

**ASSESSMENT REPORT****Institution:** Tartu Tervishoiu Kõrgkool *Tartu Health Care College***Assessment committee:**

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**Coordinator:** Liia Tüür**Dates of the assessment visit:** December 2012, Thursday 6 and Friday 7**Component assessment :**

	conforms to requirements	partially conforms to requirements	does not conform to requirements	worthy of recognition
Organisational management and performance	x			x
Teaching and learning	x			

RDC	x			
Service to society	x			

**Assessment committee sent the preliminary report to EKKA: 04/01/2013**

**Assessment committee received the comments of the institution under accreditation: 23/01/2013**

**Assessment committee approved the final version of component assessment with 5 votes in favour and 0 votes against.**

**Date: /31/01/2013**

**Summary of the assessment:**

The College has an adequate system to recognize the areas for improvement, which is supported by comprehensive planning process. Responsibilities and processes in financial planning, general and human resource management are clear and functional for each level and each department.

The educational and strategic objectives are clearly defined, though the associated teaching methodology could be clearer defined. The curricula are nationally and internationally highly appreciated. The policy plans for staff and student mobility are well developed. School facilities are new and of excellent standard for students and excellent working conditions for staff.

The objectives related to research and development are clear and well implemented. The modern teaching and learning environment creates unique possibilities for service innovations as well as applied research. The students are well able to participate in these research projects. The College has created an efficient strategy to finance and evaluate the RDC and its development.

The College manages to attract sufficient young people and candidates students, by an effective marketing plan. Representatives of the College are tightly engaged with professional organisations and are active in professional developmental work nationwide. The College is well integrated in the society – it provides a number of public-oriented activities to the community.

**Assessment of sub-areas:**

**1 ORGANISATIONAL MANAGEMENT AND PERFORMANCE**

**General comments:**

- The College has an adequate system to recognize the areas for improvement, which is supported by comprehensive planning process. In most of the daily activities and across the organisation the guiding influence and clear priority-setting of the strategy is recognizable.
- The College has well-functioning procedures to identify the areas for improvement and to channel such findings into its strategic and operational development plans, coherently across the different departments of the institution
- The assessment committee gives high credit to the systematic and thoughtful use of personal development procedures and respective individual planning, which is adequately and effectively linked to the quality management processes across the institution.
- Responsibilities and processes in financial planning and management are clear and functional for each level and department in the College.
- Investments into premises, equipment and information technology are based on strategic planning.

<b>1.1 General management</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	<b>x</b>
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**Requirements:**

*A higher education institution has defined its role in the Estonian society.*

*The development plan and the related action plans of a higher education institution arise from the concrete purposes that are built on its mission, vision and core values, and that consider the country's priorities and society's expectations.*

*Key results of a higher education institution have been defined.*

*The leadership of a higher education institution conducts the preparation and implementation of development and action plans and includes the members and other stakeholders in this work.*

*Liability at all management levels has been defined and described, and it supports the achievement of institutional purposes and the coherent performance of core processes.*

*Internal and external communications of a higher education institution (including marketing and image building) are purposeful and managed.*

Mission, vision, objectives and basic values of Tartu Health Care College (THCC) as stated in the Development Plan for 2010-2015 are clear, well defined and relevant to the business of the College. Current Development Plan is a natural succession of the previous strategy (2005-2010); it rests on comprehensive SWOT analysis and supportive data from previous period. THCC has defined its role in Estonian society to be an educational investment into the future of health care. The College uses actively its highly recognised position as an innovator in health care towards stakeholders, including the state agencies dealing with education and health policy issues. As a recent development the College has also incorporated its core activities (teaching and research) into wider interaction with the society through community service activities (lectures for citizens, free services to citizens as part of practical sessions in physiotherapy and other courses where feasible).

THCC has a transparent description of the leadership and the preparation and implementation of development plans. Strategic objectives, respective sub-objectives and key outcomes have been defined and the Annual Activity Plan is linked to these. Also other guiding documents and processes are coherent with the strategic level goals. The Quality processes (Quality Manual) have resulted in a wide range of quantitative results which are well presented. The committee recognizes the implementation of these processes coherently across the institution on a day to day basis. It was described in the self-evaluation report and supported by the assessment committee findings that the college has adequate system to recognize the areas for improvement, which is supported by comprehensive planning process. Such processes have a clear history of improvements in organisational structure, curricular development, support activities or investments.

Prioritizing and the decision making process are running in a natural way in THCC. In most of the daily activities and across the organisation the guiding influence and clear priority-setting of the strategy is recognizable.

THCC is led with passion, which is well-acknowledged all over the College and among the key stakeholders. The emphasis is on well-

being of the staff and of the students. THCC has developed comprehensive quality management policy, whereby process-based Quality Manual includes the description of responsible persons, activities, indicators and documents. There was sufficient evidence that the quality management procedures are actively in use and improved periodically, according to the need. Feedback from students, staff and stakeholders is systematically monitored; if necessary, targeted surveys are conducted. Analysis of such data is comprehensive and aimed at identifying the areas for improvement. THCC describes and the committee found evidence on constant adaptation of the organisation to the needs while following the strategy and respective priorities. Such virtuous evolution is participatory, as for example 3 years ago the support function of study counsellors was reorganised, while currently there is shared understanding for the need to improve developmental support for R&D. The latter has started with introducing assistant professors to all curricula (currently available for most of the curricula's). It also seems that the College has systems in place to actively adapt to the changing health and educational policy environment in Estonia.

The organization appears to be transparent and coherent. Autonomy at the curricula coordinators' level is balanced through structural organisation and operational policies of the college. There exist different levels for decision making (Pedagogical Board, Curriculum Board, College Council and College Board), which have clear division of responsibilities and efficient decision-making procedures. Responsibilities of and working routine for the academic and support staff seems to be well-balanced. Such result has been achieved through careful analysis and dedicated planning: for example analysing the variations in staff feedback few years ago led to changes in the structure and organisation the support staff work towards more autonomy and recognition.

THCC has comprehensive approach to communication with the stakeholders and to promote the work of the College: website, Facebook, public events, and participation in professional organizations, public media and stakeholder activities. The communication strategy is innovative and informative both for marketing and students. Communication activities towards the society support well the teaching activities, especially the traditional target groups. However, new target groups (adult people from other areas seeking for a new profession) need more careful consideration in the coming years due to their different background in social, working and educational life. Also, the communication strategy towards society in general seems to be too general and could benefit from better targeting both in terms of target groups but also communication tools.

Partnering is very good with stakeholders, for which there are available formal relationships (practical training institutions, especially the large hospitals; ministries; professional associations etc.). However, even more could be achieved if systematic outreach towards smaller but emerging players in the health care field would be pursued. This would help in adapting to the changing health care

environment, i.e. increasing independence in the professions of the college’s graduates outside the hospital environment. The assessment committee supports the college’s own goal towards “more efficient collection of data about quality indicators and more effective communication of the appropriate results inside the College and to the public”.

**Commendations**

- The College has adequate system to recognize the areas for improvement, which is supported by comprehensive planning process. In most of the daily activities and across the organisation the guiding influence and clear priority-setting of the strategy is recognizable.

**Recommendations**

- The College would benefit from leveraging fully their potential with better targeted communication strategy towards new target groups (older student candidates), towards stakeholders other than immediate partners (smaller health and social care providers, outpatient providers, nursing and mental health providers, school and other preventive health services’ providers) and towards regions outside immediate vicinity.

