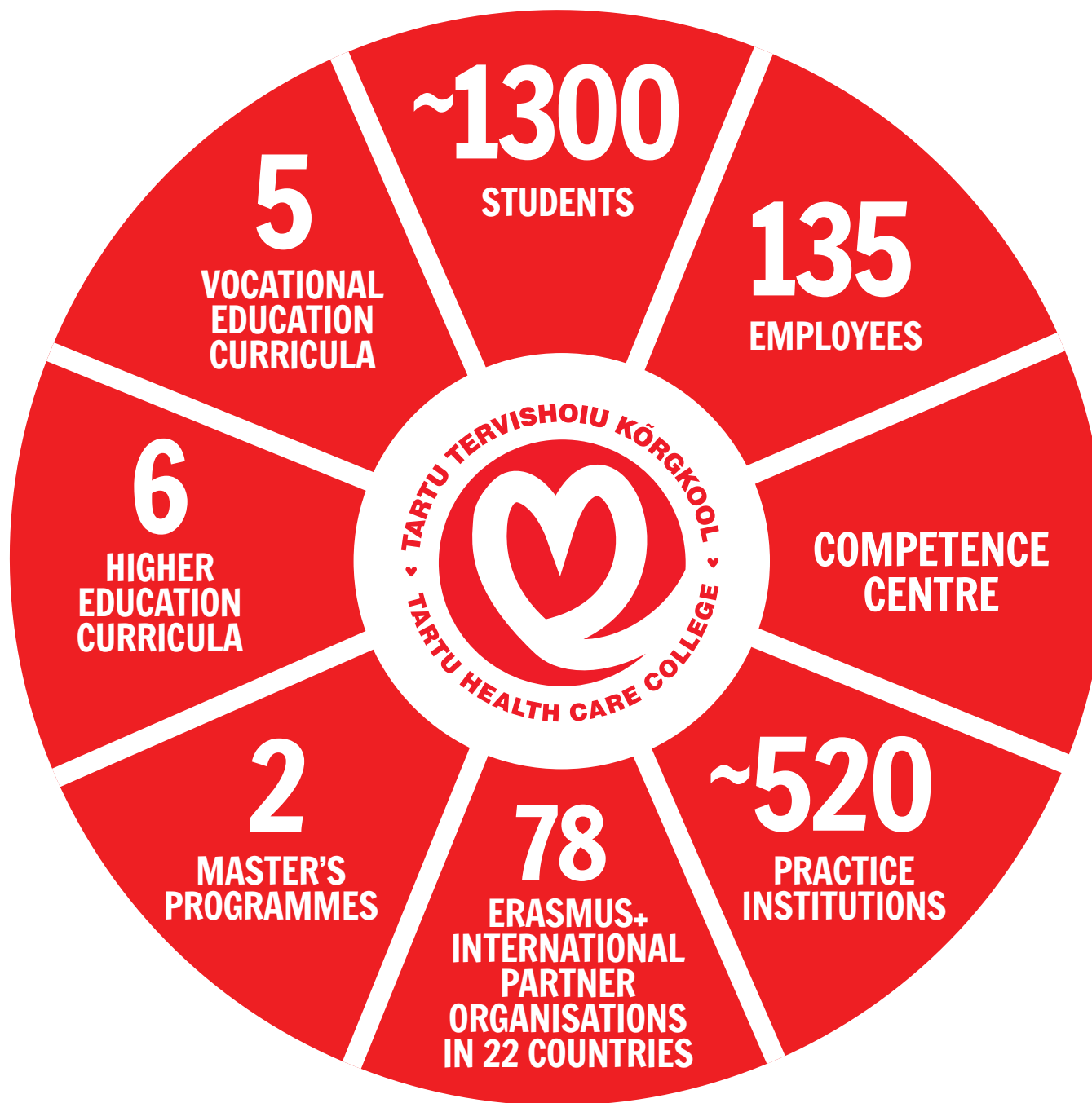




**TARTU
TERVISHOIU
KÕRGKOOI
TARTU HEALTH
CARE COLLEGE**

Development plan 2021-2025 of Tartu Health Care College

TARTU 2020



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Introduction

Tartu Health Care College (hereinafter the THCC or the college) is a state institution of professional higher education administered by the Estonian Ministry of Education and Research (hereinafter the HTM) in the fields of health and social care.

