



TALLINN HEALTH CARE COLLEGE

**SELF-EVALUATION REPORT FOR INSTITUTIONAL
ACCREDITATION**

TALLINN 2019

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Appendix 4.2.a Interconnections between study programme modules/courses of the curriculum of Health Promotion

Appendix 4.3 Self-analysis of the curriculum of Midwife

Appendix 4.3.a Interconnections between study programme modules/courses of the curriculum of Midwife

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Appendix 4.4.a Interconnections between study programme modules/courses of the curricula of vocational education

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1. INTRODUCTION / GENERAL PART

Higher education institution	Tallinn Health Care College (Tallinna Tervishoiu Kõrgkool) (hereinafter the College)
Legal status	A state agency administered by the Ministry of Education and Research
Registry code	70003980
Postal address	Känu 67, 13418 Tallinn, Eesti
Contact persons	Ulvi Kõrgemaa, ulvi.korgemaa@ttk.ee ; Kristiina Pullerits, kristiina.pullerits@ttk.ee

The College aims to provide internationally recognised studies in health and welfare in an up-to-date study environment, to advance the professions taught through research and development, including applied research, to organise refresher trainings, affect public health behaviour and contribute to shaping a healthy living environment.

According to the College's [Statutes](#) (et) § 5, **the functions of the College shall be to:**

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

Mission

The College trains innovatively and critically thinking health professionals with technological competences.

Vision

The College is in continuous development, nationally and internationally networked organisation, where, in collaboration with national and international partners and involving the learners, current challenges are addressed.

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

PEOPLE – come first, are of the highest value to the College. Staff – their competence, commitment, individuality and innovativeness create a unique environment for development and learning. Learners – their different backgrounds as well as skills and knowledge that evolve in the process of learning, enrich the College, becoming a bridge between society and partners. **COOPERATION** – the College shapes skills for multi-professional and multicultural teamwork in its staff and learners while in continuous national and international cooperation with organisations that support development.

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

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

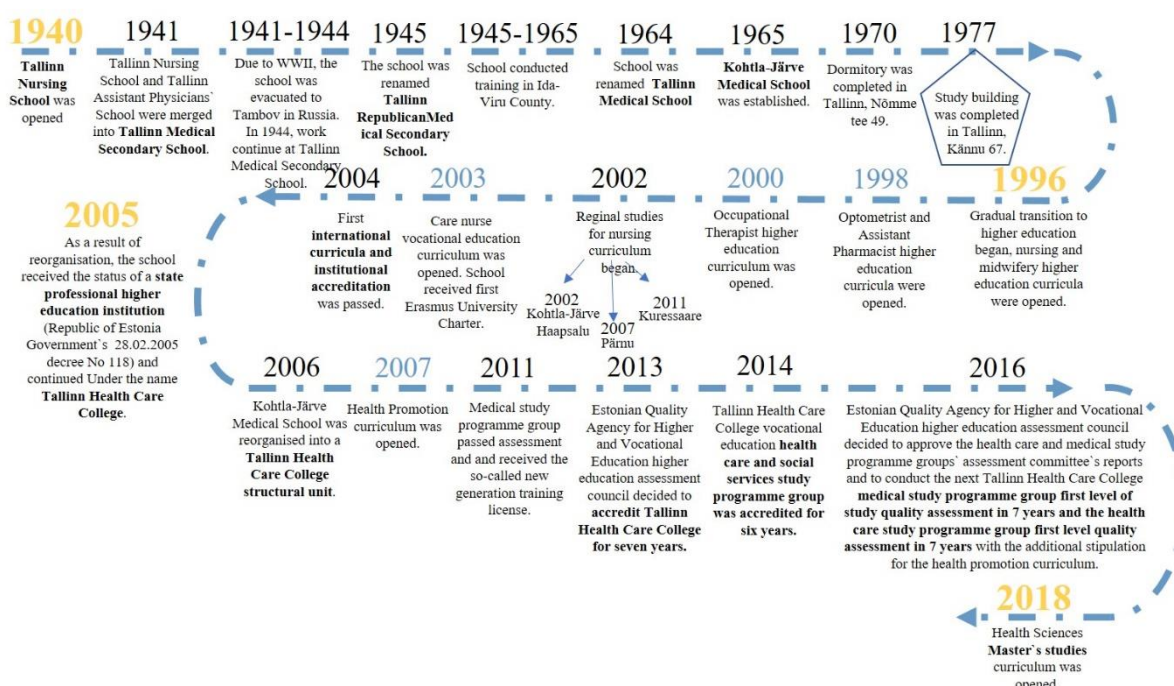


Figure 1 College history

Main objectives of the Development plan:

1. College employees are internationally active, digitally competent, command simulation methods, publish in scientific journals and speak at conferences.
2. The College's student body is included in management and development activities, and graduates have evidence-based professional competencies, professional foreign language skills, digital competencies, technical know-how and they manage well on the labour market.
3. Establish collaborative learning between curricula, develop digital culture and ensure innovative and efficient studies.
4. The College's national and international development activities and applied research are innovative, involve students and proceed from partners' needs.
5. Management of the College is open, democratic and efficient, involving the College's staff, students and alumni.
6. The College administrative activities are efficient and environmentally-friendly and there is continuous sustainable development of a state-of-art study and work environment.

7. The College organises health education and health promotion events for basic, secondary and professional education institutions' students and for all age groups across all study areas in cooperation with vocational and professional associations.
8. Proceeding from the life-long learning strategy, the College offers learning opportunities for all age groups, partners, alumni and employers across Estonia. The refresher trainings are need-based and are organised in cooperation with experts and clients.

Table 1 Curricula at Tallinn Health Care College

Study programme group/ Curriculum group	Title of the curriculum	EHIS code	Nominal duration (years)	Volume of curriculum	Responsible unit	Learning place
Professional higher education						
The right to conduct studies granted by the Government of the Republic Regulation No. 178 of 18 December 2008						
Health Care	Health Promotion	80997	3	180 ECTS	Health Education Centre	Tallinn
	Midwife	1470	4,5	270 ECTS		Tallinn
	Occupational Therapist	3311	4	240 ECTS		Tallinn + work-placed*
	General Nurse	1467	3,5	210 ECTS	Chair of Nursing	Tallinn, Kohtla-Järve, Pärnu, Kuressaare
	Nursing Education Specialisation	84789	4,5	270 ECTS		Tallinn
	Optometrist	1479	3,5	210 ECTS	Medical Technology Education Centre	Tallinn
Medicine	Assistant Pharmacist	1477	3	180 ECTS		Tallinn
	Dental Technician	80166	3,5	210 ECTS		Tallinn
*Pilot project						
Master`s level						
Health Care	Health Sciences	194200	1,5	90 ECTS	Chair of Nursing	Tallinn
Vocational education						
Health care and social services	Care Worker	135737	2	120 ECVET	Vocational Education	Tallinn, Kohtla-Järve + work-placed
	Client Worker for People with Mental Health Problems	151998	1	60 ECVET		Tallinn + work-placed
Medical diagnostics and treatment technology	Emergency Medical Technician	135757	1	60 ECVET		Tallinn + work-placed
	Sterilisation Technician	160377	1	60 ECVET		Tallinn
Therapy and rehabilitation	Assistive Technology Specialist	140845	1	60 ECVET		Tallinn + work-placed
Child minding and services for the youth	Child Minder	129237	1	60 ECVET		Tallinn + work-placed
Dental Care	Dental Assistant	196437	2	120 ECVET		Tallinn + work-placed

Brief description of self-evaluation

The self-evaluation process comprised different stages: preparation, data collection, data analysis and compilation and coordination of the self-evaluation report. Throughout the process, the members were regularly informed, and everyone had the opportunity to participate in the self-analysis process. All self-analysis materials, including the self-analysis report under compilation were available in Office 365. A folder was created - “Institutional accreditation 2019“, where accreditation-related documents were assembled, including data collected and analysed by sub-area working groups. The goal was to record the course of the entire process with all collected data. At the same time, schedule for institutional accreditation’s working plan was put together, which was available to the entire team. Principles of employee inclusion and equal distribution of work were followed in performance of self-analysis. Heads of sub-areas formed teams also involving representatives of the student body. To manage the conduction of self-evaluation, an institutional accreditation steering group was established involving heads of different areas.

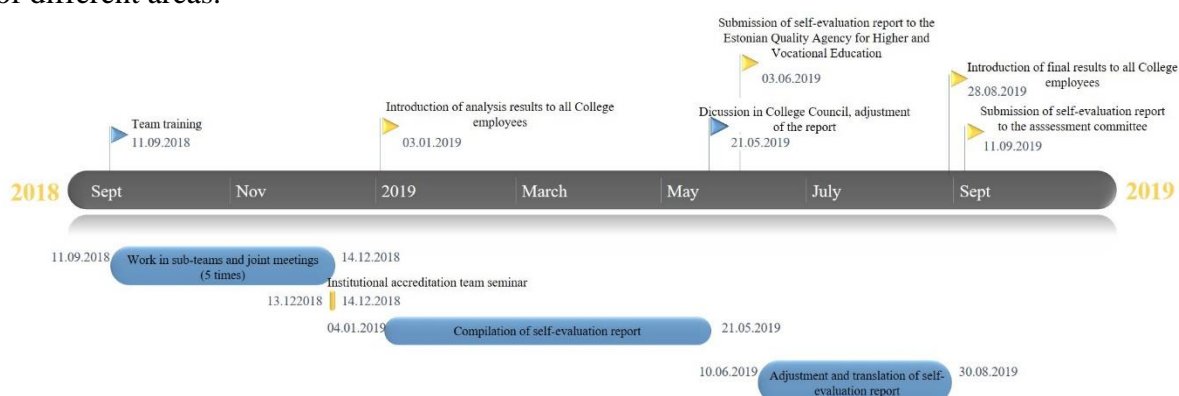
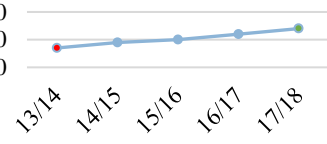
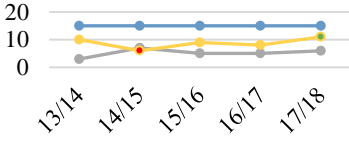
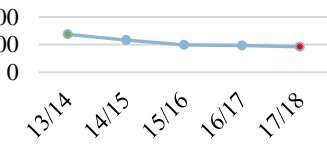
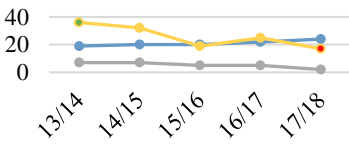
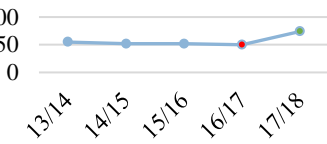
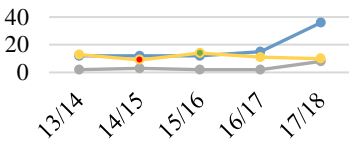
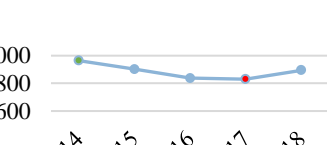
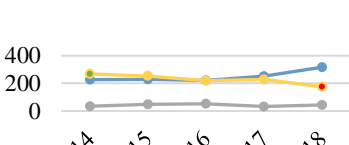


Figure 2 Preparation of institutional accreditation and completion of the report

Table 2 Consolidated data about students 2013/2014-2017/2018

		2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	5-year trend, where possible; number of students` and graduates` trend marks min (in red) and max (green) values
Curriculum ¹	Professional higher education						
Health Promotion	Number of students ²	37	39	40	42	44	 
	Students admitted ³	15	15	15	15	15	
	Drop-outs ⁴	3	7	5	5	6	
	Graduates ⁵	10	6	9	8	11	
Midwife	Number of students	137	116	99	97	92	 
	Students admitted	19	20	20	22	24	
	Drop-outs	7	7	5	5	2	
	Graduates	36	32	19	25	17	
Occupational Therapist	Number of students	55	52	52	50	74	 
	Students admitted	12	12	12	15	36	
	Drop-outs	2	3	2	2	8	
	Graduates	13	9	14	11	10	
General Nurse	Number of students	964	902	839	830	894	 
	Students admitted	227	230	221	251	317	
	Drop-outs	35	48	52	33	44	
	Graduates	268	252	220	230	175	

¹ Master`s Studies in Health Sciences curriculum is open from autumn 2018, 60 students were admitted, at the time of the report, there are no drop-outs.


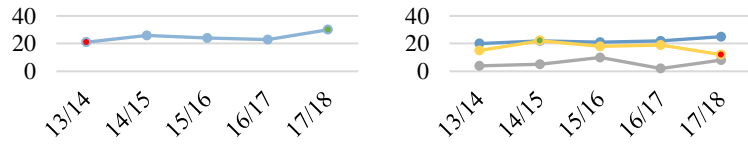

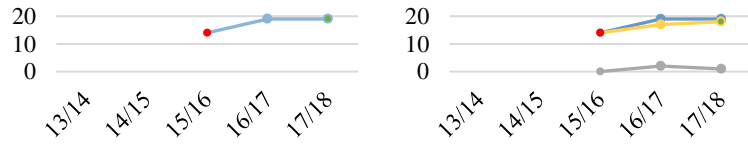

² Number of students as at 10.11 (except external learners)

³ Admitted students in the course of the year (11.11-10.11) are students, who studied in 1 year/on higher education/vocational education curricula during the study year as at November 10 and had taken up studies from November 11 the previous year to November 10 of the corresponding year. Confirmation as external student is not included in the number of admitted students.

⁴ Interruption events 1.10.n-1-30.09.n, do not include exmatriculations at the beginning of studies (15.09 and 15.02) and exclusion from external study.

⁵ Graduates (including graduation as external learner) are between 1.10 and 30.09.

Nursing Education Specialisation	Number of students	19	19	36	59	62		
	Students admitted	17	19	36	57	60		
	Drop-outs	3	4	3	0	4		
	Graduates	17	19	34	57	53		
Optometrist	Number of students	70	67	64	58	54		
	Students admitted	16	15	16	15	16		
	Drop-outs	2	6	8	8	7		
	Graduates	16	14	13	10	13		
Assistant Pharmacist	Number of students	120	104	89	94	90		
	Students admitted	30	30	29	32	32		
	Drop-outs	12	10	4	8	3		
	Graduates	34	36	25	29	33		
Dental Technician	Number of students	38	37	25	38	39		
	Students admitted	12	12	no admission	13	13		
	Drop-outs	0	0	0	0	2		
	Graduates	13	12	0	12	12		
Professional higher education	Number of students	1440	1336	1244	1268	1349		
	Students admitted	348	353	349	420	513		
	Drop-outs	64	85	79	61	76		
	Graduates	407	380	334	382	324		
		2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018		
Curriculum	Vocational education (VET certificate level 4)							
Care worker	Number of students	149	129	115	146	228		
	Students admitted	77	55	57	97	137		
	Drop-outs	12	6	20	20	19		
	Graduates	66	68	48	44	86		

	Incl. performance of professional examination ⁶	College has right of issuing a vocation from 03.11.2017				86	
	Share of employment at graduation, data from 2015 ⁷		74%	94%	98%	95%	
Emergency Medical Technician	Number of students	21	26	24	23	30	
	Students admitted	20	22	21	22	25	
	Drop-outs	4	5	10	2	8	
	Graduates	15	22	18	19	12	
	Including performance of professional examination	College has right of issuing a vocation from 21.11.2017				12	
	Share of employment at graduation, data from 2015		82%	78%	74%	67%	
Assistive Technology Specialist	Number of students	no admission	14	19	19		
	Students admitted	no admission	14	19	19		
	Drop-outs	no admission	0	2	1		
	Graduates	no admission	14	17	18		
	Including performance of professional examination	no admission	0	0	0		
	Share of employment at graduation	no admission	100%	94%	100%		<p>First admission in August 2015</p> 

⁶ In professional training, College has [right to award a vocation](#) (et) for curricula of Emergency Medical Technician, Care worker, Child Minder and Client worker for people with mental health problems

⁷ Data collected from students before graduation

Client worker for people with mental health problems	Number of students	no admission				18	20	<p>First admission in October 2016</p>
	Students admitted	no admission				18	20	
	Drop-outs	no admission				0	5	
	Graduates	no admission				0	30	
	Including performance of professional examination	College has right of issuing a vocation from 12.04.2017					30	
	Share of employment at graduation	no admission				-	90%	
Sterilisation Technician	Number of students	no admission				17	<p>First admission in January 2017</p>	
	Students admitted	no admission				17		
	Drop-outs	no admission		1	1			
	Graduates	no admission				16		
	Including performance of professional examination	no admission					-	
	Share of employments at graduation	no admission					44%	
Child Minder	Number of students	19	16	26	68	30		
	Students admitted	3	16	23	66	25		
	Drop-outs	3	1	4	5	4		
	Graduates	17	12	20	34	48		
	Including performance of professional examination	College has right of issuing a vocation from 12.04.2017					48	
	Share of employment at graduation	58%		65%	91%	77%		

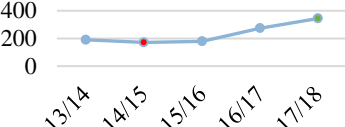
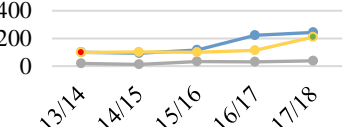











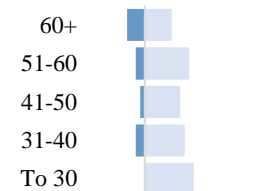
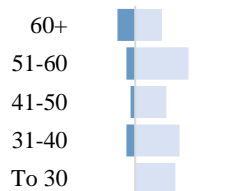
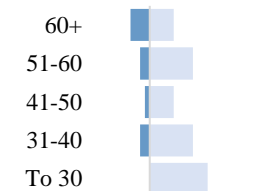
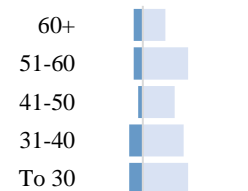
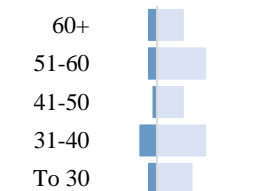
Vocational education	Number of students	189	171	179	274	344									
	Students admitted	100	93	115	222	243									
	Drop-outs	19	12	34	30	38									
	Graduates	98	102	100	114	210									
	Including performance of professional examination						176								
	Share of employment at graduation, data from 2015	74%		86%	91%	85%									

Table 3 Consolidated data about teachers and support and administrative staff 2014-2018 (as at 31.12.201n)

Academic staff	2014		2015		2016		2017		2018	
Total number	79		80		85		91		104	
Staff teachers	70		74		77		76		87	
Share of staff teachers	88,6% 		92,5% 		90,6% 		83,5% 		83,7% 	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gender share of academic staff	11% 	89% 	10% 	90% 	12% 	88% 	9% 	91% 	8% 	92%
Gender and age distribution (% of total academic staff)										
Support and administrative staff	2014		2015		2016		2017		2018	
Total number	53		53		49		52		53	

	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Gender share of total support and administrative staff	17% 	83% 	17% 	83% 	18% 	82% 	21% 	79% 	21% 	79% 
Gender and age distribution (% of total support and administrative staff)	<div>      </div>									

