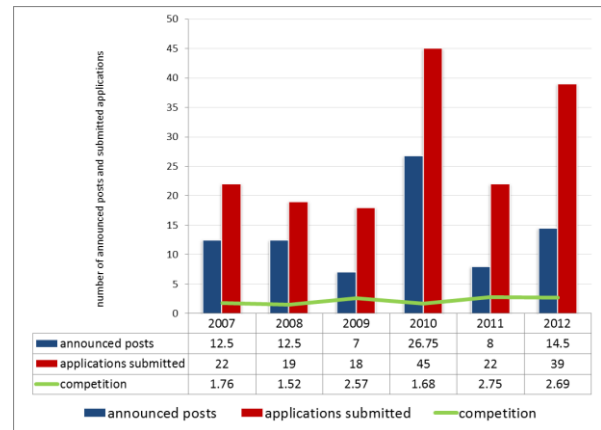


Figure 2. Teaching staff competition in 2007 - 2012

- The priorities of the College are related to the qualification, work experience and personal features of the teaching staff, not their age. For the purpose of sustainability, the College is offering teaching posts to successful graduates, e.g. the posts of the Rector, the Vice-Rector for Development, the Quality Manager, the Coordinator of Nursing Curriculum have been filled with the College alumni. The average age of the staff was 42.1 in 2012 (teaching staff - 42.6 and administrative staff - 41.1

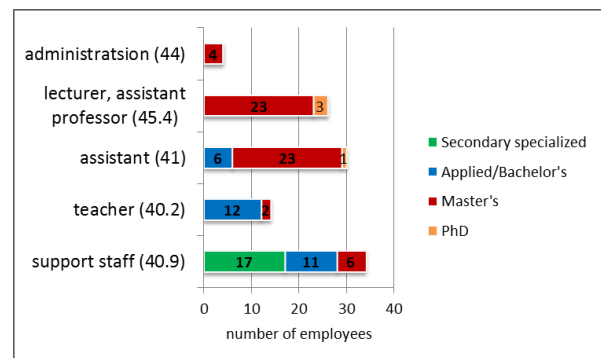


Figure 3. Posts, age and qualification of personnel (as on 31.03.2012)

- The number of teaching posts in 2004 – 43.5 (incl. 42.53% with Bachelor degree and 57.47% with Master's degree); in 2012 – 54.5 (incl. 15.13% with Bachelor degree, 77.98% with Master's degree and 6.88% with PhD). 11 teaching posts have been added, the amount of teachers with Master's degree has increased by 20.5%, and a number of teachers have PhD.
- In the academic year 2007/08 a foreign lecturer with the Contract of Service in physiotherapy, a number of lecturers with Authorisation Agreements and in 2011/12 eight foreign lecturers of radiography.
- In 2011 structural changes were carried out in the operation of the administrative staff of the Department of Studies based on the processes of quality management and student feedback. The following posts were established: the Specialist of Study Organisation, the Specialist of Practical Training, the Chief Specialist of Records Management, the Specialist of Study Quality. Job descriptions were revised, the process of personnel management was reorganised – the Quality Manager being responsible for the documentation of the teaching staff and the Chief Specialist of Records Management for the documentation of the administrative staff.
- The teacher (full-time)-student ratio at the College is 20; the average ratio of other foreign professional HEIs (including JAMK) is 18. The latter is the ratio that the College is aiming at but that is complicated due to the current financing model.

1.2.4. Personnel development

For the achievement of the College objectives the working time of the employees has to be planned to consider the needs of the involved parties, to involve the employees in the College activities and support the personal development of the employees. The teachers' working time is planned in three domains: studies (preparation, conduct, assessment/feedback), supervision of final papers and clinical training and research and development (project work, community service etc.).

To promote the qualification of the employees, the following measures are included in the work load: pedagogical and or managerial self-improvement, work practice and various types of formal

education. [The process of planning and feedback of self-improvement](#) is described in the Quality Manual. The information about educational/training needs serves as a basis for the planning of the appropriate budget and joint training courses. Joint training courses are underpinned by common training needs of the employees. Each spring a joint training is conducted for the employees in the week that is free from studies including the following topics: development interviews in practice, time management, teamwork, qualitative and quantitative research methods, clinical supervision, and copyright, the English language. Each month one Monday is reserved for the organisation of meetings and training. Two first hours of each Wednesday are meant for briefings, IT training or meetings of curricula teams.

Pooling of experience based on cooperation and comparison: since 2004 a number of The College employees have participated as assessors in the evaluation process of vocational schools and professional HEIs. Each year new Mentors are prepared within the Primus programme. Mentoring is coordinated by the Quality Manager among the teaching and administrative staff. Mentors are guiding the Mentees' activities and personal development in the first employment year, including the required training and counselling.

1.2.5. Outcomes and analysis of personnel development

- In 2006 a system for mapping the full working time was developed by the pilot quality group (1640 hours per year in the teaching staff).
- In 2007 a comparative study of posts and work load in professional HEIs was conducted by the Quality Manager. The results of the study confirmed the division of teachers' work load into three domains: teaching, supervision and research and development. This division was based on in the planning of working time. In 2009 the analysis of working time showed that a number of employees have a particular focus of activity in the achievement of the College objectives, e.g. curriculum development, supervision, community service etc. In 2010 the analysis format was changed and planning is conducted once a year prior to the development interview in spring.
- Within last 7 seven years 20 Master's degrees and 2 PhD were acquired (1 more PhD to be defended in 2012); several theses are supporting the development of the College (the working environment, the student prepared ness for employment, the benefits of research).
- Since 2006 - submission of training applications and feedback over the Intranet; in 2011 - changes in the planning and application process and the feedback format aimed at a more efficient management/processing of statistical data; in the autumn of 2012 – the electronic system for training application, feedback and reporting.
- Individual goals for self-improvement are based on the College development, e.g. in 2007 preparation was made for the transition to outcome-based curricula, followed by training related to other relevant topics of curriculum development in subsequent years. Training hours per post: 2007 - 44.3; 2008 - 21; 2009 – 42.1; 2010 – 47.4; 2011 – 36.7 (approximately 1 working week per year). Participation in training has been stable, excluding 2008 when the focus was on curriculum development instead of training.

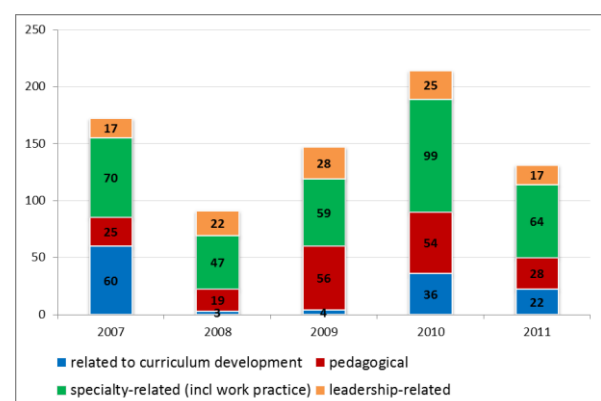


Figure 4. Individual self-improvement among employees in 2007- 2011

- Teachers' self-improvement opportunities increased due to joining the PRIMUS programme in 2008 and the DoRa programme in 2010, e.g. 10 research and training grants have been obtained through the DoRa programme. The needs for training financing are balanced by the College considering the College objectives.

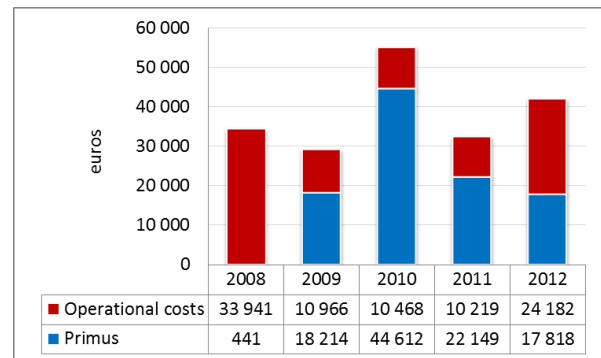
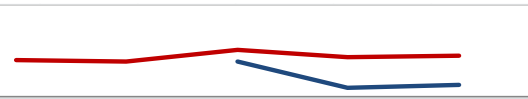


Figure 5. Training expenses in 2007 – 2012 (EUR)

- Satisfaction with education and training opportunities have been evaluated high within the years, individual training needs determined during the development interview as well as joint training needs are taken into account. Time for self-improvement is planned as part of the whole working time.

Table 4. Employee satisfaction with training opportunities in 2007 – 2011

	2007	2008	2009	2010	2011
THCC	4.32	4.31	4.38	4.33	4.34
HEIs average			4.31	4.15	4.17



- Satisfaction with career opportunities has been evaluated as good within years. Decrease of the appropriate satisfaction rate in 2011 has been caused by the establishment of (Assistant) Professor posts in the structure that could not be implemented because of the changes in the HE financing system.

Table 5. Employee satisfaction with career opportunities in 2007 – 2011

	2007	2008	2009	2010	2011
THCC	3.64	3.44	3.74	3.92	3.27
HEIs average			3.67	3.5	3.42



- The average number of joint training sessions per year has been 3 within 5 last years; the average number of participants per session has been 50.
- The number of assessors at the College in 2012 - 9. The role of the assessor includes the appropriate training, experience and comparison with other organisations that is implemented in the development of the College.
- Since 2008 visits to HEIs in Spain, Italy, Latvia, Lithuania and Portugal by the Quality Specialist to introduce the quality system of the College, including the TMS and the Quality Manual.
- The number of Mentors at the College is 7 that is the best outcome among the public professional HEIs. The number of Mentees at the College since 2010 – 21; the number of relevant information material issued in 2010 – 3; joint seminars for mentors and mentees – 2. The mentoring system has supported the adaptation and orientation process of new staff members.
- 44% of the teaching staff are health care practitioners involved in part-time teaching that provides the integration of theory with practice; 10% of the amount of studies is provided by the leading specialists in their fields that is essential for the quality of education and training.

1.2.6. Personnel involvement, motivation, recognition and remuneration and satisfaction

The employees are involved and motivated with the help of briefings, joint training sessions, work in various committees, project work, community service, representing the College in international organisations and by the support provided by the Administration, the Mentor or the Direct Supervisor to the employees' initiatives. Since 2003 the new employees have been introduced to the staff and presented a gift with the College symbol by the Rector. As the College missed the commonly understandable motivation system (based on the employee evaluation), the motivation

system was described in 2011 based on the results of the questionnaire carried out among the employees.

Since 2003 on the initiative of the leaders all employees have had an opportunity to make the Administration proposals for recognition. Direct Supervisors make proposals for recognition based on the evaluation of work. The decision about the monetary award or additional remuneration is made once a year in the Administration meeting (before the beginning of the academic year and/or at the end of the calendar year). The employees are recognised for excellent performance monetarily or by letters of appreciation. Since 2007 on the initiative of the leaders a Christmas present with the College symbol has been made to all the employees. Since 2007 the Colleague of the Year has been elected annually accompanied by recognition and the prize.

Basis of remuneration is corresponding to the state opportunities; there is no differentiation in remuneration in case of similar posts. Posts and salaries are compared with the average salaries in HEIs, other professional HEIs and in the health care sector. In addition to the Rules of Remuneration Basis, the Rector provides an overview of the budgetary expenditure and revenue, including the remuneration, once a year. Participation in project work provides the employees an additional opportunity for various activities and extra income. The employee may perform project work within his/her main work load or in addition to it.

1.2.7. Outcomes and analysis of personnel involvement, motivation, recognition and remuneration and satisfaction

- Annual surveys of the working environment deal with the teachers' motivation to work at the College. In 2007 and 2008 in total eight respondents elected the option "not motivated" to work at the College; this option has not been elected in 2009 to 2011. In last 3 years in total 101 respondents out of 108 elected the option "motivated" to work at the College.
- From 2006 to 2011 the average participant rate of the employees in surveys has been 38%; despite the moderate participation rate the obtained survey results have been considered in the development activities as the respondents are mainly the staff members who are employed full time and active in the College life.
- Since 2007 the Colleague of the Year has been elected among the teaching staff and the administrative staff and announced on the last Information Day of the academic year. The employees of the College very much appreciate the recognition of their colleagues.
- The employee satisfaction with the support and recognition by the Administration has increased when comparing the results in 2007 and 2011. Satisfaction with the remuneration regulation has been the lowest for years. The satisfaction increase in 2009 was related to the maintenance of the salary level in the condition of budgetary cuts; the salary level has been the same under the condition of the increase of the consumer price index. The comparison with other professional HEIs demonstrates a similar trend.

Table 6. Employee satisfaction with support and recognition by Administration in 2007 – 2011

	2007	2008	2009	2010	2011
THCC	3.2	3.55	4.04	3.85	3.63
HEIs average			4.14	4.1	3.85

Table 7. Employee satisfaction with remuneration regulation in 2007 – 2011

	2007	2008	2009	2010	2011
THCC	3.32	3.21	3.73	3.56	2.91
HEIs average			3.99	3.34	3.24

- Since 2007 monetary awards have been granted to 66 employees according to the achievement of the objective of the Activity Plan, e.g. in 2007 for the introduction of the Admission Information System (SAIS) and the Feedback and Monitoring System (TMS), in 2008 and 2009 for the presentations at international conferences, introduction of the Amphora System; the promotion of e-learning opportunities and sports activities at the College.

1.2.8. Personnel satisfaction with working conditions

- Collecting the employee feedback about satisfaction is relevant to the College to make data-based management decisions. The results of the satisfaction survey and the SWOT analysis in 2010 demonstrate clearly that the low satisfaction rate of working conditions is related to the shortage of space for studies and work.

Table 8. Teaching staff satisfaction with working conditions in 2007 - 2011

	2007	2008	2009	2010	2011
THCC	3.6	4.1	4.1	3.5	3.6
HEIs average			4.2	4.1	4.9

- A similar survey was conducted among the administrative staff in 2009; the results of the survey were similar to the results of the teaching staff survey. A satisfaction survey among all the staff has been planned for 2012, including the satisfaction with leadership/management, working conditions and information movement related to the new study building.
- Satisfaction with relations among colleagues has been 4.3 (on the five-point scale) for a number of years.
- In 2006 the College employed the Occupational Health Specialist who developed and implement the Procedures and Guidelines of Occupational Safety and Health in cooperation with the Working Environment Board. The employees are referred to the Occupational Health Physician; the prescribed tests are compensated by the College, including the compensation for glasses meant for the employees who use the display in their daily tasks, if required.
- Risk analyses and the results of employee satisfaction surveys related to the working conditions in 2005 to 2010 demonstrated significant weaknesses of the working conditions compared to the College needs. The implementation of the new study building has solved most of those problems.

1.2.9. Personnel participation in international mobility programmes, joint projects and networks

Participation of the College personnel in international mobility programmes, joint projects and networks is mainly in the context of research and development (RDC) activities. RDC activities are included in the job descriptions of the teaching staff and they can be seen as a way of self-improvement. Therefore this topic is presented in Chapter 3.

1.2.10. Academic ethics

The principles of academic ethics at the College were described in 2006. In the election procedure of teachers their personal features are taken into account, e.g. communication, self-expression and public presentation skills. Discussions related to the issues of academic ethics and basic values are conducted in the meetings of curriculum development, the relevant problems are discussed openly among the College staff, e.g. the cases of suspected plagiarism in student papers. The teaching and administrative staff of the College value ethical principles acting as role models in meeting the deadlines, keeping the promises, maintaining loyalty to the College and colleagues. The principles of academic ethics are communicated by the promotion of organisation culture through joint training (including the topics of plagiarism and copyright) and public presentations. Important agents of academic ethics are the preparation and conduct of studies, teaching/learning the topics of general and professional ethics. The procedure of improper behaviour of students (including plagiarism) is regulated by the Regulation of Organisation of Studies of the College. Since 2006 the Ethics Committee has been in operation (14 meetings), proceeding the cases related to the staff and students, including the cases of students exmatriculated due to improper behaviour.

1.2.11. Improvement activities of personnel management

- Planning the working time of the teaching staff more effectively with the help of the Study Information System (SIS) (integrating time, room and other planning components) to spread

more evenly the work load of the teaching staff within weeks, months and the whole academic year

- Looking for locum teachers and additional finances to implement in practice the opportunity of the free semester for doctoral studies
- Assuring the effective management of the new study building of the College to increase the staff salaries to support the employee motivation. The long-term objective of the College is to develop differentiation criteria and opportunities for remuneration.

1.3. Financial resources and infrastructure management

Documents: the Procedure of the College Budget, the Accounting Rules, the Rules for Own Funds Usage, the Dormitory Rules, the Rules and Guidelines of Occupational Safety and Health, the Rules of Fee-Charging Services.

Evidence: adopted budgets, documents of projects, annual reports, audits

1.3.1. Objectives

One of the weaknesses highlighted in the SWOT analysis of the Development Plan was the insufficiency of study rooms; the problem has been solved with the implementation of the new study building. The baseline and target total budget (including the external resources for specific purposes) are determined in the Development Plan.

1.3.2. Activities

[The process of budget planning](#) is described in the Quality Manual.

To cover the unplanned expenditures within the year (e.g. proposals to participate in the project), an application is submitted to the College Administration. The applications that correspond to the College objectives are satisfied, if there are sufficient budgetary and personnel resources.