The THCC is functioning pursuant to the Higher Education Act, the Vocational Educational Institutions Act, the documents regulating higher education and vocational education, as well as the statutes of the college. The activity of the college is based on the strategic documents of the country, among which the most important ones involve the draft education strategy (October 2020), the draft of internationalisation principles in higher education and research until 2035 (May 2020), the draft strategy “Estonia 2035” (October 2020), the draft of public health development plan 2020-2030. The vision document “Professional Higher Education in the year 2035” issued by the Estonian Rectors’ Conference of Universities of Applied Sciences (hereinafter the RKRN).

The development plan is based on the THCC self-assessment report for institutional accreditation in 2019, the report of institutional accreditation and quality assessment by the Estonian Quality Agency for Higher and Vocational Education (hereinafter the EKKA), as well as the decision and recommendations made by the assessment committee.

The preparation process of the development plan 2021-2025 included online surveys for different target groups, engaging the employees, learners, graduates and partners. A wide information collection was carried out through discussions that engaged the representatives of the learners, graduates and partners in addition to the employees. The draft development plan was discussed in the study departments, in an online seminar with the partners and several times by the College Council. The development plan was submitted to the Advisory Board for information and to the HTM for approval, and then to the College Council for adoption. The preparation

of the plan was led and the fulfilment of the plan will be monitored by the rectorate.

The College has two strategic source documents: the development plan and the quality manual. The development plan 2021-2025 is a continuation of the previous development plan, at the same time including the revised vision and mission of the college, as well as a fresh interpretation of the core values that serve as a basis for the performance of the college. For the period 2021-2025, five strategic objectives with corresponding sub-objectives have been defined. The key indicators of development are presented across the fields of activity.

Implementation of the development plan is supported by the action plan compiled for five years (2021-2025), setting specific tasks for each calendar year, the responsible persons, deadlines, as well as the budget strategy, including the investment plan. The action plan and the budget strategy for 2021-2025 are approved by the College Council.



1811

Professor Chr. Fr. Deutsch founded a school of midwives at the obstetric clinic of Tartu University.



1944

After the Second World War the school was named the State Medical Secondary School providing education to nurses, midwives, medical assistants and laboratory technicians.



2005

Tartu Medical School passed successfully international accreditation. The school was reorganised and named Tartu Health Care College.



2020

Tartu Health Care College provides professional higher education on 6 curricula and vocational education and training on 5 curricula. In 2018, the Master’s Programme in Health Sciences was opened and in 2020 the international Master’s Programme in Radiography.

Mission, vision and core values of Tartu Health Care College

MISSION

We create conditions for the best health care education and promote health awareness in the society.

VISION

THCC is a nationally and internationally valued higher education institution and a competence centre in the field of health and welfare.

The college is governed by four core values in its performance:

PROFESSIONALISM:

We value quality, evidence-based, expertise, transparency, academic freedom and collaboration.

DEVELOPMENT ORIENTEDNESS:

We are learning-centred, smart, considering social needs, relevant and innovative.

HUMAN CENTREDNESS:

We value ethical principles, integrity, equality, empathy, individual approach and involvement.

HEALTH AWARENESS:

We support health, value healthy lifestyles and promote health awareness.

Stakeholders

The main responsibility of Tartu Health Care College is to the students. The value provided to the students depends on the value that is provided to the staff.

Value proposition to the students supports their confidence in the contexts of their professional life and personal development, motivating them to choose the college. Value proposition to the staff serves as a pre-condition for retaining professional employees, supporting their development and recruiting the best new team members.

