



ESTONIAN QUALITY AGENCY  
FOR HIGHER AND VOCATIONAL EDUCATION

**Report**  
**on initial evaluation**  
**of the study programme**  
**MSc Radiography**

**Tartu Health Care College**

2019

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## Introduction

### Purpose of evaluation

**Initial evaluation of study programme groups** (or only one study programme in the case of a joint study programme or a master degree programme launched at an institution of professional higher education) conducted by EKKA assesses the quality of instruction in terms of the content of the study programme and its organisation, the qualification requirements set for teaching staff, and resources required for provision of instruction. It is also assessed whether the described learning outcomes can be achieved by the curriculum and whether they comply with the requirements for provision of instruction at the level of higher education, taking into consideration the Republic of Estonia Higher Education Standard, the Standards and Guidelines for Quality Assurance in the European Higher Education Area, and other legislation and normative documents regulating higher education.

**The purpose of initial evaluation** of study programme groups is to assess the quality of instruction in order to grant an educational institution the right to conduct studies in that particular study programme group. As a result of assessment, the evaluation committee will determine whether the quality of instruction: 1) conforms to requirements; 2) partially conforms to requirements; or 3) does not conform to requirements. EKKA Quality Assessment Council for Higher Education, on basis of the evaluation report, will make a proposal to the Estonian Ministry of Education and Research. The final decision and the right to conduct studies in a study programme group (or the study programme) will be granted by Government decree.

Initial evaluation of study programme groups is **conducted according to the regulation approved by EKKA Quality Assessment Council for Higher Education [Guidelines for Initial Evaluation of Study Programme Groups](#)**.

**The aim of this particular evaluation** was to determine whether the quality of the instruction of **the study programme MSc Radiography** in the study programme group of Healthcare at Master's level **at Tartu Health Care College** conforms to requirements.

### Study programme to be evaluated

Study programme group	Study programme	Level
Healthcare	Radiography (120 ECTS; 2 yrs; tuition language: English)	Master

### Structure of the curriculum:

Basic subjects (30 ECTS, incl. elective subjects 6 ECTS)  
 Master's thesis (30 ECTS)  
 Specialist subjects in radiotherapy (30 ECTS)  
 Internship in radiotherapy (30 ECTS)

### Composition of the evaluation committee

The principles that form the basis for composing an evaluation committee are laid down in Section III of the „Guidelines for Initial Evaluation of Study Programme Groups“. The membership of the committee is formed by EKKA and approved by the higher education institution under review. The duties of the committee members and the chair are stipulated in the Contract of Services signed by each member.

The following individuals formed the evaluation committee:

Liis Rooväli ( <i>Chair</i> )	Institute of Family Medicine and Public Health, University of Tartu, Estonia
Kent Fridell	Head of Section and Programme Director of Radiography, Karolinska Institute, Sweden Karolinska Institute, Sweden
Genny Sandon	Programme Leader for MSc Radiography, Faculty of Health, Education and Life Sciences, Birmingham City University, UK
Samin Sedghi Zadeh	Student; University of Torino, Italy

The assessment process was coordinated by Ms. Tiia Bach (EKKA).

### Description of the evaluation process and the site-visit to the institution

After the preparation phase with the documents received by EKKA, the evaluation committee familiarised themselves with the documentation. The members of the committee agreed on the overall questions and areas to discuss with representatives of the College in order to obtain some additional information. The distribution of tasks between the members of the committee was organised and plan for the site visit agreed.

The Committee had interviews with the management of Tartu Health Care College, the programme leader and teaching staff on 25 February 2019.

In the following pages the Committee has provided evidences and analyses for all three assessment areas under review (Study programme and organisation of studies; Teaching staff; Resources) and for the requirements listed under every assessment area. Finally, the

conclusions across the three assessment areas have been summarised, the main strengths and recommendations for further enhancement presented.

## Summary of findings of initial evaluation

### The quality of instruction

conforms to requirements	partially conforms to requirements	does not conform to requirements
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Currently, there is no master level programme in radiography in Estonia or in other Baltic States. There is a clear need, strong national and international support to open Master programme in Radiography in Estonia. The programme was initially developed as joint master programme in Estonia and Lithuania. The current programme focuses solely on Radiotherapy, but in the future expanding to other Radiography areas is planned. Recent changes in the programme have not yet been discussed with all members of teaching staff – this should be done as the programme needs some amendments to correspond more to the national radiographer level and to level 7 of the European Qualifications Framework.