2. MAIN CHANGES ARISING FROM THE RECOMMENDATIONS OF THE PREVIOUS INSTITUTIONAL ACCREDITATION

Institutional accreditation 2013	
Recommendation	Main changes
The College must define its priorities in planning its activities and development more clearly.	The College development plan words the priorities for the period which serves as the basis for compiling development plans and action plans for structural units.
In personnel policy (including selection of staff), it is necessary to move from a sectoral approach towards a College-wide competence-based approach and to connect performance discussions to the College's strategic objectives more.	In planning and recruiting personnel, we proceed from sector- and College-wide competences. The performance discussions with employees cover The College's strategic objectives among other things.
The College must develop a long-term financial plan.	A one-year and five-year financial plan have been developed.
The College must pay more attention to older age groups and people with special needs as potential students and develop the necessary support system for them.	A system has been developed to identify the needs of special needs people during candidacy and study period. A support system is being developed for people with dyslexia and dysgraphia (e.g. possibility of consultation, support material for teachers etc.) Continuous work is being done to support development of older age groups' digital competencies (e.g. computer science basic course as an elective course for professional education students). In addition, the College uses national support systems, for example the Unemployment Insurance Fund support to conduct formal studies , change specialty etc.
Curriculum development must be more systemic in the the College. In addition to the content of the curriculum, the methodology of teaching and learning must be continuously developed.	The curriculum is being developed consistently and systematically; the Curriculum Council, teachers, alumni and experts participate in development activities. Resources necessary for conduction of studies are identified by teachers of a particular curriculum, who analyse and assess the necessary technology, teaching aids, study materials and condition of study environment necessary for conduction of studies on an ongoing basis. Simulation studies with the environment have been developed. Teachers participate in learning methodology courses (see chapter on teachers).
The College should offer more electives in English in order to increase international mobility and promote students' foreign language skills.	The College provides English language elective and compulsory subjects to the extent of 30 ECTS credits, for example in 2018, 123 students passed subjects in English. In addition, refresher courses in English are offered (468 hours' worth in 2017). See Appendix 1 Table 44. See also Table 12, Table 13.
In research and development, a realistic, strategic objective-based detailed action plan taking into account actual possibilities must be developed to bring about changes, on the basis of which the College will start tackling applied research systematically. Fulfilment of action plan must be clearly measurable.	Measurable applied research is planned in the College's and structural units' development plans.
Considering the number of students speaking Russian as their mother tongue and number of courses in Russian, it is practical to develop a Russian-language homepage.	The College has a homepage in Estonian , English and Russian .
Evaluation of study programme groups 2016	
Recommendation	Main changes
For equal treatment of students, external assessors should be involved in the assessment process.	See Chpt 3.9 ASSESSMENT OF STUDENTS
The curricula should be reviewed in order to decrease overlapping between subjects.	Joint subjects have been created, subject team meetings take place to analyse the content of topics. Horizontal and vertical cohesion assessment has been conducted for study programmes.
More attention should be paid to ensuring the next generation of teachers. The current promotion system should be reviewed and clear career opportunities should be created for teachers.	Creation of the "career model" and "motivation model" Involvement of nursing pedagogics interns and offering them a future position. See Figure 4.
It must be ensured that the distribution of teachers' work load allows them to dedicate sufficient time to acquiring a Doctor's degree and doing research in	Possibility for a free semester. Performance pay (bonus) is related to acquisition of a formal degree, research work support, RUTA support.

addition to teaching work. There should be more teachers with a Doctorate degree.	
Considering the needs of the Estonian labour market, options should be looked into to increase the number of graduates in the College's curricula.	OSKA report regulates the commissioned education
More foreign teachers should be involved in teaching.	Foreign teachers have been involved in teaching, further details on this are in the teaching staff chapter.
Due to the current structure of study programmes, it is complicated for students to participate in international mobility. Study programmes should be modified so that their structure would facilitate students' foreign mobility and help raise the number of students involved in mobility.	On the basis of pre-existing subjects, in cooperation with all higher education curricula, joint subjects have been created worth 50 ECTS, English joint subjects worth 15 credits. See also Appendix 1 Table 44.
The importance of the feedback provision and electronic feedback system should be better explained to students.	The College's quality system including the importance of feedback is covered: in the subjects "Introduction to studies", "Basics of research" and is covered in the Study Guide for first-year students and on the homepage.
Accreditation of vocational training 2014	
Recommendation	Main changes
As an area of development, the committee recommends all study programme group teachers, both vocational education department, structural units' teachers, other departments' teachers teaching the same students and teachers external to the College providing studies should meet periodically during the academic year to give feedback on the study-educational process and for joint discussion.	See vocational education vocational studies' curricula self-analysis report Appendix 4.4.
There are development opportunities in using innovative study environments and e-learning in study process of study programme group.	E-learning in Moodle environment is used to conduct studies, e.g. in subjects like Basics of independent living I and II.
The assessment committee sees development opportunities in expanding the choice of specialities offered in the Kohtla-Järve structural unit in cooperation with stakeholders, including existing curricula (e.g. Emergency Medical Technician curriculum) implementation in both structural units.	From 2014, new specialities have not been opened at the Kohtla-Järve structural unit. However, when applying to study in Tallinn, it is possible to submit your documents in Kohtla-Järve. In cooperation with local healthcare institutions, we must identify the demand/need in Ida-Virumaa for opening new specialities. Broadening the selection of specialities would help provide a wider selection of activities directed at the public in Ida-Virumaa region.

3.1 STRATEGIC MANAGEMENT

Tallinn Health Care College is a state professional higher education institution under the governance area of the Ministry of Education and Research, which operates on the basis of the [Institutions of Higher Professional Education Act](#) (valid until 01.09.2019, hereinafter [Higher Education Act](#)⁸ (et)), [Vocational Educational Institutions Act](#), its [statutes](#) and other legal acts. The College's objective is to provide internationally recognised studies in an up-to-date study environment in health and welfare, to promote taught professions through research and development, including applied research, to organise refresher training, affect the population's health behaviour and help shape a healthy living environment.

The College, due to its sectoral specifics, is a competence centre in Estonia in occupational therapy, optometry and dental technology and health in Ida – Virumaa.

The College is one of two health care colleges leading health care training in Estonia, due to which duplication of curricula is minimal and proceeds from national objectives. For example, General Nurse, Midwife and Care Worker curricula. The Vocational Education Department is a significant *health and welfare* trainer in Estonia. The College is a leader in on-the-job studies, a recognised leader and success story in Estonia in regional studies and innovative study environment in health care.

The objectives, activities and key results for the period are defined in the College's [development plan](#) 2017 – 2021. Compilation of the development plan considers national, regional and societal need-based priorities and speciality development areas.

The College's [vision and mission](#) proceed from the College's role, objectives and society's expectations. Activities are planned based on the College's vision and mission, national priorities, international directions, sectoral development plans and strategies. The development plan is the College's strategic document describing long-term goals and expected key outcomes including RDC and outreach activities. The College's team, main partners and alumni are involved in writing the College's development plan.

The College is managed on the basis of the mission, vision and [main values](#) worded in the development plan. Through main values, the College assesses and supports employees' and students' innovation and creativity and taking responsibility. According to the statutes, the College is managed by the Rector. The College's management body is the [College Council](#), chaired by the Rector and members are elected according to the Council members' election procedure. The College's advisory body is the [Advisory Board](#), which links the College and society. In addition, the College has convened the Rector's Office's [Consultative Board](#), the members are representatives of professional associations. Fulfilment of the College's objectives is ensured through transparent and democratic management and assessed according to the internal assessment system (See Figure 10). The College's [structure](#) supports cooperation and innovation between curricula and employees' flexible division of work. Students are included in management on different levels.

Results:

1. Fulfilment of objectives and results are assessed regularly by the College Council, Rector's Office and structural units, which ensures transparent management decisions and consistent monitoring of fulfilment of objectives.
2. Stakeholders are involved as cooperation partners in development of the sector and education.
3. The process of taking management decisions is transparent and decisions are available to College employees in intranet, the document administration system and to the public on the College's homepage.

⁸ This analysis proceeds from the Institutions of Professional Higher Education Act valid until 1.09.2019

4. From 2017, the College`s Rector`s Office Consultative Board works to promote mutual binding cooperation between professional associations and the College.
5. In the [development plan Appendix 1](#), the College had defined the target indicators` achievement rate.
6. Students hold the College in high esteem and their stable assessment to the College`s reputation is rather good and very good.

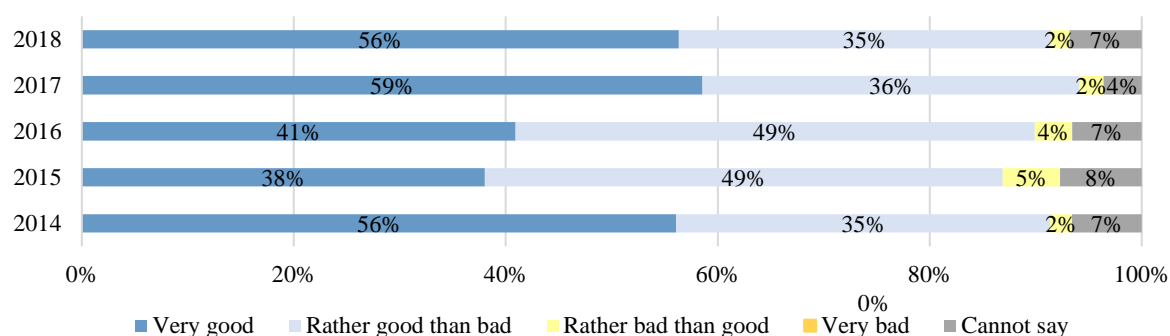


Figure 3 Students` assessment to the Colleges reputation 2014-2018 (% of respondents)

7. The team is involved in management of the College and their satisfaction with involvement is stable.

Table 4 Employee satisfaction with the work of the College Council, availability of information regarding the College`s development and management 2015, 2017, 2019, students` satisfaction with inclusion in the College`s work 2014-2018

		2014	2015	2016	2017	2018	2019	
Availability of information about the College`s development	employees	-	4,02	-	4,03	-	4,30	
Availability of information about the College`s management	employees	-	3,82	-	3,99	-	4,09	
Satisfaction with the College Council`s work	employees	-	3,84	-	4,16	-	4,49	
Inclusion of learners in the College`s work	students	4,31	4,36	4,32	4,42	4,39	-	

8. The College has a clear and unique role in Estonian education and healthcare landscape.
9. The development plan proceeds from national and sectoral education needs and supports diverse development of employees and students.
10. The College cooperates with Estonian and foreign universities in study mobility, research and development and developing joint studies. For example, research and development cooperation with TalTech, University of Tartu, University of Tampere. **See also** Chpt 3.5 INTERNATIONALISATION.
11. Institutions of Professional Higher Education Rectors` Council stands for interests of institutions of professional higher education in Estonia and communicates internationally.
12. A successfully launched structural change in the 2017/2018 academic year aimed at improving cohesion, cooperation and internal assessment between curricula, and optimisation of management resources.
13. The College has a long-term financial plan, which ensures sustainability of activities.
14. A consensus agreement has been concluded with partners (Ministry of Education and Research, Ministry of Social Affairs, Estonian Hospitals Association, Estonian Nurses Union, Estonian Association of Midwives, Tartu Health Care College and Tallinn Health Care College) to ensure consistency of nursing and midwifery studies and funding.
15. In choosing staff, the decision will be based on the College`s development needs and objectives and career model.
16. In the [development plan Appendix 1](#), the College has defined the target indicators` achievement rate.

Strenghts:

1. The College is a recognised health care trainer and developer in Estonia and internationally.
2. The College is networked nationally and internationally.
3. Management is economically optimal and innovative.
4. The team is motivated and shares the College`s values.

Improvement areas	Planned development activities
Employees` satisfaction with College management.	Analysis of information availability and efficiency raising through different information channels (including internal web). Increasing possibility of employees` engagement in management.
Keeping the College`s good reputation.	Implementation of marketing strategy and the team`s consistent cooperation with stakeholders, the Advisory Council, Advisory Board, employers and other stakeholders.

3.2 RESOURCES

The College's sustainability is guaranteed through targeted administration and management of resources (including material, financial and human resources). Systemic and sustainable resource management is guaranteed by transparent and open management. The College's internal and external communication proceeds from the College's objectives and is managed through the communication procedure wording the communication strategy and objectives.

The College has developed a [Personnel Policy](#), aimed at valuing and developing the College's employees according to common principles, applying the employees' knowledge, skills, experience and attitudes to achieve the College's objectives.

The College has defined the work remuneration principles in the [Remuneration Guideline](#) and [Basis and Criteria for Evaluating Performance](#), which consider the importance of the position in the structure, complexity of tasks, scope of responsibility, competence, level of education and qualification. The remuneration principles are available to employees.

Motivation comprises different components. One measure of motivation is recognition, which is regulated in a corresponding [procedure](#). It is considered important to recognise the College's employees, cooperation partners and former employees. Different means of recognition are employed, for example letter of gratitude, College souvenirs, naming as an honorary member, gift etc. Performance pay system and flexible organisation of work support employees' creativity and innovation and entrepreneurship.

The College values employees' health and the concluded contracts with health centres, compensation of sport and health expenses is provided to offer affordable possibilities to do sports. Different events are organised for employees on an annual basis as common activities, for example, celebrating the end of the year, the College's birthday etc.

Results:

1. Personnel planning is targeted, proceeding from needs of the curricula and College objectives.
2. Filling free positions in the College is organised by way of public competitions and everyone has equal opportunities to apply.
3. The procedure of recruiting and choosing lecturers is described in the lecturers' and vocational education teachers' candidacy and election [procedure](#) (et), support and administrative personnel recruitment and choice in the Personnel Policy.
4. The College considers it important to seek and find talent among College students involving them in working groups, projects and College management already during the study period.
5. Specialists and alumni are offered the opportunity to acquire experience as visiting lecturers.
6. 53.8 % of lecturers are College alumni.
7. The employees' career opportunities proceed from an individual career model and all employees are guaranteed equal opportunities for a career.

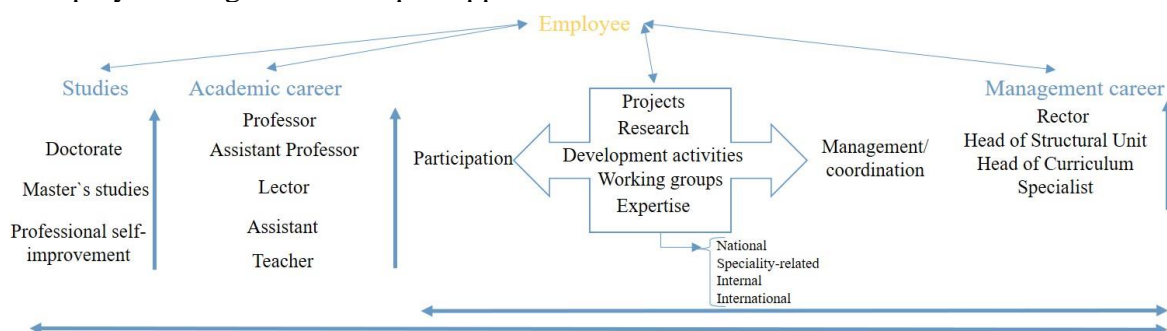


Figure 4 College career model

8. To ensure the next generation of personnel on all levels, the College supports raising the education level, enabling, for example, to apply for a semester free of regular work tasks in order to do creative work, change the structure of tasks based on mutual agreement etc.
9. The result of developing management competencies on every level is improvement of the management quality and additional career opportunities.
10. Personnel work-related training is financed from the College's budget and programmes and projects.

Table 5 Personnel work-related training 2014-2018

Employees' refresher training	2014	2015	2016	2017	2018
Number of trainings	179	167	137	104	181
Training days	430	194	338	573	378
Foreign trainings	-	-	6	11	5

11. The number of College employees with a Doctor's or Master's degree or corresponding level of education increases each year, which guarantees a qualified staff and quality studies and sustainability. **See** Table 16.
12. The age distribution of academic and support personnel is sustainable, i.e. staff employees represent different ages, which guarantees stability for the College. **See** Table 3.
13. There is a competition for College vacancies. The competition for support staff is higher than for academic staff positions due to the specific qualification requirements that apply to academic staff.

Table 6 Personnel competition for jobs 2015-2018

	2015	2016	2017	2018	
Lecturers' recruitment competition	1,3	1,6	2,0	1,6	
Support and administrative personnel recruitment competition	17,4	19	17	18	

14. From 2012, the College issues "Colleague of the Year" and "Most Professional Support Employee" award, from 2018 also "Deed of the year", "Best Academic Writer of the Year", "Author of the Year" and "Engine of the Year".
15. From 2017, the College publishes personal feature articles to motivate employees and inform the general public on its webpage. 25 [personal features](#) (et) have been published.
16. In order to get feedback and potential recognition regarding the organisation's development quality, the College participates in [human resource management competitions](#) (et).
17. The College consistently contributes to motivating employees, and as a result, the satisfaction with remuneration, recognition and career is stable and slightly growing.

Table 7 Employee satisfaction with the Remuneration Guideline in the College, recognition and career opportunities (average rating of respondents) 2011-2019

	2011	2013	2015	2017	2019	
Remuneration regulation at the College	3,58	3,40	3,51	3,80	3,83	
Receiving recognition	3,84	3,62	3,52	3,76	4,01	
Career opportunities	3,58	3,47	3,45	3,67	3,58	

College activities are funded from different sources. Higher education funding takes place based on a three-year national activity support decree and vocational education was funded based on national state-commissioned education until 2018, from 2019 on the basis of activity support. In addition, the state budget allocates targeted funds for students' grants and education allowance. A significant financing source for the College in the form of foreign support comes from different programmes and projects. In addition, the College earns own income by

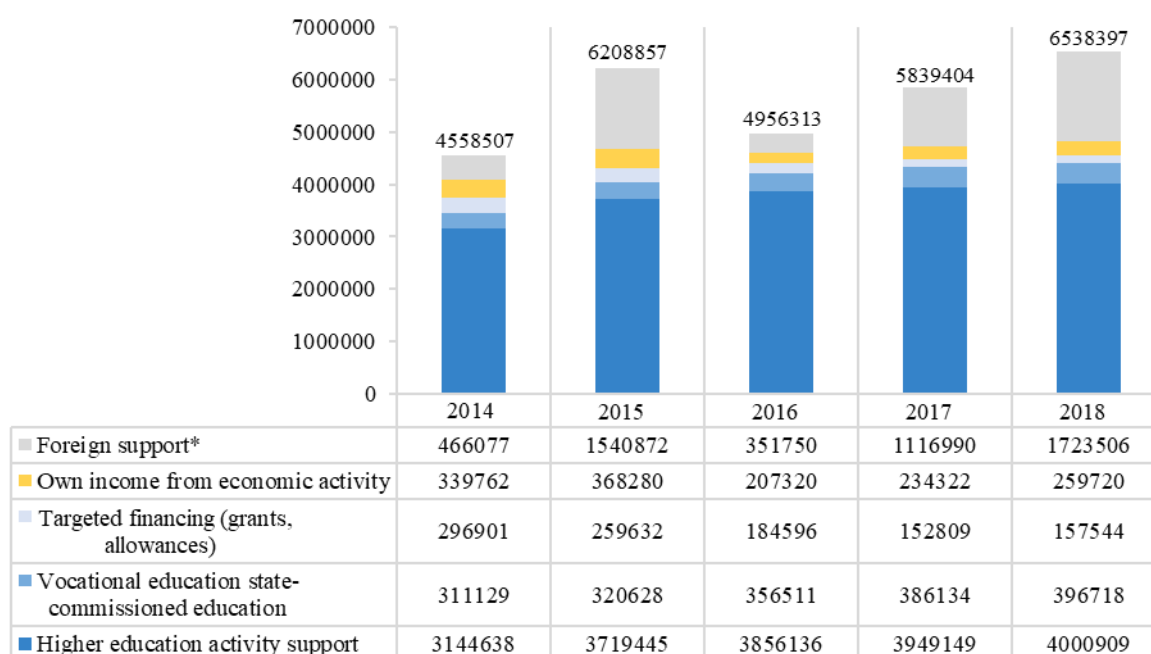
providing paid services. The main sources of income are refresher training, study service fees, rent for use of its facilities etc.