<b>1.2 Personnel management</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	<b>x</b>
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**Requirements:**

*The principles and procedures for employee recruitment and development arise from the objectives of the development plan of a higher education institution, and ensure academic sustainability.*

*When selecting, appointing and evaluating members of the academic staff, their past activities (teaching, RDC, student feedback, etc.) are taken into account in a balanced way.*

*The principles of remuneration and motivation of employees are clearly defined, available to all employees, and implemented.*

*Employee satisfaction with the management, working conditions, flow of information, etc., is regularly surveyed and the results used in improvement activities.*

*Employees participate in international mobility programmes, cooperation projects, networks, etc.*

*Employees base their activities on principles of academic ethics.*

As the areas for improvement are identified through constant quality management system, such needs are systematically channelled

into strategic and operational development plans. Such planning seems to be coherent across the different departments of the institution down to principles and procedures for employee recruitment and development. Personal development procedures - annual appraisal interviews and related individual development planning - are used systematically and thoughtfully. Personnel management is mostly executed at the level of the Curriculum Coordinators for academic staff and by the Rector for support staff; elections of the teaching staff members are conducted by law in the College Board. Academic sustainability across the College is facilitated by strategic guidance of the Pedagogical Board and technical support by the office of Vice-rector for studies. However, the long-term planning is strongly attached to the model of state-oriented financing, which is confirmed annually and does not allow much independence or risk-taking. The College has made efforts to attract academic staff internationally, but so far limited financial resources have not enabled to execute this sufficiently - a few short-term contracts have been signed starting from 2007.

Selection, appointing and evaluation of the members of academic staff seem to consider the qualification, work experience and personal features of the individuals in a balanced way. New positions are filled though an open competition that has been on average 2.12 per academic position for years; there is no sign of serious imbalance between the curriculums in this respect. The College is systematically offering teaching posts to its own successful graduates, to maintain sustainability.

Motivation policy is transparent and acknowledged by the College staff. Rules of remuneration basis are clear and their implementation seems to support the positive working atmosphere at the College. There is no internal competition for money - main income is defined in fixed contracts, there is no differentiation in remuneration in case of similar posts. However, if people want to do extra activities, the College rather encourages to do it at the College and provides the employees an additional opportunity for various activities and extra income. The long-term objective of the College is to develop improved criteria for such additional remuneration. In recent years (since 2009) the employee satisfaction with the support and recognition by the administration as well as with the remuneration policies has started to decrease, which probably reflects the fact the under the condition of rather quick inflation the salary level has not changed.

Employee satisfaction rate in general, based on routine feedback monitoring system, is very high. This was supported with the evidence collected during 'the mission'. Feedback survey results are analysed with care - the assessment committee collected evidence on the results used in improvement activities. In addition to routine survey tools the College makes effective use of personal development interviews, conducted for each staff member by immediate superior, which the committee highly recognises. The annual plans and the process of their development and usage are acknowledged by the employees and seem to be used as important tools for steering the support activities of the college.

Participation of employees in various developmental activities (e.g. mobility programmes, cooperation projects, networks), seems to

be relatively high. Planning of time between different tasks (e.g. teaching, research, servicing society) is clear and flexible - there is a lot of enthusiasm about such opportunities and financing opportunities is the main limiting factor so far. A system for mapping of full working time is used for working time management. College policy promotes balanced use of available resources for professional development between staff of different curricula programmes. Such approach is supported by careful analysis of individual needs plus overall policy to leave regular time for participating in professional developmental activities, including joint trainings. Since 2010 the college has also an opportunity for a teaching-free semester for academic staff - this is recognised by the employees, but not yet actively used.

The College has developed policy documents, training- and monitoring tools to cultivate the principles of academic ethics across the entire institution. These are used in an active way. The Ethics Committee is in operation since 2006 and the College has demonstrated open and appropriate management of the cases related to the staff and students.

**Commendations**

- The College has well-functioning procedures to identify the areas for improvement and to channel such findings into its strategic and operational development plans coherently across the different departments of the institution.
- The committee gives high credit to the systematic and thoughtful use of personal development procedures and respective individual planning, which is adequately and effectively linked to the quality management processes across the institution.

<b>1.3 Management of financial resources and infrastructure</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	
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**Requirements:**

*The allocation of financial resources of a higher education institution as well as the administration and development of infrastructure are economically feasible, and are based on the objectives of the development plan of an institution of higher education and national priorities (except private institutions).*

*A higher education institution uses information systems that support its management and the coherent performance of its core processes.*

*The working conditions of the staff, and the learning and RDC conditions of students (library, studios, workshops, laboratories, etc.) meet the needs arising from the specifics of an institution of higher education and the expectations of members.*

The planning and management procedures regarding the financial resources and infrastructure are economically feasible and transparent. Principles of funding the core activities seem to have good routine processes in place and they are supported by the quality management principles. There is robust link between the strategic level and operational priorities and financial management of the College. Responsibilities and processes in financial planning and management are clear and functional for each level and department in the college. Furthermore, the funding principles of developmental activities support the innovativeness of different units: there is enough independence in development projects once the general decision has been made at the Department of Development and College Board.

THCC's development plan is based on a clear SWOT analysis and identifies potentially challenging future financial climate in which to develop. Efficiency need has been recognised by the College in the advent of new outcome-based financing of Estonian higher education; discussions about ways to be more efficient have been initiated. Current financial management is proactive and innovative within the limits of a publicly funded institution; external sources are actively used. The risk management policies to control the budget use are solid.

Development of information systems seems to support the financial management as described. The College has transparent systems to execute financial planning and monitor its execution, including decentralised or otherwise separately identified financial duties (e.g. external projects, own revenue, departmental budgets etc.).

Investments into premises, equipment and information technology follow strategic planning. The implementation of SIS, SAIS and other electronic systems has enhanced the Quality processes within the College for both organisational and research activities. The investments in the College buildings and learning environments are noteworthy and support student learning experience (e.g., simulation laboratories, library, free study areas, modern dormitory etc.) as well as professional performance of the academic staff. THCC puts a lot of emphasis in creating collaborative atmosphere for its staff (e.g. open office, common areas)

Main limitation related to financing is related to practical training opportunities - the college probably could not afford dramatic increase of payment to hospitals and other internship partners. However, the committee recognizes the college's efforts to find solutions in cooperation with main funding partners (Ministry of Education and Research and Ministry of Social Affairs) that also are responsible for national policy environment and thus control the demand for the college graduates.

**Commendations**

- Responsibilities and processes in financial planning and management are clear and functional for each level and department in the college.
- Investments into premises, equipment and information technology are based on strategic planning.

**2 TEACHING AND LEARNING**

**General comments:**

- Educational and strategic objectives are clearly defined
- The graduated students are nationally and internationally competitive and well prepared for the labour market
- Admittance procedures and students numbers are based on national objectives and social requirements (however limited by internships possibilities and –facilities)
- The curricula are highly appreciated by employers, students, alumni and by the assessment committee members.
- Teaching methodology should be clearer defined in the perspective of general competencies
- Good, concrete and actual policy and future plans for staff and student mobility.
- School facilities are new and of excellent standard for students and excellent working conditions for staff.

<b>2.1 Effectiveness of teaching and learning, and formation of the student body</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	
<b>Requirements:</b>								

*A higher education institution has defined its educational objectives and measures their implementation.*

*A higher education institution educates students so they are nationally and internationally competitive.*

*The number of student places is planned in accordance with the social need and the potentials and purposes of an institution of higher education.*

*The admission rules are consistent with the mission and purposes of an institution of higher education and support the formation of a motivated student body.*

*Students are provided with opportunities to study at a higher education institution regardless of any special needs.*

The College has defined its educational strategic objectives in the development plan for the period of 2010-2015 and is constantly checking the progress.