The overall assessment of the international teaching staff of the programme and the College infrastructure is excellent. The College plans to launch the programme as full-time and part-time programme at the same time. The committee proposes to make a thorough risk analysis for this purpose and to start either full-time or part-time programme in the beginning. Launching a part-time programme is strongly welcomed by the Committee.

#### Commendations:

- The programme has a clear direction regarding the clinical and academic study.
- Teaching staff of the programme includes excellent level of experience from Estonia and abroad. Eight out of nine academic staff members hold PhD degrees.

#### Recommendations:

- Discuss the programme, its learning outcomes, content and structure with all teaching staff involved in the programme before the launch of the programme.
- Consider the change the title of the study programme MSc Radiography (Radiotherapy), which would allow for other specialisation routes to be added in the future.
- Define the objectives, clinical competencies and academic learning outcomes of the programme in more detailed way to reflect Estonian radiographer level of postgraduate education and to fully correspond to level 7 of the European Qualifications Framework.
- Choose either full-time or part-time programme for the initial launch of the programme and to continue with both ones when there is some experience in running of the programme.
- Consider establishing a special tutoring system for international students.

- Ensure all documents related to studies including admission documentation and procedures for teaching staff are translated into English and made available for both students and staff on the THCC website.
- Sign cooperation agreement with University of Tartu in order to involve their academic staff in teaching.
- Seek for scholarship possibilities for the radiography students at master level.
- Perform thorough risk analysis (incl financial risk analysis) for opening full-time and part-time studies at the same time.

# 1. Study programme and organisation of studies

## 1.1. Requirement:

The study programme is based on the needs of the labour market and target groups, and contributes to fulfilling the mission of the educational institution and achieving its objectives.

## Evidences:

*Study programme; the development plan of THCC; meeting with the management and leaders and developers of the study programme; support letters from the European Federation of Radiographer Societies, and from the Estonian Society of Radiographers; meeting with employers during the evaluation of joint study programme of MSc Radiography in 2017; assessment report of joint study programme of MSc Radiography from 2017*

## Evidences and Analysis

When the College applied for launching a joint study programme of MSc Radiography in 2017, the surveys had been carried out in three Baltic countries for preparation of the development of the joint programme to identify the need for Master level education amongst radiography students, alumni and the employers. All three groups that were surveyed expressed the need to provide Master level education in radiography, preferably combining Master studies with narrow specialisation (ultrasound, nuclear medicine, magnetic resonance imaging, computed tomography, radiation therapy, conventional radiography). Currently, there is no Master level programme in radiography in the Baltic States. Thus, as the field of radiography is rapidly developing there is a need for specialisation and professional development and bringing the radiography profession into line with other countries such as the UK.

The Estonian Society of Radiographers has presented a support letter specifying the need for Master programme that is integrated with specialisation in the fields of radiology like radiotherapy and nuclear medicine requiring very specific knowledge, the amount of which is limited in basic radiography education.

The European Federation of Radiographer Societies Executive Board has presented a support letter to open the Master programme in Radiography in Estonia to promote access of Level 7 and 8 of European Qualifications Framework for radiographers. Society finds that every radiographer in Europe should have access to master programme to support professional development, develop research skills and help contribute to the growing evidence base of the field.

The development plan of the College for 2015–2020 has set a goal to launch Master programmes in two curricula – both curricula should be registered by 2020, one curriculum should have admitted students and studies have been conducted, the other curriculum should have announced the admission period. The College admitted master students in the field of Health Sciences (Nurse-Specialist) in 2018, master programme of radiography aims to admit students in 2019 or 2020.



The College has considered the need for a rector with a PhD degree; a new rector was recruited in 2016. The College aims to hire 13 lecturers with a PhD degree by 2020, there are 12 staff members with a PhD degree currently.