The allocation of the College's financial resources proceeds from the College's development plan objectives, on the basis of which a budget is put together for each financial year and a budget forecast for the next four years. Checking the budget composition, adoption, amendment and execution is regulated by the College's [Rules Governing the Use of State Budget Funds and College Funds](#).

The College's budget for each financial year is put together in three parts – the main budget, the student hostel budget and budget for paid services. The student hostel budget income is accommodation service, giving assets into use and sale of services.

Results:

1. The College has sufficient budgetary means to execute its goals. The volume of the College's budget is growing, project and programme finances can be applied for as investments. The College is financially sustainable.
2. Financing the College from state budget is a growing trend. Higher education activity support and vocational education state- commissioned education shows a growth trend across the years. The sum of targeted financing has decreased year-on-year because the students' grants and education allowances' system changed in 2014. The transition to the new system (e.g. centralisation of the state need-based education allowance) took place step by step. Due to this, the College's budget currently includes vocational education students' education allowances' and travel compensation resources and students' performance-based grant and financial special allowance financial means. The College has been active and successful in applying for foreign support throughout the years. The distribution of financial resources varies across the years, depending on periods of project funding. Throughout the years, the College has contributed in own income, for example enhancement and development projects, a growing trend. In 2016, the accounting principles changed and the student hostel income is not reflected in the budget as income.



* Including PRŌM support 2016 116 860 EUR, 2017 515 310 EUR, 2018 665 500 EUR.

Figure 5 Budget dynamics and income distribution across financing sources 2014-2018

3. Financial resources are sufficient to develop the study, development and work environment sustainably and to acquire the necessary teaching aids. Labour costs have increased every year, considering the College's and sectoral salary policies and the general increase in

standard of living. The cost of life has an effect on managing costs. The College primarily uses project or own budget for investments, acquisition of teaching aids and equipment and construction work, according to the development plan's objectives and action plans.

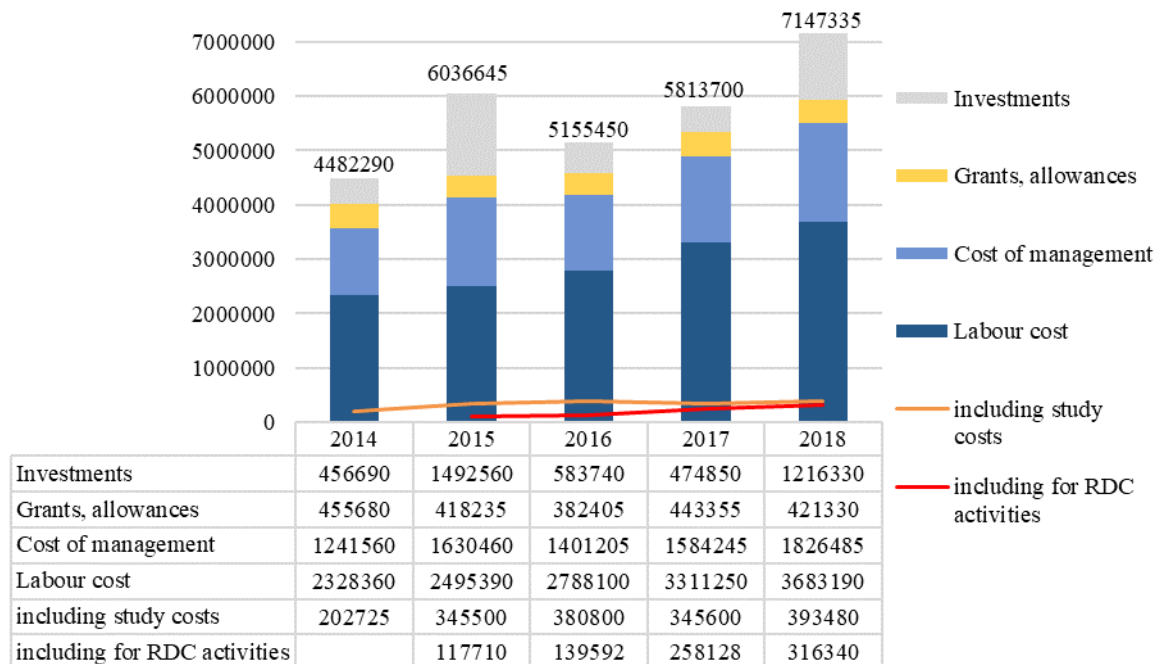


Figure 6 Budget dynamics and distribution of operational costs across types of expense 2014-2018

4. Because of the construction of a planned extension, the College used its own earnings from previous years, due to which 2018 expenses are 608 938 euros higher than the income.
5. The College's budget is transparent and proportionally balanced across the years. The example illustrates the 2018 budget use proportional distribution.

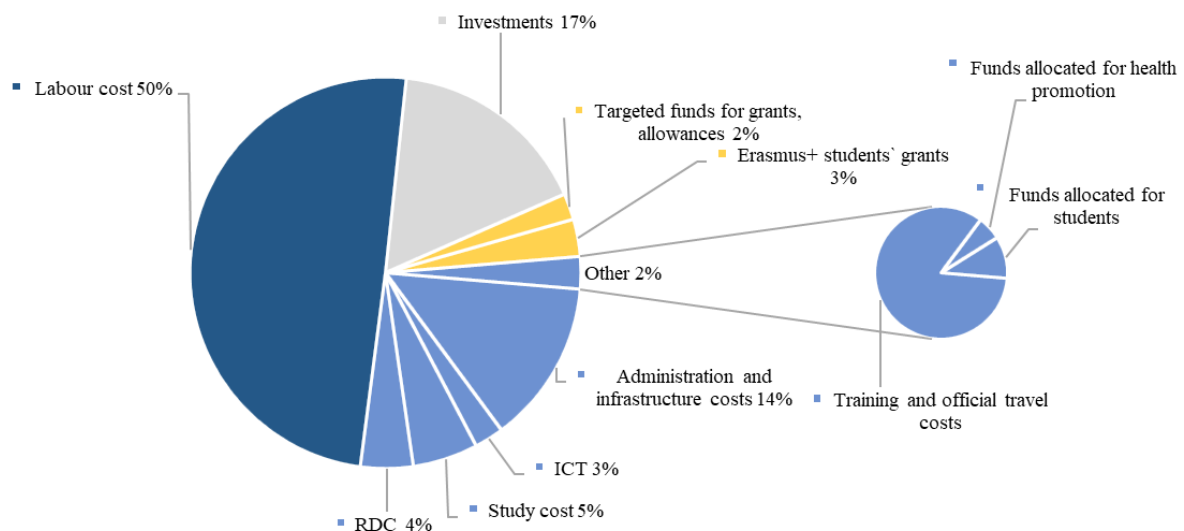


Figure 7 Proportions of using the 2018 budget

6. The College's development plan foresees large-scale investments for the entire period. Administrative decisions and activities proceed from environmental friendliness, economic rational, efficiency and sustainability.
7. The estimated remuneration per one College employee is on the rise. For example, the remuneration for the position of lecturer has increased by ca 20% between 2014-2019.


8. The College has two study buildings – in Tallinn and Kohtla-Järve and a student hostel in Tallinn. The study buildings have been fitted with contemporary office and teaching aids. There is a sufficient number of different size rooms with necessary equipment. For example, lecture, simulation and seminar rooms, rest areas, practical training rooms etc.
9. The College analyses efficiency of use of assets in composing development plans, action plans and budgets and setting goals. The efficiency of use of assets is analysed annually with the budget execution overview done in the College Council and the annual report. The College infrastructure improved, maintained, managed flexibly, the College is able to direct its resources itself based on need both in terms of finances and efficiency.

Infrastructure management is economically expedient, and new technological systems have been built for that purpose. Automatic and economical solutions have been adopted, for example boiler room, motion sensors and use of natural light in the extension etc. The College's Tallinn study building has a centrally monitored ventilation system which can be tracked, regulated and controlled remotely, which guarantees fast response.

Results:

1. The College's study buildings have canteens and the public spaces have vending machines for coffee and snacks. In addition, based on students' feedback, a café was opened in the hall of the Tallinn study building in 2018.
2. Students' and employees' feedback to the College's catering service has been stable throughout the years.

Table 8 Students' and employees' satisfaction with the catering service 2014-2019

		2014	2015	2016	2017	2018	2019	
Catering service	employees	-	3,29	-	3,84	-	3,94	
	students	3,80	3,50	3,94	3,94	3,95	-	

3. The employees have access to rest areas on all floors, massage chairs and a room for health promotion activities. Students can use lounges and representation rooms.
4. Safety of the team at the College is ensured with an audio and alarm system, automatic fire alarm system, technical security and video system and a remote-controlled and -tracked access system.
5. In 2016, the Tallinn study building's main hall was reconstructed into a contemporary multifunctional hall-conference centre with adjustable rooms.
6. In 2018, an extension was built to the Tallinn study building, 620m² of usable floor space was added and an ambulance simulation.
7. Annually, the College's budget foresees financial resources for improvement of the study and work environment considering feedback from the membership.
8. The College is an active project applicant and throughout the years, has received project funding to improve the infrastructure.

Table 9 Most important funded infrastructure investment projects since 2014

Project name	Project beginning	End of project	Project total cost
ASTRA investment project including ambulance simulation	2016	2018	789 473,68
ASTRA – content activities*	2016	2022	756 632,19
High-tech controlled simulation centre for health care and medical specialties' studies	2015	2015	400 000
Laboratory complex with pharmacy profile	2014	2015	444 631,58
Total			2 390 737,45

*project includes both content activities and investments in infrastructure.

9. The College team's assessment to the College infrastructure is stable.

Table 10 Students` and employees` satisfaction with the College`s facilities 2014-2019

		2014	2015	2016	2017	2018	2019	
Condition of College`s publicly used facilities	employees	-	4,18	-	4,32	-	4,46	
	students	4,44	4,48	4,65	4,54	4,68	-	
Condition of lecture halls	employees	-	3,92	-	4,14	-	4,13	
	students	4,25	4,28	4,41	4,60	4,67	-	
Condition of the College`s laboratories/practical work rooms` furnishings` modernity/state of rooms	employees	-	3,88	-	4,44	-	4,58	
	students	4,30	4,47	4,56	4,62	4,66	-	

10. In 2017, the plagiarism identification system URKUND was adopted and its Estonian group joined. Previously, the plagiarism identification system KRATT was used.
11. The hall-conference centre has high-tech solutions for use in studies and in carrying out other events. The centre has been fitted for simultaneous interpretation.
12. Learners` can live in the College`s student hostel during studies and the tenants are rather satisfied with the student hostel.

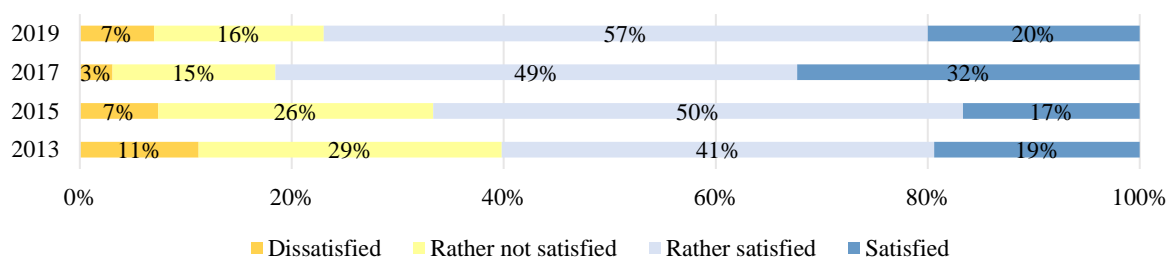


Figure 8 Student home residents` satisfaction with living conditions 2013-2019 (% of respondents)

The College has one of the most modern and learner-friendly specialist libraries in Estonia. The library is located in the Tallinn and Kohtla-Järve study buildings and is in general use. The membership can use the necessary databases, information systems, there is access to e-resources (See also Appendix 2) for work and studies. The College has an open access digital collection, which has published all students` final papers and projects since 2008.

Results:

1. Web-based electronic guidelines have been created to use different databases.
2. An inter-library borrowing system and electronic document-exchange are operational with Estonian and foreign scientific libraries to retrieve missing publications.
3. User trainings (including individual) for students and employees take place.
4. Thematic inquiries can be submitted at the library, through the College homepage and over Skype.
5. College employees and students consider the availability of literature very good.

Table 11 Students` and employees` satisfaction with literature at the library 2014-2019

		2014	2015	2016	2017	2018	2019	
Literature in library/literature available in library	employees		4,26	-	4,33	-	4,64*	
	students	4,35	4,29	4,27	4,40	4,48	-	

*2019 the satisfaction with literature was replaced by satisfaction with library services in the employee satisfaction survey

The College proceeds from the [communication procedure](#) in organising its communication activities and the marketing plan.

The goal of internal communication is to ensure intraorganisation flow of information, which supports achievement of the College`s strategic goals, forming common attitudes and open dialogue. The principle of internal communication is that each employee has the right to handle an important topic.

The objective of external communication is to objectively inform and promote the College among future students. The principle of external communication is to provide the public, the media, partners and other interested parties with a positive and objective image of the College.

Results:

1. Different channels of communication are used to forward information based on target group: social media, homepage, media, e-mail posts etc
2. The College has functional internal communication, which considers the target groups. Satisfaction with availability of information about studies and the College's development and management has seen a positive upward trend year-on-year. **See Table 4 and Table 28.**
3. Employees' satisfaction with management of the College, working conditions, information flow etc is surveyed regularly every second year and the results are reflected in the improvement activities.
4. The College's most important and voluminous external communication channel is its homepage, which is available to all target group in three languages (Estonian, Russian and English).
5. In order to present a positive image of the College's study and work environment to the public, media, partners and other interested parties, different outreach events take place: Open Days and student shadowing week, tours introducing the College's study laboratories, health days, conferences. The College participates in different education and information fairs, conferences, trainings, other institutions' information and career days etc across Estonia. The basis for conducting the employee satisfaction survey is an approved College feedback plan.

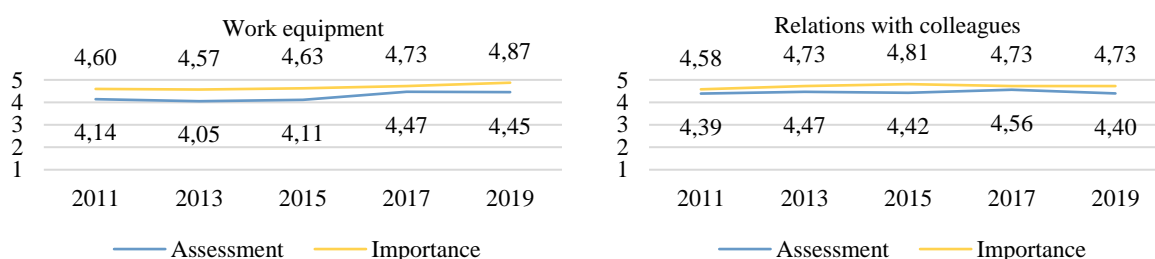


Figure 9 Employees' average assessment and importance placed on work equipment and relations with colleagues 2011-2019.

The feedback survey uses the same questions throughout the years or at least comparable questions. The feedback analysis' results are introduced in the quality working group, the College's employees' joint trainings, improvement activities introduced in the development plan implementation plans and structural units' annual action plans. For example, a series of events to involve College members was established in 2017 based on employees' feedback from the very same year.

Strenghts:

1. The income and cost distribution is balanced and guarantees the College's financial sustainability.
2. The College's study and work environment are fitted with top-level equipment. The price and quality ratio ensures a high occupancy rate in the student home enabling self-sufficiency.
3. The College's material-technical means are environmentally friendly and efficient.
4. The personnel's age composition is sustainable, all age groups are represented.
5. The membership has enough library resources at its disposal for research and studies.
6. Managed internal and external communication ensure the College's reputation is good in society and transparency of operations.

Improvement areas	Planned development activities
Improvement of energy and environmental sustainability.	Adopting efficient and environmentally-friendly solutions.

Covering needs of different target groups.	Acquisition of fittings and installation for classrooms and offices, corresponding to ergonomic requirements and which can be adapted to needs of different target groups.
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3.3 QUALITY CULTURE

Quality management is integrated into all processes of the College involving employees, students and stakeholder. Internal assessment is regular and systematic, receiving support and an external viewpoint through external assessments and competitions. The basis for the College's quality management is systematic planning focused on regular review of College processes and their improvement. The College's main processes are [mapped](#) based on *Total Quality Management* adjusted model and responsible persons have been assigned to processes. For cohesive processes, a quality working group was composed in 2007. The quality working group's goal is management of work in quality field through development of a quality system, its implementation and improvement. Representatives from all structural units belong to the working group, including the Rector and Vice Rector and representative of Student Council and Representative Board. The quality working group is obliged to report to the College Council. From 2014, the quality working group introduces the results of the employees' feedback once a year and planned activities at the College-wide employees' training day. The College membership follows the agreed quality definition in its activities. Quality is achievement of the objectives corresponding to the College's stakeholders' needs and expectation based on agreed criteria. Feedback is provided to stakeholders and participation in external assessments is regular and results are considered in planning improvement activities. The Institutions of Professional Higher Education Rectors' Council quality working group has operated since 2005. The working group shares its best practice, develops guidelines, composes analyses and takes a position in issues topical in the area.

Results:

1. The College has a [feedback plan](#), which is approved with the Rector's decree and it is renewed based on necessity.
2. The College promotes quality culture with the objective of increasing active response to feedback surveys by organising different events. For example, an event was organised in the framework of the Native Language Day, where participants were able to test their mother tongue skills in addition to filling in a survey.
3. In addition to other feedback, an English language feedback survey was initiated in 2017 to receive feedback from visiting foreign students regarding the student hostel.
4. The College participates in different competitions for benchmarking, to get an external viewpoint on its activities. For example:
 - In 2018, participation in the competition Best Personnel Project "Raising College employees' level of knowledge and connection through health care lectures and seminars organised by the Estonian Human Resource Management Association.
 - Participation in the Estonian Internal Training Development Association (ESAL) organised "Internal Trainer of the Year 2018" competition.
 - Participation in the Marketing Institute organised competition "Dream Employer 2019".
 - Participation in 2019 Civitta Eesti AS organised competition "Family-friendly employer".
 - Participation in 2018 SA Innove's quality evaluation process "Recognition of practical training process in vocational and higher education".
 - Participation in 2017 in the international Quality Innovation Award competition and conference with the admission system "Grete".
5. In cooperation with the Institutions of Professional Higher Education Rectors' Council quality working group, the project "*Study quality in terms of multiculturalism in the Baltic countries*" in 2017 – 2018 in the framework of the NordPlus programme was carried out. The outcome was a manual on how to cope in a multicultural environment.

6. An annual outcome of the College`s internal assessment is the annual report. The report regularly analyses the success and efficiency of the College`s activities including fulfilment of the development plan and if necessary, adjustment of the objectives.