To manage the College and the operation of processes the below information systems are used:

- The Admission Information System (SAIS) since 2008 — a web-based information system for the submission and processing of admission applications. This system facilitates the data collection and submission, development of competition results, communication of information to the admitted candidates and data during the admission period. The statistical data of admission are relevant from the management aspect.
- The Estonian Education Information System (EHIS) since 2009 – entering and forwarding the data into the general information system, an important database about the number of students, the qualification of the teaching staff etc.
- The Estonian Research Portal (ETIS) since 2008 – used in the recruitment process and in the analysis of RDC activities, in the mapping of research activities of the College and in the comparison with other professional HEIs.
- The Study Information System (SIS) since 2010 – is being developed and used in cooperation with 10 professional HEIs in Estonia, including the information about curricula, syllabi, subject programmes, study plans and students' academic performance. From the management point of view it is necessary to develop the module of the timetable and rooms' schedule that supports the efficient use of the rooms and the working time of the teaching staff (planned to be ready in 2012/2013).
- The Amphora programme since 2009 – the document management system of the College for the implementation of digital signature and digital archiving to fulfil the requirements of document management established by the Government.
- The Feedback and Monitoring System (TMS) since 2006 – the development of the TMS was finished in 2010 as its functions will be performed by the appropriate module of the Study Information System.
- The College Intranet, e-mail application since 2004, updated version in 2011

- The e-learning environment Moodle since 2006
- Accounting software PMen since 2004
- Library software Urram since 2004, the Libraries Information and Catalogue System RIKS since 2012

The total floor space used for studies at the College is 6632m², the floor space for studies located in the Dormitory is 767m² (see 3.2.5). The management of the rooms for studies is covered from the operational expenditures, the Dormitory management is self-sufficient.

Risk management is based on the control of the budget use (4 times per year), inventory checks of material resources (once a year, including revaluation of assets), audits (1-2 times per year, e.g. accountancy audit, IT audit, reputation survey, evaluation of admission organisation) and property insurance.

The College supports annually from its budget student activities related to the organisation of events, participation in sports competitions as well as compensates the students' accommodation costs related to practical training. The appropriate activities and outcomes are described in 2.1.4 and 2.1.5.

1.3.3. Outcomes and analysis

- Operating revenue and income related to economic activities have been stable based on the comparison of recent years; the College has successfully used the resources of the European Structural Fund (financial resources with specific purposes - see 3.2.); the income from economic activities is mainly related to the Dormitory management. Personnel expenditure has been maintained stable within the total operational expenditure and the budgetary balance after the state budget cuts has been achieved by the management expenditure. The distribution of the revenue and expenditure has to be equal in public professional HEIs according to the law.

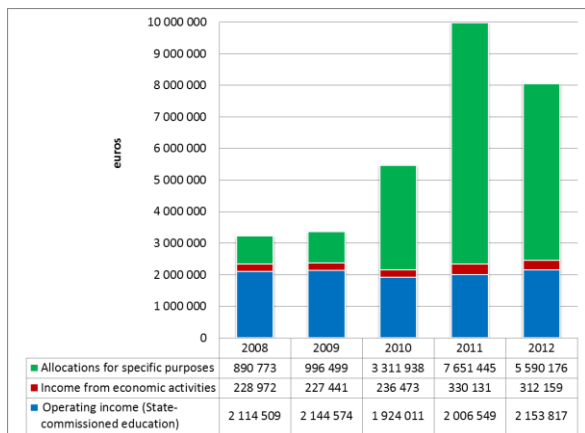


Figure 6. Division of income in 2008 – 2012 (EUR)

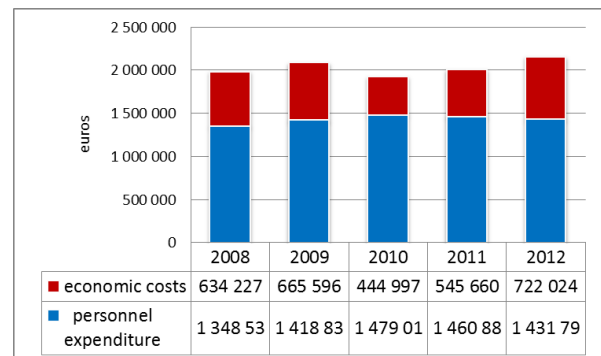


Figure 7. Distribution of operational costs in 2008 - 2012 (EUR)

- Reorganised IT related posts based on the audit results (2007), new servers acquired, the Information Technology Manager employed, the Information Technology Development Plan prepared (2008), the College website modernised (2009), the College website version in English (2011).
- The introduction of the computer support system over the Intranet and by phone (2009), the relevant guidelines available in the computer support system, training sessions planned, ordering specific application planned. Remote access to the college server facilitates the use of the server applications at the employee's home.
- In 2009 the document management system was changed based on the law amendments, the Procedures of Records Management have been revised every 2 years according to the changes of the College work organisation, since 2008 the College has the authorisation for the processing of delicate personal data.

- Investments into the infrastructure have mainly been related to the construction of the new study building where the own funding of the College has been used in addition to the external resources from the ESF. For the optimum use of the infrastructure the price list of fee-charging services has been developed. Already 5 events have been organised in the building during the period of December 2011 to April 2012.

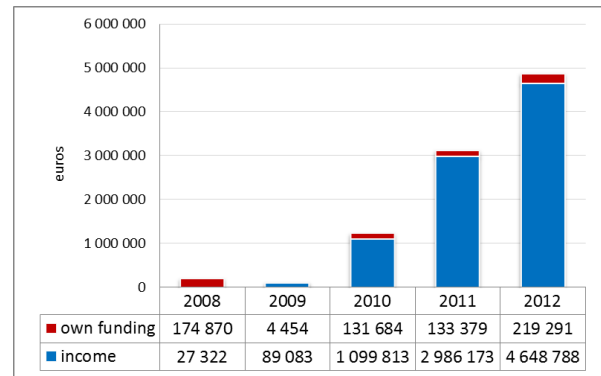


Figure 8. Dynamics of investments into the infrastructure.

- Organisation of the renovation of the Dormitory facade in cooperation with the State Real Estate Ltd (RKAS) in the calendar year 2012, including the renovation of the ventilation system and the roof, replacement of the doors and windows.

Opportunities and outcomes of the library are described in 3.2.5.

1.3.4. Improvement activities

- The provision of training and conference services (in the areas relevant to the studies) to support the optimum management of the infrastructure.
- Based on the key outcomes to use additional financial resources of programmes and projects to educate/train the employees; in cooperation with the Ministry of Social Affairs to find opportunities for the reduction of the costs related to practical training.

2. STUDY ACTIVITIES

2.1. Effectiveness/performance of studies

Documents: the curricula, the Regulation of Organisation of Studies (ÕKE), the Rules of Admission, the Statutes of Curricula, the Academic Calendar, the Study Schedules, the Statutes of the Student Council

Evidence: minutes of the Pedagogical Board, the Timetable, lists of student groups, information included in the SIS, Directives of the Ministry of Education and Research, final papers, data of the Feedback and Monitoring System (TMS) surveys

2.1.1. Objectives

The strategic objective identified in the College Development Plan: The students of the College are knowledgeable in their selection of the profession/speciality, focussed on life-long learning, dedicated to studies and development, and competitive in the labour market after graduation of the College

The sub-objective identified in the Development Plan: Motivated students recruited due to the good reputation of the College and to a good cooperation with various stakeholder groups

The outcomes of the sub-objective:

- Fulfilment of the state-commissioned education requirement by 95%.
- Minimum 10% of the total student body form the students of vocational education.

[The process of studies](#) is described in the Quality Manual as the main process together with the appropriate activities, goals, the liable person(s), instruments, indicators and the documents regulating the activities. Based on the strategic objectives identified in the Development Plan annual performance goals are determined and adopted by the Directive of the Minister of Education and Research.

2.1.2. Admission and planning the size of students based on the needs of society

The health care domain is the only domain within the Estonian educational system where the size of the students to be admitted is annually adopted by the Training Committee of Health Care Personnel in the Ministry of Social Affairs. The Committee includes the representatives of employers of all the domains and professional organisations. The planning of the size of the students to be admitted is based on the data included in the Health Care Personnel Registry (incl. distribution by age, migration rates etc.), in the Development Plans of various domains and the employer interests. The size of the students to be admitted that has been adopted by the College Board, is submitted to the Ministry of Education and Research and Training Committee of Health Care Personnel in the Ministry of Social Affairs. The decision about the admission size is adopted by the Directive of the Minister of Education and Research. Admission to the College is conducted twice a year. At the end of each admission period the admission process is analysed by the Admission Committee; if required, proposals are made to the College Board about the changes to be made in the organisation and procedure of admission.

The demographic situation in Estonia and the work-related migration of nurses to other countries has caused the need to increase the admission size of nursing students. The increase of the admission size is limited by the number of student places on practice sites. Student candidates with special needs can be admitted to the College, if their practical performance in the professional field is not limited; the College has created conditions for their studies (the physical environment and the Individual Study Schedule).

2.1.3. Outcomes of admission and planning the size of students to be admitted

- The admission competition to the College has increased every year, in 2011/12 the number of admission applications doubled compared to the previous year. The student places of state commissioned education are always filled by admission as demonstrated by the admission competition on the curricula. This fact reflects the candidates' interest in the professions/specialities trained at the College. Within years the competition has been the highest on the physiotherapy curriculum.

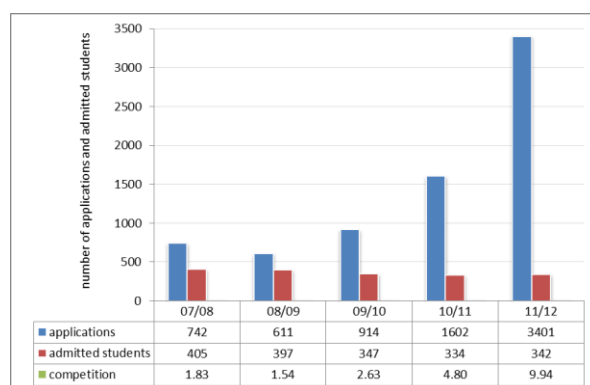


Figure 9. Admission competition in 2007 - 2011

- The number of students at the College is increasing; the majority of the students are studying on the basic nursing curriculum. The proportion of vocational education is increasing, including the number of curricula as well as student places.

Table 9. Number of students in 2006 – 2012 (of January the 1st)

Curriculum	2006	2007	2008	2009	2010	2011	2012
Basic Nursing Education	652	636	611	607	573	562	587
Specialized Nursing Education		112	43	52	47	36	48
Midwifery	122	127	118	124	130	146	148
Biomedical Laboratory Science	92	100	104	101	99	103	112
Environmental Health	69	65	63	63	53	53	51
Physiotherapy	55	66	73	95	100	102	102
Radiography	65	75	98	117	139	139	127
Care worker*	38	44	37	24	25	28	30
Babysitter		16	15	15	16	19	17
Emergency Medical Technician							14
Total	1 093	1 239	1 166	1 203	1 189	1 188	1 236

* since 2009 titled “care worker”, formerly named “practical nurse” and “social care worker”

- Since 2005 the admission procedure included the admission interview with each student candidate. In 2011 the analysis of admission interviews was conducted, including the function, and the relationship with further academic performance. As the effectiveness of the admission interview was not identified; the interview shall be removed from [the Rules of Admission](#) since 2012/13.
- During the admission period 2 employees of the Study Department are on site; answers to applicants are provided by e-mail and on phone. Student candidates may ask for information at the Departments of Studies and Development using the contacts on the College website all the year round.
- Organisation of admission has been monitored for 6 years using the 5-point scale and including the following aspects: the content of admission information, accessibility of information, availability of additional information at the College, the organisation of document submission and accessibility of the admission results. The satisfaction level with the organisation of admission has been stable within the years ranging from 4.2 to 4.6.

Table 10. Student satisfaction with admission organisation in 2007 – 2011

	2007	2008	2009	2010	2011
THCC	4.23	4.51	4.56	4.53	4.45
HEIs average		4.48	4.37	4.51	3.68



- Some students with special needs have been studying at the College every year.

2.1.4. Development of the student body

Students at the College may join the Student Council and represent the College in the events meant for the community. The College students participate in all student events in Tartu (e.g. Student Days in autumn and spring); they may deal regularly with sports activities (volleyball and basketball) and take part in national sport competitions for students, e.g. Students Summer Games or Student Ball. The college Intranet includes a forum for each student group; the SIS provides the students with study information; and social information about student life is communicated over the College Facebook. The Student Council consists of 10 permanent members and 2 non-permanent members; its activity is regulated by the Statutes adopted by the College Board. The Student Council is responsible for the organisation of annual student conferences, Christmas parties, College anniversaries, Valentine Days and first year student's adoption. The Student Council also organises peer-tutors for foreign students studying at the College, the participation in Education Fairs and in the Federation of Estonian Student Unions, cooperation with other HEIs.

2.1.5 Outcomes of the development of the student body

- 4 students elected by the Student Council are belonging to the College Board, 2 representatives of students participate in the work of the Pedagogical Board to allocate the study allowances. Students participate in the work of Curriculum Boards.
- Since 2005 students have initiated discussions in relation to problems, e.g. study allowances, timetables and practical training, in the forum of the College Intranet and once a month they have an opportunity to meet with the Administration for an open discussion; the students may summon a briefing.
- Students are satisfied with the proceeding of their proposals at the College.

Table 11. Student satisfaction with the proceeding of their proposals in 2007 – 2011

	2007	2008	2009	2010	2011
THCC	3.67	3.74	3.83	3.56	3.74
HEIs average	3.74	3.54	3.68	3.45	3.65



- Students use the gym and the fitness studio for sports activities (tummy dancing and gym exercises); the rooms may be used for other student events like leadership training conducted by „Young Leaders“.
- The Student Council communicates their activities on the College website (including the blog) and the Intranet forum. In 2011 a newsletter has been issued by radiography students; for the first time a collection of teacher maxims was issued by students.
- The students can use the system of state study allowances. The College has no additional study allowances system but the student activities have been supported by the College since 2005; financing the student activities organised by the Student Council, e.g. student conferences at the College and presentations outside the College, education fairs, sports activities etc.

Performance of studies, including the organisation of theoretical and practical studies, is dealt with in 2.4.; student activities are provided in 4.1.3. and 4.3.3.

2.1.6. College graduation

The defence of final papers (and the organisation of the final examination) is regulated by the appropriate Rules of the College. The procedure of selecting either the final paper or the final examination is determined in the Curriculum. The precondition for the graduation from the College is 100% fulfilment of the curriculum, i.e. the achievement of theoretical and practical learning outcomes and a successful defence of the final paper. Defence Committees are in operation twice a year according to the Study Schedule.

The selection of the topic for the final paper and the supervision process are described in clause 3.3. The Quality Specialist is monitoring the (professional) employment after graduation to evaluate the graduates' competence and competitiveness.

2.1.7. Outcomes of the College graduation

- Fulfilment of the state-commissioned education requirements has been 80-90% within years. In recent 5 years the College has made efforts to improve study counselling, offer individual study schedule, and provide psychological counselling in order to facilitate the graduation within the nominal length of studies.
- The average professional employment level among the College graduates has been 81-90% within years, e.g. in 2011 the professional employment rate at the level of professional HE was 81%. The students on the curricula with the shortened period of studies (2 years) are professionally employed while admitted to the College; therefore, their employment is not reflected in the figure. The majority of the College graduates are young women and maternity leave is the frequent reason for not being professionally employed (the data were collected within 3 months after the graduation; the respondents involved 100% of the graduates).
- The graduation from the College with the defence of the final paper or passing the final examination was in operation on nursing and midwifery curricula until the admission in 2011/12. The proportion of the students who prefer the defence of the final paper has been increasing within years. Based on the employer feedback (graduates who have defended the final paper are preferred) and after coordinating the appropriate graduation requirements with Tallinn Health Care College all the nursing and midwifery students admitted to the College in 2011/2012 shall graduate the College by defending the final paper
- The College has not systematically monitored the continuation of studies among the graduates; the relevant study information is provided to students at the College and the feedback if obtained through various information channels. For example, in the years 2005-2011 the graduates have continued their studies on Master level as follows: 23 out of 136 graduates (17%) on the physiotherapy curriculum are on the Master programme in the University of Tartu, 1 in the University of Birmingham; 5 graduates of the radiography curriculum have acquired Master's degree in public health in the University of Tartu, 2 graduates of the radiography curriculum continue their studies on Master level in medical physics on the joint programme of Tartu University and Tallinn Technical University(no Master programme in radiography is available in Estonia). 39 graduates have continued their Master studies in the Department of Nursing Science of the University of Tartu.

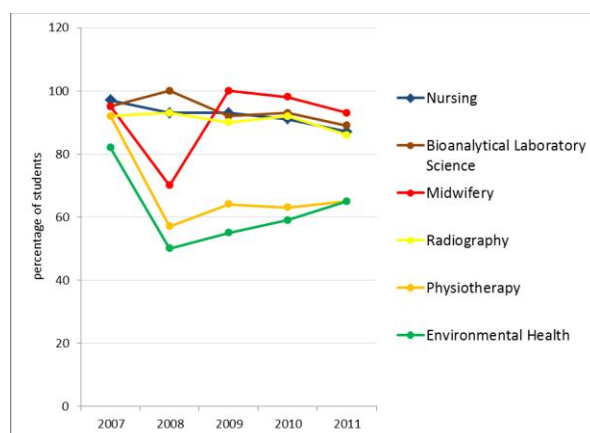


Figure 10. Employment of graduates in 2007 - 2011

2.1.8. Improvement activities

- To increase the fulfilment of state-commissioned education requirements up to 95%; focussing on the activities that facilitate the recruitment of motivated students and on the support provided to students during the whole period of studies.
- To increase the admission size on vocational curricula to achieve the objectives of the Development Plan and meet the national needs.