There is strong evidence that was submitted for the previous assessment report of the joint programme and this continues to be relevant today. There is a need for all radiographers to be able to study at Master's level in their chosen profession, not only to further support the healthcare needs of the country but to limit the loss of experienced radiographers to other countries as there is currently no Master's studies available in Estonia. Radiographers are currently obliged to continue their Master studies in other countries.

The proposed Master's programme in Radiography (Radiotherapy) addresses the desperate need for more radiographers working within the field of radiotherapy. It is recognised that there is an increase in the detection and treatment need for cancer and this programme will enable some of the existing radiography workforce to expand their knowledge base into this specialism with a recognised Masters award. This in turn will enable further education of radiographers to teach within higher education institutions – radiography students will be taught by radiography professionals.

The intention of the award is to provide only one specialism – radiotherapy with a view to future development of the programme to include other specialisms (CT, MRI, Ultrasound for example) as the needs and experiences arise.

The team have been able to reflect on the other Master's level studies in Nursing curricula at the same institution. There is the intention to share experiences and staff from this programme.

### **1.2. Requirement:**

Employers and other stakeholders of the study programme group are involved in the study programme development.

### **Evidences:**

*Meeting with the management and leaders and developers of the study programme;  
meeting with employers during the evaluation of joint study programme of MSc  
Radiography in 2017*

## **Evidences and Analysis**

The previous joint programme of MSc Radiography was developed during the in-service specialisation training project "Preparation and implementation of the curriculum for specialist training of radiographers in three areas at Tartu Health Care College in 2009–2011" jointly by the College and employers. Employers and the Estonian Society of Radiographers were also involved in developing of the Master programme; the first draft was prepared by the College and sent for comments to the stakeholders. Therefore, there is clear evidence that employers have been actively involved in the programme development.

When it became evident that the joint programme could not be launched and THCC decided to implement the programme alone, it has remained unclear how much all teaching staff involved in

the programme were consulted about the changes regarding the content and structure of the curriculum.

**1.3. Requirement:**

The title of the study programme is consistent with its content.

**Evidences:**

*Study programme; meeting with the management and leaders and developers of the study programme*

**Evidences and Analysis**

The title is appropriate but as the programme has been changed since 2017 and now relates only to radiotherapy as the only specialisation (while there used to be 6 other specialisations in the joint programme) this should be explicit in the title. In the UK, for example, radiography and radiotherapy are two different professions. The evaluation panel would suggest “MSc Radiography (Radiotherapy)” for the title of the study programme. This would allow for other specialisation routes to be added to this programme at future dates subject to validation processes. The title of the programme must reflect the content for any students wishing to apply for this course.

**1.4. Requirement:**

The objectives and learning outcomes of the study programme are formulated in such a way that they provide a basis for evaluating the knowledge and skills of graduates of that study programme.

**Evidences:**

*Study programme; course documentation detailing learning outcomes and assessments; interviews with management, programme leader and teaching staff*

**Evidences and Analysis**

The Committee has reviewed the course documentation and assessment schedules. The programme consists of the following modules:

Basic subjects (30 ECTS, incl. elective subjects 6 ECTS)

Master’s thesis (30 ECTS)

Specialist subjects in radiotherapy (30 ECTS)

Internship in radiotherapy (30 ECTS)

The objectives and learning outcomes of both the clinical competencies and academic learning outcomes are defined very broadly and do not reflect a postgraduate level of education, e.g. the learning outcome “Appreciate the need for safety and accuracy in treatment preparation and delivery” of the module of specialist subjects. The first year clinical experience implies that the student would have no experience of radiotherapy. Radiotherapy is part of the bachelor’s degree or

equivalent qualification in radiography. These documents (especially learning outcomes for the first year) would need to be re-written to better reflect the Estonian radiographer level of postgraduate learning. This programme is specifically and uniquely aimed at radiographers working in radiotherapy. Students will have a broad understanding of radiotherapy skills and as no other specialist modules are offered the first year clinical experience learning outcomes should reflect this.

**1.5. Requirement:**

The objectives and learning outcomes of the study programme are equal and comparable to the learning outcomes of the academic cycles of higher education as described in Annex 1 to the Standard of Higher Education.

**Evidences:**

*Study programme; Annex 1 to the Standard of Higher Education; the analysis by the educational institution on the compatibility of learning outcomes with the Standard of Higher Education; Meeting with the management and leaders and developers of the study programme*

**Evidences and Analysis**

All goals and learning outcomes of the study programme are equal and comparable to the learning outcomes of the Standard of Higher Education.