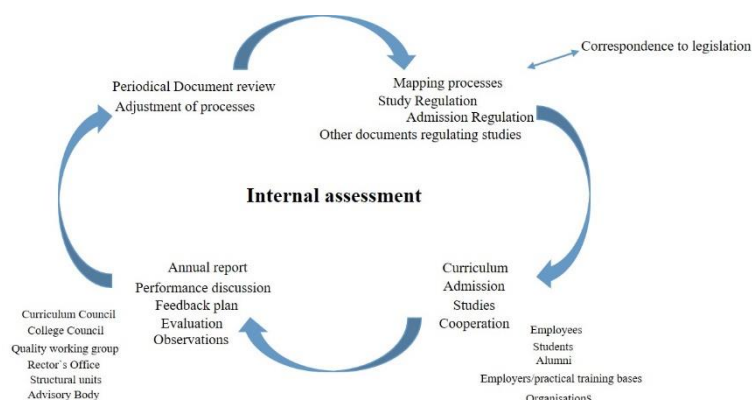


Figure 10 Internal assessment processes at the College

7. Performance discussions take place on the level of the Rector`s Office and structural units. The discussions ensure fulfilment of the College`s objectives on the level of structural units and individuals. As a result of the performance discussions, personal development needs are mapped and activities planned.
8. Each higher education curriculum and vocational education study programme group has a curriculum council. **See Chpt 3.7 STUDY PROGRAMME.**
9. The College contributes to development of employees` management competencies through management training according to the development plan objectives.

Strenghts:

1. The College has described the main and support processes and quality system.
2. The College`s systematic feedback is one of the basis for development and improvement activities.
3. There is regular internal assessment on all levels, results are disclosed to employees.
4. Students are included in the quality working group and the work of other working groups and decision-making bodies.

Improvement areas	Planned development activities
Quality management through <i>benchmarking</i> .	Systematic participation in quality competitions and collection of comparative data (including international).
Visibility and transparency of the quality culture.	Initiating feedback results` stakeholders` discussions, also in virtual environments.

3.4 ACADEMIC ETHICS

The College has defined the [code of academic ethics](#). The College's ethics committee is tasked with educating, consulting the membership and problem resolution in the field of ethics. The register of plagiarism cases collects data on plagiarism in the College.

Equal treatment is guaranteed to employees and students at the College. The College applies equal treatment principles in recruiting employees and shaping their careers (career model) et alia. (See Figure 4) The College applies equal treatment principles to students' admission, assessment, plagiarism cases etc. See also Chpt 3.9 ASSESSMENT OF STUDENTS, Chpt 3.10 STUDY SUPPORT SYSTEMS, Chpt 3.8 LEARNING AND TEACHING.

The College upholds the Estonian Academy of Science, Estonian Research Council and Ministry of Education and Research "[Estonian Code of Conduct for Research Integrity](#)" joint document's concepts of action and adheres to them. The principles of academic ethics are provided in the College's academic code of ethics, which is an agreement between the College's members and which proceeds from the College's main values in creating and strengthening a sense of unity. The ethical principles of research are defined in the guideline "[Structure and formatting of student work at Tallinn Health Care College](#)" (et) and in the RUTA working group rules of procedure. In the College, the [principles of good practice](#) determine the rules of behaviour in the College's facilities and on its territory.

In the College, the ethics committee supports students and lecturers in understanding and resolving ethical problems. [Ethics Committee Rules of Procedure](#) (et) provides the principles governing the work and main foundations of the ethics committee and the rules pertaining to submission of complaints related to ethical issues and how these are processed. The College is intolerant of academic fraud, including cheating and breaching copyright. The College's Study Regulations' p.1.2.10. defines the meaning of plagiarism and provides that formalisation of student's written work takes place according to the guideline approved at the College. In case of plagiarism, Study Regulations p.5.3.5. will be followed, the academic code of ethics and the "[Procedure for Identifying and Processing Plagiarism in Student Papers](#)". The plagiarism identification system [URKUND](#) has been used since 2017, which is interfaced with the e-learning environment Moodle (earlier the KRATT system was used) and work suspected of plagiarism is registered in the Register of Plagiarism Cases. All final papers and other major work, e.g. practical training papers, are systematically checked in URKUND. In addition, the submitted independent work is checked automatically in Moodle. The College's final papers are available in the e-library RIKSWEB.

Each College employee has the possibility to turn to the employees' representative in case of work-related problems. The main task of the employees' representative is to act as an intermediary between employees and employer, forward important information and proposals, help offer solutions to work problems to employees to avoid a conflict of interest and there is a Code of Conduct to prevent corruption.

Results:

1. With leadership from the Ethics Committee, a system to spread ethics' principles was launched in 2012.
2. The College's work is regulated by documents which proceed from principles of equal treatment and valuing the membership.
3. The College's representative is a member of the Tallinn Medical Research Ethics Committee.
4. The Ethics Committee has initiated applied research "Students' professional ethics awareness and support system in resolution of ethical problems", to find out what is the students' awareness and need for support is resolving ethics-related issues.

5. The Ethics Committee is comprised of seven [members](#) (et) including representative(s) of students.
6. Number of registered plagiarism cases per academic year: 2016/2017 - 6; 2017/2018 -2 ja 2018/2019 – 13.
7. College employees hold relations with colleagues in high esteem. **See** Figure 9.

Strengths:

1. An Ethics Committee has operated at the College since 2002.
2. Applied research and research and development working group RUTA has operated at the College since 2012.
3. The College is open in handling ethics-related problems.
4. The College is involved in prevention of plagiarism and systematically processes cases and contributes consistently to developing the system.

Improvement areas	Planned development activities
Visibility and transparency of academic ethics topics	Inclusion of students in RUTA activities. Carrying out seminars and workshops.

3.5 INTERNATIONALISATION

The College's internationalisation priorities, which are defined in the [internationalisation strategy](#), are based on the higher education institution's statutes, vision, mission and development plan and structural units' development plans and external assessment recommendations. The College's activities correspond to the [higher education programme 2017-2020](#) (et) and [the Estonian Lifelong Learning Strategy](#).

The higher education institution uses the [Erasmus+ intra-Europe and global and professional education study mobility programme](#), [Nordplus](#) and [Dora Plus](#), [Medicine Estonia cluster](#), [Institutions' Strategic Development support \(hereinafter ASTRA\)](#) (et) means and the College's budgetary resources to achieve internationalisation objectives. In addition, activities are funded from other sources like the Republic of Estonia's Ministry of Foreign Affairs, Ministry of Defence, NATO Support and Procurement Agency. The College values its team's internationalisation, supporting speaking at international conferences and participation in projects and programmes.

Results:

- The College participates in the following international networks:
 - European Network of Occupational Therapy in Higher Education (ENOTHE);
 - European Association for International Education (EAIE);
 - Consortium of Institutes of Higher Education in Health and Rehabilitation in Europe (COHEHRE);
 - International Union for Health Promotion and Education (IUHPE);
 - European Academy of Optometry and Optics (EAOO);
 - European Association of Institutions in Higher Education (EURASHE);
 - The European Association for Health Information and Libraries (EAHIL);
 - North American Nursing Diagnosis Association (NANDA);
 - European Federation of the Associations of Dietitians (EFAD);
 - European Association for Health Information and Libraries (EAHIL);
 - Evidence-Based Health Care Teachers & Developers (EBHC).
- The College provides subjects in foreign language on an annual basis and the target group involves not only College students and visiting foreign students but also students and visiting foreign students of Estonian Academy of Security Sciences and TTK University of Applied Sciences.



Table 12 Completion of English language subjects 2014-2018 (number of participants)

No	Name of subject	Volume (ECTS)	Target group	Notes	2014	2015	2016	2017	2018
1	Intercultural Communication	4	All specialities, visiting foreign students	e-learning	20	20	21	33	18
2	Healthy Nutrition	3	All specialities, visiting foreign students	e-learning	41	31	29	31	22
3	Eye Health Care	2	All specialities, visiting foreign students	e-learning	43	12	5	5	10
4	Estonian Language and Culture	3/2	Visiting foreign students		19	29	23	20	18

5	Global Health	3	Visiting foreign students	e-learning	-	7	7	14	-
6	Health Care and Social System in Estonia	3	Visiting foreign students	e-learning	3	8	3	11	11
7	Breastfeeding	3	Midwives, visiting foreign students	partial e-learning	23	11	21	47	10
8	E-course: Adult Health Behaviour	4	All specialities	e-learning	15			4	-
9	Early Postpartum Discharge	3	Midwives	-	-	-	15	9	-
10	Research Methodology	4	Occupational therapy students	e-learning	14	11	11	11	14
11	Substance abuse	2	Nursing students from Tallinn Health care College and Helsinki Metropolia University of Applied Science	partial e-learning	20	20	20	20	20
Total					198	149	155	205	123

3. To better organise application of foreign students, a system was developed in 2017 to approve and generate foreign student contracts application.ttk.ee.
4. The higher education institution is the only internationally recognised licensed trainer for the course Advanced Trauma Care for Nurses (ATCN) in the Baltics.
5. In 2016-18, the College conducted foreign language refresher courses in the volume of 910 hours to 588 participants.

Table 13 Foreign language training at the College between 2015-2018 (number of participants)

Title of training/lecture	Volume (hours)	Target group	2015	2016	2017	2018
Applying nursing diagnoses in nursing education and practice: perspectives and possibilities	8	Nurses	129			
Simulation Learning in Health Care	2	Health care specialists	21			
Training course of Midwifery Teachers from Afghanistan	156	Afghanistan midwives	8	16		
Counselling of young people	8	Health care specialists		20		
Occupational Therapy in Clinical Placement	320	Ukrainian occupational therapists		3		
Most common mental disorders, treatment and rehabilitation. Suicide and suicide prevention	4	Health care specialists		70		
Nursing Related English Language for Patient Communication	26	Nurses, practical training supervisors		18		
Midwifery and Health Promotion	130	Afghanistan midwives		17		37
English for nurses	26	Nurses, practical training supervisors			13	
Addressing mental health issues in military medicine	52	Ukrainian doctors and psychiatrists			6	
Pharmacy management or topics related to assistant pharmacists in USA	4	Pharmacists and assistant pharmacists			72	
Advanced Trauma Care for Nurses® (ATCN)	104	Nurses			14	14
Alzheimer's Disease Diagnostics and Treatment	8	Health care specialists				21
Coping with health problems in third countries	8	Volunteers from foreign countries				11
Opening, development and implementation of Curriculum of Optometrist/of Curriculum of Dental Technician, based on the experience of Tallinn Health Care College	40	Kingdom of Thailand education/health care specialists				16

Therapy process and planning	8	Occupational therapists				6
Possibilities of Expanding the Services for Decreasing Harm on the Example of Pharmacies	6	Pharmacists and assistant pharmacists				52/24
Total			158	144	105	181

6. In 2018, the College`s first Erasmus+ strategic cooperation project “[Care of Pressure and Venous Ulcers in Simulation Environment](#)” received funding.
7. In 2014 – 2019, the College conducted ten intensive courses in cooperation with foreign partners and 85 students participated.
8. To ensure mobility opportunities for the membership, 120 Erasmus+ intra-Europe study mobility and 12 Erasmus+ global study mobility contracts have been concluded.
9. From 2014, Tallinn Health Care College, TTK University of Applied Sciences and the Academy of Security Sciences co-organise [international week](#) on the first week of November on an annual basis.
10. Tallinn Health Care College, TTK University of Applied Sciences and the Academy of Security Sciences cooperate to organise “*Welcome to Estonia Week*” in the autumn semester and “*Welcome to Estonia Weekend*” in the spring semester to visiting foreign students to support academic, social and cultural integration.
11. College lecturers and students are involved in [international projects and contractual activities](#).
12. The College supports students` study mobility with additional grants.
13. Information on mobility opportunities is provided in social media, on the homepage, on display stands, integrated into subjects and at different events. For example, Open Day, international week, information days etc.
14. Throughout the years, students` mobility % has been stable, despite the fact that the total number of students increased over the same period. The College is satisfied with this result, as mobility indicators correspond to the Estonian internationalisation strategy and compared to the Estonian mobility percentage (2017 – 2.2% and 2018 3.4%), the College`s indicators are much higher. Appendix 1 outlines mobility data according to programmes and structural units **See Appendix 1 Table 44.**

Table 14 Student mobility (mobility events) 2014/2015-2018/2019

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Outgoing mobility	93	102	118	143	131
Incoming mobility	77	131	148	124	122
Number of students 10.11 (all)	1629	1507	1423	1542	1953
Number of students 10.11 (higher education)	1336	1244	1268	1349	1520
Mobility of outgoing students (all) (%)	5.7%	6.8%	8.3%	9.3%	6,7%
Mobility of outgoing students (in higher education) (%)	7.0%	8.2%	8.8%	9.9%	8,6%

15. Studies completed abroad are considered as fully part of the curriculum. The students` study period is not extended and they graduate from the College in nominal time. **See Figure 22, and Figure 21.**
16. In order to introduce Erasmus+ programme options and support student study mobility, an Erasmus+ student [video competition](#) “Erasmus+ study mobility as a supporter of professional and personal development” is organised on an annual basis with a prize fund of 600 euros ever since 2015.
17. An annual gratitude and motivation event has been organised for foreign students` practical training supervisors and organisers since 2015.
18. Cooperation with the organisation [Erasmus Student Network Tallinn](#) to support cultural and social integration of foreign students.

19. Every semester, a gratitude and information event is organised for tutors of foreign students. **See also** Chpt 3.10 STUDY SUPPORT SYSTEMS.
20. The College organises Erasmus+ recent graduates` practical training, introducing the programme opportunities and supporting finding practical training placements. In 2015 – 2018, 11 alumni participated in the recent graduate practical training.
21. English language teaching was provided to practical training supervisors in 2016-2018.
22. Internationalisation activities of the College`s membership and partners are recognised according to the College`s customs. 43 letters of thank you have been awarded 2014-2018.
23. Employee mobility proceeds from objectives of the development plan and is above planned levels. **See** Appendix 1 Table 43.

Table 15 Lecturer and personnel mobility (mobility events) across programmes 2014/2015-2018/2019.

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Outgoing mobility	50	87	79	72	113
Incoming mobility	43	84	92	94	64
Number of employees 10.11	129	132	136	145	158
Employees` outgoing mobility (%)	38,8%	65,9%	58,1%	49,7%	71,5%

24. In the framework of international projects, the College has developed vocational education curricula. For example, in the framework of the [NURED](#) project, developed and implemented an elective for Care Worker curriculum of adding e-services and e-products in health care in the volume 5 ECVET. In the framework of [HELP](#) project, a logistics module is being developed to pilot the role of a care coordinator in Estonia.

Strenghts:

1. Higher education curricula development proceeds from international cooperation.
2. Stable international cooperation due to existence of long-term partners.
3. The College is an active member of international professional and higher education networks.
4. Curricula cooperation programmes in implementation of short-term mobility. For example, Breastfeeding 3 ECTS credits in Midwife curriculum as joint study with Metropolia University of Applied Sciences.
5. The College has an operational support system to implement international activities.

Improvement areas	Planned development activities
Students` study mobility	Increasing study mobility by finding short-term study mobility opportunities. Opening and developing the Assistant Pharmacist English-language curriculum. In cooperation with foreign partners, development of new English-language joint subjects and modules.

3.6 TEACHING STAFF

Personnel management falls directly under the Rector in the College. The staff work is coordinated by personnel employees. The College has worded a Personnel Policy providing for selection of staff and career planning (**See also** Chpt 3.2 RESOURCES). The development plan sets objectives and needs to develop academic staff to guarantee the College's performance and competitiveness. The College has developed guidelines and strategies to ensure it has the necessary academic staff.

Results:

1. The College values and supports employee development according to common principles, implementing employees' knowledge, skills, experiences and attitudes to achieve the College's objectives.
2. The College has enough competent employees to implement its goals. **See** Table 3.
3. The number of lecturers with Doctorate and Master's degree has grown in recent years. The increase in number of support staff with Master's degrees has ensured a rise in quality of service by way of innovative solutions.

Table 16 Number of doctorates and master's degrees or equivalent qualifications held by the College staff (as of 31 December)

Staff	2014	2015	2016	2017	2018
Academic staff					
Number of teaching staff	79	80	85	91	104
PhD, including Master of Science	5	8	6	8	15
PhD candidate	6	5	5	6	7
MA or equated level of education	51	45	54	53	58
With academic degrees	70,8%	66,3%	70,6%	67%	70,2 %
Support staff					
Number of employees	32	32	32	35	37
PhD candidate	2	2	1	1	1
MA or equated level of education	9	7	5	8	7
With academic degrees	28,1%	25%	18,8%	22,9%	18,9%

4. Competition for the College's academic staff positions is stable, but not high. Due to the specificities of the specialities and the smallness of the country, we do not anticipate significantly higher competition in coming years. **See** Table 6.
5. To achieve the goals for developing lecturers' speciality and teaching skills competencies, staff training principles, apprenticeship and other documents have been developed.
6. To raise qualification and professional competencies, lecturers' apprenticeship system has been developed and implemented.

Table 17 College teaching staff apprenticeship

Year	Lecturers in apprenticeship	Total number of hours	Organisation
2016	2	160	The North Estonia Medical Centre
2017	6	1 164	The North Estonia Medical Centre, Tallinn Children's Hospital, University of Coimbra, Portugal, Ida-Viru Central Hospital, Bolgatanga Midwifery Training College, Ghana
2018	4	110	West Tallinn Central Hospital, The North Estonia Medical Centre, Iru Nursing Home
2019	2	328	EELC Tallinn Diaconia Hospital National University of Laos, Vietnam

7. Teaching staff's training and development needs are identified during performance discussions.
8. Due to higher volume of English language studies, the College has considered it necessary and supported raising the language levels of its lecturers. As at 31.12.2018, The College's 32 lecturers' English language skills are at least B2 level.
9. In planning trainings, the lecturer's personal development needs, the College development areas and structural units' development areas and curricula are considered. The teaching staff's teaching, research, development and management competencies are developed.

Table 18 Teaching staff refresher courses 2015-2019 (number of employees)

Training area	2015	2016	2017	2018	2019 ⁹
Competencies to conduct studies and research	21	15	102	37	19
Digital competencies	-	9	12	13	13
Professional knowledge	37	48	39	45	43
Management	6	5	5	9	13
Language studies					
English	8	14	24	4	3
Academic Estonian			9		23

10. In addition, employees are trained to use new tools (e.g. main hall and simulation centre technology, AED-equipment).
11. College lecturers are internationally active. **See** Chpt 3.5 INTERNATIONALISATION.
12. Mentorship system has been developed (from 2015) to facilitate and support adjustment of new employees to the College work processes, develop new employee professional development and employees' cooperation. Mentorship is based on principles of ensuring the College's quality. Thirteen mentors have passed the mentorship basic training.
13. Academic employees have the possibility to apply for a [free semester](#) (et) to enhance professional skills or do other creative work (Doctorate thesis, research article, applied research, book, etc.) released from work tasks according to the procedure adopted at the College.
14. College [conditions and procedure for research work support](#) have been developed with the aim of regulating support of applied research conducted by College staff, including College employees' doctorate studies.
15. The number of foreign lecturers at the College keeps increasing year on year. In 2014, one foreign lecturer worked at the College, in 2018 seven foreign lecturer.

Table 19 Foreign teachers 2014-2018

2014	2015	2016	2017	2018
Antti Johannes Kähönen 	Antti Johannes Kähönen  Lolita Cibule 	Antti Johannes Kähönen  Lolita Cibule  Maja Koprivnikar  Shane Paul Deselle 	Antti Johannes Kähönen  Attila Lörincz  Pirkko Elina Routasalo  Uljana Kurbatova 	Aiga Švede  Antti Johannes Kähönen  Attila Lörincz  Dickon William Weir-Hughes  Pierre-Yves Roh  Pirkko Elina Routasalo  Van Thái Nguyễn 

16. Lecturers' simulation pedagogical skills' development is supported with international high-level trainings.
17. Alumni are the next generation of lecturers – as at 31.12.2018, the College has 104 lecturers of whom 56 i.e. 53.8 % are College alumni.
18. Recognised practitioners and top specialists are included in studies, final paper assessment and defence as visiting lecturers.
19. Speciality related studies are conducted by lecturers with higher education in the speciality.