2.2. Curriculum development

Documents: the Operating Procedure of Curriculum Board, Quality Agreements with institutions for practical training, the Statutes of Curricula

Evidence: mutual and cooperation agreements with the employers, Master's theses of the teachers, minutes of working groups and the College Board meetings

2.2.1. Objective

The sub-objectives: Competitiveness of the alumni in the European labour market is provided by the development of the curricula in international cooperation. Cooperation with the stakeholders and key partners provides cohesion with society.

Outcomes of the sub-objective:

- Cooperation of the College with international partners provides an opportunity for biomedical laboratory scientists and nurse-specialists to continue their studies on Master level.
- There is a curriculum for specialized radiographers recognised in the area of the Baltic Sea developed in cooperation with international partners to provide Master level education for radiographers.

2.2.2. Opening and development of curricula in cooperation with the interested groups

The opening of curricula is regulated by the Institutions of Professional Higher Education Act, the development and changing of curricula is described in [the Statutes of Curricula of Professional Higher Education](#) and in the Quality Manual.

Curriculum development, including the introduction of major changes is adopted by the College Board on the approval of the Curriculum Board. For a more effective organisation of the work of the Curriculum Board the students with the appropriate preparation have been involved in the Board since 2012.

The development of the basic nursing and midwifery curricula is based on the Estonian and European competence requirements and recommendations that have to be fulfilled in the first cycle of HE for the award of the professional qualification in nursing and midwifery. The learning outcomes of the nursing and midwifery curricula have been coordinated with Tallinn Health Care College that facilitates the consistent development of the profession, uniform minimum requirements of the professional qualification and a free movement of students from one college to another.

2.2.3. Outcomes of opening and developing curricula

Opening and developing curricula in cooperation with the employers:

- In 2007/08 radiography training was opened in Tallinn on the initiative of the employers. Initially the Cooperation Agreement was signed by 3 Tallinn hospitals and the College, later it was signed by the fourth hospital (Tallinn Children's Hospital). Tallinn health care institutions involved by the agreement provided with the rooms necessary for the conduct of studies. The admission of students in Tallinn was performed within 3 years, in total 136 students commenced their studies in Tallinn; the last graduates are finishing their studies in 2013.
- In 2009 the training in biomedical laboratory science was commence in Tallinn based on the Cooperation Agreement between the College and 4 hospitals in Tallinn. The training was meant for the individuals who were employed by the appropriate hospitals, had the experience of laboratory work and professional qualifications close to laboratory work. The hospitals provided the teachers, the Study Counsellor and students with the rooms, equipment and work places necessary for the conduct of studies. The admission of students in Tallinn was performed within 2 years, in total 33 students commenced their studies in Tallinn, the last graduates are finishing their studies in 2014.
- In 2009 the training on the specialised nursing curriculum was started within state-commissioned education ensuring the sustainability of the project "Specialised training for nurses".
- In 2011/12 the training on the basic nursing curriculum with the shortened period of studies was started in Central-Estonia (Järvamaa Hospital). Based on the analysis of training and education needs among county nurses, preparations were made on the initiative of the

employers for opening the training facilities in Jõgeva and Viljandi; the admission and organisation of studies since 2012/2013.

- In February 2011 the training for care workers was started in South-Estonia based on the Cooperation Agreement between the College, the South-Estonian Hospital and the Võrumaa Local Government Association. The South-Estonian Hospital has provided the rooms for studies; and practical training can be conducted in local social welfare institutions.
- In 2009 the College was represented in the working group formed by the National Examinations and Qualifications Centre (REKK) to develop the national curriculum for the training of emergency medicine technicians; the training was commenced at the beginning of 2011 in cooperation with Tartu Ambulance Service and the South-Estonian Regional Rescue Services Centre.
- In 2006 the national curriculum for the training of babysitters was developed; the training was commenced in 2007 as these specialists with professional qualification were urgently needed.
- In the spring of 2011 changes were introduced into the curricula of basic nursing and midwifery – in cooperation with the Ministry of Defence and the Estonian National Defence College a compulsory subject „Military and catastrophe medicine“ (2 ECTS) was developed and included in to the curricula.

Curriculum development within the College:

- In 2005 all the curricula had full accreditation, the final report emphasised the need to implement various study teaching/learning methods and styles, to balance the teachers' work load and the study plans. The mentioned needs have been taken into account in curriculum development.
- In 2007 the development of outcome-based curricula was started with the use of appropriate training courses for the teachers and based on international experience. In 2009 the outcome-based curricula were approved by the working groups and the Curriculum Boards; in 2010 the outcome-based curricula were adopted by the College Board. In 2010 the Statutes of Curricula of Professional Higher Education and the curricula were adopted.
- For the improvement of the quality of the study process, all the teachers have participated in the training sessions related to the development of outcome-based curriculum and the assessment of learning outcomes. All the Curriculum Coordinators and the majority of the teachers in charge of the modules have passed the training course „Outcome-based curriculum in higher education“.
- In 2008 the curriculum of specialised nursing was accredited. The final report emphasised the need to integrate the subjects, to plan the weeks of practical training within the period of studies (the same way they are done in theoretical studies) and in the selection of practice sites it is necessary to take more into account the opportunities to develop the necessary skills. These recommendations have been followed.
- In 2011 the transition evaluation of the curricula was conducted by the simplified proceeding. Based on the feedback the learning outcomes and the location of subjects within the modules were specified aimed at a better integration of the subjects and completeness of the modules. The assessment committee highlighted the good and easily understandable form of the curricula providing sufficient background information to the students.
- In 2011 the selective subject „Outcome-based curriculum development“ was prepared (within the PRIMUS programme) for the students. 21 students have passed the mentioned subject course; their representatives have been involved in the work of the Curriculum Boards to improve the curriculum development. The subject course is going to be conducted on regular bases each academic year.
- In 2011 the procedure of defending the final paper on the nursing and midwifery curricula was changed based on the student feedback and caused by the need to make the procedure more student-centred. According to the revised defence procedure more substantial feedback is provided to the student within the discussion related to the defence and the process of the

research study is assessed predominantly. The assessment criteria were specified according to the learning outcomes.

- In 2010 the first prize in the competition “Successful cooperation in curriculum development” (organised within the PRIMUS programme) was awarded for the cooperation with Tallinn Health Care College, the major institutions for practical training and the Estonian Nurses Union.
- In 2010-2011 a pilot study was conducted on the curricula of basic nursing and radiography to evaluate the impact of the learning environment factors on the students’ learning. The subjects involved were surgical nursing and anatomy-physiology, respectively. The sample consisted of 136 students. The results of the study provide information about the study process and the achievement of learning outcomes that is necessary for curriculum development. The methodology implemented in the pilot study can be used in future on all the curricula in various subjects. The indicators of the learning environment applied in the pilot study have been used in the improvement of the student feedback questionnaire that is in operation at the College in 2011/12.
- Master’s thesis of Anne Vahtramäe (Lecturer) „Pre-registration nursing students’ experience related to clinical supervision in surgical nursing placement” (2006) has been taken into account in the development of learning materials for the training programme of clinical supervisors.
- Results of the Master’s thesis of Airin Treiman-Kiveste (the Head of Open College) „Impact of basic nursing education on the development of patient-centeredness in future nurses” have been used in the implementation of various teaching/learning methods and in the application of the study process facilitating patient-centeredness on the basic nursing curriculum.
- In 2011 the outcome-based radiography curriculum was provided an expert evaluation by Ms Valerie Challen, the Educational Executive Officer in the European Federation of Radiographer Societies (EFRS). The recommendations provided are substantial but do not fit always in the trends of the Estonian HE organisation. After the reorganisation of the HE system, the mentioned expert recommendations are being discussed in the Curriculum Boards to determine how the recommendations can be implemented in curriculum development.
- Since 2011 the Assistant Professor on the curriculum of biomedical laboratory science has belonged to the working group of the European Association for Professions in Biomedical Science (EPBS) aimed at the development of the appropriate Master programme. Curriculum development in International cooperation and within projects is described in 3.1.

2.2.4. Employer and alumni satisfaction with the quality of studies

- Employer satisfaction with the education and training at the College is demonstrated by the professional employment rate of the graduates described in 2.1.7.
- In 2007 a survey “Employer satisfaction with graduates of professional HEIs” was conducted among professional HEIs. The results of the survey demonstrate that employers are satisfied with the graduates knowledge and skills, especially the skills of ICT usage. Employer satisfaction is lower with foreign language skills of the graduates. Considering the employer feedback the representatives of the employers have been involved in the Curriculum Boards.
- In 2008 (after the end of the project of specialised nursing training) a survey was conducted by the College about the factors of specialised nursing training. The sample consisted of 109 graduates, 109 employers and 109 colleagues of the graduates. The results of the survey demonstrate that the participation in the training programme improved the participants’ specialist knowledge and skill but did not improve much their attitudes. High evaluation was attributed to teamwork skills; confidence in professional performance and competitiveness in the labour market increased. Half of the graduates of the training programme are currently providing independent nursing care services, confirming the fact that the first group of the graduates have successfully been implementing their acquired knowledge and skills.

- In 2010 a survey of alumni (n=366) (including the graduates of 2007 to 2010) was conducted by the College aimed at the investigation of satisfaction with the knowledge/skills acquired at the College and the implementation of general competences at work. The alumni were most of all satisfied with the professional theoretical knowledge and practical skills, the skills of independent learning and decision making. More than a half of the respondents answered that the education and training provided at the College facilitates their competitiveness in the labour market. 1/3 of the respondents evaluated highly the development of analytical and critical thinking skills. Ratings were lower for economic and managerial preparation. In 2011 the preparation was commenced for the appropriate elective subjects at the College (e.g. the e-learning subject course on time and resource

management has been conducted). 72% of the respondents were employed in the public sector, 25% were salaried employees in the private sector and 3% were proprietors. 87% of the respondents answered that they had made the right choice by entering the College and 90% of the respondents would recommend the others to study at the College.

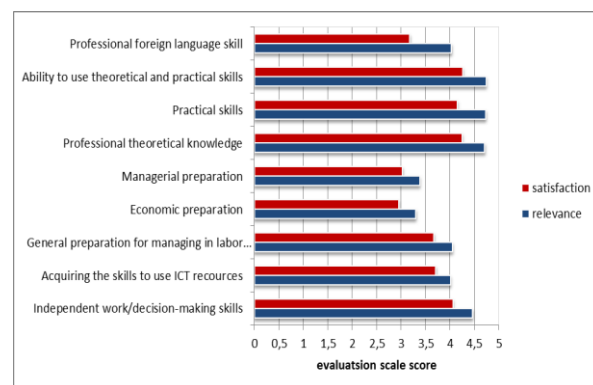


Figure 11. Alumni (graduated in 2007-2010) satisfaction with acquired knowledge and skills.

- As the pilot alumni survey conducted with the help of the Feedback and Monitoring System (TMS) in 2010 included a limited number and type of questions but the College needs evidence-based feedback from the alumni, the appropriate questionnaire has been prepared within the development project in 2011/12. This survey should give information about the satisfaction with the organisation, content and appropriateness of studies to the requirements of the labour market among the alumni who have graduated from the College within 10 last years. Results of the survey indicate the quality of studies and serve as a basis for curriculum development.
- The questionnaire „Development of professional attitudes among physiotherapy students during Bachelor degree programmes - survey for the last year students” developed within the project "The formative effect of the course of physiotherapy studies on the occupational attitudes of students" is planned to be implemented on the physiotherapy curriculum in cooperation with the Faculty of Exercise and Sport Science of the University of Tartu. The questionnaire has been translated, the permission for implementation has been provided. The information that will be collected from the physiotherapy students of the College and the University of Tartu within the survey would help to identify the weaknesses of the curriculum. The results of the survey are planned to be presented at the conference of the European Network of Physiotherapy in Higher Education (ENPHE) in 2012.
- In 2009 a survey was conducted (within the student final paper) about the satisfaction with their acquired education and professional performance among the alumni of the radiography curriculum. The results of the survey demonstrate that the majority out of the 72 alumni who have graduated from the College in 2003 to 2008 was satisfied with their education and the curriculum. The knowledge and skills acquired at the College were sufficient for professional practice, the education/training corresponded to the requirements at work and the graduates are motivated to continue their studies (in specialist training).

- The upward migration trend of the nursing professionals/specialists is confirmed by the increase of the Registry Certificates issued by the Health Board in 2007-2011. This fact may indicate that the graduates of health care colleges are internationally competitive.

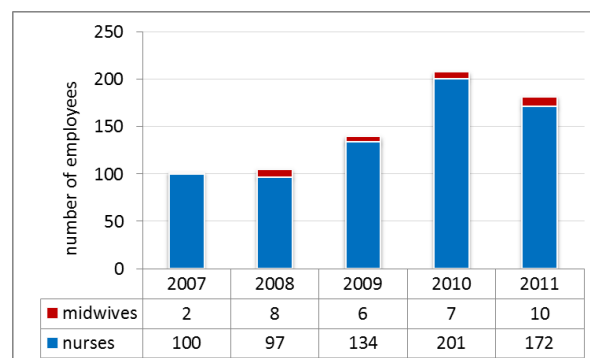


Figure 12. Migration of nursing and midwifery professionals in 2007-2011.

2.2.5. Improvement activities

- The results of the 2 applied research studies ("Evaluation of professional competences of graduates by graduates and employers" and "Influencing factors of the academic learning environment") are aimed at curriculum development based on the evidence acquired with the research methodology that is internationally accepted.
- The conduct of the survey about alumni satisfaction in 2012 in the online survey environment; the survey results are used to improve the content and organisation of studies on the curricula resulting in the graduates' better coping in their professional activity.
- Looking for opportunities to obtain additional financial sources to extend the specialised radiography training to other Baltic States; the development of the Master programme on biomedical laboratory science in cooperation with the working group of the European Association for Professions in Biomedical Science (EPBS). The development of the Master programme for specialised nursing is depending on the results of the higher education reform.

2.3. Academic performance of students and assessment

Documents: subject syllabi, the Study Schedule, the Procedures for Allocation of Study Allowances, the Procedure for Recognition of Prior Learning and Working.

Evidence: applications for study allowances, Directives of allocations of study allowances, diplomas, subject assessment sheets, Directives of exmatriculation, data summaries for the allocation of study allowances, applications for recognition of prior learning and working

2.3.1. Objective

The strategic objective: the students of the College are knowledgeable in their selection of the profession/speciality, focussed on life-long learning, dedicated to studies and development, and competitive in the labour market after graduation of the College

2.3.2. Students' academic performance

Studies at the College are full-time as the alternation of theoretical and practical studies and the big amount of clinical training do not facilitate part-time studies; the nationally established nominal length of the study period inhibits the completion of the curriculum based on the student's individual speed in achieving the determined learning outcomes. The curriculum structure provides the student the opportunity to pass the studies within the nominal period supported by continuous feedback about his/her progress. The studies at the College are organised in the course system according to the curriculum where the student passes the modules/subjects in the sequence identified in the curriculum and the Study Schedule. The student shall complete 100% of the compulsory studies determined in the curriculum by the end of the semester. The student is transferred to the next year/course if 100% of the (preliminary) examinations and practical training

sessions of the previous year have been passed. The student who has not passed the studies determined in the curriculum has no right to enter the practical training session.

In relation to the transition to outcome-based curricula the assessment principles were changed by the Directive of the Minister of Education and Research. The rules of students' academic performance and the assessment of learning outcomes are determined in [the Regulation of Studies](#). The modules/subjects to be assessed are determined in the curriculum, the assessment criteria are specified in the subject syllabus. Differentiated, undifferentiated and formative assessment are used. Assessment is corresponding to the learning outcomes and is facilitating learning.

Announcement of the assessment results is regulated by Annex 4 "Submission of assessment sheets" in the Documentary Procedure Rules. Non-attendance of students at (preliminary) examinations and studies for illness or other reasons is also regulated by the Regulation of Studies. The defence procedure of the final paper/examination is determined in the "Rules of compiling and defending the final paper" attached to each curriculum. The procedure for appeal of the assessment result is determined in the Regulation of Studies (clauses 153-162). Revision of the assessment rules is conducted regularly in the process of curriculum development. The student's academic performance is taken into consideration in the allocation of study allowances that is based on the weighted average grade of the student. In case of unsatisfactory performance, the student is consulted by the Study Counsellor, teachers and the Curriculum Coordinator, if required.

2.3.3. Outcomes of students' academic performance

- The main reasons for dropout are unsatisfactory academic performance, personal matters and health problems. The dropout rate has been stable within years. The dropout rate is the highest among first year students, including also the students who leave the College in the first semester because the chosen profession/speciality is not suitable for them. The RCAU working group has compared the dropout of 1st year students in professional HEIs – the dropout rate at the College was lower (11.8%) compared to the average dropout rate of other HEIs (13%).

Table 12. Number of students who dropped out in 2007 – 2012 (of January the 1st)

	2007	2008	2009	2010	2011	2012
Dropouts	91	117	117	95	94	113
% of the total number of students	6,2	7,6	7,6	6,0	5,9	7,3

- In 2009 to facilitate the academic performance of the students four Study Counsellor posts were established based on the results of the survey of the learning environment and the organisation of studies that indicated the students' need for more information and support in relation to their studies in order to solve their problems.
- From 2005 to 2009 the College Intranet System was in operation where the curriculum/subjects, timetables and study results had to be accessed by the student in different systems. In 2010 the common Study Information System (SIS) was introduced which provides the student with the information about the curriculum, study materials and his/her study results – all in the same system. The SIS also includes each student's personal electronic study record.
- Due to the transition to outcome-based curricula the students have started to pay more attention to the correspondence of the assessment criteria to the learning outcomes and to other documents regulating studies. 21 official appellations have been submitted by the students in the years 2007 to 2011, including the appeal of the results of final papers, admission interviews and other study results.