However, the outcome “Be willing to actively participate in civil society and demonstrate tolerance towards the diversity of attitudes and values“ is not explicitly defined in the programme. This shortcoming was mentioned already in the evaluation report of the joint study programme. The developers of the programme explained that participation in civil society will be achieved by providing community services by the students, e.g., giving lectures about breast cancer to the population. The developers of the programme admitted that the outcomes are not explicitly defined, but they are implicitly defined in outcomes related to patient rights and ethical principles.

**1.6. Requirement:**

Forms of study, student workload for independent work and practical training support the achievement of objectives of the study programme.

**Evidences:**

*Study programme; additional information provided by the College; interviews with management, programme leaders and developers and teaching staff; course documentation of study schedules and assessments*

### Evidences and Analysis

The documentation supplied is detailed and shows learning outcomes for all subject areas which seem appropriate other than for the first year. The course documentation shows clear alignment with a robust timetable of learning and demonstrates the breakdown in study hours. The learning outcomes overall are aligned to appropriate forms of assessment. There is a clear direction regarding the clinical and academic study. Practical training forms 30 ECTS of the whole curriculum, the assessment consists from three components and is appropriate.

The programme is defined as full-time study programme. However, management of the College and the programme leader promised to open also part-time studies at the same time as modern teaching/learning methods allow it and the THCC perceives the clear need for part-time studies also in other programmes. At the same time the teaching staff was not aware of that change and had serious doubts about the feasibility of launching both study forms at the same time. The Committee welcomes the idea of part-time studies which is a common study form in radiography in other countries to attract more students and to integrate studies with working life, but suggests to choose either full-time or part-time programme for the initial launch of the programme as there could appear unbalance with rather small number of students (total annual intake 10–16 students), and to continue with both ones when there is some experience in running of the programme.

#### 1.7. Requirement:

The study programme meets the requirements and trends in international legislation that regulate the professional field and, if a professional standard exists, takes into consideration the acquisition and implementation of the knowledge and skills described therein.

#### Evidences:

*Study programme; international legislation regulating specialty; occupational standard of Radiographer (Level 7 of European Qualifications Framework)*

### Evidences and Analysis

The Master programme partially corresponds to level 7 of the national and European Qualifications Framework, and it takes into account the Professional Standard for Radiographers at level 7. The learning outcomes of the clinical training element for the first year are in need of revision as they fall below level 7. This is detailed in 1.4. All other elements of assessment meet level 7 requirement.

#### 1.8. Requirement:

The Master degree programme of an institution of professional higher education is developed as a continuation of the study programme of professional higher education in the same field of study.

#### Evidences:

*Study programmes MSc and BSc Radiography*

### Evidences and Analysis

Bachelor degree or equivalent qualification in Radiography is needed to apply to the Radiography master programme.

The programme creates conditions for the graduates of basic radiography education and training from the THCC to obtain profound knowledge, advanced skills and professional conduct in the specialist area as well as the competence of supervised research in order to be employed at different levels of the healthcare system as well as in education and research institutions. This is in alignment with other Master programmes in radiography worldwide.

#### 1.9. Requirement:

The organisation of studies is regulated and takes into consideration the specifics of the study programme group; recognition of prior learning and work experiences is regulated as well.

#### *Evidences:*

*The document regulating the organisation of studies and the policy for recognising prior learning and work experiences; specific examples of recognising prior learning and work experiences at the educational institution obtained during the site visit; meeting with the leaders and developers of the study programme and teachers*

### Evidences and Analysis

The studies are clearly regulated and the THCC has a procedure for recognition of prior learning and work experience. The Committee recommends that all relevant documentation regarding the regulation of studies, procedure for admission, recognition of prior learning and work, and others should be continually updated in English and also made available for the students on THCC website (in Estonian and English).

#### 1.10. Requirement:

The organisation of practical training is clearly regulated, the requirements for implementing practical training are determined, and preliminary agreements with practical training facilities are in place.