⁹ Data as at 01.08.2019

20. Qualifications of vocational education teachers correspond to the requirements sets by the Vocational Educational Institutions Act. Each academic year, at least 82% of the teachers correspond to vocational education teacher's professional standard level 6 or 7.
21. College lecturers [participate](#) in research, development and/or creative work through research work and participation in projects, publications and supervision of students.
22. 56 lecturers (out of 91) participate or manage projects in the College. **See also** Chpt 3.11 RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC).
23. Average student feedback results to subjects has been high throughout the years.

Table 20 Average assessment to subjects 2013/2014-2017/2018

Assessment to study process	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017*	2017/ 2018*	
I received feedback from the teacher during the study process ¹⁰	4,67	4,73	4,70	4,74	4,73	
Subject structure ¹¹	4,54	4,56	4,55	4,59	4,53	
Subject materials supported my learning ¹²	4,53	4,57	4,67	4,69	4,69	
Use of illustrative study tools supported my learning ¹³	4,54	4,56	4,67	4,70	4,68	

* As at 27.12.2018, in connection with PRÕM groups' feedback collection, data will change for those academic years until graduation of PRÕM groups.

24. From 2014, feedback is collected from students after defence of final paper or passing the final exam. Throughout the years, the assessment rates to final paper supervision have remained stable.

Table 21 Average assessment to final paper supervision 2016/2017-2018/2019

	2015/2016	2016/2017	2017/2018	2018/2019	
Supervisor gave my work constructive feedback.	4,43	4,62	4,34	4,63	
Supervisor gave me content advice during supervision.	4,36	4,58	4,38	4,59	
Supervisor followed the agreed activity plan (schedule).	4,60	4,63	4,42	4,71	
Supervisor showed interest in supervising me.	4,39	4,58	4,19	4,56	
We agreed on the objective of the final paper with the supervisor previously.	4,45	4,53	4,38	4,58	
We agreed on the activity plan for the final paper with the supervisor previously (schedule).	4,29	4,28	4,05	4,46	

25. Lecturers cooperate in implementing and developing professional higher education joint subjects. Joint subjects have been created in the volume of 59 ECTS.
26. In developing research areas, the lecturers proceed from societal and labour market needs. **See also** Appendix 3.
27. Lecturers do broad-based cooperation in conducting interdisciplinary applied research and supervision of final papers. **See also** Appendix 3.
28. The College participates in [national and international networks](#) to guarantee competitiveness and sustainable development of specialities, transparency and comparativeness and quality of curricula.
29. The College serves as a practical training base for other education institutions, including international. For example, Tampere University Health Sciences Unit, Nursing Science Master's students do their practical training in the College from 2016.
30. The College has developed ["Conditions and Procedure for the Attestation of the Teaching and Research Staff and Self Evaluation of Vocational Education Teachers"](#). The assessment

¹⁰ 2013/2014 ja 2014/2015 Receiving feedback from the teacher

¹¹ 2013/2014 ja 2014/2015 Structure of subject

¹² 2013/2014 ja 2014/2015 Study materials

¹³ 2013/2014 ja 2014/2015 Use of illustrative study aids

areas for lecturer evaluation are teaching, research and development work, activities directed at the public and administrative work. Each lecturer is evaluated every five years.

Strengths:

1. Lecturers are self-driven, develop instruction, professional and research competencies and train each other, lead and participate in applied research.
2. Lecturers are involved in the evaluation process as evaluators.
3. Lecturers are recognised experts in their field and cooperate actively both nationally and internationally.

Improvement areas	Planned development activities.
Competencies of working in a multicultural environment.	Enabling experience of working in a multicultural setting.
Digital competencies and simulation pedagogical skills.	Consistent organisation of trainings in the College and enabling advanced trainings abroad.

3.7 STUDY PROGRAMME

The College provides studies in first and second level of higher education, in healthcare and medical study programme groups. Vocational education is provided in fourth and fifth level study programme groups in social work, health care and medicine (in study programme groups, social work and counselling, occupational therapy and rehabilitation, dental care, child care and services for youth and medical diagnostics and treatment technology.). In total, studies are provided in eight higher education and seven vocational education curricula. The curricula have been coordinated in curricula councils, approved by the College Council and registered in the Estonian Education Information System [EHIS](#) (et). The basis for opening a curriculum is the professional standard, legal acts valid in the Republic of Estonia, documents in speciality area and needs and development trends of stakeholders. For example, the need to open curricula demanding specific competencies are taken into account, the sectoral need for labour and the new trends affecting the Estonian healthcare system's development for example the [OSKA](#) report.

Development of new curricula corresponds to the College's objectives. Opening a curriculum is preceded by an analysis of whether the curriculum is necessary and relevant to the Estonian health care sector, also analysis of resources, including general needs of the academic staff and training needs for the existing staff, possibilities and sustainability of the physical environment. Curricula demands, maintenance, changing, closing and development take place on the basis of the [curriculum statute](#). Each higher education curriculum has a Head of Curriculum and Curriculum Council. Vocational education study programme group has a joint Curriculum Council. Study programme development corresponds to the College's development plan, documents regulating organisation of studies and the curriculum statute. Development is regular and systematic and considers needs of the labour market. In addition, proposals based on feedback from students, alumni and employers is considered. Collecting feedback takes place according to the College's feedback plan. Curriculum development is led by the Head of Curriculum and development activities involve speciality stakeholders through the Curriculum Council – employers, alumni, students, lecturers, professional associations' representatives and experts, including international cooperation partners consultants.

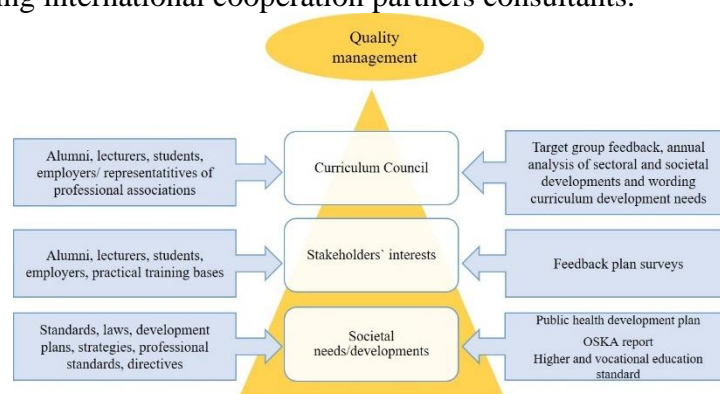


Figure 11 Curriculum development system

Curriculum objectives and study outcomes are set in the curriculum according to the education level standard. Module objectives and study outcomes, which serve as an input to objectives and study outcomes are worded based on curriculum objectives and study outcomes. The structure of the curriculum is based on horizontal and vertical cohesion. Vocational education curricula correspond to the vocational education standard and to implement it, a modules' implementation plan is compiled for each group. If necessary, modules are divided into subjects. **See also** self-analysis of the curricula in Appendixes 4.1-4.4.

Curriculum, module and subject volume is considered in European credits (ECTS) and in vocational education, in Estonian vocational education credits (ECVET). One credit, also in

vocational education, corresponds to 26 student`s working hours, which includes contact studies, independent work, e-learning, practical training and assessment of study outcomes. Planning studies and calculation of volume takes place in the [study information system](#) (SIS). Volume of one academic year is 60 ECTS (ECVET).

Results:

1. In 2016, the higher education first level curricula passed international [study programme group quality assessment](#).
2. The vocational education curricula were accredited in 2014 by the [Estonian Quality Agency for Higher and Vocational Education](#).
3. In 2018, the College received the right to conduct studies in second level higher education in the curriculum of [Health Sciences` Master studies](#).
4. The nurse and midwife curricula correspond to the European Parliament and Council Directive 2005/36/EÜ. **See also** Appendix 4.3 Self-analysis of the curriculum of Midwife.
5. The Occupational Therapist curriculum corresponds to the World Federation of Occupational Therapists` (WFOT) minimum standards and is published on the [WFOT homepage](#).
6. Occupational Therapist, Dental Technician, Optometrist, Assistant Pharmacist, Midwife and Health Promotion curricula correspond to the speciality professional standard (level 6).
7. From 2014, the Health Promotion curriculum is accredited by the International Union for Health Promotion and Education, [IUHPE](#).
8. The Client worker for people with mental health problems, Child Minder, Care Worker and Emergency Medical Technician vocational education curricula and Midwife and Occupational Therapist higher education curricula have the legal right to [issue vocation](#) (et).
9. During 2015 – 2019, four new vocational education curricula have been opened: [Assistive Technology Specialist](#) (2015), [Client Worker for People with Mental Health Problems](#) (2016), [Sterilisation Technician](#) (2017) and [Dental Assistant](#) (et) (2019). The basis for opening the curricula included needs of society and employers and the OSKA report.
10. As a result of higher education curricula internal and external assessment, to raise curricula interdisciplinarity and optimise studies, joint subjects in the volume of 47 credits have been created.
11. The structure of the curricula supports cooperation between students in different curricula, participation in projects and interdisciplinary activities. The curricula support creativity through the opportunity to compose and present innovative final projects. The subjects Basics of research I and II and Final paper I and II have been planned throughout the study period and promote development of general competencies, creativity and innovation. Creation of joint subjects guarantees suprasectoral ideas, including development of business ideas and cooperation in their implementation.
12. Entrepreneurship is supported through several subjects, for example management and entrepreneurship, project-based practical training, entrepreneurship development etc. Also, through activities directed at the public (**See also** Chpt 3.12 SERVICE TO SOCIETY). Through the joint subjects, the College supports management and entrepreneurship, opportunities to realise business ideas and participate in different entrepreneurship programmes.
13. Subjects support being active in the given speciality and facilitate participation of students in professional activities and activities directed at the public. Integration methods have been used to develop general competencies, which are integrated in the speciality subjects.
14. Evidence-based simulation studies are integrated in the curricula. For example, students of midwifery and nursing do simulation studies before transferring to the practical training environment.

15. The curricula have been compiled so that needs of students and the labour market are considered and opportunities have been created for job-based and regional higher education and vocational education.
16. Flexible structure of curricula facilitates students study mobility and graduating in nominal time.
17. Students find that the learning opportunities at the College are good and the assessments have been stable throughout the years.

Table 22 Students assessment to knowledge, independent work skills and practical skills acquisition 2014-2018

	2014	2015	2016	2017	2018	
Acquisition of professional theoretical knowledge	4,42	4,39	4,43	4,56	4,43	
Acquisition of independent work skills	4,43	4,50	4,41	4,51	4,44	
Acquisition of practical skills	4,35	4,31	4,23	4,41	4,36	

18. Alumni satisfaction with choice of curriculum, organisation of practical training and acquired skills and knowledge use in work is high.

Table 23 Alumni assessment to studies (% of respondents)

Publishing results	2015 ¹⁴	2017 ¹⁵	2017 ¹⁶	2019 ¹⁵
Target group	Alumni 2012	Alumni 2015	Alumni 2015-2016	Alumni 2017-2018
Scope	Nation-wide survey		THCC survey	
Scale	■ Totally agree ■ Rather agree ■ Rather not agree ■ Do not agree at all ■ Cannot say			
Completed studies and curriculum met expectations				
Curriculum included sufficient practical training in the work environment				
I frequently use skills and knowledge acquired during studies in my work				

19. Practical training is a compulsory part of the curriculum, which in higher education is based on the Higher Education Standard's minimum requirements for volume of practical training and in vocational education, the Vocational Education Act. The share of practical training in the Nurse and Midwifery curricula correspond to the European Parliament and Council directive 2005/36/EC. The volume of practical training for Occupational Therapist corresponds to the minimum standard set by the World Federation of Occupational Therapists (WFOT). Practical training objectives, study outcomes, assessment and preconditions for starting practical training are in subject programmes (see for example subject programmes listed in self-analysis of the curricula). Practical training pegs down theoretical knowledge. The basis for organisation of practical training is the Study regulation and practical training organisation guidelines. All students are guaranteed a

¹⁴ Laan, M., Kuusk, A., Sunts, H., Urb, J. (2015) Estonian higher education institutions' 2012 alumni survey. Final report. Tartu: Ministry of Education and Research. Percentage is calculated from the total number of all higher education institutions' respondents.

¹⁵ Ernst & Young Baltic AS. (2017) Estonian higher education institutions' 2015 alumni survey. Report. Tartu: Ministry of Education and Research. Percentage is calculated from the total number of all higher education institutions' respondents.

¹⁶ In 2016 and 2019, Tallinn Health Care College (THCC) conducted its own alumni survey.

practical training placement and conduction of practical training according to the curriculum and the position of practical training in the curriculum.

20. The College has concluded framework agreements with the larger [practical training bases](#) (et).
21. At the beginning of studies, the students confirm confidentiality conditions by which they take the obligation to fulfil data protection requirements.
22. Information on organisation of practical training is available to students and practical training base supervisors on the College homepage and/or in the electronic study environment [Moodle](#).
23. The College participated in the pilot project “Recognition of practical training process in vocational and higher education“. In 2018, the practical training system and organisation went through self-assessment and we received recognition from SA Innove foreign experts.
24. Employers are satisfied with students` practical skills and their implementation in the work environment.

Table 24 Employer satisfaction with students` skills, knowledge and general preparation 2011-2016 (5-point scale)

	2011	2016	
Independent work/decision-making skills	3,50	3,66	
Skill of applying theoretical knowledge in practice	3,43	3,71	
General preparation for working in the given profession	3,86	3,89	
Professional theoretical knowledge	3,79	4,02	

25. Practical training bases` satisfaction with students` preparation and knowledge acquired at College is stable.

Table 25 Practical training supervisors` assessment to students` practical skills at the beginning and at the end of practical training 2016-2018 (4-point scale)

	2016	2018	
Practical skills when beginning practical training	2,52	2,50	
Practical skills at the end of practical training	3,41	3,40	

26. The College has submitted practical training bases to different competitions, for example the Employers` Confederation recognised North Estonia Medical Centre in 2017 with the title “Best practical training placement”.
27. The Employers` Confederation recognised nursing`s third year student Birgit Vaino with the title of [best intern](#) (et) in higher education in 2017.
28. The best practical training bases and supervisors are recognised by the College`s Rector according to the the employee and cooperation partner recognition procedure.

Strengths:

1. All curricula have applied simulation study methodology.
2. Joint subjects have been created in professional higher education curricula.

Improvement areas	Planned development activities
Organisation of practical training	To renew the platform for administering, organising and managing practical training systems.
Quality of studies	To continue applying for international certificates for curricula and/or speciality- based quality assessment.

3.8 LEARNING AND TEACHING

Admission conditions and organisation guarantee fair access to higher and vocational education and shaping a motivated student body. The College systemically applies a learner-centered approach, which guides students to take responsibility for their studies and career planning and supports creativity and innovation. College graduates are more competitive nationally and internationally with their professional knowledge and social skills.

Admission is a constant process, which takes place during different admission periods around the year to ensure even work load for student supervision in practical training bases and increase the number of nurses and care workers due to high demand from health care institutions. In renewal of the [Admission Regulation](#), the point of departure is the organisation of the previous admission and feedback from lecturers and support staff related to admission.

Results:

1. All curricula admission conditions and admission test assessment criteria have been described, which support candidates' preparation to successfully perform tests. For example, all candidates' readiness to begin studies is assessed.
2. To pay attention to a motivated student body, attention is paid to candidates' awareness raising in choice of specialities, for example Open Days, student shadowing week, outreach (fairs, career days) and preparatory courses and preliminary vocational studies. **See also** Chpt 3.12 SERVICE TO SOCIETY.
3. From 2016, candidates perform the admission test electronically at a location freely chosen by the candidate (authentication demand); if necessary, it is possible to use the College facilities and equipment to perform the test.
4. Admission-themed web counselling has operated since 2015 (*online* counselling and *chat*).
5. The admission test process identifies students who require additional Estonian language studies in higher education on B2 level and in vocation education, on B1 level. 2016 – 2019, 89 students have participated in courses for the national language.
6. The number of student places in recent years has risen, but competitions for one student place have been stable. According to the national agreement, the number of student places for nurses and midwives has increased, there are more Master's studies and the number of vocational education places with finances from the PRÕM programme. Competitions across curricula in Appendix 1 Table 45.

Table 26 Admission competitions across levels of study 2015 – 2019

Year	2015	2016	2017	2018	2019
Study level	Competition				
Applied higher education studies	4,5	4,6	3,8	3,5	4,0
Master's studies	-	-	-	5,2	2,9
Vocational studies	1,6	2,2	3,8	3,2	2,9
Total	3,8	4,1	3,8	3,6	3,7

Table 27 Number of admitted students during a year (11.11-10.11) in 1st year of studies as at 10.11, 2014/2015-2018/2019

Academic year	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
Enrolled	11.11.2013-10.11.2014	11.11.2014-10.11.2015	11.11.2015-10.11.2016	11.11.2016-10.11.2017	11.11.2017-10.11.2018
Currently studying (as at)	10.11.2014	10.11.2015	10.11.2016	10.11.2017	10.11.2018
Curriculum	Admission				
Professional higher education studies	353	349	420	513	497
Master's studies – curriculum opened 2018/2019					60
Vocational education	93	115	222	243	280
Total	446	464	642	756	837

7. Candidates' individual and special needs are taken into account during admission. For example, it is possible to get extra time to do the test, a homepage adapted to the visually impaired, accessibility of learning environment, admission interviews over Skype etc.
8. To expand regional education and facilitate on-the-job training, different vocational and higher education studies on-the-job groups have been opened including in the framework of the [PRÕM](#) (et, appendix 3) programme.
9. In higher education, regional studies have taken place in the nursing curriculum in Pärnu (from 2007), Kuressaare (2011-2014, 2019) and Haapsalu (2012, 2016-2018).
10. In 2017, the College's internal admission system [GRETE](#) (et) was created to ensure an optimal, transparent admission system, to manage the admission competition's tests' points across several assessment criteria. The system users are College employees related to the admission system. The system provides candidates' test(s) aggregate results, which serve as input to entering test results in the admission system [SAIS](#). The system makes it possible to give candidates personal and thorough feedback regarding the admission tests taken. The innovative working method based on a digital solution saves time, is paperless and allows for fast response and operational action. The system has information to give feedback to candidates (comment) and facilitates assessment of candidates based on consensus method. GRETE is an application supporting democratic principles, which guarantees secure and fast processing of candidates' data.
11. In summer 2018, admission feedback was linked to the marketing strategy to identify a motivated target group.
12. In 2018, Health Education Centre curricula started with preparatory courses for candidates providing a thorough overview of curricula and the study process. In 2019, the curricula of Assistant Pharmacist and Dental Technician joined the same process.
13. Applied higher education curricula freshmen receive group counselling on how to fulfil the curriculum and meet with alumni.
14. To shape a motivated student body, the Rector's reception is organised once a year to recognise outstanding students with a letter of gratitude. Students are also recognised with letters of gratitude at the graduation ceremony. During 2014 – 2018, 429 students have been recognised.

The College has systemically developed a student-focused approach, considering the students' readiness for studies, personal and community-led needs. A learner-centered environment, cycle and regional studies and individual study plans make it easier for students to take responsibility for their studies throughout the study process. To develop students' creativity and innovation, they are involved in different activities supporting the College's development.