Students are competitive in the domestic job markets. The average professional employment level among the College graduates has been 81-90% within years, e.g. in 2011 the professional employment rate at the level of professional HE was 81%. The employment rate has been lower for environmental health and physiotherapy curricula's; this might be because the survey was done 3 months after graduation.

International competitiveness is achieved through the fact that all the curriculums are developed in international cooperation and are according to the European standards. Cooperation with the stakeholders and key partners provides cohesion with society.

The planning of the student admittance numbers is based on the data included in the Health Care Personnel Registry, in the Development Plans of various domains and the employer interests. The admittance number adopted by the College Board is submitted to the Ministry of Education and Research and Training Committee of Health Care Personnel in the Ministry of Social Affairs. The decision about the admission size is adopted by the Directive of the Minister of Education and Research. Since there is a plan by the Ministry of Social Affairs to increase the admittance number, the assessment committee recognizes the willingness that the College has done to hold admissions already twice a year. So in the future when the number of admittance increases there is already a capacity within the school and internship places to deal with increased number of students.

Since 2005 the admission procedure included the admission interview with each student candidate. In 2011 the analysis of admission interviews was conducted. As the effectiveness of the admission interview was not identified, the interview was removed from the Rules of Admission since 2012/13. Motivated students are recruited due to the good reputation of the College and to a

good cooperation with various stakeholder groups. Although no effectiveness of the interviews was identified for all the curricula, some was found for newer programs (i.e. environmental health). For this reason and opinions of the students and alumni, the committee would recommend to reassess the position of interviews in the admission or at least to clarify it to the students.

Student candidates with special needs can be admitted to the College, if their practical performance in the professional field is not limited - this is assessed beforehand and limitations are explained to each potential student. There have been very few students with special needs, so it's difficult to assess how easy for them it actually is to study at the college.

**Commendations:**

- Educational and strategic objectives are clearly defined.
- The graduated students are nationally and internationally competitive.
- Admittance procedures and students numbers are based on national objectives and social requirements (however limited by internships possibilities and –facilities).

**Recommendations:**

- Re-evaluate the position, structure and effectiveness of interviews in the admissions procedure.
- Develop a broader view on the intake of new target groups e.g. older candidates, people with special needs etc.

<b>2.2 Study programme development</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>
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**Requirements:**

*A higher education institution bases its new study programmes on its purposes and the needs of the labour market, and takes into account the strategies of the country and expectations of the society.*

*Development activities related to study programmes are systematic and regular, and different stakeholders are involved in the development of study programmes.*

*Graduate satisfaction with the quality of instruction and employer satisfaction with the quality and suitability to the requirements of the labor market of graduates are surveyed and analyzed; the results are considered in the development of study programs.*

The College has strong relationships with all stakeholders in the society, especially with its partners for clinical practice - large hospitals and family medicine centers. This counts not only for the Tartu region, but for most of the study programs also for the whole of Estonia. Stakeholders all over Estonia are in contact with the college by discussing the curricula and/or by offering places for clinical practice for students. Also through international partnerships input on the curriculum is found. The assessment committee values the achievements in international cooperation.

The College has shown plenty of examples of curriculum development, directly coming out of analysis of needs of the society and in cooperation with the society. Examples are: the 2007/2008 Radiography training; the specialized nursing training that started 2009; the 2011 started training for care workers etc.). Each module is coordinated by one 'leading lecturer', This principles clearly works well: the responsibility for each module is clear and the communication is effective. All leading lecturers gather on a regular basis in the body of leading lecturers. Content and organizational issues are discussed. Curriculum development, including the introduction of major changes is adopted by the College Board on the approval of the Curriculum Board. For a more effective organization of the work of the Curriculum Board the students with the appropriate preparation have been involved in the Board since 2012.

The assessment committee has seen well developed and carefully chosen methodologies. However, everyone could benefit from an overall, clear and comprehensive plan for pedagogical/didactical development for the entire college. At this moment, the committee was not able to find a guiding policy document for teaching and learning developments and -methodologies, or a general accepted view among the lecturers on the future of the development of teaching methodologies. The teaching methodology (or didactical approach) should be clearer defined in the perspective of general competencies (e.g. strengthening the Life-Long-Learning attitude, the communication skills, and analytical skills).

The effectiveness of integration of the in-school part of the curriculum is clear; based on the Outcome Based Education more interdisciplinary approaches of topics are applied; much more practice based subject integration and most recognizable: practice based assessments are introduced . This is a positive development, though it's seen as the first step in a process of reformulating the outcomes, reformulating the professional competencies, adapting the assessment and finally, revision of the curriculum. The assessment and effectiveness of out-school learning (clinical practice/internships) apparently has not developed in this direction. We recommend the College to consider using more opportunities to let the students reflect on their progression during clinical practice. Students themselves support the need for improvement in this perspective as some of them reported to have started a blog during the clinical practice on their own initiative where reflections and experiences are shared with peers.

The assessment committee also found that elective courses in the College are limited by the number of students wanting to

participate. Elective courses in other languages or non-medical topics are not offered and also there are no possibilities to take electives from other HEI.

The curriculum content is in line with the international standards. The curricula are highly appreciated by employers, students, alumni and by the assessment committee members. The alumni demonstrated that the study prepared them well for their entrance to the professional labour market. Almost all alumni that were willing to get a job in Estonia found an adequate workplace. The preparation for the professional work turned out to be good.

**Commendations:**

- The students are well prepared for the labour market.
- The curricula are highly appreciated by employers, students, alumni and by the assessment committee members.

**Recommendations:**

- Improve internship feedback system.
- Teaching methodology should be clearer defined in the perspective of general competencies.
- Develop more opportunities for systematic reflection and opportunities to 'learn from each other' during internships.
- Students, including incoming international students, should be given the opportunity to take part in elective courses.

<b>2.3 Student academic progress and student assessment</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	
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**Requirements:**

*Student academic progress is monitored and supported.*

*Student assessment supports learning and is in line with learning outcomes.*

*A higher education institution has an effective system for taking account of prior learning and work experience.*

The overall strategic objective of the College regarding the student performance is that the students are knowledgeable in their

profession and their specialty, they have a life-long learning attitude, they are dedicated to research and development within their profession and they are competitive in the labour market after graduation.

The curriculum structure provides the student sufficient opportunities to pass the studies within the nominal period supported by continuous feedback about his/her progress. Academic performance is monitored thoroughly.

The modules/subjects to be assessed are determined in the curriculum, the assessment criteria are specified in the subject syllabus. Differentiated, undifferentiated and formative assessments are used. Assessment is corresponding to the learning outcomes and is facilitating and supporting learning. In case of unsatisfactory performance, the student is consulted by a study counsellor. The quality of the assessments seems to be controlled on the level of the modules (leading lecturer) - the committee hasn't found a guideline or organizational structure to control the validity and reliability of the assessments on the level of the College.

The main reasons for dropout are unsatisfactory performance, personal matters and health problems. The dropout rate has been stable between 2007 and 2012. The drop-out rate is the highest among the first year students, but according to the committee's opinion at very acceptable level.

Students have direct access to the student information system. According to the students, this works very well - the SIS is accessible at school and also from the home situation.

There is a systematic way of taking into account prior learning and work experience. The rules and guidelines of the VÕTA system are available on the College webpage. Every application is looked over and evaluated individually by the VÕTA committee. Approximately half of the students that want to transfer credit points are able to do so. Usual problems with the applications are that the students experience does not meet the requirements or the student doesn't know which credits are transferable and which aren't.