#### *Evidences:*

*Regulations for practical training; preliminary agreements with practical training facilities; meeting with the management and leaders and developers of the study programme*

## Evidences and Analysis

Practical training is regulated. Practical training is organised in Radiotherapy Departments of Tartu University Hospital and the North Estonia Medical Centre. THCC has made agreements with these institutions for organisation of practical training of THCC students. Supervisors must pass training for supervisors to guarantee appropriate support to students. During the site visit it was confirmed that Radiotherapy departments at Tartu University Hospital and The North Estonia Medical Centre would be able to accommodate the maximum number of 16 students per year for practical training.

Students can have their practical training abroad within the Erasmus+ programme. THCC has partnership agreements with 15 universities providing radiographer education and training in Europe.

### 1.11. Requirement:

Students are provided with counselling (study, career, and psychological counselling).

### Evidences:

*Materials provided for the evaluation, meeting with the management and leaders and developers of the study programme*

## Evidences and Analysis

All students at the college have their study specialist, who delivers general information about studies, including timetable, organisation of courses, study information system, practical training and other matters. In addition, there are group leaders at every curriculum. Group leaders are students who act as a link between college administration and members of the student group. International students get extra support by the staff of the International Office, mostly about practical matters, such as life in Estonia, accommodation, living permit etc. Welcome days are also organised for all new international students. All students have access to academic and psychological counselling.

Management explained that as MSc Radiography is the first curriculum offered fully in English at the College, a special tutoring system for international students will be developed in case of more international students. This tutoring system will include buddies, orientation week and special events. The orientation week will introduce Estonian culture, life in Estonia and in Tartu, short introduction to Estonian language, introduction of education system of Estonia and about studies at Tartu Health Care College.

## Overall assessment of the study programme and the organisation of studies

Currently, there is no master level programme in radiography in Estonia or in other Baltic States. There is a clear need for it and both national and international support to open Master programme in radiography in Estonia.

### Commendations

- The programme meets the requirements of the learning outcomes of the Standard of Higher Education and national professional standard.
- The programme has a clear direction regarding the clinical and academic study.
- Master programme in Radiography is developed as a continuation of the Bachelor degree or study programme of professional higher education in Radiography.

### Recommendations

- Discuss the programme, its learning outcomes, content and structure with all teaching staff involved in the programme before the launch of the programme.
- Consider the change the title of the study programme MSc Radiography (Radiotherapy), which would allow for other specialisation routes to be added in the future.
- Define the objectives, clinical competencies and academic learning outcomes for the first year of the programme in a more detailed way to reflect Estonian radiographer level of postgraduate education and to fully correspond to level 7 of the European Qualifications Framework.
- Choose either full-time or part-time programme for the initial launch of the programme and to continue with both ones when there is some experience in running of the programme.
- Ensure all documents related to studies including admission documentation and procedures for teaching staff are translated into English and made available for both students and staff on the THCC website.
- Consider establishing a special tutoring system for international students.

## 2. Teaching staff

### 2.1. Requirement:

Qualifications of the teaching and research staff involved meet the requirements established in legislation as well as those arising from the specifics of a study programme group and the academic cycle of higher education. The educational institution has entered into binding contracts with its teaching staff to conduct studies.

### Evidences:

*Information about the teaching staff and their CVs; interviews with management and teaching staff; contracts with partner institutions; evidence of latest research of teaching team.*

### Evidences and Analysis

The CVs of the named teaching team show an extensive and thorough body of research staffing from Estonia and abroad. During the site visit it was confirmed that the programme would be supported

by radiological, radiography and oncology expertise and that this level of expertise will be embedded into the teaching element of this course. As the programme runs in the future there will be more supporting staff with academic awards of Masters and above in radiography available to deliver the programme and support the students learning both academically and clinically. 8 out of 9 teaching staff hold PhD degrees.

The management confirmed that the higher education institutions that are not actively contributing to the opening and implementation of the programme have confirmed in written form that there are no obstacles for their teachers to teach on the master's programme in Radiography in THCC. This kind of an agreement has been made with the University of Latvia. Cooperation agreements have been signed with Klaipeda University and Metropolia University of Applied Sciences regarding the implementation and organisation of the study programme, including the involvement of their teaching staff in supervising Master thesis.