2.3.4. Recognition of prior learning and working experience

The College has adopted the Procedure for Recognition of Prior Learning and Working Experience (VÖTA) that regulates the assessment of the applicants' competence, i.e. the correspondence of the applicant's knowledge, skills and attitudes to the learning outcomes of the curriculum or parts of the

curriculum. If the applicant's competence meets the mentioned requirements, it will be recognised in the completion of the curriculum.

2.3.5. Outcomes of recognition of prior learning and working experience

- Until 2008 the recognition of prior learning was based on the mutual agreement between the teacher and the student. In 2008 the introduction of VÕTA was commenced and the appropriate training for the staff within the PRIMUS programme was provided.
- In 2009 the Procedure for VÕTA was adopted; since 2009/2010 briefings have been organised for students about VÕTA; in 2010 a survey about VÕTA was conducted among the students of the College; in 2011 the Procedure for VÕTA was revised based on the survey results to facilitate the comprehension of the content and filling in the documents related to VÕTA.
- In 2010 to 2011 the training of VÕTA assessors was completed by 84 staff members of the College.
- In 2009 and 2010 VÕTA Week was conducted at the College that included on-line consultations. In 2011 in addition to on-line consultations the appropriate briefings were carried out in the South-Estonian Unemployment Insurance Funds, the South-Estonian Hospital, in the Hospitals of Rakvere and Valga and in North-Estonian Regional Hospital aimed at the introduction of the College curricula and VÕTA opportunities within studies.
- Since 2010 the students have had an opportunity to participate in the elective subject "Self-development: yesterday, today and tomorrow" that is aimed at directing the students to plan their studies with the help of VÕTA. In the years 2010 and 2011 198 students participated in the subject course.
- In 2011 the learning object "Guidelines for filling in VÕTA application" was compiled within the BeSt programme; the object is available on the College website to everybody who wants to fill in VÕTA documentation and carry out the self-analysis. In 2011 the Procedure for VÕTA was translated into Russian and is accessible on the College website mainly for Russian students to facilitate the comprehension of VÕTA information
- The College has successfully implemented the VÕTA procedure in the support of lifelong learning principles. The number of ECTS recognised through VÕTA has significantly increased within last 3 years.

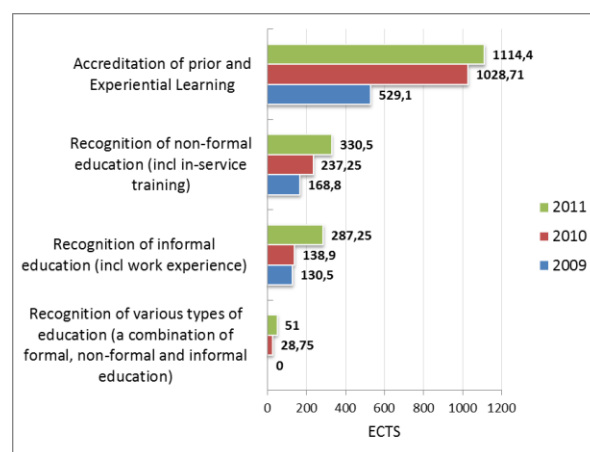


Figure 13. Number of ECTS recognised through VÕTA in 2009-2011

2.3.6. Improvement activity

Inclusion of VÕTA into the SIS to promote the accessibility and operation of VÕTA in the support of lifelong learning opportunities.

2.4. Processes supporting studies

Documents: job descriptions of Study Counsellors, the Procedures of Student/Teacher Mobility, the Rules of Pre-Clinical Practice Facilities and Laboratories, the Procedure of Practical Training
Evidence: the results of satisfaction surveys, Quality Agreements, the applicants ranking lists within the ERASMUS mobility programme, videos of the interviews with incoming students.

2.4.1. Objectives

The sub-objective: Motivated students recruited due to the good reputation of the College and to a good cooperation with various stakeholder groups

Outcomes of the sub-objective: The system of student tutors aimed at peer-support has been systematically and sustainably conducted on all the curricula.

Student mobility operates in both directions and minimum 5% of the students participate in the mobility.

2.4.2. Organisation of studies

[The process of organisation of studies](#) is described in the Quality Manual. The structure of studies provides the student the opportunity to complete the curriculum within the nominal period of studies. To facilitate the students' learning the more efficient integration of subjects within the modules is aimed at within the teamwork of the teaching staff under the supervision of team leaders. The need for the alignment of subjects and topics is followed in [the development of the Timetable](#).

To support the study activities the SIS is in operation that provides the student with the information about the curriculum, subject syllabi, learning materials and results. The student has an opportunity to provide feedback over the SIS about the organisation and content of studies at the end of the subject course. The feedback results are accessible by the teacher and the Curriculum Coordinator who use this information for the development of the organisation and content of studies, e.g. within the development interview. Generalised results of the student feedback are communicated to the students during briefings.

Practical training facilitates the student's coping in the working environment integrating theoretical knowledge with practical work. [The process of practical training](#) is described in the Quality Manual and it is regulated by [the Procedure of Practical Training](#). All the students are provided with places for practical training by the college. The expenditure related to the practical training is covered by the College based on the Agreement between the College and the Institution of practical training. If required, the student's accommodation costs are covered by the College when practical training is conducted outside Tartu. During practical training the student is supported and guided by the Supervising Teacher at the College and the Clinical Supervisor on the practice site.


2.4.3. Outcomes of organisation of practical training

- In 2004 the individual Practice Book of the student was introduced, including written analyses of and feedback to all practical training sessions compiled by the student, by the Supervising Teacher and the Clinical Supervisor to reflect the student's development in the achievement of learning outcomes.
- Since 2005 the College uniform and a name tag for practical training have been used allowing the identification of the student on the practice site as a representative of the College; developing the sense of belongingness and the aesthetic look in the students.
- Since 2003 agreements of practical training have been signed with the institutions for practical training, e.g. 143 agreements of April 2012 (including 21 Quality Agreements) concerning the organisation of practical training, cooperation in the field of applied research, curricula briefings to the public and the development of mutual opportunities for adult practical training.

- The fulfilment of the required state-commissioned education size is analysed twice a year; the summary is submitted by the Vice-Rector of Studies to the College Board and the report is submitted to the Ministry of Education and Research.
- Due to long-term illness, family/economic reasons or insufficiency of places for practical training (e.g. on the Radiography curriculum) the Individual Study Schedule is developed for the student, e.g. 62 Individual Study Schedules were developed in 2011/12.
- Within recent years the Timetable was compiled by different number of people (4 to 8) who were focussing mainly on the section of the Timetable within their field of responsibility (sometimes without being able to consider the Timetable of the College as a whole). In 2010/2011– the number of staff members related to the Timetable was reduced from 8 to 4 resulting in the improvement of the situation. Since 2011/2012 the Timetable of the College is being compiled by one person only to provide more even distribution of the work load of the students and the teachers and more effective use of the study rooms.
- Since 2007 [satisfaction surveys related to the organisation and environment of studies](#) have been conducted in each November among the students of the College. The obtained survey results form a basis for the conduct of improvement activities. In recent years the average satisfaction scores related to the organisation and environment of studies have been between 3.03 and 3.16 on a 4-point scale, the score of the last survey – 3.00 (the average number of respondents forming 40 – 50% of the total size of students).
- Three aspects of satisfaction with the availability of the study information have been surveyed among the students, including the satisfaction with the information related to subjects, changes in studies and the access to study results.

Table 13. Student satisfaction with information availability in 2007 -2011

	2007	2008	2009	2010	2011
THCC	2.88	2.8	2.9	2.62	2.68
HEIs average	2.24	2.76	3.18	2.73	2.6



- In 2011 „Student guidelines of internal communication at the College“ were compiled and is accessible over the Intranet.
- The results of the satisfaction survey related to the organisation and environment of studies demonstrate that the skills of specialist, occupational and independent learning are increasing, the skills of foreign languages and the availability of selective subjects are the areas of lower satisfaction. The survey results have been taken into account in the alterations of the curricula and in planning of the studies in 2012.

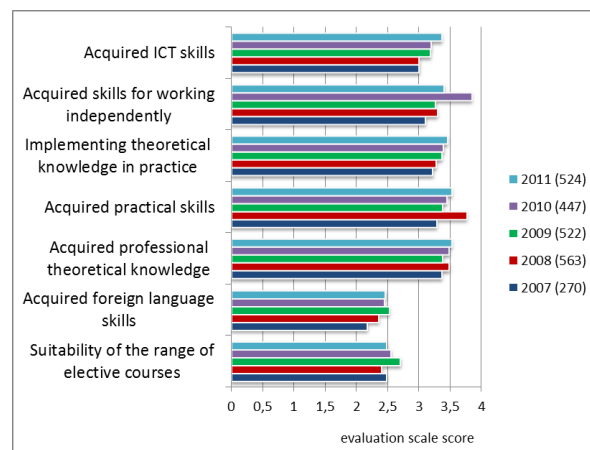


Figure 14. Student satisfaction with acquired skills in 2007 – 2011.

2.4.4. Counselling of students

Counselling of the students is provided by various staff member: the Study Counsellor, teachers, the Curriculum Coordinator, specialists in the Development Department and the Psychologist. The study counselling is provided by the Study Counsellors, including the regular communication of information to students in briefings set in the Timetable. The teachers consult the students in relation to the problems that have emerged within the subject course. The Curriculum Coordinator counsels the student in problem situations related to the appellation of the study results, for example. In addition to study counselling the student may have individual psychological

counselling where the problems of studies and personal life may be interwoven. The tutoring system has been started within the framework of the PRIMUS programme.

2.4.5. Outcomes of counselling students

- The Study Counsellors have passed the following training programmes: "Counselling VÕTA applicants in HEI" and "Counselling techniques". Since 2010 each Study Counsellor has been expected to spend 25 working hours per week on the counselling of students.
- The work load of the psychology teacher includes also 10 hours of psychological counselling provided to the students per week aimed at supporting the student's studies at the College and, if required, referring the student to other specialists for help. The average number of the students who need psychological counselling is 30 per year.
- In 2010 the training for 21 tutors was carried out within the PRIMUS programme aimed at the development of the psychosocial knowledge and skills among senior students necessary for supporting the first year students in their adaptation to the College life. This tutor training is based on the Peer Support Training programme developed by A. Ford at the University of Oxford. In 2011 the number of participants in the training programme was 15.
- Career counselling is integrated with psychological counselling, study counselling and the training programme „Self-development yesterday, today and tomorrow”; the programme has been passed by 198 students since 2010.
- 228 students have participated in various seminars organised for students within the PRIMUS programme as elective subjects (e.g. on time management, stress management, public presentation etc.) of the curriculum from 2009 to 2011. The seminars facilitate the students' adaptation to the study process and their psychological and social management.
- The student satisfaction level has been stable with the services of study organisation. The slight decrease of the satisfaction with study counselling and the availability of study results has been caused by the introduction of a new SIS. Following the College key outcomes the student satisfaction trend is expected to become upward.

Table 14. Satisfaction with study counselling in 2007 – 2011

	2007	2008	2009	2010	2011
THCC	3.11	3.08	3.23	3.00	2.88
HEIs average	2.84	2.92	3.18	3.18	2.59

Table 15. Student satisfaction with availability of study results in 2007 – 2011

	2007	2008	2009	2010	2011
THCC	3.75	3	3	2.84	2.68
HEIs average	2.8	3	3	2.76	2.76

Table 16. Student satisfaction with services of study organisation in 2007-2011

	2007	2008	2009	2010	2011
THCC	3.85	3.12	3.24	3.1	3.4
HEIs average	2.96	3	2.92	3	3.18

2.4.6. Student mobility

In 2004/05 the College joined the Erasmus programme that resulted in the increase of the number of the students conducting their practical training abroad and the number of the partner schools' students performing their practical training in Estonia. The Erasmus Coordinator helps the students to find the suitable partner school abroad where the aims of practical training could be fulfilled. The college has 37 Erasmus partners in 18 countries.

[The process of student mobility](#) is described in the Quality Manual as part of the process of mobility and international relations. Briefings on Erasmus mobility are regularly organised for the students by the Erasmus Coordinator. The benefit of student mobility is mainly related to the development of their general competences and understanding the impact of cultural differences on the profession/speciality they are acquiring.

All the incoming students who complete their practical training in Estonia are assigned the individual peer tutor by the College and the coordination of their training is supported by the Curriculum Coordinator. The incoming student is assigned the Supervising Teacher and the Clinical Supervisor. The interest of foreign students in the opportunity to take their practical training in Estonia has been increasing, e.g. the incoming students on the radiography curriculum evaluated highly the quality of the training and the health care system in Estonia.

2.4.7. Outcomes of student mobility

- The results of the effectiveness analysis of student mobility conducted in 2008 demonstrate that the benefits most highly evaluated by the students were the introduction to another culture and a different health care system as well as the communication opportunity in the foreign language.
- Student mobility has mainly taken place within the Erasmus programme, on the nursing curriculum also within the European Nursing Module until 2008 and within the Nordic Network since 2008. The participation rate in the Erasmus programme by students has increased from 0.5 to 2.2%.
- The participation rate in the Erasmus programme by the students of the College is higher compared to the average of other 12 professional HEIs.

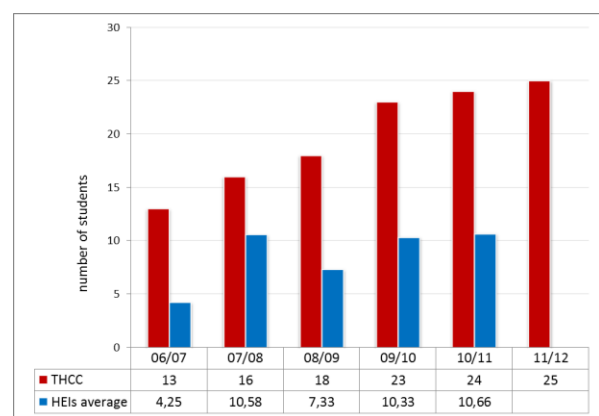


Figure 15. Student mobility in Erasmus programme in 2007- 2011

- [Student mobility varies by the curricula](#) and depending mainly on the availability of suitable practice places. The participation in the mobility programmes is the most active among the nursing students; the participation activity has increased among the physiotherapy and biomedical laboratory science students in recent years.
- 83% out of 94 outgoing students have evaluated their general satisfaction with the Erasmus programmes in 2006 to 2011 as „very well“ or „well“.
- The incoming students from partner schools who complete their practical training in Estonia are mainly on the curricula of nursing, physiotherapy and radiography.
- Regular feedback from the incoming students has not been collected but 4 video interviews have been created with 8 incoming students about their experience of practical training in Estonia where all the interviewees evaluated highly their professional/specialist and sociocultural experiences acquired.
- In 2011 an e-learning course „Orientation course for incoming students“ was developed on the Moodle platform that provides a detailed overview of the education and health care in Estonia and also about the College.
- 2 incoming students have interrupted their practical training due to the language problems.

2.4.8. Modern technical and education technological equipment applied in the organisation of studies

The students have an opportunity to use the study building that is contemporarily equipped, the skills labs, the biomedical labs, the library and the information centre (see 3.2.5.). The students of the College have an access to the electronic and physical environments supporting the studies

within and outside the time of studies. The SIS and the College Intranet are meant for forwarding, changing, storing and retrieval of the information related to the process of studies.

2.4.9. Outcomes of the application of modern equipment in the organisation of studies

- For the conduct of studies there are computers and data projectors in the lecture rooms and the equipment for the conduct and recording of video conferences in the meeting room. The equipment of sound and image transmission in several big lecture rooms makes it possible to organise events for a big number of students and the sound/image transmission between the rooms. In addition, the students have at their disposal the skills labs, the biomedical labs and the library that is described in 3.2.5.
- Since 2006 the conduct of e-learning with the help of the free source e-learning software platform Moodle and the use of other web applications for studies like Blogger and Weebly are in operation. Web-based study materials are developed, e-portfolios are created with various social software (Exe Learning, Weebly, Hot Potatoes, CourseLab, Google Docs, e-portfolio resources etc.). In addition, a free wifi network is available everywhere in the study building. To facilitate the e-learning of the students the appropriate introductory e-learning courses are conducted for first year students by the Education Technologist.
- The College has obtained Camtasia Studio programme for screen recordings and the software for video, audio and photo processing (Pinnacle Studio, Audacity, Gimp, Irfan View etc.).
- 7 radiography students passed the selective e-learning course „Assuring and optimizing image quality” (2.5 ECTS) and 8 students passed the selective e-learning course „Decision making in radiography” (1 ECTS) in Helsinki Metropolia University of Applied Sciences that provided the students with the international experience in e-learning.

2.4.10. Student feedback surveys

The TMS system has mainly been used for the collection of student opinions and evaluation.

Since 2010/2011 the subject feedback is conducted on the SIS after the end of the subject course and the questionnaire is displayed automatically on the SIS. The College has not aimed at 100% respondent rate, i.e. responding the questionnaire is voluntary.

2.4.11. Outcomes of student feedback surveys

- The extent of subject monitoring has constantly been increasing: 39 subjects in 2007/2008; 53 subjects in 2008/2009; and 76 subjects in 2009/2010. Since 2010/2011 the feedback about all the subjects is provided on the SIS.
- The results of the feedback monitoring is analysed by the teacher in cooperation with the Curriculum Coordinator to improve the integration of the subjects. See 1.2.
- In relation to the transition to outcome-based curricula a new feedback questionnaire is being tested in 2011/12.