STUDENTS

The best professional health care education

General competences supporting self-improvement and the career

Competitive qualification that is recognised nationally and internationally

Core values of the organisation that support the balance between the study process and personal needs

EMPLOYEES

Modern and innovative working environment considering personal needs

Engaging process management that supports personal development

Core values of the organisation that support the balance between work and personal needs

Team, good colleagues

Flexibility

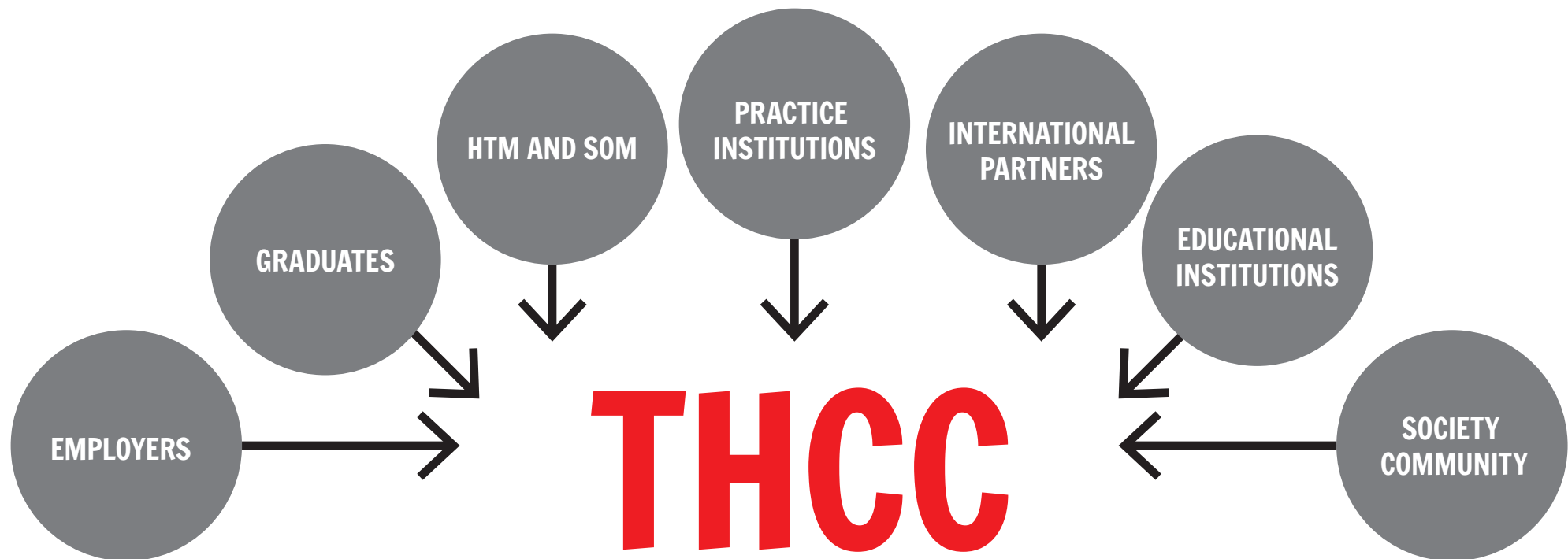


Main partners

The circle of college partners is varied, involving the graduates, practice institutions and other employers, professional associations, as well as different social organisations. In the development and organisation of higher education, as well as in the development of the best solutions for the provision of higher

education successful collaboration is carried out with other higher education institutions, the HTM and the Ministry of Social Affairs (hereinafter the SoM). Community and in the wide meaning the whole society in the role of the partner is focussed on due to the college mission to promote health awareness of

the population and meet the need for high-quality health care education, as well as in the provision of community services. International partners (mainly educational institutions, professional associations, networks) are mostly involved in the activities related to learning, teaching, research and development.



Strengths and improvement areas

STRENGTHS

Strengths of the organisation are the ones that should be maintained and that form a basis for new opportunities to focus on, following the college vision. Tartu Health Care College is a well-known and recognised educational institution in Estonia.

Strengths of the college include:

- competent and highly valued graduates
- dedicated and professional teachers
- the curricula that meet the needs of the labour market (incl. the curricula and continuing education in the fields of environmental health, radiography and biomedical laboratory science that are unique in Estonia)
- the high-level learning and teaching infrastructure with modern architectural design
- good practical training opportunities and collaboration with the professional associations and the employers
- good collaboration with international partners
- community services

There is a well-functioning system of community services at the college that was recognised in the accreditation process by the EKKKA's assessment committee in their decision of 27.04.2020. The college contribution to health promotion, health behaviour leadership in the society and the engagement of students into community activities were also acknowledged. The competence centre of Tartu Health Care College offers services to the public and organisations, including various activities like projects targeted to the promotion of health and health awareness. The personal approach to each student implemented at the college has also been recognised. The individual study programme is a good opportunity for taking into account different needs of students; this opportunity is also highly appreciated by the students.