**Commendations:**

- There is a systematic way of taking into account prior learning and work experience.
- Student academic progress is clearly monitored and supported.
- Student assessment supports learning and is in line with the learning outcomes.

**Recommendations:**

- The VÕTA system requires more clarification for the students.
- The college would benefit from the development of guidelines and policy rules for quality control of the assessments (like testing procedures and parameters for validity and reliability).

**2.4 Support processes for learning**

**conforms to requirements**

x

**partially conforms to requirements**

**does not conform to requirements**

**worthy of recognition**

**Requirements:**

*The organisation of studies creates an opportunity for students to complete their studies within the standard period.*  
*A higher education institution provides students with counselling related to their studies and career.*  
*A higher education institution supports student international mobility.*  
*Modern technical and educational technology resources are used to organise educational activities.*  
*Students are periodically asked for feedback on learning and support processes (the organization of studies, assessment, counseling, etc.); the results of surveys are taken into account in improvement activities.*

The structure of studies provides the student the opportunity to complete the curriculum within the nominal period of studies. To facilitate the students' learning the more efficient integration of subjects within the modules is aimed at within the teamwork of the teaching staff under the supervision of team leaders. To support the study activities the SIS is in operation that provides the student with the information about the curriculum, subject syllabi, learning materials and results. All above mentioned parts and also the students and alumni opinions that the assessment committee has heard, makes it clear that completing the studies within the standard period is achievable for all students.

It appeared from the interviews that Russian-speaking students from Estonia may have more difficulties in their first years of studies. At the same time the College has not recognized this aspect as worthy of special attention, regardless large number of potential students from this social group and positive examples from other higher education institutions.

Counselling of the students is provided by various persons in the school: the Study Counselors, teachers, the Curriculum Coordinator, specialists in the Development Department, tutors and the Psychologist. The students and the alumni both think that the support from the study counselors is sufficient, easily accessible and constantly updated. For the foreign incoming students there are also tutors who can usually speak their native language or proficient English. The tutoring system exists for all the students in the College, but their tasks are quite unclear for both the committee and the students. We would recommend developing one overall support system that takes into account all the strengths of different parts and divides the tasks according to that, so there would be one clear system and the students would know what kind of help different parts are providing.

Student mobility has mainly taken place within the Erasmus programme, on the nursing curriculum also within the European Nursing Module until 2008 and within the Nordic Network since 2008. The participation rate in the Erasmus programme by students has increased from 0.5 to 2.2%. According to the development plan the College tries to increase the number to 5% by 2015. The committee sees that a lot of great work has been done regarding the international cooperation. Also that the number of outgoing and incoming students is only limited by the financial possibilities of the programs. The students also seem to be satisfied by the numbers, possibilities and support systems of international programs. Incoming students are only doing their practical trainings in the College and also no regular feedback was collected from them. At this point there is no possibility for them to do any electives in English.

The plans for staff mobility seem to be very systematic, understandable and sufficient. Very concrete and detailed plans are done according to one's own wishes and their personal development plan.

Schools' facilities and educational technology resources have been updated to a modern level and used for the educational purposes. The committee commends the school management on their hard work on the new school facilities and renovated student-home.

Students' feedback is collected systematically. Once a year there is a feedback regarding the whole school, and after each subject course there is another feedback questionnaire in the SIS about that specific subject. The results of the overall feedback are visible for the students and staff in the intranet of the School. The results of the subject specific feedback is visible for students after they answer it and also a summary of the answers goes to the curriculum leaders and Chief Specialist. The results are taken into account in the development interviews, curriculum councils, curriculum board and pedagogical board.

**Commendations:**

- Good, concrete and actual policy and future plans for staff and student mobility.
- School facilities are new and of excellent standard for students and excellent working conditions for staff.

**Recommendations:**

- To develop one overall support system that takes into account all the strengths of different parts and divides the tasks according to that, so there would be one clear system and the students would know what kind of help different parts are providing.
- Enable elective courses for incoming students in English.
- Evaluate the needs of Russian speaking students (esp. in their first year).
- Part of feedback from previous year should be visible for students before they start that subject.

**3 RESEARCH, DEVELOPMENT AND/OR OTHER CREATIVE ACTIVITY (RDC)****General comments:**

- Objectives related to research and development are in place they're clear and the college is living in accordance with them
  - Good distinction between applied research - student participation in research - development projects.
  - The College monitors and considers the society and the labour market in planning the RDC activities
  - The modern teaching and learning environment creates unique possibilities for service innovations as well as applied research.
  - The outcomes reached in the area of R&D as well as the development of the "Conducting applied research studies" and "project related activities"-processes give evidence about well-developed RDC support services.
  - The evaluation of research plans by RUN can be identified as best practice assurance.
  - The College has created an efficient strategy to finance the RDC and its development.
  - Students are effectively involved to the research and project activities.
- Academic staffs' competencies and work load are balanced for ensuring the quality of final papers and positive graduation rates.

- There is a systematic, efficient procedure to avoid the plagiarism in final papers.

**Assessment of sub-areas:**

<b>3.1 RDC effectiveness</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	
<p><b>Requirements:</b>  <i>A higher education institution has defined its RDC objectives and measures their implementation.</i>  <i>A higher education institution monitors the needs of society and the labor market, and considers them in planning its RDC activities.</i></p> <p>THCC has defined strategic objectives regarding RDC in its development plan: “Studies are supported by research and development underpinned by the Mission and Vision of the College” and “involvement of students in research and development to ensure the sustainability of the College”. For ensuring and measuring the implementation of those objectives there have been defined measurable outcome indicators concerning the number of applied research studies and international curriculum development projects as well as for student participation in projects and the amount of presentations in seminars/conferences. Research activities at the College are aimed at the development of the profession and the study process based on the results of the research studies conducted in cooperation with various stakeholders at the national and international levels. The College has been active in its development activities based on projects. Three research domains have been identified at the College: the process of studies, health, and the evidence-based development of the profession. Project work is mainly aimed at the development of the curricula and new training areas based on the employer needs and the sustainability of the application of project products.</p> <p>The College has not only defined the strategic objectives for RDC, but also defined and described them in the Quality Manual (The process of the applied research study and the project development). The College<sup>s</sup> has developed organizational structures to support the implementation of its objectives. THCC has established the College Research Board (RUN) for coordination and promotion of research activities. Also the student participation in research activities and staffs applied research has been differentiated. Outcomes of the successfully implemented projects as well as applied research apparent and presented nationally and internationally.</p>								

THCC aims in its Vision statement to “supporting the Estonian employers and population with the help of Evidence Based applied research to offer the population the best services”. The College monitors the needs of society and labour market on several ways. The College staff members are participating actively in the activities of professional organizations and non-profit organizations. 44% of the teaching staff is working in health care. Some of the main employers e.g. East-Tallinn Central Hospital and Tartu University Hospital are forwarding the College the research topics suitable work student papers and/or joint research studies. The College has ten Cooperation Agreements with different institutions aimed at the conduct of applied research studies. There is clear evidence of a wide range of international and local research networks and involvement in research projects. All the project proposals promoted by the College have been initiated by the employers.

**Commendations:**

- Objectives for Research and Development are clear and the college is living in accordance with them.
- The assessment committee sees a good distinction between applied research - student participation in research - development projects.
- The College monitors and considers the society and the labour market in planning the RDC activities.