Making agreement with the University of Tartu has been delayed due to the elections of the Rector and the Council of the University.

### **2.2. Requirement:**

The level and extent of research and development by the teaching and research staff involved are adequate to teach in the corresponding academic cycle of higher education and to supervise student research.

#### **Evidences:**

*Information about research and development activities by the teaching staff (the Estonian Research Information System ETIS); CVs of the teaching staff*

### **Evidences and Analysis**

Evidence of the latest research carried out by all the teaching team was reviewed by the Committee and confirmed that this programme would be supported by excellent teachers and researchers. In addition to questions at the panel all of the teaching staff submitted detailed CVs detailing their research and publications. Hele Everaus has published 7 papers, Jana Jaal (supervisor during clinical placement) 6 papers, Eija Kaarina Metsäla 4 papers, Mari Karm 4 papers, Mary Coffey 3 papers, Arvydas Martinkenas 3 papers, Kalle Kepler 1 paper, Eduard Gershkevitsh 1 paper, Ainars Bajinskis 1 paper and Ulla Preeden 1 paper in international peer-reviewed journals during 2016–2019. Most of them have participated in a number of research or applied research projects and have supervised a number of master and doctoral theses. Mary Coffey is participating in 2 international Radiation Therapists education and professional development projects financed by European Society for Therapeutic Radiology and Oncology, and International Atomic Energy Agency.

### **2.3. Requirement:**

Teaching staff who will be involved in the programme have an adequate teaching competency.

#### **Evidences:**

*Review of CVs of teaching staff; interview with teaching staff during the site-visit*



### Evidences and Analysis

The CVs show extent of subject expertise and during our visit we spoke to several of the teaching team and confirmed their teaching experience. Mary Coffey, in particular, is recognised as one of the world leading radiotherapy experts with extensive teaching experience. The meeting with teaching staff confirmed that the clinical radiography supervisors who would be working alongside the students in the clinical environment would have at least five year qualified experience and in addition would have College recognised supervisory training. This would ensure the students received tutorial support and appropriate feedback through the programme.

#### **2.4. Requirement:**

The number of full-time teaching staff involved – based on their responsibilities, workload and the number of supervised students – is adequate for achieving the objectives and learning outcomes of the study programme(s) in a given study programme group.

#### **Evidences:**

*List of teaching staff provided by THCC*

### Evidences and Analysis

The study programme involves 9 teaching staff members, only one of them has full-time position in the College; however, the Committee considers it sufficient to support the programme. The teaching team includes members from partner institutions to engage needed clinical and academic competencies. Every staff member has readiness to supervise 2 master students, which is appropriate. There is evidence in the teaching team CVs of research activity that is adequate for achieving the learning outcome of this programme.

#### **2.5. Requirement:**

The teaching staff involved are aware of the objectives of the study programme and their role in achieving them.

#### **Evidences:**

*Interview with teaching staff during the site-visit*

### Evidences and Analysis

At the meeting the programme team confirmed that teaching staff was involved in preparation of the programme, however the communication between the College and all teaching staff could have been better when latest changes in the programme were designed. Despite the miscommunication the staff is aware of the objectives of this new programme.

**2.6. Requirement:**

The full-time teaching and research staffs of the educational institution have undergone the required evaluation. The educational institution provides its teaching staff with opportunities for their professional and individual development.

**Evidences:**

*The course documentation; additional materials provided by the College, the annual report of the College; interviews with teaching staff during the site-visit*

**Evidences and Analysis**

Evaluation of academic staff, including their work performance and accordance to the requirements of the particular academic position, are arranged regularly. For compliance with the requirements for a particular position, outcomes outlined in the "Evaluation matrix" should be achieved in four areas evaluated. The aim of this evaluation/attestation is to give feedback to every academic staff member about his/her work performance and its adequacy to the job description and the aims of the college in order to support and motivate his/her professional development. The process of evaluation also supports the functions of the inter-institutional quality assurance system.

**2.7. Requirement:**

The teaching staff regularly develop their skills at foreign institutions of higher education or other research institutions, participate in international research projects, and present papers at high-level conferences.

**Evidences:**

*Information about research and development activities by the teaching staff provided by the educational institution; annual report of the College, teaching staff CVs*

**Evidences and Analysis**

There were a number of internal trainings with national and international lecturers organised by the College. The staff members are participating in 12 international networks and cooperation initiatives.