IMPROVEMENT AREAS

Improvement areas of the college are based on the self-assessment related to institutional accreditation, the outcomes of the previous development plan period and on the national strategies. The college has continuously identified the improvement areas and the objectives of the development plan provide guidelines for dealing with these areas.

Learning and teaching

- development of the support system for learning and teaching
- development of general competences across the curricula
- continuous development of the scope of interprofessional education and the aspects of interprofessional approach
- a wider use of information and communication technology solutions

Research and development

- development of the support system for research and development (incl. funding for research and development)
- prioritisation of research areas
- more effective integration of specialities in the conduct of research studies

Service development

- a wider provision of high-quality services (incl. continuing education)
- more effective integration of services with the curricula

Across the fields, the potential of college graduates should be more effectively implemented by engaging them in the development of learning, teaching and service provision, as well as in research and development.

Internationalisation

- participation of students in the long-term mobility programmes
- development and sustainable functioning of international Master's studies

Organisation and management

- revision of the quality manual for more effective implementation of the quality management system
- provision of competitive salary



Impact of the external environment

Global changes are speeding up and difficult to predict. Factors of the external environment, pandemics, social trends and changes, the threats as well as opportunities have a considerable impact on the THCC activities. Attitudes in the society and changes in the economic environment, the reputation and income levels of health and social care professionals, as well as the income levels of teachers influence the motivation and choices made by the learners as well as by the teachers. The health care field in Estonia is facing the shortage of health care and other specialists due to the decreasing and aging population. The interim OSKA report in 2020 highlighted the fact that the foreseeable education offer, regarding the health care field, would enable in most professions the substitution for those who are leaving the labour market. Expectations of the population in relation to the availability and quality of health care services have also increased that, in turn, is magnifying the need for health care specialists.

The urgent topic in population health is the importance of healthy lifestyles, a need to support healthy choices of people and to orient their attitudes and behaviour to the maintenance of health, as well as the physical and social environment.

In recent years, the biggest trends in higher education in Estonia have been the decreasing number of students and their increasing age. Although, the prognosis for coming years shows the slowing down of the decreasing number of student admissions and stabilization of the student numbers due to the increasing popularity of lifelong learning and stabilization of the birth rate. Changes in population processes have a major impact on the competi-

tion success of admissions. The movement towards a more comprehensive approach to competences has an important effect on the whole education system. In the future society, learning skills, critical thinking, data usage, the ability to analyse and generalise, creativity, social and emotional skills, new media literacy and information technology skills, as well as the attitudes and values of learners are becoming more and more important.

In the context of expectations coming from the external environment it is essential to integrate the learner and the learning centred approach and learning and teaching oriented to the future in order to help the learners to cope well in their life, to adapt to the changing educational needs and expectations in the society and in the labour market.

Increasingly fast developing technologies are more and more having an impact on the fields of education and health care. The infrastructure and methods used in learning and teaching are changing; the use of health technologies is widening. It is a challenge to identify the best digital devices suitable for effective functioning of the study process at the college, as well as for serving human health and welfare. An increasing attention is being paid to the provision of equal opportunities and availability of education in the society from the aspects of special needs of different population groups, as well as from the aspect of regional availability. A need to improve the integration and flexibility of all education levels and types is becoming more essential. The strategy of national education policy is to develop a common European education area by the year 2025 that requires more effective internationalisation.



The determining factor is general funding of higher education based on the gross domestic product that has decreased within the last seven years, falling behind the economic growth. As a result of that the salary increase has been considerably less among academic staff compared to salaries in the other public and private sectors.

¹ https://www.riigikantselei.ee/sites/default/files/riigikantselei/strateegiaburoo/Eesti2035/2._haritud_inimene_ja_kultuur

Strategic objectives 2021-2025

For the development period 2021-2025, Tartu Health Care College has identified strategic objectives in five areas ((E1-E5) that are supported and specified by sub-objectives (E1.1-E5.3).