2.4.12. Improvement activities

- The development and application of the Timetable module on the SIS to distribute evenly the teachers' work load and provide the students with the long-term timetable necessary for more efficient planning of studies.
- Planning practical training sessions for the whole period of studies to ensure each student the achievement of the determined learning outcomes acquired by varied clinical experience on different practice sites.
- Training and implementation of tutors on all the curricula to provide peer-support to first year students to facility their adaptation to the HEI.
- Study opportunities with the help of mobility programmes to 5% of the students on all the curricula to extend the student understanding of social, educational and cultural differences.

3. RESEARCH AND DEVELOPMENT

3.1. Effectiveness of research and development

Documents: the Directive of Planning the Teaching Staff Working Time, the Agreement of BeSt programme, LLP/Erasmus mobility contracts, Quality Agreements with the institutions of practical training, RUN Procedures

Evidence: information on the College website about research, projects, mobility and e-learning courses/learning objects; the College research collections and information on the ETIS, the minutes of the RUN meetings, the summary of publications and presentations – annual reports; documentation related to the projects; LPP/ Erasmus reports

3.1.1. Objectives

The sub-objectives:

- Studies are supported by research and development underpinned by the Mission and Vision of the College
- Involvement of students in research and development to ensure the sustainability of the College

Outcomes of the sub-objectives:

- Within the period of the Development Plan 15 applied research studies are completed, the process and results of the studies are introduced nationally and internationally through publications and presentations.
- International networking on all the curricula creates opportunities for the implementation of new development projects (minimum 3 projects) at the levels of professional HE and vocational education.
- The number of presentations made annually at seminars/conferences by the students and teaching staff is 20-25.

3.1.2. Activities related to research

In 2008 the [College Research Board](#) (RUN) was established to coordinate and promote research activities at the College; the activity of the RUN is based on the appropriate procedures. Three research domains have been identified at the College: the process of studies, health, and the evidence-based development of the profession. Research activities at the College are aimed at the development of the profession and the study process based on the results of the research studies conducted in cooperation with various stakeholders at the national and international levels. [The process of the applied research study](#) is described in the Quality Manual.

3.1.3. Outcomes and analysis of research

- In 2008 the RUN was established; in 2008-2012 the identification of the main research domains and in 2009-2011 the development of the research strategy. In 2012 a description of the implementation plan of the research process was added.
- In 2007-2011 [ten applied research studies](#) were conducted that involved 16 teachers and 25 students, including 10 presentations, 10 articles and 22 final papers defended by the students.
- Currently [14 applied research studies](#) are being conducted that involve 21 teachers and 34 students; 6 presentations have been made, 4 articles published, and 11 final papers defended.
- In 2008-2010 the College participated in [two international development projects](#), resulting in 18 presentations and 8 published articles.
- Since 2007 the Collection of research studies has been issued annually by the College, including the articles compiled by the students and the teaching staff. The Collection is delivered free of charge to the cooperation partners of the College, and it is available at the College library and on the College website. Since 2011 the abstracts in English have been added to the articles to facilitate the cooperation with foreign partner schools. In 2012 the editorial group was formed to support the issuing process of the Collection.

- Considering the fact that there is no financing system for applied research in Estonia, the College has been successful in the conduct of applied research studies. The involvement of the teaching staff (1/4 of the members) and students in applied research studies has been increasing within last years supporting the processes of studies, research and internationalisation.

3.1.4. Activities related to projects

Since 2005 the development activities have been based on projects, the College being in the roles of the promoter or the partner of the national or international project. Project work is mainly aimed at the development of the curricula and new training areas based on the employer needs and the sustainability of the application of project products. The function of the Development Department is to collect information about project-based and other funding opportunities in order to forward this information to the Curricula Coordinators and stakeholders. [The process of the project](#) development and conduct is described in the Quality Manual. On the average 8 projects/programmes are in operation at the College each year based on the development objectives of the College and the employers.

3.1.5. Outcomes and analysis of project work

The College as the promoter of the project

- From 2005 to 2008 specialized nursing curricula (ÕEK) were developed in four fields of nursing (intensive care nursing, mental health nursing, health care nursing, clinical nursing) and the training was conducted for 31 teachers and 109 nurses. 4 textbooks were translated into Estonian/edited/published and are currently being used at the Colleges of Health Care and health care institutions. In addition 5 collections of study materials were compiled and published. In 2008 the specialized nursing curriculum passed successfully the accreditation process. Since 2009 the admission to this curriculum is based on state-commissioned education.
- In 2005 to 2007 the project „Training for clinical supervisors of nursing and midwifery students“ was carried out, including the preparation and publishing of the appropriate teaching/learning material; 365 clinical supervisors completed the training in various health care institutions. After the end of the project Quality Agreements were concluded between the College and hospitals within which the provision of the training based on the developed training programme and materials is continued by the College. Following the employer needs the programme for the follow-up training was compiled by the College in 2011; the follow-up training has been passed by 17 clinical supervisors (see 4.2.3).
- In 2006 to 2008 within the project „Development of physiotherapeutic assessment“ 217 practising physiotherapists, 60 students and 13 teachers were trained by recognized foreign lecturers.
- In 2008 to 2010 the international project „Apprenticeship Training Program for the Health Care Sector –TRAIN“ was aimed at the adaptation of learning agreement training to the Estonian conditions. Within the project study modules of the training programme were developed in cooperation with Finnish and Lithuanian partners; 15 care workers and 22 clinical supervisors were trained in Estonia in cooperation with East-Tallinn Central Hospital, South-Estonian Hospital and Pariis Specialised Care Centre. According to the needs of South-Estonian Hospital the training for care workers has been conducted in 2011 to 2012. The Lithuanian partners have commenced the preparation of the training programme for care workers as a result of the project.
- In 2010 to 2012 within the project "Development of integrated training system and cooperation network of specialised welfare (ETA)" three surveys are being conducted among activity instructors and employers in cooperation with employers. The results are implemented in practice through training programmes; the cooperation network model is developed to offer training courses. A 296-hour training programme has been compiled; and 73 activity instructors have completed the training programme. In addition, four specialised modules have been prepared within which 132 activity instructors are being trained. As a result of the positive

feedback to the training course the employers have requested annual conduct of this training course. Within the project 2 national seminars are conducted in cooperation with the partner organisations.

- In 2009 to 2013 within the project "Development and implementation of specialised radiography curricula in three fields at Tartu Health Care College (RADEK)" curricula are being developed on ultrasound diagnostics, nuclear medicine and radiotherapy. 45 specialists are trained and 3 textbooks are translated/published on the curricula. In 2011 the preparation was commenced for the development of the joint specialized radiography curriculum in cooperation with the University of Latvia. As the project proposal was not funded, other opportunities are being looked for the development of the joint curriculum. Different ways for the development of the Master programme in radiography have been looked for in the Nordic countries but with no results by now. By the participation in the HENRE network the College is looking for opportunities of Master studies on radiography where the specialist radiography training might form part of the Master programme.

The College as a partner of the project

- In 2008 to 2010 within the Leonardo da Vinci programme an international project „Health and Social Care Teachers Against Violence (HEVD)“ was conducted in cooperation with 15 partners, including the development of study material, training programme and educational material about intimate partner violence; 11 teachers completed the training on teaching the students to notice the signs of intimate partner violence among their patients
- In 2008 to 2010 within the Leonardo da Vinci programme an international project „Supporting the Functional Capacity of Older People with Skill and Quality (SUFUCA)“ a website in four languages was prepared, containing the methods of supporting the functional capacity of older people. Within the Erasmus project „Counselling for Practice - a Pilot of Improving Counselling Quality of Diabetics (DIPRA)“ the training programme (15 ECTS) and e-learning study material were compiled for counselling the patient with diabetes.
- Following the needs of the labour market training programmes were developed and training courses conducted for babysitters (a pilot project in 2009 to 2010) and care workers (project “Development of the total training system in social welfare” in 2010-2012).
- In 2007 to 2009 within the Leonardo de Vinci programme an international project "Competence-based Vocational Training for Nurses and Care-workers in a Virtual Learning Environment" was led by East Tallinn Central Hospital, including the development of the outcome-based e-learning environment and study materials about the basics of nursing and care in case of chronic diseases, geriatric and palliative nursing and care. The materials are being used in the process of studies.
- In 2011 to 2014 an international Nordplus project “Evidence based quality assurance in digital dental imaging (EQD)” is conducted in cooperation with 5 partners from 3 countries, including the development of the training programme and study materials for quality assurance in digital dental imaging.
- The College has been successful in project activities through the efficient use of limited human and financial resources to ensure the sustainable performance of the evidence-based study process.

3.1.6. Other RDC and internationalisation activities

The College emphasises making oral and poster presentations at conferences as a means for meeting the objectives (including the promotion of internationalisation) of the development needs of the teaching staff and the College. The presentations are supported by the College operating income or various programmes/projects (e.g. LLP/Erasmus, DoRa and the Primus programmes). Mobility programmes are participated by the teaching staff and the administrative staff aimed at the practice of foreign language skills, exchange of experience and looking for new partner organisations or project ideas. All the curricula are represented in international cooperation networks. E-learning

programmes (e-VÖTI and BeSt) have supported the implementation of e-learning methods by the teaching staff since 2005.

3.1.7. Outcomes and analysis of other RDC and internationalisation activities

- Within 6 last years the staff members have participated in 22 conferences and made 21 presentations per year on the average; this results is good compared to the appropriate sub-objective of the College and the appropriate result (8 conference presentations per year) of JAMK.
- From 2005 to 2011 14 textbooks have been published by the teachers and 5 Collections of research studies have been issued.
- The data about research publications, textbooks and interactive study materials (6.2) are provided in ETIS. Compared to the average results of other HEIs, the College has very good results related to the publication of research articles (1.1 according to Thomson Reuters Web of Science database), articles in collections (3.2 and 3.5) and published conference abstracts (5.2).

Table 17. Number of research publications and study materials on ETIS (2007-2012)

	1.1.	1.2.	1.3.	2.	3.1.	3.2.	3.3.	3.4.	3.5.	4.1.	4.2.	5.1.	5.2.	6.2.
THCC	11	7	3	1	1	46	0	2	14	0	2	1	37	66
HEIs average	2.92	8.5	13.8	6	4.33	15.8	2.17	13.5	6.82	2.36	3.27	1	17	35.3

- Since 2004, after joining the Erasmus programme, the mobility of the staff has been increasing, e.g. the staff mobility rate 3.4% in 2004 increased to 14.8% in 2011. Based on the comparison with 12 other professional HEIs the participation of the College in mobility programmes demonstrates excellent outcomes. The average duration of the visit to a partner HEI has been 6 days. The mobility experience during 2004/05-2010/11 has been evaluated as “very good” (76%) and “good” (24%) by the staff members (n=86).

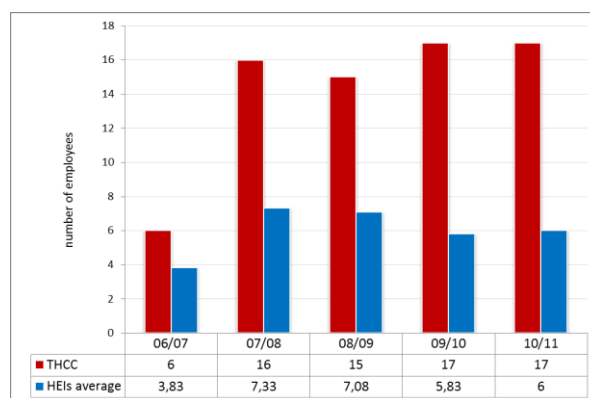


Figure 16. Personnel mobility in Erasmus programme in 2006–2011 and comparison with the average of other applied higher education institutions

- The mobility trend of incoming teachers is growing; the majority of mobility is conducted within the Erasmus programme.

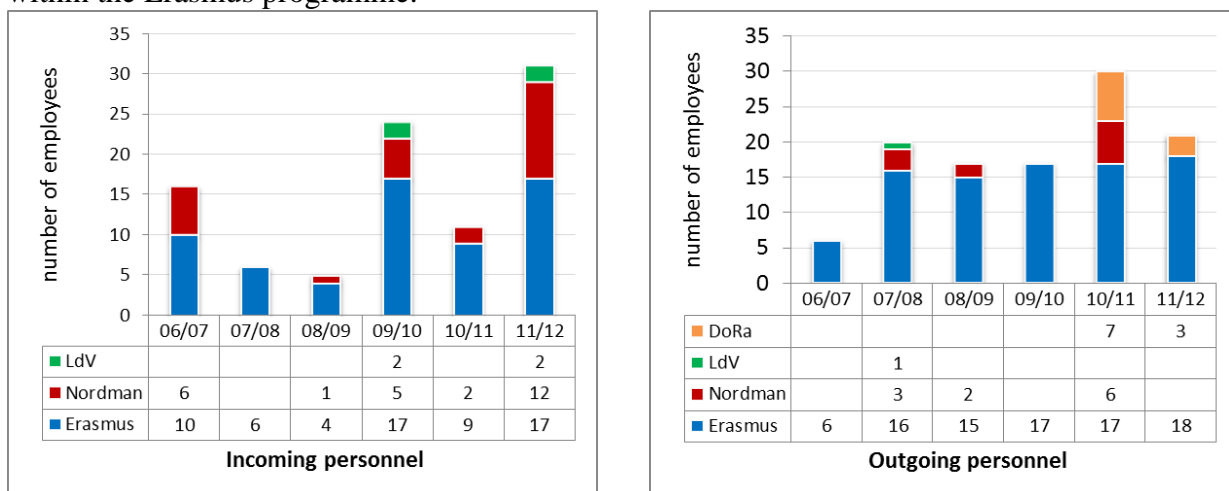


Figure 17. Personnel mobility within various programmes in 2006/07 - 2011/12 (incoming and outgoing)

- Since 2006 e-learning courses (in total amount of 87 ECTS) and 65 learning objects have been compiled by the teachers.
- In 2012 17 e-learning courses were submitted to the Competition for the Quality Label by professional HEIs, the Quality Label was awarded to 9 e-learning courses, including 5 courses of the College. In addition, two out of the five e-learning courses with the Quality Label were presented to the competition "E-learning course of the Year 2011/2012" by the evaluation committee.
- The development of e-learning courses and learning objects is based on the objectives of the BeSt programme (2008-2013). In 2011 the amount achieved was 63% (for e-learning courses) and 73% (for learning objects) that was considerably higher compared to the average results achieved by other participating professional HEIs, respectively 58% and 48%.

3.1.8. Investigating and considering the needs of society and the labour market in the development of RDC activities

The development of the College is based on the needs of society and the labour market. All the project proposals promoted by the College have been initiated by the employers. The College staff members are participating actively in the activities of professional organisations and non-profit organisations; and 44% of the teaching staff has part-time employment in the specialist field outside the College that provides a balance between the needs of society and the labour market and the activities of the College.

Hospitals in Estonia have used considerable amounts of resources to reorganise the health care system and investments into research have not been their priority – the research cooperation between the College and hospitals needs promotion. Nevertheless, there are some good examples of cooperation, e.g. East-Tallinn Central Hospital and Tartu University Hospital have forwarded the College the research topics suitable work student papers and/or joint research studies. On the initiative of the health care colleges and in cooperation with the Ministry of Social Affairs and professional organisations the establishment of a joint development centre has been commenced, including the coordination and implementation of research and development activities based on the needs of the labour market.

3.1.9. Outcomes and analysis of the investigation and consideration of the needs of society and the labour market in the development of RDC activities

- The employers have always been included in the projects promoted by the College, e.g. the project of specialised nursing training (ÕEK) was initiated by the professional organisation and the employers; and it was carried out in cooperation between the health care colleges, the ministries and the professional organisation. The project of specialised radiography training (RADEK) involves the Ministry of Social Affairs, 11 hospitals and 3 professional organisations. The project of specialised welfare (ETA) has been developed based on the needs of the PLC Social Services for the training of activity instructors; the project involved 24 institutions of specialised social welfare as partners.
- Since 2009 round table discussions have been organised by the College to identify the research topics relevant to the employers and suitable for applied research studies and student papers.
- In 2007 the first Cooperation Agreement related to research was signed with the Health Protection Inspectorate; in 2009 with the Estonian Nurses Union. In 2011 the Cooperation Agreement was concluded with the Estonian Health Board for the participation in an international project SINPHONIE (Schools Indoor Pollution and Health: Observatory Network in Europe), involving scientists and experts of 25 member states. In 2012 a research study is being prepared on the request of the Estonian Health Insurance Fund. Quality Agreements have been signed by 20 hospitals, including among other things the support to research cooperation. In 2012 ten Cooperation Agreements have been signed by different institutions aimed at the conduct of applied research studies.

- Since 2011 a cooperation network has been developed by the practitioners and researchers of the colleges of health care, East-Tallinn Central Hospital and the Department of Nursing Science of Tartu University aimed at the promotion of joint research (including student research) among the colleges and institutions of practical training. Patient-centeredness and family-centeredness were identified as the areas of joint research. In 2012 other health care intuitions were involved into the network; the mapping of hospital research needs and the conduct of joint research studies are being prepared.
- Since 2006 the examination for the renewal of nursing and midwifery qualifications is conducted by the College for the individuals who have been away from the labour market for some time and are interested in re-entering into the market as a nurse or a midwife.
- Teachers of the College are continuously represented in the editorial group of the only national nursing journal (*Eesti Õde*) (published since 1966).