<b>3.2 RDC resources and support processes</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	
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**Requirements:**

*A higher education institution has an effective RDC support system.*  
*A higher education institution has financial resources needed for RDC development and a strategy that supports their acquisition.*  
*A higher education institution participates in different RDC networks.*  
*RDC infrastructure is being updated and used effectively.*

RDC support processes haven’t been defined and named as such; however The THCC identifies and develops the resources for RDC on following areas: participation to international networks and programmes, competencies of staff, working time, financing,

infrastructure, and availability of academic literature. A number of training courses for the teaching staff have been conducted to support the RDC activities. The staff has flexibility of the workload to such an extent that they feel that there is enough time for conducting research and development activities. There is also a possibility to take a free semester, however the staff is not using it. The procedure that Research Board evaluates all the applications of research projects on the basis of criteria matrix guarantees good quality of the applied research well as offers the staff a systematic way of learning from the feedback. The college is well aware of the priorities for development of its applied research activities.

Since the financing of applied research is not supported by the state nor health care institutions, THCC has invested to the financing of applied research studies from the operational expenditure of the College since 2009 and already since 2005 for developmental projects. The function of the Development Department is to collect information about project-based and other funding opportunities in order to forward this information to the Curricula Coordinators and stakeholders. Income in transfer of innovation and development projects and programmes 2008-2012 has risen from 170 033 EUR to 535 844 EUR excluding the investments into the infrastructure. At the same time the own funding to RD has increased from 25 641 EUR to 48 209 EUR. The part of the total budget allocated to RDC, containing also the appropriation (from the operating income) for applied research and publishing the Collections, is at the moment 22 %. The finances for doing applied research leading to peer-reviewed outcome, cannot be done without incorporating the institutions of professional HE into mainstream research “funding flow”. For this the College has already started negotiations with the MoSocAff and MoEdu&Res to establish a special fund for research in professional higher education institutions. The College should develop a strategy to participate in joint research projects with universities and international research funding projects to support methodological skill-set for R&D.

To support the implementation of strategic objectives of the THCC cooperates with the following international organizations and professional networks FINE, ENPHE, EFERS/HENRE, Nordman Network, BioNord Network, Nordman Nordic Network, EURASHE. In the area of environmental Health no international networks of that area were identified as active networks. There is clear evidence of a wide range of international and local research networks and involvement in projects. It is recommended to enhance in international networks of the curriculum of Environmental Health.

There is clear evidence on the development of the RDC infrastructure.

- THCC has extremely modern facilities with several simulation and lab environments. A unique facility in all the Baltic States of the radiology/radiography lab simulating the clinical environment as well as the skills labs for pre-clinical training and the

biomedical laboratory with apparatus and other equipment

- The amount of the ICT resources has increased 3 times when comparing years 2004 and 2012 and is now meeting the study, research and working needs.
- The possibilities of using scientific literature has increased during the years and is on good level now; The College library contains 13 286 copies of various items. Until 2012 in total 13 scientific journals in English were ordered, in 2012 the access license to CINAHL database was bought (containing more than 3000 indexed journals, out of which 610 with full-text articles). The library contains all the relevant health and specialist journals in Estonian. In 2008 the Cooperation Agreement was concluded with the University of Tartu Library (UTL) that gives the College students an opportunity to borrow items from the UTL, the Centre of Medical information at the Academic Library of Tallinn University and to use the interlibrary loan service (ILL).

**Commendations:**

- The modern teaching and learning environment creates unique possibilities for service innovations as well as applied research.
- The outcomes reached in the area of R&D as well as the development of the “Conducting applied research studies” and “project related activities”-processes give evidence about well-developed RDC support services.
- The evaluation of research plans by RUN can be identified as best practice assurance.
- The College has created an efficient strategy to finance the RDC and its development.

**Recommendation:**

- It is recommended to enhance in international networks of the curriculum of Environmental Health.
- It is recommended to develop a strategy to participate in joint research projects with universities and international research funding projects to support methodological skill-set for R&D.

<b>3.3 Student research supervision</b>	<b>conforms to requirements</b>	x	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	
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**Requirements:**

*A higher education institution includes students of all academic cycles in research, creative or project activity; and systematically surveys student satisfaction with their supervision.*

*Professionalism, effectiveness and the workload of supervisors are reasonably balanced, which ensures the quality of research papers and positive graduation rates.*

*Students are guided to recognize plagiarism and to avoid it.*

Tartu Health Care Collage has set as an objective in its development plan “Involvement of students in R & D to ensure the sustainability of the College outcomes”. For to reach this objective there has been changes during the last years in the wideness of the research studies (from 9 to 12 ECTS) as well as their timing. To ensure the development of research competencies final exams have been changed into final papers.

A systematic procedure for collection of the research topics from working life and for provision them to students is evolving. Topics suggested by the East-Tallinn Central Hospital are already available on the hospital website. Furthermore, the strategic domains of the National Strategy for Nursing and Midwifery plan steers the selection of topics for final papers in the curriculums of nursing and midwifery. The list of research topics/areas of the teaching staff members is also provided on the College website, however the student may also choose the topic based on his/her interests. The idea generation seminars are conducted for to help the students to select the topic and choose supervisor. A pilot study about satisfaction with the supervision process and the defence procedure has been conducted on the nursing and midwifery curricula. The satisfaction survey is planned to be replicated in 2012/13, however it is not yet identified as a part of the actual feedback system.

Students are familiar with the fact that they need to learn about research and understand the relevance of Evidence Based Practice (EBP). They are positive about the way research methodology is introduced and taught to them. During their study and especially during the clinical practice they more and more understand the relevance EBP. This is also confirmed by the alumni. After graduation they realized how many competencies they acquired at the College. They are positive about the fact that they are well able to use scientific knowledge in their professional practice. The variance among alumni in the year of graduation, demonstrated a clear improvement of the quality of the acquired research related competencies over the years (first alumni graduated 2005 - last one graduated 2011). Also it showed how the research position and its teaching methods have changed over these years. Students are

positive about the accessibility of resources needed for research activities. Students are effectively involved to the research and project activities. It is recommended to include the piloted satisfaction survey of final paper supervision to the quality management system.

To improve the supervisors' competence in research and its' supervision there is a systematic procedure in Tartu Health Care Collage. The Guidelines for Compilation, Defence and Assessment of Final Paper steer also the supervisors. For the supervision of each student's final paper there are 50 hours within the teacher's work load. At the site visit the students expressed their satisfaction with the supervision of final papers. Academic staffs' competencies and work load are balanced for ensuring the quality of final papers and positive graduation rates.

Students are guided towards avoidance and identification of plagiarism during their studies. The concept of plagiarism with relevant examples is dealt with in the seminars of research methodology. The final papers have been checked by the plagiarism detection program and the check results have been discussed at the meeting of the teaching staff. In case of suspected plagiarism in the final paper, the matter is dealt with according to defined procedures. No evidence of use the plagiarism detection program in other written assignments was presented during the accreditation process.

**Commendations:**

- Students are effectively involved to the research and project activities.
- Academic staffs' competencies and work load are balanced for ensuring the quality of final papers and positive graduation rates.
- There is a systematic efficient procedure to avoid the plagiarism in final papers.

**Recommendations:**

- It is recommended to include the piloted satisfaction survey of final paper supervision to the quality management system.
- The use of the plagiarism detection program is highly recommended to be continued and can also be used in other written assignments.