Results:

1. The College uses on-the-job form of studies. See also Appendix 4.4 Self-analysis of curricula of vocational education.
2. The following courses have received the e-course quality label from [Information Technology Foundation for Education](#) (HITSA):
 - 2016 - Intercultural Communication (eng)
 - 2017 – Breastfeeding (eng)
 - 2018 – Eye Health Care (eng)
 - 2019 – Anatomy and physiology (et)
3. Regional and on-the-job studies facilitate a students' career in the given locality and also ensures more even regional development of the speciality. In total, regional studies have been conducted in seven different counties (Läänemaa, Lääne-Virumaa, Harjumaa, Viljandimaa, Ida-Virumaa, Raplamaa, Pärnumaa, Järvamaa). On-the-job studies have taken place in 55 organisations and the number of students as at November 10th is 40 (in 2015), 146 (in 2016), 165 (in 2017) and 266 (in 2018). In higher education, on-the-job

studies were piloted in the Occupational Therapist curriculum since 2017, with 17 students. According to data from Haridussilm, the highest number of on-the-job students studied at Tallinn Health Care College during the 2018/2019 academic year based on a comparison of vocational education institutions. Figure 12 outlines the vocational education institutions, where the number of on-the-job students as at 10.11.2018 exceeds 100.

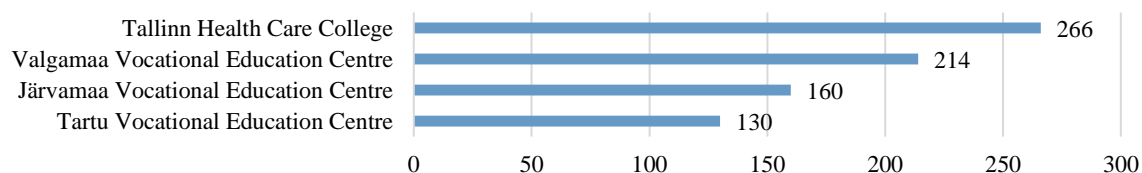


Figure 12 Number of on-the-job students in vocational education as at 10.11.2018

4. At Tallinn Education Board recognition event in 2018, The College`s and SA Põhja-Eesti Regionaalhaigla`s (*North Estonian Medical Centre*) on-the-job studies were elected "[Tallinn`s Education Deed of the Year](#)" (et).
5. Individual study plans, recognition of prior learning and work experience (RPL) and different counselling services (**See also** Chpt 3.10 STUDY SUPPORT SYSTEMS) support students in different stages of the study process. For example, since 2015, the share of individual study plans has increased 3 (2015), 5 (2016), 11 (2017), 12 (2018).
6. Contact hours at the College are planned in cycles, considering students` work in, for example, [health promotion](#), [nurse](#).
7. Consideration of paid employment as part of practical training in the study process supports the students` focusing on a professional career and efficient integration of theory and practice.
8. In planning studies, the College takes into consideration that a large number of students also work during their studies.

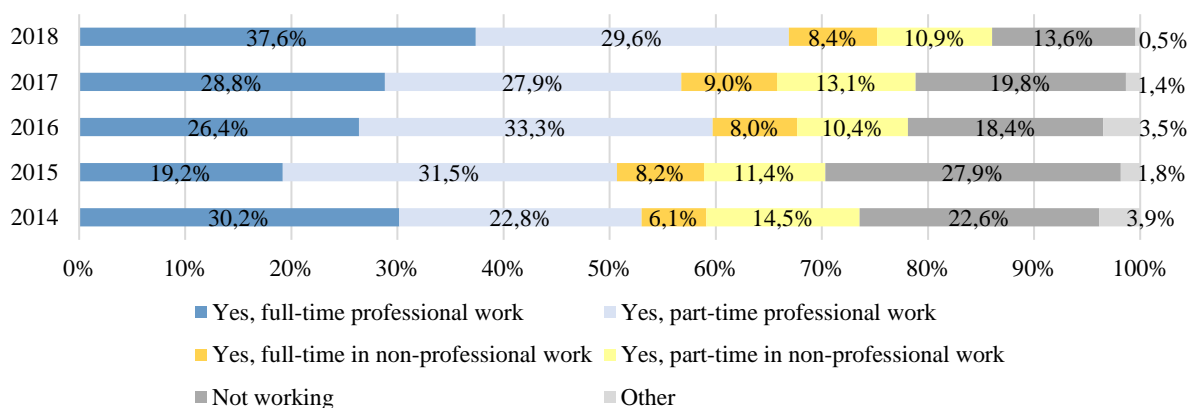


Figure 13 Students working in addition to studies without consideration to the compulsory practical training 2014-2018 (% of respondents)

9. Travel and accommodation support (from PRÕM finances) motivates students to perform their practical training in a different county than the one they live and study in. Support has been sought on 317 occasions since the 2015/2016 academic year.
10. Throughout the years, the College has contributed to shaping the study environment by developing lecturers and renewing the study environment and teaching aids. The share of students, who consider the College to be learning-focused is growing year-on-year.

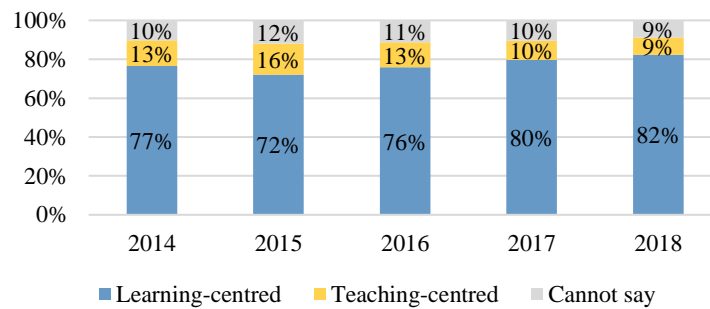


Figure 14 Students` assessment to being learning-centered 2014-2018 (% of respondents)

11. The furnishing of classrooms with single desks makes it possible to implement different learner-centered methods quickly, for example, group work and discussions.
12. Different teaching methods are used in the study process, for example different e-learning possibilities and the course of anatomy and physiology as a whole is in e-learning. Acquisition of the given subject in e-learning is supported by teachers` consultations, video lectures, VR glasses, independent use of the anatomy classroom. Supervision of students` practical training also takes place in the e-learning environment.
13. Solving real cases in simulation study allows students to learn how to take responsibility and critical thinking, tying together theory and practice. For example, pharmacy students consult through the College`s homepage public interface [“Ask a pharmacist”](#) (et) with instruction from teachers (50 times).
14. Creativity and innovation are supported by project-based practical training, herbal garden, study apartment, smart final papers or other projects. For example, a final project included creating an instructional video for [nursing](#) (et) and a [database of technical aids](#) (et).
15. All curricula include at least 5 credits worth of electives, which allow students to make choices when going through the study process. For example, development of entrepreneurial skills, project-based practical training or in-depth knowledge in a specific area of a speciality.
16. To develop students` independent work skills, the College has created different possibilities, for example individual work space in the library, computer network and speciality classrooms. Independent work has included making educational videos, health track in higher education institution.
17. Students are systemically included in shaping a learner-focused environment, for example, in the framework of the subject “Occupational safety”, students mapped dangerous areas in publicly used areas, assessed classrooms and fire safety in the College`s buildings. Based on students` recommendations, the work environment is under constant improvement (places requiring attention were marked, a movement-sensitive light was installed, the staircase joint was filled etc).
18. To support foreign language skills, optional subjects have been created and in the framework of a project, studies have been carried out based on the CLIL teaching method.
19. Students` belonging to different councils like the Curriculum Council, College Council and working groups like the quality working group, supports them taking responsibility for development and management-related decisions of the College.
20. Satisfaction with organisation of studies has been stable.

Table 28 Students` satisfaction with organisation of studies 2014 - 2018

	2014	2015	2016	2017	2018	
Information availability about changes in studies (e.g. class schedule)	4,24	4,28	4,28	4,35	4,36	
Availability of study/lecture materials	4,49	4,46	4,34	4,50	4,46	
International cooperation, learning mobility opportunities	4,40	4,48	4,48	4,51	4,50	
Organisation of practical training	4,02	4,25	4,27	4,33	4,16	

21. Based on the 2017 vocational education institutions` satisfaction survey feedback, the College`s vocational education students` satisfaction with the study environment has been higher than at other schools. Also, our students highly appreciate the student-centered approach, for example supporting students, flexible studies, feedback supporting the student`s development.
22. The supports and grants paid to students in higher education are: a performance grant, need-based education allowance (national level), need-based special allowance, grant for students with special needs (national level). The support paid to students in vocational education includes the main allowance and the special allowance. **See Appendix 1 Figure 25.**
23. In external studies, it is possible to study if you have previously studied in the same or similar curriculum, in total, between 2014-2018, 39 students have participated.
24. There are 23 auditing learners, who have chosen subjects from different curricula (2014-2018).
25. According to the employers` (2016) and alumni (2017) satisfaction survey and vocational education alumni survey (2015–2016), the graduates have competitive professional knowledge and skills.
26. The curricula have been compiled according to the professional standard, for example in midwifery and occupational therapy, a professional certificate is issued with the graduation diploma.
27. Students participate in international projects and external practical training, which promote international competitiveness. **See also Chpt 3.5 INTERNATIONALISATION.**
28. Students are tutors for incoming foreign students and freshmen. **See also Chpt 3.10 STUDY SUPPORT SYSTEMS.**
29. The graduates` foreign language skills and economic and management-related preparation has improved considerably compared to earlier years according to employers. To develop these skills, College-wide joint subjects in professional higher education have been created like introduction to learning, psychology, management and entrepreneurship and ten subjects in English. In addition, students are motivated to contribute to events directed at the public, self-initiative is supported etc

Table 29 Employers` assessment to students` management and business preparation and professional foreign language skills (5- point scale)

	2011	2016	
Management preparation	2,71	3,17	
Preparation in economy	2,69	3,29	
Professional foreign language skills	3,36	3,49	

30. Based on an alumni feedback survey (2016¹⁷ and 2019¹⁸), the employment rate of graduates in their speciality is 86%, the same survey confirms that studies at the higher education institution have helped shape professional theoretical knowledge.

¹⁷ 2016 alumni satisfaction survey in target group- alumni who graduated 2015 and 2016

¹⁸ 2019 alumni satisfaction survey in target group- alumni who graduated 2017 and 2018

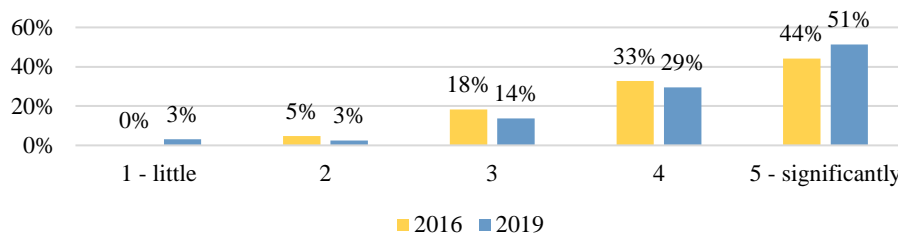


Figure 15 Contribution of College studies to shaping professional knowledge 2016, 2019 (% of respondents)

31. Alumni are included as experts in studies, in final paper committees, applied research, development activities, as lecturers and practical training supervisors.
32. The College supports ERASMUS+ recent graduates` practical training, by introducing the possibilities of the programme and assisting with finding a practical training placement.
See also Chpt 3.5 INTERNATIONALISATION.
33. Foreign lecturers are involved in teaching, which supports students` foreign language skills development **See** Table 19.
34. Development of students` social skills takes place in all curricula according to joint subjects` (introduction to studies, psychology) and speciality- related subjects` study outcomes.

Strengths:

1. The College has a flexible system for organisation of studies and over time and based on students` and employers` needs, suitable forms of study are conducted, for example regional and on-the-job studies.
2. Throughout the years, the College has contributed to developing the admission system, which has led to the best possible students taking up studies and the drop-out rate remaining stable.
3. The College has a functional students` recognition and motivation system.
4. Students are satisfied with the organisation of studies and contribute to development by participating in working groups and providing feedback.
5. The College is student-focused and centered on studies and students appreciate it greatly.
6. Implementation of the simulation methodology and consistent development ensures students are better prepared to enter the labour market than before.
7. College graduates are welcome on the labour market and people want to study at the College.

Improvement areas	Planned development activities
Guaranteeing sufficient oncoming students	Development of target group-based marketing strategy. Consistent development of the admission system according to society and taking into account prior education level preparation and launching the admission system to foreign students by 2020.
Simulation studies` methodology	Development of simulation studies` competencies based on development plan objectives.
Digital competencies	Adding the topic of digital competency development in the practical training supervisors` training programme.

3.9 ASSESSMENT OF STUDENTS

The assessment at the College corresponds to outcome-based assessment principles. Main rules of assessment and principles of appeal are set forth in the Study Regulation and correspond to the Ministry of Education and Research's [regulation](#) (et) regulating assessment. Assessment uses differentiated or non-differentiated assessment. Differentiated assessment at the College is assessment on a scale of six points and four points in vocational education.

Achievement of study outcomes is assessed by the subject lecturer(s). Assessment methods and criteria are provided by the lecturer and he or she introduces these to the students at the beginning of the module/subject in SIS and the first subject class, in Moodle in case of e-learning. The assessment methods have been chosen under the principle that they measure achievement of study outcomes. Subject study outcomes proceed from the module's study outcomes, which in turn proceed from the curriculum study outcomes. Due to this, as a result of subject-based study outcome assessment, the fulfilment of curriculum objective is also assessed. Due to the assessment methods, assessment criteria for each subject are fixed. The student has the possibility to take an exam, pass/fail assessment etc up to three times. Students can participate in consultations. Assessment ensures equal treatment of students. Finding out the grade is regulated by term (five working days after assessment at the latest), grades are entered in SIS and each student can see only his/her own grade. The rules of assessment for the final paper or final exam are regulated in the final exam and final paper organisation [guideline](#) (et).

Results:

1. Information is available to students in SIS, which allows the College and each student to monitor progress and education attainment levels in realtime. **See also** Table 28.

Table 30 Students' average assessment to finding out about study outcomes 2014-2018. (5-point scale)

	2014	2015	2016	2017	2018	
Finding out about study results	4,44	4,47	4,28	4,50	4,47	

2. The College supports development of lecturers' assessment competencies. Lecturers participate in trainings on assessment. **See also** Chpt 3.6 TEACHING STAFF.
3. The College's contemporary study environment makes it possible to apply diverse teaching, learning and assessment methods. For example, the study pharmacy, study laboratories, instrumental analysis laboratory, high-tech simulation centre, study apartment, ergonomic classroom etc.
4. In assessment, the emphasis is on supporting progress in studies through mutual feedbacking.

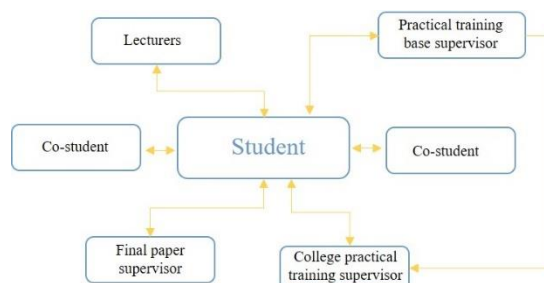


Figure 16 Assessment process

5. As the subject ends, students provide feedback about the subject they completed, which includes feedback on how good was the feedback on study progress the students received during the study process. Student feedback allows lecturers to improve feedbacking in the study process. **See also** Table 20.

Table 31 Assessment to study process 2013/2014-2017/2018

Assessment to study process	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017*	2017/ 2018*	
Instruction was clear/understandable ¹⁹	4,65	4,69	4,72	4,76	4,74	
Facilitation of students` active participation in classes ²⁰	4,66	4,71	4,71	4,75	4,73	
Teacher was respectful, good-hearted, caring with student ²¹	4,70	4,77	4,81	4,82	4,82	
Study process followed the subject programme ²²	4,76	4,79	4,85	4,86	4,86	

* As at 27.12.2018, in relation to collection of PRÖM groups` feedback, data will change in academic years until PRÖM groups graduate.

6. Year-on-year, the level of knowledge students have about assessment principles has improved.

Table 32 Knowledge of final paper and final exam assessment criteria 2016/2017 – 2018/2019 (5-point scale)

	2016/2017	2017/2018	2018/2019	
I knew about final paper assessment criteria	4,41	4,46	4,63	
I knew about final exam assessment criteria	4,28	4,71	4,61	

7. The College organises regular refresher trainings for practical training base supervisors, introducing the curriculum, foundations of learning and teaching, and case analysis. Practical training base supervisors` trainings are organised for all curricula supervisors. 2014-2018, 252 supervisors attended the training.
8. Practical training supervision takes place in the Moodle study environment. Administration of all practical training documentation of the e-course, but also feedback from practical training base supervisors, there is a forum for discussions and the possibility to assess co-students` work. The environment provides tri-partite assessment. **See** Figure 16.
9. Recognition of prior learning and work experience ([RPL](#) et) is regulated by a corresponding procedure at the College. The RPL process is coordinated by the Study Department Specialist for Studies and the applications are assessed by the corresponding curriculum`s RPL committee.

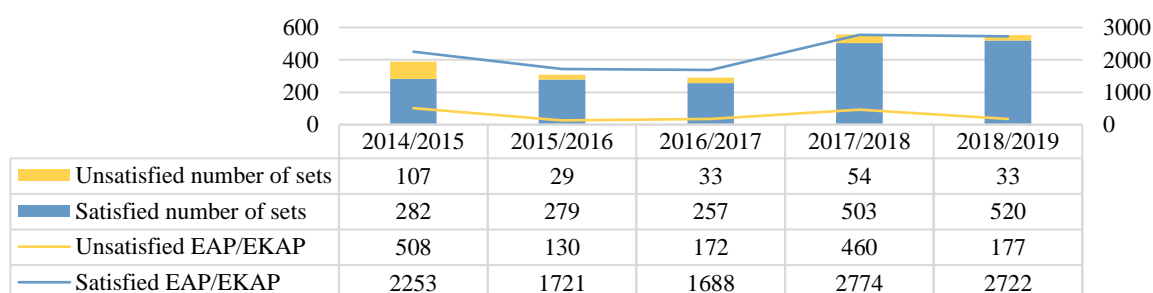


Figure 17 Number and volume of RPL satisfied/not satisfied sets (ECTS/ECVET) 2014/2015-2018/2019

10. Students` rights and obligations are defined in the [Study Regulation](#). Each year, a study guide is put together for first year students and other students, which is available both on paper and on the College`s homepage.

¹⁹ 2013/2014 and 2014/2015 Introduction of subject class

²⁰ Promoting students` active participation in classes 2013/2014 and 2014/2015

²¹ 2013/2014 and 2014/2015 Treating students as equal partners

²² 2013/2014 and 2014/2015 Following the subject programme

11. The joint subject Introduction to Studies in professional higher education was renewed from the 2017/2018 academic year. The objective of the subject is to help students be successful in the study process.
12. In case of a final paper, final exam and large-scale independent work, for example the course paper etc, the grade is decided by a corresponding committee, including employers and/or representatives of professional associations.
13. Most students` questions about how the grade is formed are answered during the study process and resolved by the lecturer. During 2015–2018, 10 appeals were submitted in total, seven of them to the Head of Curriculum, two to the Rector and one to Head of Centre. The final paper grade was appealed. Six appeals in total were filed in relation to admission in 2015-2018.

Strengths:

1. Web-based practical training supervision.
2. Consistent organisation of the practical training supervisors` training and development of the practical training, for which the College applied for and received funding during 2017 – 2020 to two ESF projects.

Improvement areas	Planned development activities
Assessment process	Inclusion of foreign assessors in assessment of subjects for equal treatment of students.