3.1.10. Improvement activity

Results of better student papers are regularly introduced in health care facilities through seminars and conferences; discussions are conducted in health care facilities involving all the parties, e.g. the student, the supervisor, health professionals. The introduction of these results would facilitate cooperation between the College and health care facilities, including the extension and quality of and involvement in applied research.

3.2. RDC resources and support processes

Documents: the Procedure for Free Semester, DoRa Guidelines, LLP /Erasmus Mobility Contract, bilateral cooperation agreements, Directives related to the Budget, the Erasmus Agreement, the BeSt Partnership Agreement.

Evidence: minutes of the RUN meetings, the information about projects on the College website, annual reports, reports and feedback related to mobility, research, projects and programmes, including accountancy, the sheet for working time planning.

3.2.1. Objectives

Outcomes of the sub-objectives: Internationalisation is supported by the learning environment at the College.

3.2.2. Activities of RDC support systems

Participation in international networks and programmes facilitates curriculum development, project work and mobility of the staff and students, e.g. the partnership in 3 long-term programmes: PRIMUS (2008-2015), BeSt (2008-2013), DoRa (2010- 2014) and the LLP/Erasmus programme since 2004. Since 2007 the Education Technologist has been employed full-time at the College; she is participating in the national network of education technologists.

120 hours are planned for studies in the teachers who are studying on Master or Doctoral levels. The Procedure for Free Semester has been adopted but its application has been complicated by the substitution and financing difficulties of teachers. If required, study leave, flexible working time or decreased work load have been provided by the College to the teacher for the graduation of Master of Doctoral studies.

Participation in discussions and meetings about higher education, social policy and health care is relevant to the College in order to be part of and direct changes. In general, the ordering and financing of applied research is not supported by the state or institutions/organisations. For this reason, the financing of applied research studies has been planned from the operational expenditure of the College since 2009. Working hours for the conduct of applied research can be planned in cooperation between the teacher and the Curriculum Coordinator based on the rules of planning the working time at the College.

3.2.3. Outcomes and analysis of RDC support systems

- Since 2008 a full-time Researcher has been employed at the College, in 2010 full-time posts of Assistant Professors were established and filled in on 3 curricula. The responsibilities of the Assistant Professor, Lecturer and Assistant involve duties related to applied research. The College is facilitating RDC activities by the establishment /filling various posts, e.g. the Education Technologist, the Specialist of International Relations, the PR Manager, the Head of Open College, the Researcher, and the Assistant Professors. A number of training courses for the teaching staff have been conducted to support the RDC activities.
- Since 2005 RDC activities have systematically been supported by the College own funding of development projects. [Financing for specific purposes](#) includes all the innovation transfer and development projects and programmes, excluding the investments into the infrastructure.

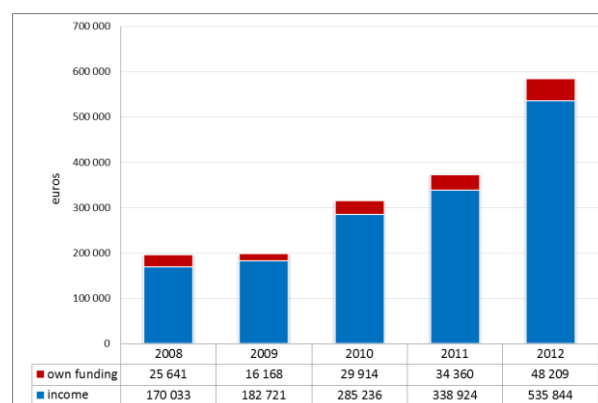


Figure 18. Income and own funding in transfer of innovation and development projects, programmes in 2008 – 2012 (EUR)

- The part of the total budget allocated to RDC contains the appropriation (from the operating income) for applied research and publishing the Collections. RDC allocation per one full-time teaching staff member (24 Lecturers and 3 Assistant Professors), whose responsibilities include research, is 22076 € in 2012.

Table 18. Funds of the total budget allocated for RDC in 2007-2012

	2007	2008	2009	2010	2011	2012
Operational costs	1 697 659	1 982 763	2 084 435	1 924 011	2 006 549	2 153 817
incl. RDC	53 250	42 769	42 781	38 847	4 013	60 209
Finances for specific purposes*	211 415	170 032	182 721	285 236	33 924	535 844
Total	1 909 074	2 152 795	2 267 156	2 209 247	2 345 473	2 689 661
Percentage of RDC	14%	10%	10%	15%	16%	22%

* excluding the projects of study infrastructure

- In 2004 the College joined the Erasmus/Socrates Charter followed by first cooperation agreements. In 2012 the College has bilateral agreements with 37 HEIs in 18 countries within the Erasmus programme. Participation in the LLP/Erasmus programme (2007-2013) has been supporting mobility and internationalisation at the College.
- Since 2005 the College has been participating in the following development related networks: FINE, ENPHE, EFERS/HENRE, Nordman Network, BioNord Network, Nordman Nordic Network, EURASHE.
- The representatives of nursing and midwifery curricula participate actively in international networks (Nordman Network and FINE) in the development of common professional training and education in European countries. The Assistant Professor of the nursing curriculum has been a member of the FINE Council since 2009. The appropriate meetings have been organised at the College, e.g. the FINE meeting and the international seminar; the annual meeting of the Nordman Nordic Network in 2010; the annual meeting of the Nordman Network in 2011.
- Curriculum development, internationalisation and the initiation of new development projects is facilitated by the participation in international networks: the radiography curriculum (HENRE), the biomedical laboratory science curriculum (EPBS and BioNord) and the physiotherapy

curriculum (ENPHE). In 2009 the annual meeting of the BioNord was organised at the College. Since 2012 a radiography Lecturer and 2 students belong to the HENRE Management Team. Since 2010 the College is represented in the working group (involving 6 countries) aimed at the development of the Master programme for biomedical laboratory scientists.

- In 2013/14 an annual ENPHE conference is going to be organised by the College in cooperation with the University of Tartu.
- The College teachers are involved in the Supervisors' and Reviewers' Committee for Master students in the Department of Nursing Science at the University of Tartu; the Rector is a member of the Programme Council of the Department of Nursing Science at the same University.
- The training courses within the Primus programme have been supporting the development of instruction and supervision skills of the teaching staff within the outcome-based study environment; the assurance of quality in the recognition of prior learning and working experience; increasing the effectiveness of strategic leadership and supporting student coping.
- Since 2010 a scholarship has been given to 10 teachers of the College within the DoRa programme supporting the teacher's contacts with Doctoral studies ("Participation of Young Researchers in the International Circulation of Knowledge").
- The Education Technologist has conducted a number of internal training sessions for the employees to improve the awareness of copyright issues. In the e-learning courses and learning objects created by the teachers a reference to the Creative Commons Licence is made that is a standard way for content creators to grant someone else permission to use their work.
- In 2010 a training session was conducted by the Research Ethics Committee of the University of Tartu to introduce the new application format. In addition, the training related to qualitative and quantitative research methodology, copyright and SPSS have been conducted.
- The level of employer satisfaction related to the participation opportunities in research and project work has been stable within 5 last years – the average level has been 3.6 on a 5-point scale.

3.2.4. Activities related to modernisation and implementation of RDC infrastructure

In the modernisation of the RDC infrastructure project-based funding opportunities have been used. The College has skills labs for practical training, a lab for radiography training, biomedical labs, an e-learning lab, and an e-health lab, an ICT lab which are used in studies, research activities and independent learning assignments of the students. Based on the agreement with the staff the rooms may be used until 9 p.m. on working days. The study building is closed at the weekends.

The College library is containing literature related to specialities/professions, research and studies. An access to e-journals, (scientific) databases and the information about new literature is provided over the College Intranet. The e-borrowing system is in operation.

3.2.5. Outcomes and analysis related to modernisation and implementation of RDC infrastructure

- In 2010 to 2013 the College has applied for funding according to the measure of “Modernisation of the infrastructure of the study and working environment in development and research institutions and higher education institutions” to construct and equip the new study building. The resources that are used in basic, specialised and in-service training and education have been obtained within the measure “Modernisation of study infrastructure of professional higher education and teacher training” of the European Regional Development Fund.

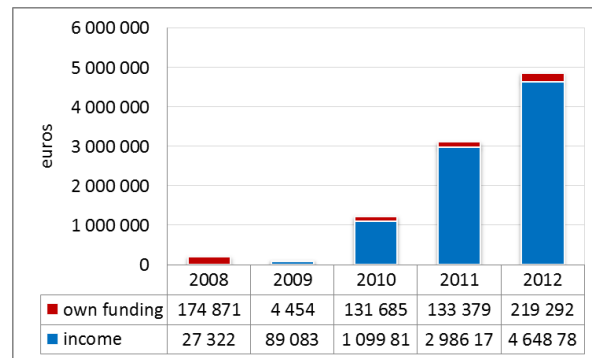


Figure 19. Investments in study infrastructure in 2008 - 2012 (EUR)

- In 2011 in total 896 334€ were invested into the construction of the radiology/radiography lab simulating the clinical environment and equipped with modern diagnostic apparatus for pre-clinical radiography training. The lab is a unique facility in all the Baltic States. The establishment of the lab that is outside the clinical environment was caused by the increase of the investigation amount and by the more strict requirements set to the organisation of studies.
- In 2012 the skills labs for pre-clinical training (located in the Dormitory) are being renovated (60 000€) and teaching aids obtained (169 240€), including the training lab of e-health to be implemented in 2013 to introduce and train the innovative methods in operation in the Estonian health care system.
- In 2012 biomedical laboratory apparatus and other equipment were bought for new laboratories in total for 296 620€, the general laboratory basis was modernised.
- New rooms have been implemented and the conditions for working and studying to the staff and students have considerably been improved thanks to the new study building.

Table 19. Comparison of rooms in 2004 and 2012

ROOMS	2004		2012	
	number	m2	number	m2
lecture rooms	19	997,3	18	1284
pre-clinical classes	17	766,8	17	766,8
radiographers room	0	0	1	57
physiotherapist room	1	299	12	410
laboratory	5	279	14	434,5
library		107,6	4	553
teachers working room	11	256,1	14	359
administrators		104	13	377
room for general use		1157,9	48	2034,1
resting room	1	43	2	247
support facilities			15	776,5
buffets			6	189
Total:	54	4010,7	164	7487,9

- The amount of the ICT resources has increased 3 times and is now meeting the study (incl. independent learning) and working needs.

Tabel 20. Comparison of IT resources in 2004 and 2012

	2004	2012
COMPUTERS		
administrative	16	44
only for students	25	42
for teacher	20	56
for study work	15	40
datapointers	5	40
video conference	0	2
Interactive whiteboard		4
Lecture recording device		1
Total:	81	229

- Since 2005 the web-based library system URRAM has been in operation providing the data about the library stock, loans, deadlines for returns etc. In 2012 a self-service borrowing system was introduced. The Libraries Information and Catalogue System (RIKS) was introduced for the modernisation of the information systems. Due to the use of modern security system technology all the library items are located on open shelves.
- In 2008 the Cooperation Agreement was concluded with the University of Tartu Library (UTL) that gives the College students an opportunity to borrow items from the UTL, the Centre of Medical information at the Academic Library of Tallinn University and to use the interlibrary loan service (ILL).
- The College library contains 13 286 copies of various items. Until 2012 in total 13 scientific journals in English were ordered, in 2012 the access licence to CINAHL database was bought (containing more than 3000 indexed journals, out of which 610 with full-text articles). The library contains all the relevant health and specialist journals in Estonian.

3.2.6. Improvement activities

- To extend the use of the applications/models developed by foreign partners in the conduct the applied research studies that are ordered and financed by different organisations; the activities are based on cooperation to meet the employer and the College needs.
- To improve the accommodation conditions for foreign lecturers in the renovation process of the Dormitory to support internationalisation in the study and development processes.

3.3. Supervision of student work

Documents: Guidelines for written papers, Guidelines for Course Paper, Guidelines for Final Paper, the Regulation of Organisation of Studies, the Procedures of the Research Board

Evidence: registration lists and certificates of training courses, assessment sheets of final examinations/final papers, minutes of the joint meetings of the College Research Board and the teachers of research methodology

3.3.1. Objective

The sub-objective: Involvement of students in research and development to ensure the sustainability of the College

3.3.2. Activities

It is essential to have a sufficient number of competent supervisors of final papers among the teaching staff and the employers. The employers have presented the research areas relevant to them, the same have done the members of the teaching staff and the student may also choose the topic based on his/her interests and capability.

The final papers defended in the five recent years have been collected into the electronic database at the College library, making them available to the students, the staff members and the employers. The students provide their written consent for the public use of their final papers. This database is a good source for the implementation of the plagiarism detection program on final papers since 2012. The final papers have been checked by the plagiarism detection program and the check results have been discussed at the meeting of the teaching staff. The concept of plagiarism with relevant examples is dealt with in the seminars of research methodology and in the introduction to e-learning/interactive e-learning courses; the importance of research ethics is emphasised in the process of the final paper. In case of suspected plagiarism in the final paper, the matter is dealt with according to the procedure determined in the Regulation of Organisation of Studies.

In 2010/11 a joint discussion was initiated by the East-Tallinn Central Hospital about the topic areas, terminology and process of research in the clinical environment. The discussion involved the representatives of Tartu and Tallinn Health Care Colleges and the Department of Nursing Science at the University of Tartu.

The research topics suggested by the East-Tallinn Central Hospital are available on the hospital website. The agreement on the suggested research topics is aimed at with all bigger institutions for practical training. Following the strategic domains of the National Strategy for Nursing and Midwifery the plan of research has been developed on the appropriate curricula that would serve as a guide in the selection of topics for final papers. The list of research topics/areas of the teaching staff members is provided on the College website. Idea generation seminars are conducted for the identification of the topics of final papers where suitable topics and potential supervisors are introduced. The student selects the topic and signs the supervision agreement together with the supervisor.

The responsibilities of the supervisor are determined in the Guidelines for Compilation, Defence and Assessment of Final Paper. For the supervision of each student's final paper 50 hours are planned within the teacher's work load, the supervision hours were optimised within the measurement of the teacher's working time within 3 years. To improve the supervisors' competence the following training sessions have been conducted: qualitative and quantitative research methods, academic writing, the supervision process of final papers, research ethics and copyright.

3.3.3. Outcomes and analysis

- New guidelines for the final paper and the alteration of the defence and assessment principles were adopted in 2011/2012 due to the implementation of outcome-based curricula and extensive differences in the amount of ECTS (from 9 to 12 ECTS) meant for the final paper on different curricula.
- In 2011 a pilot study about satisfaction with the supervision process and the defence procedure was conducted on the nursing and midwifery curricula. The results of the study formed a basis for the change in the defence procedure. The satisfaction survey is planned to be replicated in 2012/13.
- In 2011 meetings with cooperation partners in Pärnu, Võru and Tartu were commenced aimed at the introduction of the results of successful final papers of students.
- In cooperation with the East-Tallinn Central Hospital, Tallinn Health Care College and the Department of Nursing Science at the University of Tartu the list of recommended research topics in nursing and midwifery have been developed and research terminology harmonised.
- In 2011 in the meeting with the representatives of Tartu University Hospital the topic list of joint research studies was compiled, including the following: the spread of hospital infection, nursing documentation, the working environment of nurses, nurses' work load. The mentioned topics have been considered in the development of the Research Plan on the curricula of nursing and midwifery.
- Each teacher who supervises final papers has 4 papers on the average per year; specialists outside the College have been involved in the supervision of final papers to decrease the

supervision load of the full-time teaching staff members and promote the cooperation between the College and the institutions for practical training (in the fields of applied research and the integration of theory with practice). The average number of supervisors from outside the College has been 30 per year.

- Since 2008 there is the electronic database of final papers at the College library.
- In 2011 to develop the supervision skills of the teaching staff a seminar on group supervision of nursing research papers was conducted by the Leading Supervisor Lena Stangvik-Urban from the University of Mälardalen; the number of participants – 10.

Recognised final papers:

- The number of the graduates who have been awarded with the College letter of recognition for their excellent final paper: 2009 -1; 2010 – 2; 2011- 20 and 2012 -10. The best final papers are published in the College publications Collections: in 2004 to 2011 the number of the student papers published in the collections was 65.
- The student papers that have been awarded recognition from outside the College from 2008 to 2011 – 8 students, e.g. the Competition of Winter Academy Scientific Articles, the Prize of the RCAU and the competition of student research conducted by the Ministry of Education and Research.
- From 2009 to 2011 34 students were involved in 14 research studies whose final papers were compiled within the research study.

3.3.4. Improvement activities

- Involvement of students into each applied research study and development project, so that students might compile final papers within these studies and projects. Looking for opportunities of additional financing of applied research.
- Regular organisation of seminars every year to introduce the results of better final papers on all the curricula; and discussions with the employers in health care institutions in cooperation between the student and the supervisor.
- To continue regular training for supervisors and reviewers of final papers (commenced in 2011) aimed at the extension of the circle of supervisors and develop the integration of theory and practice.

4. COMMUNITY SERVICE

4.1. Popularisation of RDC and the involvement of the College in community development

Documents: cooperation agreements, the Communication Strategy

Evidence: the feedback from high schools, registration lists for and feedback about events, the news on the College website, the annual implementation plan compiled by the PR Manager

4.1.1. Objectives

The sub-objectives:

- Cohesion with the society is provided by the cooperation with the interested parties and key partners
- Motivated students recruited due to the good reputation of the College and to a good cooperation with various stakeholder groups

Outcomes of the sub-objectives:

- 1 to 2 seminars/conferences are conducted annually under the leadership of the College
- Cooperation with high schools (10), opening of health oriented study groups (5)
- Positive image and recognition of the College.
- All the curricula have their representation in the working groups of the Ministry of Social Affairs and professional organisations.
- Joint projects and activities involving the interested parties and key partners (minimum 1 project/activity per year on each curriculum), involving 10-15% of the total number of students by the end of the development period.