4 SERVICE TO SOCIETY
<p><b>General comments:</b></p> <ul style="list-style-type: none"> <li>• The College has a system to popularise its core activities. College has established a well working system to promote health and health care related issues in high schools and other places to attract young people and future students.</li> <li>• Representatives of the College are tightly engaged with professional organisations and are actively participating or leading most important professional developmental work nationwide. This is highly appreciated by professional associations, employers, other stakeholders and also by assessment committee.</li> <li>• The College has been active finding and using additional financial resources to provide free of charge life-long learning opportunities and in-service training in topics related to College curricula.</li> <li>• The College provides a number of public-oriented activities to the community. The college involves both staff and students to these activities and provides its facilities as much as possible and needed.</li> <li>• The continuous identification of the interest of different parties is needed, more purposeful development of activities helps to identify and to apply for additional funding opportunities.</li> <li>• More clarity is recommended in defining certain target groups among general society in order to better define desired outcomes, strategies and taken responsibilities related to them.</li> </ul>

<b>4.1 Popularization of its activities and involvement in social development</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	
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**Requirements:**  
*A higher education institution has a system for popularising its core activities.  
 Employees of an institution of higher education participate in the activities of professional associations, and as experts, in other social supervisory boards and decision-making bodies.*

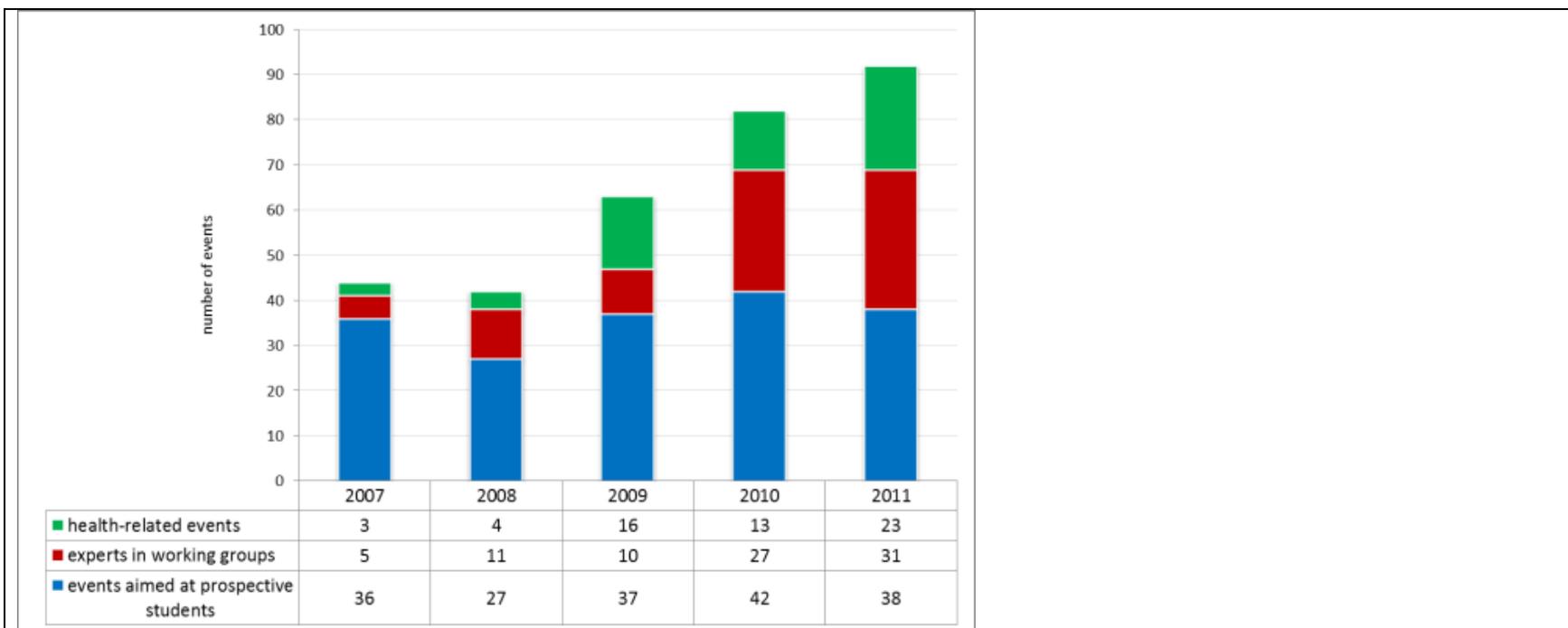
The College has defined following strategic sub-objectives in its Development Plan 2010-2015: 1) Cohesion with the society is provided by the cooperation with the interested parties and key partners and 2) Motivated students are recruited due to the good

reputation of the College and to a good cooperation with various stakeholder groups. Concrete outcomes for those sub-objectives are defined.

The activities related to College reputation popularisation are planned in cooperation with the Department of Development and Department of Studies and are described as a PR process in the College Quality manual (process schema 7.7 on pg. 29, defined key outcomes pg. 51, process description pg. 61). The annual implementation plan of most important activities is part of annual Activity Plan of the College where also desired results and responsible people are defined. Information about concrete past and future activities is reflected on the College website.

The College has defined its main stakeholders as key partners in the Development Plan: Ministry of Education and Research, Ministry of Social Affairs, employers, professional organisations, Labour Market Board, final beneficiary on the EU other professional higher educational institutions in Estonia, and some others. Although College states that also individuals that have needs and opportunities, interest and expectation related to the performance of the College, belong to their external clients, more clarity is recommended in defining certain target groups among general society in order to better define desired outcomes, strategies and taken responsibilities related to them. The partners of the College are located mainly in Southern Estonia and especially in the city and county of Tartu.

The number of activities related to College popularisation and community service has been constantly increasing. Since 2007 thematic days or lectures have been conducted in pre-school education institutions and youth hobby centres by the College teachers, students and alumni. From 2007 to 2011 on the average 65 events have been organised per year.



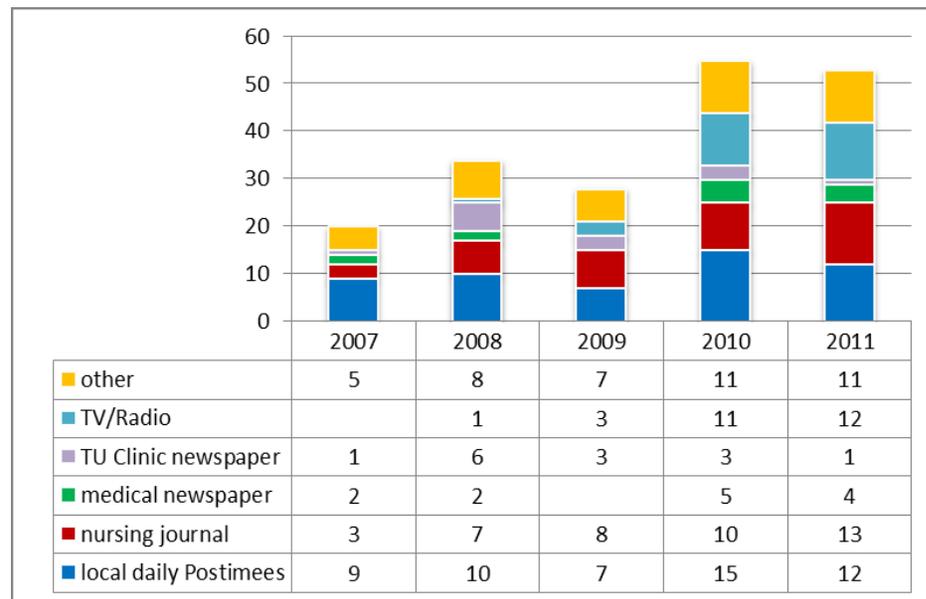
The Biggest part of activities is directed towards prospective students: participation in education fairs and Career Days in counties (on the average 5 fairs and 3 Career Days per year), systematic cooperation with educational institutions through briefings and Career Days (3 city high schools and 1 county high school have become permanent partners where the curricula and career opportunities have been introduced annually), job shadowing project (on average 10 job shadows annually), open door projects (twice a year, 100 participants each time as average). The College has participated also in joint promotional activities of together with other professional higher educational institutions to promote public professional HEIs and reach potential students candidates from North Estonia and together with hospitals and the Estonian Nurses Union in the development of reputation promotion plan aimed at the popularisation of the profession. College has concluded cooperation agreements with Tamme Gymnasium (2010) and Kivilinna Gymnasium (2011) in Tartu.