3.10 STUDY SUPPORT SYSTEMS

The College offers students different support services to support studies and work. The support services include: study counselling, psychological and career counselling and tutoring. Information about the counselling service is distributed to first year students in introductory classes (for students in professional higher education “Introduction to learning”, information hours organised for Master students and vocational education students at the beginning of studies) and in the study guide. During studies, information is distributed through SIS and the homepage. Figure 23 in the Appendix 1 describes main College employees and students offering students counselling and in cooperation with the [Estonian Unemployment Insurance Office](#) outside the College. In addition, all employees provide advice and assistance related to daily studies. Over the years, counselling services at the College have been centralised and systematised, for example study counselling in general issues related to organisation of studies is concentrated to the Study Department. See Appendix 1 Figure 23.

Results:

1. Psychological counselling is offered in the Tallinn and Kohtla-Järve unit. The duration of one meeting is 45-60 minutes and the suitable time is planned at mutual agreement. Outside study buildings, it is possible to organise psychologists` appointments on location or to provide online counselling over Skype. The goal of psychological counselling is to support students with difficulties in their personal lives and/or coping with situations and studying. Counselling is provided for different problems, if necessary, referrals to other specialists are provided (psychiatrist, crisis counsellor, victim support specialist etc). All students are the target group for services; counselling is for free, independent of form of study and work load including students on academic leave.
2. Across five academic years, the number of counselling instances has risen, which is a sign of students` courage and trust to turn to a College specialist for assistance. Also, the number of service users and those referred has risen. The main reasons for turning to specialist have to do with problems related to studies, family and mental health.

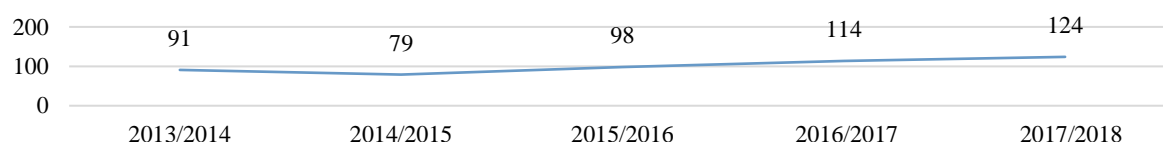


Figure 18 Number of psychological counselling instances 2013/2014-2017/2018

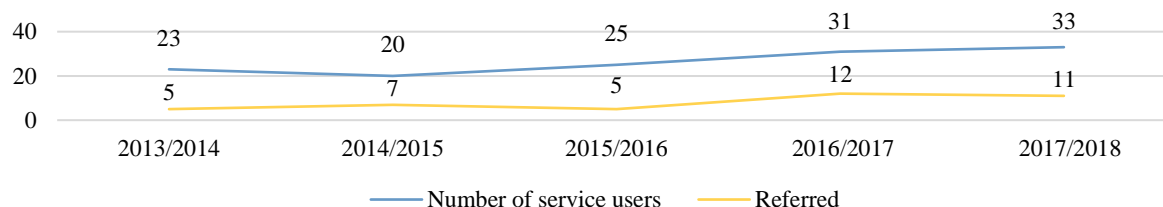


Figure 19 Number of people turning to psychological counselling and those referred 2013/2014-2017/2018

3. In case of problems requiring a complex solution to cope with studies and to continue, the Study Quality Manager of the Study Department is involved with the student`s consent or the Studies` Specialist to find the most suitable solution (for example, assigning need-based special allowance to alleviate the financial circumstances, finding the most suitable solution to continue studies).

4. To support students with organisation of studies and to resolve other problems related to studies, the College offers academic i.e. study counselling. Study counselling is done by the Study Department and the Kohtla-Järve structural unit secretary. A similar role is borne by heads of curricula, coordinators of studies and curricula, who counsel students in issues related to the content of curriculum. Lecturers provide consultation in the framework of a specific subject.
5. In counselling students with special needs, Health Education Centre occupational therapy lecturers and Lifelong-Learning Centre language lecturers are involved in finding solutions. Counselling is meant for people with special needs both before entering the College and also during studies. The process map described in Appendix 1 Figure 24 to support students with special needs. As a result of counselling, the future student can make a knowledgeable choice of speciality or in cooperation with the student, the study environment is adjusted according to the special need (e.g. accessibility) and/or the rate of support is agreed (e.g. language support for dyslexia/dysgraphia) or in the adjusted volume of studies (e.g. putting together an individual study plan). In the past five years, there have been a few cases of people with special needs turning to the Study Department during admission period. As students have no obligation to inform of their disability, then there is no full overview of the number of students with special needs at the College. Until the end of the autumn semester of the 18/19 academic year, 20 people have informed of their special need (as at 29.11.2018).
6. The foreign visiting students are supported by the Study Department Studies` Specialist prior to and during the student exchange. Foreign visiting students are assigned a tutor, who helps the visiting foreign student get adjusted and cope in a new environment, for example going to the first meeting at the practical training base together.
7. Before the beginning of a new semester, incoming visiting foreign students are offered a welcoming event “Welcome to Estonia Week” prior to the autumn semester and “Welcome to Estonia Weekend” prior to the spring semester in cooperation with three higher education institutions (Academy of Security Sciences and TTK University of Applied Sciences). The objective of the events is to introduce Estonian language and culture to visiting foreign students and to support their academic, cultural and social integration.
8. A joint event Social Meeting has been organised for visiting foreign students and College students during studies, where students from a foreign higher education institution can introduce their higher education institution experience and culture.
9. Similarly to College students, visiting foreign students have access to counselling services, including psychological counselling and the language of communication is English.
10. The Study Department keeps a running account of drop-out and compiles an annual summary of drop-out rate based on curriculum. The goal of the College is to keep the share of drop-outs at the College below 7 % (see Figure 20) on average across three current years. Across levels of study, the highest share of drop-outs is in vocational education. The College consistently contributes to promoting its curricula (e.g. participation in the professional mastery competitions, media campaigns) and to support students during their studies.

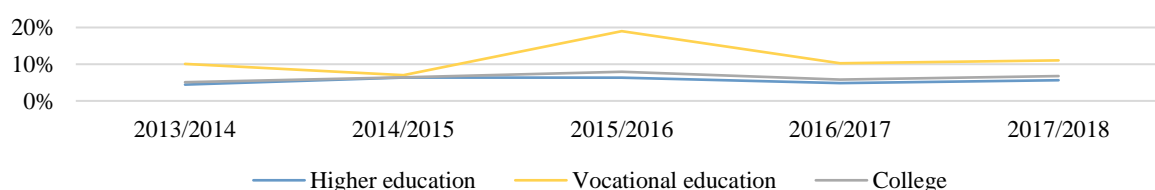


Figure 20 Share of drop-outs 2013/2014-2017/2018. In calculating the share, drop-out events have been considered 1.10.n-1-30.09.n, without the exmatriculation cases at the beginning of studies i.e. giving up studies before starting studies (15.09 and 15.02).

11. The College places great emphasis on the process of admission to reduce drop-out rate during the study period. It is characterised by commonly understood criteria and thought-out tests (**See also** Chpt 3.8 LEARNING AND TEACHING). During the studies, the specialists of studies monitor students' execution of the curriculum and contact problematic students to find a joint solution e.g. individual study plan, academic leave, applying for study allowances etc. As drop-out rate from the first year of studies is the highest, then in addition to visiting foreign students, there is support for first year students in the form of a tutor. A tutor i.e. a student counsellor has completed a corresponding tutoring training, which students can account for in their curriculum electives. Tutors introduce themselves at the College's opening ceremony and introductory classes with students. A tutor is also central on the banner introducing counselling services. Tutors are motivated with different gratitude events e.g. a gratitude event at Stella Soomlais [leather studio](#) (et). During the 2018/2019 academic year, there were 17 tutors in the College.
12. The College supports students in finding practical training placements and jobs. There are professional [job offers](#) (et) that employers forward to the College available to all students on the College webpage. A [career fair](#) (et) is organised for students in the framework of Open Days aimed at bringing together learners and health care sector institutions' offered practical training and career opportunities (**See also** Chpt 3.12 SERVICE TO SOCIETY). Close cooperation is done with [SA Innove Rajaleidja](#) (et) and the Unemployment Insurance Fund to mediate free career services to students and those applying to the College including career counselling, distribution of career information and taking tests. In addition, the College organises career seminars on different topics: writing your CV and applying, time management, stress management, study skills. In 2018, 7 seminars were offered to students.
13. Career services have been introduced to students in the framework of a joint subject "Introduction to learning".
14. Students' voluntary and civic work is valued at the College, providing the opportunity to consider the performed work as part of the study process, either as an optional subject (Development of entrepreneurship) or compulsory subject/elective (Project-based practical training). This may be representing the College at different events (e.g. education fairs), creating and carrying out a project (e.g. creating a health path) and participation in activities directed at the public (e.g. carrying out health lectures, the project "Your hands can save a life").
15. Professional higher education curricula offer the joint subject "Management and entrepreneurship" with the objective of creating opportunities to shape organisational management and entrepreneurship initiative basic skills.
16. All vocational education curricula include 6 ECVET credits of the module "Career planning and entrepreneurship", aimed at students being able to plan his/her career in the contemporary economic, business and work environment, proceeding from principles of life-long learning.
17. The College supports extracurricular activities, e.g. songbooks were purchased for the student initiated choir and it is possible to use the College atrium for choir practice with the accompaniment of a piano. In addition, students' participation in sports events is supported e.g. Students' Summer Games in Kääriku. **See also** Figure 7.
18. General information about organisation of practical training, registration and formalisation of documentation is administered by a College-wide Practical Training Specialist in professional higher education and people assigned to this task at the structural units, in vocational education the teacher-curricula coordinator. In case of many curricula, choice of practical training takes place on the basis of registration between offered practical training bases (e.g. nurse, midwife), if necessary, the college practical training supervisor gives advice on choice of practical training place.

19. From autumn 2017, first year students are systematically offered the opportunity to go on tours to the hospital (Tallinn East Central Hospital or to different organisations (National Institute for Health Development) to find out about health care work environment and options for work. The College works closely with practical training bases for smooth organisation of practical training.
20. The organisation of studies ensures students the opportunity to graduate in nominal time, in case of problems, students are supported with the previously described counselling service if necessary. The organisation of studies is regulated by the [Study Regulation](#) and the basis of the regulation are outcome -based curricula. Organisation of full-load and full-volume studies ensures students the opportunity to take curriculum subjects based on the schedule. In reasoned cases, students can do studies on the basis of an individual study plan, which is formalised in cooperation with the Specialist of Studies and Head of Curriculum. In 2018, 15 individual study plans were compiled (as at 28.11).
21. On the basis of the statistics composed by the Ministry of Education and Research, as at 10.11.2017, the share of graduates who graduated higher education with curriculum-based nominal time plus one or two years out of all those admitted to higher education studies with curriculum-based nominal duration plus one or two years back with the highest percentage in comparison of higher education institutions (77%). A year later, as at 10.11.2018, the corresponding number was also the highest result - 82 %.

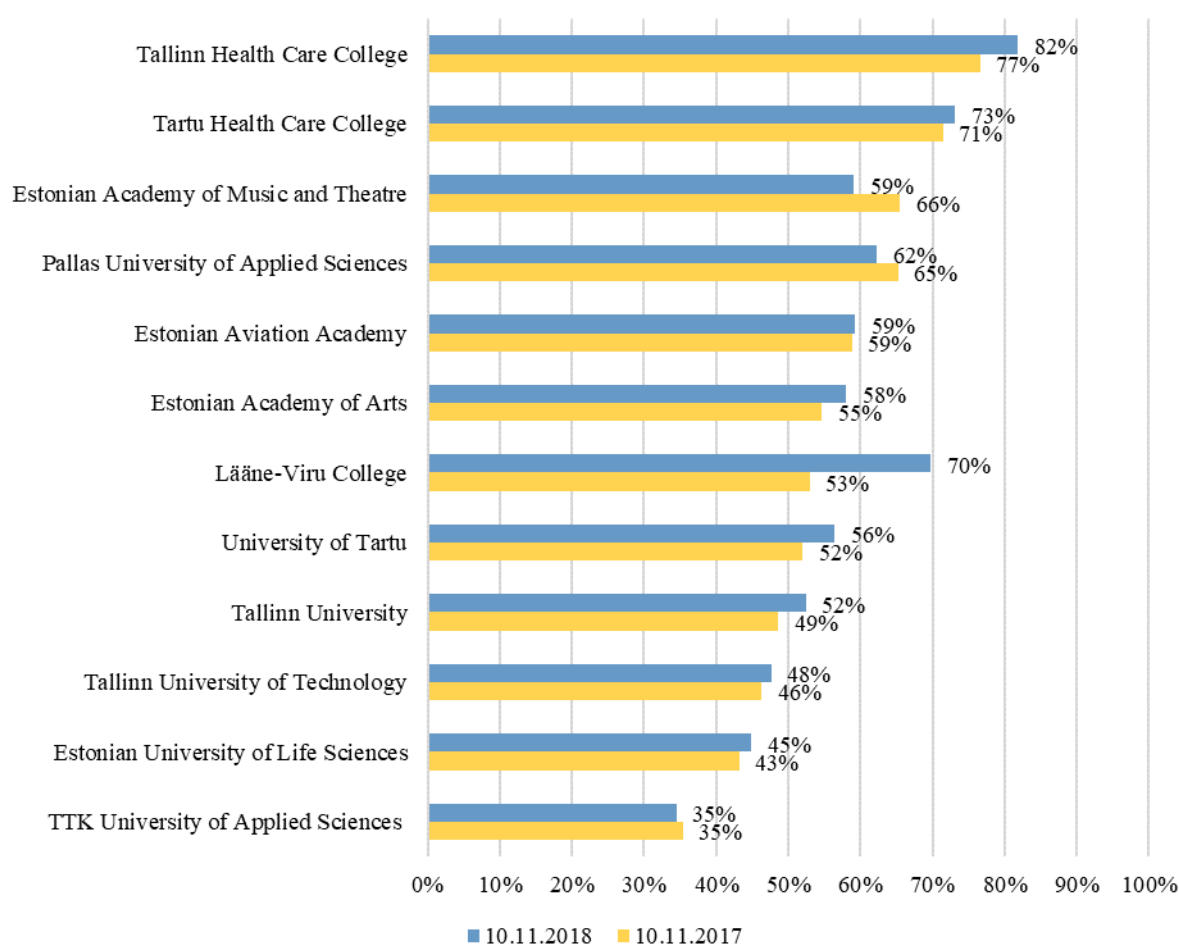


Figure 21 The share of higher education studies` with nominal length plus one or two years out of all those admitted to higher education studies with nominal duration plus one or two years back as at 10.11

22. In the past five years, the the changes between study time and average nominal time of curricula has been small. The average study time is primarily affected by extension of study period and academic leave.

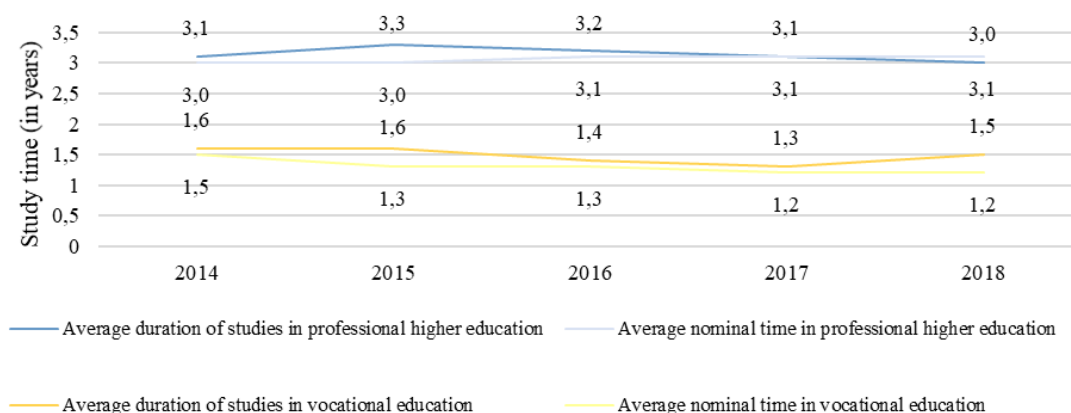


Figure 22 The average study period of graduates across levels of study 2014-2018 (external learners not included)

23. Students can apply for study allowances aimed at facilitating graduation in nominal time, supporting students in financial difficulties and recognising excellent study results. More detailed data in Appendix 1 Figure 25.
24. Students are asked for feedback on an annual basis regarding satisfaction with the counselling services. Students` average assessments over the past five years have reached stability. Feedback is input to improving counselling services e.g. displaying information on homepage, joint subject “Introduction to learning” creation and involving alumni, employers and tutors in experiential counselling in this framework.

Table 33 Students` satisfaction with counselling services and information availability about curriculum subjects 2014-2018.

	2014	2015	2016	2017	2018	
Information availability about curriculum subjects	4,47	4,49	4,54	4,53	4,53	
Study counselling	4,10	4,22	4,29	4,37	4,30	
Psychological counselling	4,19	4,22	4,27	4,38	4,25	
Career counselling	4,01	4,14	4,20	4,27	4,32	

Strengths:

1. Centralisation of counselling services and set out process maps.
2. A functioning students` counselling system and guaranteed counselling services.
3. Students` satisfaction with counselling services is stable.
4. Students` drop-out rate from the College is below 7% on average, the last five academic year`s average drop-out rate is 6.4%, with which we have filled development plan objective.
5. The share of students graduating in nominal time is 77% (as at 10.11.2017) and 82% (as at 10.11.2018), highest compared to other higher education institutions.

Improvement areas	Planned development activities
Reducing drop-out rate in vocational education	Continued promotion of vocational education curricula, opening job-based study groups. Finding out the reasons for dropping out.
Efficiency in organisation of practical training	Completion of the practical training general organisation guideline and creating a video introducing the organisation of practical training. Guaranteeing systematic counselling services on an ongoing basis, need-based counselling.

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

RDC at the College is based on the [Institutions of Professional Higher Education Act](#), the College's [Statutes](#), [Development Plan](#) and [Regulation of Development Work](#). The objective of development work in cooperation with partners is to develop students by involving public health needs-driven areas and areas necessary for the society and the College. The applied research and research and development working group [RUTA](#) has been formed to coordinate RDC activities. RUTA organises trainings, research work competitions, advises in applied research and publication of research articles. The College and structural units' development plans outline targeted RDC activities and their fulfilment is addressed in [annual reports](#) (et).

Results:

1. RDC is targeted and coordinated and the membership is involved.
2. RDC planning proceeds from the College's resources, objectives, needs of target groups, national and sectoral strategies. For example, the [Public Health Development Plan 2009-2020](#).
3. The College has provided its input to the Public Health Development Plan 2020-2030.
4. Structural units' development plans have defined RDC area goals, the fulfilment of which are assessed and measured regularly in the annual reports.
5. Curricula [research areas](#) have been approved by the College Council.
6. From 2012, the annual budget has had allocations for applied research.

Table 34 Size of the applied research fund 2015-2019

	2015	2016	2017	2018	2019	
Applied research fund (in euros)	25000	50000	55000	75000	74500	

7. RDC funding proceeds from [RDC funding strategy](#), which guarantees and supports RDC initiation, conducting, publication of results and promotion.
8. From 2017, there is a [research support system](#), aimed at supporting employees' research work and publication.
9. Additional funding is applied for from different Estonian and European Union programmes to conduct RDC activities, for example six applied research projects have been conducted in the framework of the ASTRA project, aimed at assessing the impact of simulation training on students achieving study outcomes in preclinical practical training and in the practical work environment.
10. The College works with professional associations, employers and other higher education institutions to identify the necessary research areas and directions to develop labour market segments in order to conduct corresponding applied research. For this aim, research groups have been formed, and members include not only College teachers and students but also representatives of the contracting entity. For example, the the Chair of Nursing has conducted commissioned applied research for Tallinn Children's Hospital and currently, research is being conducted for Tallinn East and West Central Hospital.
11. 25% of the lecturer (as at 31.12.2018) are related to national and international development activities and projects. Though the number of development projects is increasing, the College sees an opportunity here for even bigger growth in carrying out international projects with its foreign partners and conducting joint applied research. See Appendix 3.
12. Teachers and College employees publish and present research results in scientific journals and conferences. The number of articles published in scientific journals by the College's ordinary teachers and employees is stable.