4.1.2. Activities related to RDC and College reputation popularisation

The activities are planned in cooperation with the Department of Development and Department of Studies and described as a process ([PR process](#)). The annual implementation plan is compiled by the PR Manager including the activities that are following the objectives identified in the Development Plan and Activity Plan of the College. Activities of the College are systematically reflected on the College website. Training courses for the community are provided through the Open College.

The partners of the College are located mainly in the city and county of Tartu and in Southern Estonia. Based on the Cooperation Agreements (concluded with 2 high schools in Tartu) studies in the field of health care are provided at high schools. Science popularisation activities are conducted in cooperation with the AHHA Science Centre, 8 hospitals, the Estonian Unemployment Insurance Fund, general education schools and kindergartens.

The popularisation activities of RDC are supported by the Communication Strategy, the introduction of the results of applied research studies and the involvement of the students. The students in cooperation with the teaching staff contribute to the social development through the conduct of applied research and the introduction of the research results in presentations and research articles. The students are also involved in the organisation of the events meant for the community. The College is belonging to the Network for Workplace Health Promotion.

Correspondence to the social and employer needs is provided most effectively by the representation of the College in professional organisations, by the participation as experts in the activities of partners and fulfilling the role of the training provider. For this purpose, the College staff members participate in working groups preparing development/implementation plans and strategies; and are leaders in the introduction of various initiatives. In cooperation with professional organisations round table discussions are organised every 2 years.

4.1.3. Outcomes and analysis of the activities related to RDC and College reputation popularisation

Popularisation of RDC:

- Since 2005 annual student conferences have been organised on the initiative of the Student Council supported by the Department of Development.
- Since 2007 five Collections of research articles have been published.
- Cooperation Agreements have been concluded with Tamme Gymnasium (2010) and Kivilinna Gymnasium (2011) in Tartu.
- Since 2009 cooperation with the AHHA Science Centre through projects has been performed, e.g. participation twice in the activities of Researchers' Night and in 2 projects - "112" and „To vaccinate or not to vaccinate? That is the question!" The two projects were participated by three teachers, the Development Specialist and 37 students from different curricula. One teacher participated in the creation of a popular science game DECIDE.
- Since 2008 the RCUAS scholarship has been awarded to 5 students; in 2011 the recognition of the students and their supervisors by the College was commenced.
- In 2010/2011 the College participated in the production of a series of TV broadcasts about professional HEIs *Kooliproov*, the College was involved in 4 broadcasts that can be accessed through the video archive of the Estonian TV.
- 3 research articles have been submitted to the competition of the non-profit association *TalveAkadeemia* in the years 2009 to 2011 based on the final papers compiled within applied research studies; two articles out of the three were awarded a prize.
- In 2011 a newsletter was prepared by radiography students and distributed in hospitals free of charge. The aim of the newsletter was to introduce the results of final papers and research studies and also the directions of development of the radiography curriculum.
- The number of activities related to RDC popularisation and community service at the College has been constantly increasing. Since 2007 thematic days or lectures have been conducted in pre-school education institutions and youth hobby centres by the College teachers, students and alumni. From 2007 to 2011 on the average 65 events have been organised per year.

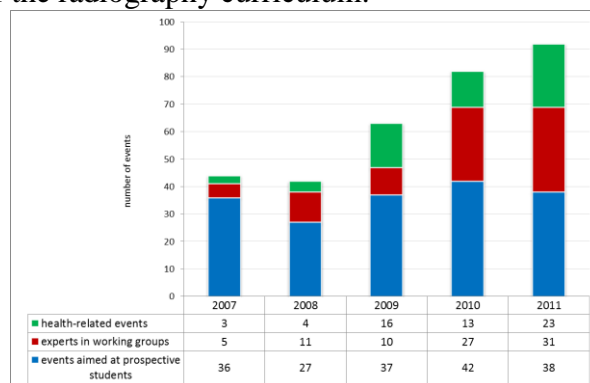


Figure 20. RDC popularization events in 2007 - 2011 categorize

- The students are implementing their acquired knowledge and skills in community services, e.g. as babysitters looking after pre-schoolers at different ages on the Entrepreneurship Day conducted on civil initiative, conducting seminars about physical exercise in the Youth Hobby Centre *Sinilind* (Elva), training (involving the College alumni) good hygiene practice in Kindergarten *Lotte*, providing locomotion support (by physiotherapy students) in Kindergarten *Pääsupesa*.
- In 2010 a student of the College was recognised for the best solution provided to the situational task in the national professional competition of care workers organised by the Foundation for Lifelong Learning Development INNOVE. In 2012 the second prize was awarded to a student of the College in the professional competition "Student Care Worker 2012".
- In 2011 the College alumni participated in the entrepreneurship competition of the Estonian TV broadcast series *Ajujaht* (Brain Hunt) aimed at supporting the talented youth in their creation of innovative endeavours.
- From 2007 to 2011 seven teachers have participated in publishing of (text)books in the role of the reviewer of the council member.

- The College was awarded a prize for cooperation by the Archimedes Foundation in 2010 (“Koostöö kuldõun”). The prize together with monetary award is provided annually to the educational institutions which have achieved excellent results in their international activity. The College was recognised for the international cooperation among the staff and students on the curricula of nursing, midwifery and biomedical laboratory science within the Nordplus Higher Education programme, for the active participation in the Erasmus programme and in international projects (SUFUCA, HEVI, DIPRA, and TRAIN).
- A presentation at the European Congress of Radiology in 2012 “Echoes from Estonia: introduction of sonography as a specialism for radiographers” was made by Anne Lukken; the presentation was prepared by a foreign lecturer Janice Dodgeon and Anne Lukken within RADEK project.
- Activities of the College have been reflected on the media 190 times during the period from 2007 to 2009 on the average 27 times per year and 2010 to 2011 on the average 54 times per year; the trend is very positive (based on the College objectives) and confirmed by the comparison with the appropriate result in JAMK (55 publications in 2011).

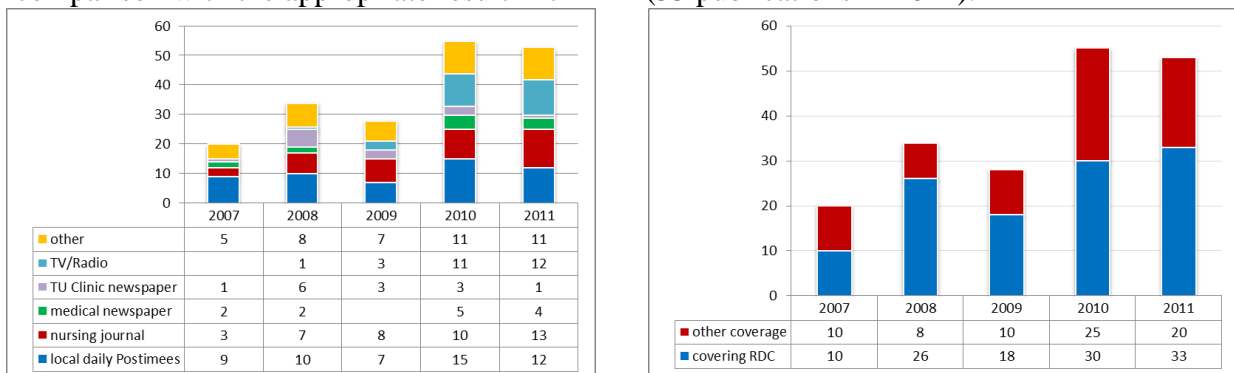


Figure 21. Media coverage of College activities and RDC in 2007 – 2011

Reputation promotion:

- In 2007 the Job Shadowing Project was started in cooperation with 4 hospitals to introduce specialties and professions; in 2008 4 more hospitals joined the project. The average number of job shadows is 10 people per year. Since 2010 it has been possible to shadow the students and staff on all the curricula. In 2008 the College participated in a joint project together with the Estonian Nurses Union resulting in the development of reputation promotion plan aimed at the popularisation of the profession.
- From 2007 to 2010 the College participated in the project involving all the public professional HEIs *Teadlik Valik* (Conscious choice) aimed at the introduction of professional HEIs in high schools all over the country. Within the project the students of professional HEIs were involved in 34 trips including 102 high schools.
- Systematic cooperation with educational institutions is conducted through briefings and Career Days. 3 city high schools and 1 county high school have become permanent partners of the College where the curricula and career opportunities have been introduced each year since 2009.
- Since 2005 the students and alumni in cooperation with the staff of the Department of Development have participated in education fairs and Career Days in counties – on the average 5 fairs and 3 Career Days per year. In 2008 a campus of medicine was arranged in the education fair in Tallinn (*Teeviit*) together with the alumni from 3 hospitals and Tallinn Health Care College to introduce the curricula, institutions for practical training and career options.
- Since 2006 Open Door Days have regularly been organised twice a year, each time participated by 100 people on the average. In 2008 the College joined the Special Train Project (involving HEIs of Tartu) aimed at the introduction of study opportunities in Tartu to student candidates from North Estonia who were provided a free trip Tallinn-Tartu-Tallinn by train in cooperation with the railway company Edelaraudtee Ltd.

- For the purpose of more efficient introduction of the curricula and a better contact with potential student candidates an advertising movie 9. *Nooruse Saladus* (Secret of the 9th Youth) was made in cooperation with the Student Council.
(www.youtube.com/watch?v=UKD_dpSQvMo)
- The results of admission surveys demonstrate that the information about the College is most often obtained from acquaintances and over the intranet. For this reason the College has been using direct marketing (e.g. Job Shadowing, Open Door Days, education fairs etc.) and since 2011 the College Facebook (900 members) as a social media channel.
- In 2006 the introduction of the radiography curriculum to the unemployed was commenced in cooperation with the Estonian Unemployment Insurance Fund. The study opportunities and specialities were introduced in the regional offices of the Fund once a year before the admission period or as required by the Fund from 2006 to 2012 to support the entry to studies by the people belonging to a group at risk.
- The activities related to RDC and College reputation popularisation have increased the number of applicants (staff and students) to the College; the positive reputation of the College has been facilitating the cohesion with the interested parties.

4.1.4. Outcomes and analysis of the College participation in social development activities

- The staff members of the College participate in the work of [professional organisations and in advisory and decision-making bodies on a voluntary basis](#) as experts; they are involved in the development of plans and strategies in their specialist fields. The President of the Estonian Midwives Association and the Chairman of the Association of Estonian Biomedical Laboratory Scientists have part-time employment at the College as teachers. 49% of the staff members are involved in the work of various bodies outside the College.
- Since 2007 the College has been represented in the activities of the Estonian Nurse Leaders Chamber; 8 staff members participated in the development of the National Strategy for Nursing and Midwifery 2012 -2020 (adopted in 2011) as experts and working group leaders. The Strategy has been the basis for planning applied research studies on the nursing and midwifery curricula.
- In 2010 to 2011 two teachers participated in the working group developing the limited prescription right for nurses led by the partnerships of family doctors, family nurses and the Ministry of Social Affairs; the College representatives belong to the working group of treatment guidelines of the Estonian Health Insurance Fund; a teacher of environmental health is one of the founders of and a member of the Estonian Society for Infection Control and a member of the audit committee.
- The teachers of biomedical laboratory science and the teachers of vocational education curricula are involved in the revision of professional standards participate in the seminars of organisations of biomedical laboratory science at the national and international levels; a textbook “Basics of Laboratory Work” was published in cooperation with the Association of Estonian Biomedical Laboratory Scientists in 2010.
- Since 2008 the College has been cooperating with the Department of Sports Medicine and Rehabilitation at the University of Tartu resulting in the organisation of two conferences. 2 physiotherapy teachers are belonging to the professional examination committee and the massage examination committee of the Estonian Physiotherapy Association. In 2012 cooperation was commenced with the Estonian Blind Masseuses Society aimed at the support for the development of the curriculum for blind masseuses. Within the cooperation the Iris Centre in Helsinki (Finland) was visited by the Curriculum Coordinator in December 2011 to learn about the physiotherapy training for the people with visual disorder in Finland.
- Since 2006 health promotion events for the community have been organised in cooperation with the Health Care Department of Tartu City Government.
- The College Rector has been participating in the development, revision and alteration of the Development Plan of Tartu City; the Vice-Rector for Development has participated in the

round table discussion related to the Development Plan for Health and Social Care in 2011; in 2012 a round table discussion was organised in cooperation with Tartu County Government for 35 social advisors in the county aimed at the conduct of applied research studies and joint health promotion events.

- The Vice-Rector for Development has twice participated as an expert in the funding allocation of project proposals in the Foundation Innove.
- In 2010 the representative of the College was invited to join the Research Ethics Committee of the University of Tartu to facilitate research activity at the College.
- Since 2009 seminars on all the curricula have been organised to motivate the cooperation with the employers in the supervision and reviewing of student final papers.
- The College employees have been involved in a range of different development activities in various domains demonstrating the high appreciation provided to the College by its partners.

4.1.5. Improvement activities

To improve the system for RDC popularisation through data storage, retrieval and implementation in the internal and external communication.

4.2. In-service training and other forms of training offered to the public

Documents: the Rules of Open College, the price list of fee-charging services, the requirements and rules for external students at the College.

Evidence: information on the College website, programmes of and feedback to training, project documentation, plans and budgets of training courses, Orders of the Vice-Rector for Development, the record of training certificates, minutes of the College Board.

4.2.1. Objectives

The sub-objectives: Cohesion with the society is provided by the cooperation with the interested parties and key partners.

Outcomes of the sub-objectives: Development of the Community Service Centre.

4.2.2. Activities

The activities of the [Open College](#) include the provision of vocational training, re-training or informal education through lifelong learning opportunities. The aim of the Open College is not to increase the income through in-service training but to provide lifelong learning opportunities following the College mission and the development of specialities/professions.

The training centre of Tartu University Hospital is located in the neighbourhood of the College. This training centre is offering in-service training to health care professionals in South Estonia. In recession the University Hospital focussed on internal training from employee to employee. For this reason the Open College is not competing with the training centres of health care institutions but is providing training for remote institutions based on their training needs and organising lifelong learning opportunities free of charge through courses/seminars/conferences supported by programmes and projects.

Basic training for clinical supervisors free of charge is provided annually through the Open College to bigger practice sites based on the Quality Agreements to facilitate the purposeful supervision of practical training in the process of studies. The teachers' time spent on the conduct of the training is planned in their work load. The Open College does not offer basic training for the reason that higher education on the curricula of the College cannot be acquired as a student with partial enrolment. In 2009 study opportunities for students with partial enrolment were provided in cooperation with the Department of Studies. In addition to the College staff the alumni and professional lecturers from other educational and health care institutions have been involved as lecturers in in-service training

courses. The cooperation network that has been developed provides an opportunity to participate in international projects and to organise national and international trainings and conferences.

One of the priorities of the Open College is community service through various activities, e.g. public lectures, organisation of events, participation in Health Days. The priority of this year is the development of the regulation for community service in cooperation with the Ministry of Social Affairs and the Ministry of Education and Research as well as the integration of the activities with studies.

4.2.3. Outcomes and analysis of in-service training and other forms of training offered to the public

- From 2007 to 2011 trainings, seminars and conferences have been conducted for fee and without fee, the latter within programmes, projects and based on Quality Agreements. The number of hours related to in-service training per participant has been as follows: 2007 – 4.1; 2008 – 4.7; 2009 – 0.6; 2010 – 4.8; 2011 – 1.4.

- The amount of fee-charging trainings has significantly decreased compared to the year 2007. At the same times efforts have been made to focus on the organisation of training without fee-charging. The amount of training was the lowest in 2009 as health care institutions stopped ordering the in-service training from the Open College due to the recession and the employees were provided internal training only. For this reason the opportunities to organise lifelong learning supported by additional resources were looked for. An international radiography seminar and a care workers' conference were conducted in 2009 that turned out to be very popular involving the biggest number of participants than ever before.

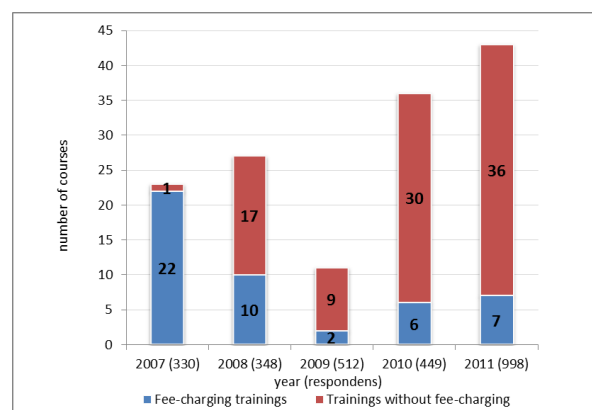


Figure 22. Training courses conducted at Open College in 2007-2011

- The income earned for the provision of in-service training forms 1% of the total budget meant for the organisation of state-commissioned education.
- Satisfaction with the training courses provided by the Open College have been evaluated “good” within years; the proposals included in the feedback have been taken into account in the development of four new syllabi (follow-up training for clinical supervisors, documentation of nursing care, in-service training for care workers, care of and support to the patient with chronic diseases).