Based on those agreements studies in the field of health care are provided at high schools. Science popularisation activities are

conducted also in cooperation with the AHHA Science Centre, 8 hospitals, the Estonian Unemployment Insurance Fund, general education schools and kindergartens.

The College measures impact of its promotional activities. The results of admission surveys demonstrate that the information about the College is most often obtained from acquaintances and over the internet. For this reason the College has been using direct marketing (e.g. Job Shadowing, Open Door Days, education fairs etc.) and since 2011 the College Facebook (900 members) as a social media channel.

Activities of the College have been reflected on the media 190 times during the period from 2007 to 2009 on the average 27 times per year and 2010 to 2011 on the average 54 times per year; the trend is very positive (based on the College objectives).



The staff members of the College participate in the work of professional organisations and in advisory and decision-making bodies on a voluntary basis as experts; they are involved in the development of plans and strategies in their specialist fields. The President

of the Estonian Midwives Association and the Chairman of the Association of Estonian Biomedical Laboratory Scientists have part-time employment at the College as teachers. 49% of the staff members are involved in the work of various bodies outside the College (self-evaluation report pg. 49, web page of the Colleague). 8 staff members participated in the development of the National Strategy for Nursing and Midwifery 2012 -2020 (adopted in 2011) as experts and working group leaders. The Strategy has been the basis for planning applied research studies on the nursing and midwifery curricula. (self-evaluation report pg. 49, web page of Estonian Nursing Union). Evaluation committee was convinced by the representatives of Unions that participation in this process was highly appreciated by them.

In 2010 to 2011 two teachers participated in the working group developing the limited prescription right for nurses led by the partnerships of family doctors, family nurses and the Ministry of Social Affairs; the College representatives belong to the working group of treatment guidelines of the Estonian Health Insurance Fund; a teacher of environmental health is one of the founders of and a member of the Estonian Society for Infection Control and a member of the audit committee. The teachers of biomedical laboratory science and the teachers of vocational education curricula are involved in the revision of professional standards. A textbook "Basics of Laboratory Work" was published in cooperation with the Association of Estonian Biomedical Laboratory Scientists in 2010. Since 2008 the College has been cooperating with the Department of Sports Medicine and Rehabilitation at the University of Tartu resulting in the organisation of two conferences. 2 physiotherapy teachers are belonging to the professional examination committee and the massage examination committee of the Estonian Physiotherapy Association. In 2012 cooperation was commenced with the Estonian Blind Masseuses Society aimed at the support for the development of the curriculum for blind masseuses. Within the cooperation the Iiris Centre in Helsinki (Finland) was visited by the Curriculum Coordinator in December 2011 to learn about the physiotherapy training for the people with visual disorder in Finland. (self-evaluation report pg 49-50). Stakeholders appreciated the expert work of representatives of the College highly, project RADEK was referred by several representatives of employers and stakeholders as one of the best examples for collaboration.

Since 2006 health promotion events for the community have been organised in cooperation with the Health Care Department of Tartu City Government. Representatives of the College have been participating in the development of the Development Plan of Tartu City; in the round table discussions Tartu County Government aimed at the conduct of applied research studies and joint health promotion events. A representative of the College joined the Research Ethics Committee of the University of Tartu to facilitate research activity at the College.

### Commendations

- The College has a system to popularise its core activities. College has established a well working system to promote health

and health care related issues in high schools and other places to attract young people and future students.

- Representatives of the College are tightly engaged with professional organisations and are actively participating or leading most important professional developmental work nationwide. This is highly appreciated by professional associations, employers, other stakeholders and also by assessment committee.

**Recommendations**

- More clarity is recommended in defining certain target groups among general society in order to better define desired outcomes, strategies and taken responsibilities related to them.

<b>4.2 In-service training and other educational activities for the general public</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	
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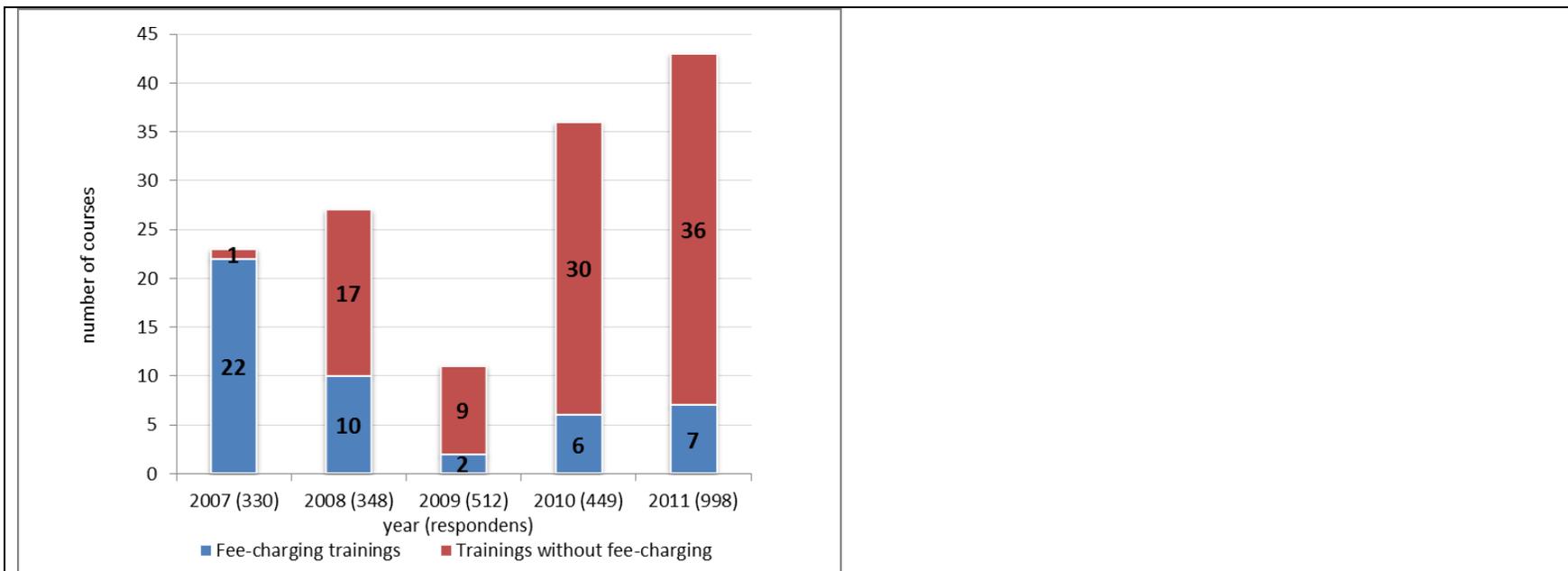
**Requirements:**

*A higher education institution has defined the objectives regarding in-service training and measures their implementation.*

*In-service training is planned in accordance with the needs of target groups as well as with the potentials and purposes of an institution of higher education.*

*Participant satisfaction with the quality of in-service training is regularly surveyed and the results are used in planning improvement activities.*

The in-service training is organised via the Open College. The Open College provides lifelong learning opportunities following the College mission and the development of specialities/professions via vocational training, re-training or informal education. The Open College is not competing with the training centres of big health care institutions but is providing training for remote institutions based on their training needs and organising lifelong learning opportunities free of charge through courses/seminars/conferences supported by programmes and projects. The income earned for the provision of in-service training forms 1% of the total budget of the College. The amount of fee-charging trainings has significantly decreased compared to the year 2007 due to recession and fact that as health care institutions try to provide internal training only. For this reason the opportunities to organise free lifelong learning supported by additional resources were looked for.