Table 35 Publications across classifiers 2014-2018 (as at 15.08.2019)

ETIS	2014	2015	2016	2017	2018
1 Journal articles	5	4	7	5	11
2 Books, monography	2	1	0	1	3
3 Article in collection, chapter in a book	9	9	40	14	14
4 Editing research publications	0	0	0	0	0
5 Published conference theses	20	21	12	13	26
6 Other publications	22	53	27	33	49
including 6.2 textbooks and other study-related publications, except College textbooks	2	1	2	0	2
Total	58	88	86	66	103

13. In the past four years` comparison, the total number of the College`s lecturers` and employees` publications is among top 3 compared to other professional higher education institutions. Still, the College sees an opportunity here to raise the number of published research articles even more. The College supports research and development by offering employees different opportunities, e.g. use of a free semester, enabling flexible working hours etc.

Table 36 Total number of publications 2014-2018 across professional higher education institutions (as at 15.08.2019)

Higher education institution	2014	2015	2016	2017	2018
Tallinn Health Care College	58	88	86	66	103
Tartu Health Care College	128	103	76	41	93
TTK University of Applied Sciences	48	32	27	26	40
Academy of Security Sciences	59	44	43	45	27
Estonian Military Academy	85	106	101	71	89
Estonian Entrepreneurship University of Applied Sciences	27	14	17	13	18
Estonian Aviation Academy	7	6	7	8	3
Lääne-Viru College	8	12	22	19	32

14. The College supports lecturers` participation in conferences with presentations, planning expenses in the structural units` budget. To conduct research, the College guarantees the necessary conditions and resources: laboratories with contemporary fittings and equipment, simulation centre and library, innovative technological means to conduct studies and research.

15. The College has an electronic system to apply for permission to conduct applied research, which has been consistently developed and which, thanks to renewals, is transparent and user-friendly for applicants and processor(s).

16. Students are motivated to participate in College and national student competitions and to give presentations in College, at national and international conferences, to present results of RDC. From 2017, the Student Council with RUTA working group organises a [student work competition](#) (et) at the College.

Table 37 Students` participation in research and creative competitions and conferences 2013/2014-2018/2019

	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	Kokku
College	0	3	21	29	42	95
National	2	2	8	18	32	63
International	1	1	3	7	2	15
Total	3	6	32	54	76	173

17. The College organises several healthcare-related conferences, for example "Approach to bedsores- prevention and conservative treatment" (2017), "About research cooperation" (2017), "E-options in health care and social welfare" (2017), "Application of nursing diagnoses in nursing education and practice- Outlook and opportunities" (2017), "Domestic violence in a changing world" (2017), Nordplus international conference (2018), "*Study Quality in Terms of Multiculturalism in the Baltic Countries*" (2018), "Roles of an Occupational Therapist – ideals and reality" (2018), student conference "From student to student".

18. The Chair of Nursing has been organising an international nursing diagnoses` research conference since 2015 (in 2015, 2017, 2019), from 2017, it is organised as a joint conference with the North Estonian Medical Centre.
19. Employees are involved in professional associations` development plans and strategy composition working groups, which provides a good opportunity to develop and enhance research and development directions. 22 teachers participate as experts in different national and international committees and working groups. **See also** Chpt 3.12 SERVICE TO SOCIETY.
20. The College cooperates with other research institutions, for example the herbariums put together by Pharmacy curriculum students have been added to the Estonian Museum of Natural History science collection and has been handed over to the Tallinn Botanical Gardens` research collection.
21. RDC activities are supported by the College`s modern library. The library works closely with structural units to order scientific literature and to allow access to scientific journals` databases. Structural units plan funds in their budget to order scientific literature. As at 06.12.2018, the number of titles in the library is 34 325.
22. As to databases, EBSCOhost (sh MEDLINE, CINAHL and Cochrane) is used, bibliography database and the library electronic catalogue RIKSWEB.
23. The College provides [electronic](#) (et) and paper scientific journals for use.
24. The final papers defended at the College over the past ten years are electronically available in full text.
25. The College has developed the library database to make final papers using smart solutions (videos, apps, web platforms) accessible.
26. To facilitate teachers` RDC activities, basis for planning teachers` working hours have been established, on the basis of which planning of working hours is flexible and if possible, the time necessary for research is taken into account when planning a teacher`s work load.
27. Results of RDC work are assessed during teachers` and research employees` evaluations and performance discussions.
28. The College has a sufficient number of qualified teachers to conduct RDC. The College supports teachers` participation in degree studies. **See** Chpt 3.6 TEACHING STAFF.
29. Defence of final papers is public at the College, which makes it possible to share the newest professional information with all interested parties. From 2017, the Nursing curriculum final paper defence is organised at the employer`s facility, which allows the results of the defended research to be presented to as many practicing nurses as possible at the place of employment, e.g. defence has been organised at Tallinn Children`s Hospital, Tallinn East and West Central Hospital, Pärnu Hospital and Läänemaa Hospital. All curricula introduce the results of the research conducted to employers and the public at seminars, conferences, in journals.
30. Teachers use the results of their research and development work in teaching.
31. From 2014, the College`s budget includes [research and development grant fund](#) (et) from the College`s own income from economic activity to support, motivate and recognise the research and development done by students. In addition, the College supports students` mobility and activism.

Table 38 Grant fund including research and development grant fund 2015 - 2019

	2015	2016	2017	2018	2019
Sum in euros	14 600	15 000	17 000	17 500	17 500

32. The College has created electronic study tools located in the Moodle environment and in SIS: In addition, professional textbooks have been published and translated. For example, the Chair of Nursing has published as a translated book “NANDA-Nursing diagnoses. Definitions and classification” three versions (2012-2014, 2015-2017, 2018-2020), the

Midwife curriculum has published “Obstetrical care textbook” part 2 (2019), Assistant Pharmacist curriculum "Preparation of extemporal medications” (2018), Optometrist curriculum “Prescribing glasses” (2017) and in language studies "Estonian-Russian-English online glossary” (2018).

33. Contracts have been concluded with companies and organisations, which support studies and development activities. Contracts are available here: [national](#) (et); [international](#).

34. Five-year average per employee with research obligation is 3.9 publications per year.

Table 39 Number of publications per employee with research obligation 2014-2018

	2014	2015	2016	2017	2018
Number of publications per employee with research obligation	3,2	5,5	4,5	2,8	3,2

35. The number of applied research and the number of involved teachers and students is rising.

Strengths:

1. RDC activities are targeted in both the College`s and structural units` development plans and their fulfilment is regularly monitored.
2. Time and financial resources have been planned for RDC according to the funding strategy.
3. A research support system has been created for RDC activities, the RUTA working group, the option of a free semester.
4. Cooperation with professional associations, employers and other higher education institutions and research institutions to conduct development and applied research both on the national and the international level.
5. The total number of teachers` and employees` publications is high compared to other higher education institutions.
6. Students are included in applied research and projects.

Improvement areas	Planned improvement activities
Initiating international applied research.	Finding international partners and resources.
Sustainability of RDC activities.	Finding resources for RDC activities nationally and internationally. Raising the number of scientific publications according to the College`s development plan indicators.

3.12 SERVICE TO SOCIETY

The College shares its competence and contributes to developing societal welfare through activities directed at the public and international cooperation. The College development plan has defined and targeted activities directed at the public, the results of which are periodically evaluated according to units' action plans and improvements are introduced on this basis.

The College shares its area of competence resources in the form of a specialist library, consultations and advising. In addition, the College organises exhibitions, Open Days, fairs and other events.

College alumni have several roles due to the small community – they are alumni and College cooperation partners, also practical training supervisors or employers. Alumni involvement in the College's activities are targeted in the College's development plan and reflected in the annual report, the fulfilment of which is evaluated periodically.

As a competence centre, the College cooperates with professional associations, participates in advisory and decision-making bodies as an expert, supports its employees as opinion-leaders, who direct societal development processes and participate in shaping national and regional strategies. College employees are members of professional associations (professional societies and organisations) and other advisory and decision-making bodies. College employees' membership in societies and organisations is visible on the [homepage](#) (et). In participating as experts and opinion-leaders, they are involved in societal processes, thereby directing societal developments. Participation in professional associations motivates employees and creates a sense of mission, which inspires professional and personal development and transports professional competence into society.

Results:

1. The College's health days organisation working group has been organising, on average one a quarter, health days on different topics and for different target groups since spring 2016. For example, health days have taken place:
 - January 26, 2019 – family day
 - April 19, 2018 – elderly health
 - May 9, 2017 – active movement for sedentary people
 - March 14, 2017 – cancer - themed
 - October 18, 2016 – vision and eye health
 - September 20, 2016 – first aid
 - May 24, 2016 – health day for school children
2. The College celebrates international health days. For example, on World Diabetes Day 14.11.2017 blood sugar was measured, on Hand Hygiene Day on May 5th, instructions on how to properly clean your hands has been distributed during the past two years, which has led to the project [“It's all in your hands”](#).
3. College employees speak about popular science articles introducing specialities and research in the media. See Table 35.
4. The College offers all interested parties health promotion [lectures](#) (et), [health indicators`measurements](#) (et) and [vision checks](#) (et).
5. At the beginning of 2018, the College launched a resuscitation and first aid project “Your hands can save a life” on the centenary anniversary of the Republic of Estonia, and in the framework of the project, Estonian people are taught practical resuscitation and first aid. As at December 13, 2018, training certificates have been issued to 3300 people who completed the training.
6. In cooperation with partners, health care information is also provided internationally – e.g. August 2017-October 2018, the development cooperation project ["Obstetrical care quality and availability and improvement of girls' education in North and Eastern Afghanistan"](#)

was conducted in the midwifery curriculum. The College supports employees' voluntary work, for example the secondment programme "Volunteers to Africa and Asia – Estonian experts' contribution in development cooperation 2017-2018".

7. The number of participants at College events directed at the public is high on an annual basis. The lower number in 2017 was planned in connection with the construction process of the College extension.

Table 40 Number of participants in health educational and promotional events

Target group	2016	2017	2018
Primary education pupils	1914	1192	1309
Basic education pupils	1725	624	1855
Secondary education pupils	1256	891	1282
Working age adults	2212	2009	2971
Elderly	175	262	576
Total	7282	4978	7993

8. The College's specialist library is open to all those interested. The College has ca 70 readers from outside the College annually. External readers primarily borrowed health care-related literature.
9. The library organises nine different virtual exhibitions a year on average. Exhibitions in 2018: "Let us grow free of violence", "March 14th – native language day", "Midwife: expectations and reality", "Environment and activities to support the heart", "Health indicators in everyday living environment", "Nurses on stamps", "No to violence against women", "Healthy movement", "Republic of Estonia - 100. Bearers of Cross of Liberty: Salme Ilmet, Johannes Maide, Eduard Albok".
10. The College makes its facilities available for free for organising health sector events. For example, blood establishment donor days, which take place twice a year (in spring and autumn); to conduct trainings, seminars and other events, for example Medicine Estonia – medical export cluster, Karell Ambulance, Estonian Nurses Union, Estonian Optometrists Society and other.
11. The College offers virtual consultation and counselling on its homepage. For example, there is a pop-up on the homepage, through which those interested can send specialists on studies their questions as messages. Studies' Specialists are *online*, so applicants can get answers to their questions quickly. Menu button "Ask a pharmacist", where it is possible to ask questions about medicines, herbs, food supplements etc and the College's Assistant Pharmacist curriculum teachers answer them. **See also** Chpt 3.8 LEARNING AND TEACHING.
12. Each spring, there is an Open Day at the College and a mini fair introducing employers and College cooperation partners. At the mini fair, College students have a great opportunity to communicate with the College's cooperation partners directly and get information about them. Throughout the years, both large and smaller healthcare sector employers have participated in the mini fair – North-Estonia Medical Centre, Tallinn East and West Central Hospital, Tallinn Children's Hospital and Tallinn Ambulance, different pharmacies and optics shops, also professional associations. On average, 200 interested parties visit the College on Open Day (annually). In addition to seeing the College's contemporary study environment, those interested can participate in open lectures and practical seminars, with students involved in carrying it out, giving those interested the possibility to communicate with students studying in the curriculum he or she is interested in directly. During the week after Open Day, student shadowing week takes place from 2016, when those interested can learn even more about the College's different curricula. On average, there have been about fifty participants during student shadowing week.
13. The College organises health-related conferences, e.g. "Emergency Medical Technician – just a chauffeur with professional education or a necessary specialist on a team?" in cooperation with North Estonia Medical Center (2016), "Conference on bedsores" (2017),

international nursing diagnoses (NANDA) conference (2015, 2017, 2019), Nordplus international conference (2018), *“Study Quality in Terms of Multiculturalism in the Baltic Countries”* (2018), *“Roles of an Occupational Therapist –ideals and reality”* (2018), student conference *“From student to student”* (2017, 2018), *“Nursing research in Ida-Viru County”* (2018). **See also** Chpt 3.11 RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC).

14. The College involves alumni in its activities, including the subject “Introduction to learning” in the framework of which alumni share their study experience with first year students through experiential counselling. Also, alumni serve as practical training supervisors, they are members of the final papers` committee, supervisors and reviewers, alumni are involved in career counselling activities.
15. Alumni are included in the College`s activities through academic and support personnel– 53.8% of College employees are College alumni;
16. College alumni are involved in College development activities. For example, alumni are members of all curriculum councils and in the Student Council.
17. Alumni are involved in a knowledge-based society`s development activities through participation in applied research. For example, “Tallinn Health Care College midwifery speciality students` and East Tallinn Central Hospital midwifery mentors` satisfaction with the speciality practical training”, midwifery and occupational therapy curriculum joint research in cooperation with the Estonian Midwives Association, Estonian Association of Occupational Therapists and Estonian Union of Persons with Mobility Impairment.
18. On occasion of specialities` anniversaries, the College organises alumni events. For example, the health promotion curriculum 10th anniversary in 2017, optometry curriculum 20th anniversary in 2018, vocational education department`s mini conference “Care workers` training yesterday, today and tomorrow” in 2015.
19. College employees participate as experts in societal advisory and decision-making bodies, contributing to national and/or regional strategy development and transporting their sectoral competence to society.
20. As far as the College is aware, 25.4% of the teachers (35 employees out of 138) are members of a professional association and participate in the work actively.
21. College units (centers, departments, chair) work together with professional associations.
22. College employees and students participate in societal discussion through different development and action plans in the creative process (for example, the public health development plan, Ida-Viru health and welfare profile and Lääne-Viru health promotion action plan) and inform the public in scope of their competencies (for example organising a politicians` debate on health issues, participation in the live TV debate programme “Suud puhtaks”).
23. College employees contribute to the work of the Estonian Qualifications Authority in connection with development of professional standards, assessment committees and professional councils.
24. The College proceeds from life-long learning principles in its activities borne by the main values, mission and vision. The refresher training strategic objectives are in the College development plan and the fulfilment of it is evaluated periodically and adjusted on a running basis. To ensure the quality of refresher training, [forms of refresher education and procedure of implementation](#) have been developed. Refresher training is planned according to target group expectations and needs, based on the [“Labour demand monitoring and forecasting system \(OSKA\)”](#) report.

25. Number of participants in refresher trainings has remained stable throughout the years.

Table 41 Refresher training indicators 2016-2018

	2016	2017	2018
Number of participants in refresher training	1208	1061	1582
Number of participants in refresher training per full-time academic employee	19	17	24
Refresher trainings` number of hours	3107	3899	4257
Total number of trainings (including conferences)	68 (2)	62 (6)	103 (2)
Number of hours per participant	48,80	74,18	53,67
Number of auditing learners	14	11	9
Number of external learners	9	11	4

26. The College has cooperation agreements with upper secondary schools across Estonia, whose pupils are offered healthcare-related pre-vocational training. Studies have been provided at Tallinn Laagna Gymnasium since the 2014/2015 school year, a tripartite contract has been concluded at Tallinn Arte Gymnasium with North Estonia Medical Centre and studies have taken place since the 2016/2017 school year, a cooperation agreement concluded in Ida-Viru County with Ahtme Gymnasium in 2014 and pre-vocational education activities took place in Pärnu until 2016.

27. We offer adults training related to physical and mental health, e.g. "Select chapters in healthy nutrition", "Work stress and coping strategies" and thematic trainings for the elderly, e.g. "Taking care of dentures", "Prevention of cardio-vascular diseases".

28. Participants` satisfaction with refresher trainings has been good throughout the years.

Table 42 Average evaluation to refresher trainings 2016-2018

	2016	2017	2018
Response activity	71%	85%	83%
Satisfaction with achievement of study outcomes	4,5	4,7	4,5
Satisfaction with study tools	4,6	4,7	4,3
Satisfaction with teacher	4,9	4,7	4,8
Satisfaction with organisation	3,6	4,2	4,4

29. The College participates in public procurements and therefore, provides project-based trainings in cooperation with different organisations. The College provides both commissioned trainings and need-based trainings determined by law.

30. Technical aid specialist`s basic training in cooperation with the Social Insurance Board.

31. Organisation of clinical guidelines` trainings in cooperation with the Health Insurance Fund – clinical guidelines for chronic venous ulcers, clinical guidelines for bedsores, clinical guidelines for Alzheimer`s disease.

32. First aid training takes place in different volumes based on the client`s needs and proceeding from legislation.

33. Trainings in areas considering labour market needs – e.g. commissioned by Ida-Viru Central Hospital: "Handling of delirious patients or inadequate due to psychosis", "Preparing patients for endoscopic tests and post-procedural monitoring", "Prevention of infectious diseases in health care" commissioned by Kuressaare Hospital, "Ergonomics" commissioned by Kõo Support Centre, "Principles of picking, drying and preserving plants" commissioned by the Food and Veterinary Board.

34. State-commissioned trainings – e.g. customer service and knowledge of merchandise for pharmacy employees without specialist education, general optometry for customer assistants at optics shops; updating skills of school nurses without higher education; development of assistant pharmacists` and pharmacists consulting skills; development of communication skills; using principles of horticultural therapy in working with people with special needs; handling special needs patients; stress prevention; updating nursing skills; principles of newborn resuscitation team; self-directing, time planning and stress tolerance for health care workers; development of management and cooperation skills for health care professionals; using supervision etc.

35. From 2015, in cooperation with the Ministry of Social Affairs, the project “Nurses back to health care” was carried out. The training conducted in the scope of the project prepared nurses who have not worked in nursing sector over an extended period of time for the theoretical and practical exam in order to return to the labour market.
36. The College also provides foreign language trainings. **See** Table 13.
37. E-courses are also carried out – e.g. “Humanities of medicine“, “Medicines in Estonian pharmacies“, “Professional Estonian and English for Assistant Pharmacists“.

Strengths:

1. Provision of children`s playroom service to participants in events (e.g. Open Day in 2018 and unveiling of extension).
2. The total number of participants in outreach events and refresher training displays a planned number.
3. The College is a recognised provider of refresher training.
4. College employees are recognised experts in their field.

Improvement areas	Planned development activities
Organisation of health days	Developing a units-wide “Health services package”