Fee-charging training courses:

- The number of participants in fee-charging training courses has increased due to the implementation of direct marketing. The training courses have been conducted in Hospitals of Pärnu, Viljandi, Rakvere and Jõhvi; in Central Hospitals of East Tallinn and West Tallinn; in North Estonian Regional Hospital and South Estonian Hospital; in institutions of Ida-Virumaa and in Värskas Resort. The training programme is compiled based on the demands and wishes of each institution.
- Since 2009 there has been cooperation with *Hoolekandeteenused AS* (consisting of 24 institutions providing specialised welfare services), including the development of training programme for activity instructors. From 2010 to 2011 the training course (302 hours) was conducted for 19 activity instructors.

- At the end of the year 2011 a Cooperation Agreement was concluded with the driving school EDIFICO which is regularly buying first aid training courses from the Open College. Two training courses have been conducted for 31 participants.
- At the beginning of the year 2012 cooperation was started with NGO Maarja Child Support Centre to promote the staff knowledge about the care of children with special needs, including an 8-hour training for 12 employees. The same training session is planned to be conducted for the rest of the staff.
- In 2012 cooperation was started with Tartu University Hospital to provide training for clinical supervisors; two 26-hour training courses were conducted twice (in total for 47 clinical supervisors).

Without fee-charging training conducted within projects and programmes:

- [Within projects and programmes](#) 46 syllabi for in-service training have been developed; the training has been organised through the Open College involving 1962 participants since 2007.
- Since 2008 the College has been participating in the provision of training within the ESF programme „Adult vocational training and development activities” coordinated by the Ministry of Education and Research. The training is mainly targeted to the extension of the in-service and re-training opportunities for the employed adults with lower educational and competitive levels. From 2008 to 2011 in total 30 training courses have been conducted based on 12 subject programmes and involving 425 participants. The feedback to the training courses demonstrated that 95% of the participants were satisfied with the courses and 90% of them intended to implement the acquired knowledge in their daily work.
- Since 2009 within the Primus programme 432 students of the College have been trained in the fields of learning at university, tutor training and creative entrepreneurship.

In-service training for clinical supervisors in facilities of practical training:

- Since 2008 the training course for clinical supervisors (developed within a project) has been provided to Tartu University Hospital and the Health Protection Inspectorate based on the appropriate Quality Agreement. In 2009 the Agreement was signed by Pärnu Hospital, Tallinn Children’s Hospital and West Tallinn Central Hospital; in 2010 Quality Agreements with 14 institutions were added. In 2011 the Agreements were signed by Järvamaa Hospital and Haapsalu Neurological Rehabilitation Centre.
- Currently the College has Quality Agreements with 20 institutions for practical training.
- In the autumn 2011 the syllabus of the follow-up training for clinical supervisors was developed (1 ECTS) and the training was conducted for 17 participants; the results of the feedback demonstrated a very high satisfaction level.
- Based on the confirmation letter by the Estonian Unemployment Insurance Fund one person commenced studies of the emergency medical technician through the Open College in 2011. The student is completing the studies together with the basic training group in 2012. The fee is covered by the Estonian Unemployment Insurance Fund and the course is funded by the ESF programme “Increasing the Availability of Qualified Labour Force for 2007-2013”.

International conferences, seminars, workshops:

- From 2007 to 2011 there have been 18 international training sessions, including 10 seminars and 4 workshops involving 1472 participants. Presentations have been done by 34 foreign lecturers from 8 countries and 54 specialists of the fields from Estonia.
- [International seminars and conferences](#) have been conducted mainly for the purpose of curriculum development and for the communication of the results of projects to the staff, students and/or the employers. The most important event conducted in recent years has been a conference "Values in health and education“ was conducted with the aim to generate ideas and initiate discussion about the values and valuing of health, health care and education. Presentations were made by recognised experts from Estonia, the USA, Portugal, Ireland and Sweden. The conference included a session of poster presentations that demonstrated the

results of research studies carried out within 3 last years on the topic “Health and education”. The feedback to the aim and content of the conference was good; proposals were made to deal more often with the issues of patient-centeredness and ethics in nursing in future. The conference was visited by 200 people.

Training, seminars and Info Days for various interested parties:

- Since 2011 open seminars have been conducted within the studies of the second year physiotherapy students and the second year nursing students (shortened programme) on geriatric syndromes and nursing care of geriatric patients. The seminars were participated by practising nurses from Tartu University Hospital.
- In 2011 in total [51 events](#) were organised for different interested parties within the College jubilee celebrations participated by 2493 people.
- In 2011 a seminar on vaccination was conducted within the GSK's free science education programme for 26 health care professionals and students.
- Cooperation with 2 high schools is continued based on Cooperation Agreements. The high school students (grades 10 and 11) in the field of health care participate in the lectures and practical training sessions of the College. The certificate provided by the College after the students have passed the course of first aid, is recognised by the Estonian Motor Vehicle Registration Centre. The certificate has been issued to 44 students of Tartu Tamme Gymnasium and 23 students of Tartu Kivilinna Gymnasium.
- The following seminars have been organised in cooperation with the Estonian Midwives Association: „Supervision – responsibility or challenge“, „Curriculum based on outcomes“, „Empowerment in midwifery” (the total number of participants: 132).
- In 2012 a seminar was conducted in Pärnu Hospital for the partners in project RADEK, participated by 36 people.

4.2.4. Improvement activities

Development and adoption of the legislative regulation in cooperation with Tallinn Health Care College and the Ministry of Social Affairs and the Ministry of Education and Research for the provision of community services by the College. Provision of community services as part of studies through the College Community Service Centre.

4.3. Other activities targeted to the public

Documents: the Communication Strategy of College, the Statutes of Alumni Board of the College

Evidence: annual events calendar, reports of projects, feedback about satisfaction; evaluation provided by the structural unit at the end of projects. Minutes of the Alumni Board, Facebook of the Alumni Board; information on the College website.

4.3.1. Objectives

The sub-objectives:

- Cohesion with the society is provided by the cooperation with the interested parties and key partners
- Cooperation of the alumni with the College

Outcomes of the sub-objectives:

- The Board of Alumni is active; their regular activity is supporting the development of the College
- Positive image and recognition of the College

4.3.2. Activities

The College has been focussing on the identification of the interest of different parties and the consideration of these interests in the implementation of the Activity Plans. The involvement of

students in R&D activities is an essential agent that supports the sustainability of the College. Community service provides a way for the implementation of the College mission and vision. The appropriate activities have been described in chapter 3 (health events, reputation promotion, popularisation and in-service training).

The alumni representing the employers have been involved in the activities of the College in the roles of clinical supervisors (also for foreign students within mobility programmes), supervisors/reviewers of final papers, members of examination/defence committees and curricula boards; and teachers/trainers in basic and in-service training. A close contact with the alumni is maintained through professional organisations and projects.

Since 2008 the impact of the activities targeted to the public has systematically been evaluated through surveys conducted among the student candidates and first year students. The results of the surveys form the basis for improvement activities. The promotion of the community health awareness is one of the College priorities that is planned to be achieved in cooperation with different partners.

4.3.3. Outcomes and analysis of other activities targeted to the public

- Since 2006 the College has worked systematically to achieve the development objectives by compiling an annual communication implementation plan based on the College Development Plan and the Activity Plan; in 2011 the College Communication Strategy was compiled.
- The students have been participating in the community development activity within an elective subject “Marketing Practice” (1 ECTS) to implement the acquired theoretical knowledge in direct marketing practice. From 2007 to 2011 in total 236 students have participated in the elective subject course, some of them within several years.
- Since 2007 activities have been conducted with permanent partners: the Department of Health Care of Tartu City Government, the Youth Hobby Centre *Lille Maja*, the AHHA Science Centre, the Educational and Social Department of the County Government (see 4.1.3). The partners appreciate the staff and student competence and involve them into projects as experts and supervisors. The students have an opportunity to implement their knowledge and skills acquired within the studies in prevention activities in the community by measuring health indicators for the sake of health behaviour improvement. The following health indicators are measured: blood pressure, body fat/water/muscle mass, BMI, waist measurement, cholesterol, haemoglobin and blood sugar. For example, in 2012 the health indicators of 310 people were measured within 15 hours in the national Heart Week.
- The staff members serve the community by their participation in the work of bodies on a voluntary basis developing social attitudes at the level of their decision making e.g. a teacher has been awarded the appreciation letter by the Estonian Academic Sports Federation in 2011 for first aid provided on a voluntary basis.
- The staff members are role models for practising healthy life styles, e.g. since 2005 the staff members have been participating in the competitions organized by the Estonian Academic Sports Federation and achieving good individual and team results. The participation of the students, alumni and staff in various sports competitions is coordinated by the teacher who was awarded the letter of appreciation by the Minister of Education and Research in 2011 for the promotion of student sports. The College is supporting the sports activities within the operational expenditure with 1000€ each year.
- Since 2005 the free community services that have been provided individually or to groups by the teaching staff are coordinated by the Department of Development, e.g. breastfeeding counselling and health assessment of toddlers, physical exercises for infants and toddlers, physical exercises for the elderly, ergonomics counselling. Feedback to and satisfaction with the services is collected within interviews; the feedback has been positive and the services were used by the users repeatedly. Since September 2011 the free community services provided by the teaching staff have been coordinated by the Head of the Open College.

- In 2006 within the 195th jubilee of the College the proposal was forwarded to present the College bookshop gift cards for charity purposes. Together with the employees of Elva Children's Home books were bought for the home. In cooperation with the students a fund-raising Christmas fair 2009 was organised at the College to rise the funding in support of the Shelter for Homeless Animals of Tartu. In 2010 a fund-raising Christmas fair was organized in support of the shelters for the homeless, women, mothers and children. Since 2007 there has been cooperation with Tilsi Children's Home, e.g. the College has bought ceramic items made by the children as souvenirs to foreign guests of the College. Since 2010 the employees and clients (people with special psychical needs) of the NGO Independent Life have been supported by souvenirs and testing of health indicators.
- The Manager of the project RADEK, the Ex-President of the Estonian Society of Radiographers, was awarded *Kõrghetke orden* (Culmination Order) by the Estonian Society of Radiology in 2011 for the proportion of the radiography profession.
- Since 2009 Honorary Membership of the College has been awarded to 8 people as a way of acknowledging their extraordinary contribution in the development of the College.
- In 2011 the College was awarded a letter of appreciation "The Best Building" by the City Government and a letter of appreciation by newspaper *Postimees* "The Best Deed 2011" (based on the results of the survey).
- 2 surveys have been conducted among the alumni and the employers, in 2010 the survey on the satisfaction with training quality among the employers and alumni of the years 2007 to 2009. The results of the surveys demonstrate that 91% of the respondents evaluate the College reputation as "very good" or "good".
- In 2011 within a Master's thesis a survey was conducted among high school students (123), HEI students (267) and the College alumni (119) to map the College image. The respondents perceive the College simultaneously as an old and dignified HEI and as a youthful, innovative and developing organisation. The College was considered necessary for the Estonian health care system and the teaching staff professional. The respondents were of the opinion that the College provides them with good higher education and practical working experience, an opportunity to continue studies, promote oneself professionally and get professional employment abroad.
- From 2011 to 2012 a survey is being conducted among the College alumni to determine the satisfaction with the speciality/profession and studies and coping in the labour market among the alumni of last 10 years. The connections with the College (participation in in-service training courses, supervision/reviewing of student final papers, and preparedness for development activities) after graduation are also being studied.
- In 2005 the College Alumni Board was founded aimed at the promotion of the cohesion between the College and the alumni, to create the scholarship foundation for the best students, to participate in community service with project proposals and organise in-service training courses at the Open College. The Alumni Board has organised a joint jubilee party for the alumni and the staff in 2006 (participated by 300 people) and in 2011 (participated by 500 people). In 2012 a project "Physiotherapy service for the community" was submitted aimed at the promotion of community health.
- The College library contains very good specialist/professional study literature and journals. Library services are provided to everybody, including the students and employees of the University of Tartu and other people. The Cooperation Agreement with the University of Tartu Library was signed in 2008.
- The College Dormitory is providing the accommodation service to 420 people per year, preferably to the College students. In case of vacant accommodation places the service is provided outside the College, i.e. about 50% of the number of accommodation places. In cooperation with the Ministry of Education and Research 200 students of Nõo Science Gymnasium are being accommodated for 1 year in the Dormitory since the autumn 2012 (for the construction period of the new Gymnasium building).

- The study building is provided for organisation of various events, e.g. the annual meeting of the Estonian Information Technology Foundation (EITSA), a national teachers' dancing festival, the annual meeting of the Estonian Midwives Association (EÄÜ), joint seminars conducted in cooperation between the College and professional organisations.
- The role of direct marketing has been purposefully increased in the communication with target groups and in community service.

4.3.4. Improvement activities

- To apply for additional financing through joint projects for the organisation of health promotion events.
- To facilitate the cooperation with the alumni and promote the performance of the Alumni Board, update the Alumni database in the framework of the alumni survey that is aimed at curriculum development.

Summary

Tartu Health Care College has systematically conducted self-analysis and collected feedback from inside the College (since 2007) as well as from outside the College (since 2004). The feedback obtained in the [processes of accreditation](#), transition evaluation, and quality management is analysed and taken into account while planning following activities.

Significant national and international changes in the higher education system, altered employer and social needs, the growth of information volume have caused essential changes at the College in 3 last years. Instead of developing strategies in various domains the appropriate information has been gathered in the Development Plan and the Quality Manual. The administrative posts of the College have been re-structured to provide better counselling to the students and support to the teaching staff; to improve the activity of the team that is organising the studies.

Within 5 years the results of satisfaction surveys have been compared with the help of the Feedback and Monitoring System (TMS) founded in cooperation with 5 professional HEIs in Estonia; the survey results have demonstrated a considerably even level among the HEIs. The TMS surveys do not follow sufficiently the annual development priorities of the HEIs; the collection, comparison and analysis of the relevant data was commenced by the RCAU quality working group. The feedback related to the studies has been collected over the Study Information System since 2011. In addition, the data collection about the key outcomes and domain indicators has been commenced in comparison with the Jyväskylä University of Applied Sciences (JAMK).

The satisfaction results comparative to other professional HEIs in Estonia (TMS) and the key outcome indicators (RCAU quality working group and JAMK) demonstrate that the policies determined by the College are based on the national and international policies in higher education. The comparison of the achievement of the College objectives (key outcomes) identified in the Development Plan with the small public enterprises implementing quality management systems (quality management prize) and with other professional HEIs (TMS and RCAU comparisons) demonstrates clearly that the College has been successful in the activities of leadership, studies and development.

List of abbreviations and acronyms

BeST	an e-learning programme in higher education, financed by the European Social Fund, applied by the Foundation Archimedes and implemented by the Estonian IT Foundation
BIONord	a network of institutions that educate Biomedical Scientist in the Nordic countries
DIPRA	a project titled “Counselling for Practice - a Pilot of Improving Counselling Quality of Diabetics”
DoRa	Doctoral Studies and Internationalisation Programme is administered by the Centre for Higher Education Development, a unit of the Archimedes Foundation, which working in the jurisdiction of the Ministry for Education and Research
EFQM	European Fundamental Quality Model
EFRS/HENRE	the educational wing of the European Federation of Radiographer Societies
EHIS	the Estonian Education Information System
EIC	the foundation Environmental Investments Centre
EKKA	the Estonian Higher Education Quality Agency
ENPHE	the European Network of Physiotherapy in Higher Education
EPBS	the European Association for Professions in Biomedical Science
EQD	a project titled “Evidence based quality assurance in digital dental imaging”
ERDF	the European Regional Development Fund is the main regional policy instrument intended to reduce regional imbalances.
ERK	the Estonian UAS Foundation
ETA	a project "Development of integrated training system and cooperation network of specialised welfare”
ETIS	the Estonian Research Information System
EURASHE	the European Association of Institutions in Higher Education
EÜL	the Federation of Estonian Student Unions
FINE	the European Federation of Nurse Educators
HEI	higher education institution
HENRE	the Higher Education Network for Radiography in Europe
HEVI	a project titled “ Health and Social Care Teachers Against Violence”
INNOVE	the Foundation for Lifelong Learning Development
Nordman	a network to promote exchange of experiences and ideas within subject areas of Nursing and Health Care. The network consists of seven Nordic and Baltic higher education institutions.
PRAXIS	a Centre for Policy Studies
PRIMUS	the Primus is a programme for the years 2008–15 funded by the European structural funds and implemented by the Archimedes Foundation
RADEK	a project ”Development and implementation of specialised radiography curricula in three fields at Tartu Health Care College”
RCAU	the Rectors Council of Applied Universities
RDC	research, development and/or other creative activity
REKK	the National Examinations and Qualifications Centre
RIKS	the Libraries Information and Catalogue System
RKAS	the State Real Estate Ltd
RKT	state-commissioned education
RUN	the Research Board of College
SAIS	the Admission Information System
SINPHONIE	a project titled “Schools Indoor Pollution and Health: Observatory Network in Europe”
SIS	the Study Information System

SUFUCA	a project titled “Supporting the Functional Capacity of Older People with Skill and Quality“
TAI	the National Institute for Health Development
TMS	the Feedback and Monitoring System
TRAIN	a project titled “Apprenticeship Training Program for the Health Care Sector”
URRAM	a web-based system developed in collaboration of Estonian Ministry of Culture, <i>Vaata Maaailma</i> SA and Urania COM OÜ through which it is possible to use services of many Estonian libraries via internet
UTL	University of Tartu Library
VÕTA	the Procedure for Recognition of Prior Learning and Working
ÕEK	a project “Development of specialized training for nurses”
ÕKE	the Regulation of Organisation of Studies

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