Training courses conducted at Open College in 2007-2011

Within projects and programmes 46 syllabi for in-service training have been developed, the free of charge training has been organised through the Open College involving 1962 participants since 2007. Since 2008 the College has been participating in the provision of training within the ESF programme „Adult vocational training and development activities” coordinated by the Ministry of Education and Research. The training is mainly targeted to the extension of the in-service and re-training opportunities for the employed adults with lower educational and competitive levels. From 2008 to 2011 in total 30 training courses have been conducted based on 12 subject programmes and involving 425 participants. The feedback to the training courses demonstrated that 95% of the participants were satisfied with the courses and 90% of them intended to implement the acquired knowledge in their daily work. (self-evaluation report pg 50-51).

Basing with Cooperation Agreements the high school students (grades 10 and 11) in the field of health care participate in the lectures and practical training sessions of the College. The certificate provided by the College after the students have passed the

course of first aid, is recognised by the Estonian Motor Vehicle Registration Centre. The certificate has been issued to 67 students.

Since 2008 the in-service training course for clinical supervisors has been provided to Tartu University Hospital and the Health Protection Inspectorate based on the appropriate Quality Agreement. In 2009 the Agreement was signed by Pärnu Hospital, Tallinn Children's Hospital and West Tallinn Central Hospital, in 2010 Quality Agreements with 14 institutions and in 2011 with 2 institutions were added. Currently the College has Quality Agreements with 20 institutions for practical training. In 2011 the syllabus of the follow-up training for clinical supervisors was developed (1 ECTS) and the training was conducted for 17 participants, the results of the feedback demonstrated a very high satisfaction level.

Based on the confirmation letter by the Estonian Unemployment Insurance Fund one person commenced studies of the emergency medical technician through the Open College in 2011. The student is completing the studies together with the basic training group in 2012. The fee is covered by the Estonian Unemployment Insurance Fund and the course is funded by the ESF programme "Increasing the Availability of Qualified Labour Force for 2007-2013". (self-evaluation report pg. 52).

From 2007 to 2011 there have been 18 international training sessions, including 10 seminars and 4 workshops involving 1472 participants. International seminars and conferences have been conducted mainly for the purpose of curriculum development and for the communication of the results of projects to the staff, students and/or the employers. The most important event conducted in recent years has been a conference "Values in health and education" was conducted with the aim to generate ideas and initiate discussion about the values and valuing of health, health care and education. Presentations were made by recognised experts from Estonia, the USA, Portugal, Ireland and Sweden. The feedback to the aim and content of the conference was good; proposals were made to deal more often with the issues of patient-centeredness and ethics in nursing in future. The conference was visited by 200 people.

The number of participants in fee-charging training courses has increased due to the implementation of direct marketing. The training programme is compiled based on the demands and wishes of each institution (hospitals, a resort, social care institutions).

Satisfaction with the training courses provided by the Open College is regularly measured and has been evaluated "good" within years, the proposals included in the feedback have been taken into account in the development of four new syllabi (follow-up training for clinical supervisors, documentation of nursing care, in-service training for care workers, care of and support to the patient with chronic diseases). Open College plans its courses according to given feedback half a year in advance.

**Commendations**

- The College has been active finding and using additional financial resources to provide free of charge life-long learning opportunities and in-service training in topics related to College curricula.

**Recommendations**

- As future possibilities to get additional funding to provide free of charge in-training services is unclear, consideration of longer planning period for in-service training is recommended.

<b>4.3 Other public-oriented activities</b>	<b>conforms to requirements</b>	<b>x</b>	<b>partially conforms to requirements</b>		<b>does not conform to requirements</b>		<b>worthy of recognition</b>	
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**Requirements:**

*Public-oriented activities are purposeful, the results of the activities are periodically evaluated, and improvements are introduced based on those evaluations.*

*A higher education institution contributes to the enhancement of community welfare by sharing its resources (library, museums, sports facilities, etc.) and/or by organising concerts, exhibitions, performances, conferences, fairs and other events.*

Free community services have been offered and coordinated since 2005 by the Department of Development and since 2011 by Head of Open College. The College organises many public activities – both staff is sharing its skills as well as the facilities and the students are contributing to the society. College sees and evaluation committee agree that community service provides a way for the implementation of the College mission and vision. Since 2006 the College has worked systematically to achieve the development objectives by compiling an annual communication implementation plan based on the College Development Plan. Since 2008 the impact of the activities targeted to the public has systematically been evaluated through surveys conducted among the student candidates and first year students. The results of the surveys form the basis for improvement activities. The promotion of the community health awareness is one of the College priorities. Staff recognises that public-oriented activities are rather new activities for them; College has been trying to focussing on the identification of the interest of different parties and considers these interests in the implementation of the Activity Plans.

Since 2007 activities have been conducted with permanent partners: the Department of Health Care of Tartu City Government, the Youth Hobby Centre *Lille Maja*, the AHHA Science Centre, the Educational and Social Department of the County Government. The partners appreciate the staff and student competence and involve them into projects as experts and supervisors. The students have an opportunity to implement their knowledge and skills acquired within the studies in prevention activities in the community by measuring health indicators for the sake of health behaviour improvement. For example, in 2012 the health indicators of 310 people were measured within 15 hours in the national Heart Week.

The staff members are role models for practising healthy life styles, e.g. since 2005 the staff members have been participating in the competitions organized by the Estonian Academic Sports Federation and achieving good individual and team results. The participation of the students, alumni and staff in various sports competitions is coordinated by the teacher who was awarded the letter of appreciation by the Minister of Education and Research in 2011 for the promotion of student sports. The College is supporting the sports activities within the operational expenditure with 1000€ each year.

Since 2005 the free community services that have been provided individually or to groups by the teaching staff e.g. breastfeeding counselling and health assessment of toddlers, physical exercises for infants and toddlers, physical exercises for the elderly, ergonomics counselling. Feedback to and satisfaction with the services is collected within interviews; the feedback has been positive and the services were used by the users repeatedly.

The College library contains very good specialist/professional study literature and journals. Library services are provided to everybody, including the students and employees of the University of Tartu and other people. The Cooperation Agreement with the University of Tartu Library was signed in 2008.

The College Dormitory is providing the accommodation service to 420 people per year, preferably to the College students. In case of vacant accommodation places the service is provided outside the College, i.e. about 50% of the number of accommodation places. In cooperation with the Ministry of Education and Research 200 students of Nõo Science Gymnasium are being accommodated for 1 year in the Dormitory since the autumn 2012 (for the construction period of the new Gymnasium building).

The study building is provided for organisation of various events, e.g. the annual meeting of the Estonian Information Technology Foundation (EITSA), a national teachers' dancing festival, the annual meeting of the Estonian Midwives Association (EÄÜ), joint seminars conducted in cooperation between the College and professional organisations.

### Commendations

- The College provides a number of public-oriented activities to the community. College involves both staff and students to these activities and also provides its facilities to as much as possible and needed.

**Recommendations**

- The continuous identification of the interest of different parties is needed, more purposeful development of activities helps to identify and to apply for additional funding opportunities.