**Overall assessment of the teaching staff**

The overall assessment of the teaching staff is excellent showing a team of academic and clinical expertise in the field of either radiography or radiotherapy. The team demonstrated an enthusiasm for the programme and there was strong evidence of research activity. The students will also benefit from good support from the clinical radiography workforce in Radiotherapy.

**Commendations**

- Teaching staff includes excellent level experience from Estonia and abroad. Eight out of nine academic staff members hold PhD degrees.

## Recommendations

- Sign cooperation agreement with the University of Tartu in order to involve their staff in teaching the Master's programme.

## 3. Resources

### 3.1. Requirement:

The educational institution ensures that financial resources necessary for conducting studies are available and prepares a strategy for acquiring them (prepares risk analyses and financial forecasts that include a calculation of the cost of a student place, takes into account the risks arising from the operational environment, and uses other appropriate measures to ensure the resources).

### Evidences:

*Information about resources and finances, information about the infrastructure of the study programme group; interview with management team*

### Evidences and Analysis

This is the first international (English) study programme at the College. Tuition fee per student per academic year is 3300 Euros (6600 Euros for the whole study period). The Management of the College, during the interviews, has promised to seek for some scholarship possibilities.

According to the information received from the management, in terms of organisation of studies the programme is viable with minimum number of 10 students and maximum number of 16 students. The College plans to open one group every year, i.e. students who take academic leave can continue their study next year. The College plans to take both full- time and part-time students during the same intake annually. As students have to self-fund their studies, the Committee encourages the part-time delivery of the programme, so that radiographers can continue to work. However, as the idea to provide both full-time and part-time programme at the same time is very recent, the College has not performed any risk analysis (incl financial risk analysis) for that scenario as it can decrease the number of students participating in modules during the study year.

### 3.2. Requirement:

The facilities (lecture halls, laboratories, seminar rooms, rooms for students' independent work) necessary for educational activities are furnished and equipped adequately and are up to date to achieve the objectives of study programmes, or there are specific existing financial decisions/projects to finance the additional needs.

### Evidences:

*Tangible resources and financial information of the educational institution, and the information about the infrastructure of the study programme group; interview with management and teaching staff during the site visit; joint study programme evaluation*

report from 2017

### Evidences and Analysis

Tartu Health Care College has necessary rooms and infrastructure for studies, research and development activities as well as access to online scientific literature. The institution has a dormitory for students and this is advantageous if the programme is being offered to international students.

#### 3.3. Requirement:

Means of information technology and communications between national and international communication networks that are needed for educational activities are available.

#### Evidences:

*Tangible resources and financial information of the educational institution, and the information about the infrastructure of the study programme group*

### Evidences and Analysis

The THCC lecture and seminar rooms are equipped with modern technical devices (computer, video projector, document camera and smart board). The College uses E-learning platform “Moodle”, which facilitates independent work and educational activities.

#### 3.4. Requirement:

The educational institution ensures that up-to-date information sources (including data bases) needed for teaching, learning and research in the study programme group are available.

#### Evidences:

*Information about existing information sources and those to be acquired; interview with management team, teaching staff and employers during the site-visit*

### Evidences and Analysis

The College has up-to-date information sources needed for teaching, learning and research in the study programme. There are open library, information centre, 40 computer stations and Wi-Fi available across the study building. Each staff member has a computer workstation. Online databases EBSCO CINAHL and journals are available for both staff and students.

**3.5. Requirement:**

Financial indicators regarding economic sustainability of the educational institution are available to the general public. Annual reports of the educational institution or its organising body are audited, unless otherwise established by law.

**Evidences:**

*Annual reports of the institution*

**Evidences and Analysis**

Financial indicators regarding economic sustainability of the educational institution are available to the public. Annual reports are audited by the National Audit Office via Ministry of Education and Research.

**Overall assessment of the resources**

The overall assessment of the infrastructure and resources is very good.

**Recommendations**

- Seek scholarship possibilities for the radiography students at master level
- Perform a thorough risk analysis (incl financial risk analysis) for commencing full-time and part-time studies at the same time