Learning and teaching

E1. High-quality implementation of the curricula as well as competent graduates who are valued in the labour market

The college considers it essential that all the curricula at the levels of professional education, Master's studies and vocational education are based on current specialised knowledge, continuously and systematically revised based on evidence, taking into account the needs of the labour market, international development trends in the specialist fields and changes in the society.

E1.1 High-quality study process

Professional management of the study process is valued at the college, taking into account the changed profile of the learner, the principles of learner and learning centredness, as well as innovative technological opportunities. The effectiveness and relevance of learning/teaching methods and environments are researched and developed in order to improve the quality of learning and teaching.

Contemporary approach to learning and teaching, as well as interdisciplinary collaboration are used to support the development of the self-directed learner. As a result of that we have graduates who are motivated and competent employees in the health care field and their education and training corresponds to the needs of the population and the health care system.

The curricula are developed in collaboration with national and international experts in order to assure competitiveness and quality. We support the participation in international networks by our employees, the development of learning and

teaching and the curricula in collaborative working groups.

Evidence-based, varied learning and teaching methods and forms serve as the study process priority, supporting the achievement of general competences at all education levels. Development of general competences across the curricula is also focussed on.

E1.2 Modern learning and teaching environment and flexible organisation of studies

The modern learning and teaching environment is supporting the development of the learner in their acquirement of health care education that is high-quality, valued in the labour market and oriented towards future. Current ICT solutions are increasingly implemented in the study process, continuous attention is paid to the promotion of learning and teaching culture at the college, as well as to the adherence to the principles of academic and professional ethics.

We consider essential the flexibility of study organisation. In the provision of formal education, services and continuing education the learners', teachers', employees' and collaboration partners' need to adapt to the changes of the external environment is considered.



Research and development

E2. Research and development support evidence-based learning and teaching, as well as promote health awareness in the society

High-quality research and development ensure evidence-based promotion of continuous health and social care education at the college. Curriculum development based on collaboration across the curricula, as well as the improvement of health-related knowledge, skills and attitudes in the community serve as the priority in the identification of research and development topics.

E2.1 Research and development capacity is growing

Internal resources of the college, as well as national and international collaboration opportunities are increasingly implemented in the conduct of research and development. Our aim is to improve the system supporting research and development by increasing the college capacity and opportunities for the leadership and funding of research and development projects.

We implement the career model for teachers, including a clear planning of teaching, research and development hours in the academic positions. Teachers participate in national and international applied research studies and publish research papers.

We involve our learners and graduates more purposefully into the process of applied research and development projects of the college.

E2.2 Research and development is contributing to health awareness promotion in the society

Our aim is to provide regularly high-level publications on the research and development results of the college, considering the needs for curriculum development and evidence-based health information.

We support and value the continuous popularisation of research and development, as well as the dissemination of research results in order to make the research results available for a wider audience. This is the way to increase the impact of research on the population attitudes regarding healthy lifestyles and making healthy decisions.



Service development

E3. The system of services supporting the sustainable development of the field and the organisation is in operation

Services are supporting a varied practical training, resulting in education that meets the needs of the society and in high-quality preparation for the competition in the labour market. Functioning community education supports the relationships between the college and the community (the society as a whole), contributing to the health awareness promotion of the population.

E3.1 Variety and volume of services are increasing

Provision of services is based on the general objectives of the college, the development trends in health care, as well as the needs of the society and the labour market.

Services are flexible and varied, taking into account the needs of the target groups on the basis of the human life span. The volume and variety of services integrated with learning and teaching are increasing.

In the service development, we are widening the provision of training courses in Estonian and English, fee-charging and without fee-charging e-learning courses, keeping in mind information technology opportunities.

Services offered to educational institutions are aimed at the popularisation of the health care field, supporting informed choices of the career pathway.

In the service provision, we collaborate with research and development institutions, as well as with enterprises by sharing the infrastructure.

E3.2 Target groups are aware of and satisfied with the provided services, the quality is assured

We provide services in the modern e-environment, taking into account the needs of current and future target groups.

Marketing of the services is coordinated, relevant and focused on the target groups; the community is aware of the competences of the college.

A functioning quality system is implemented in the quality assurance of services.



Internationalisation

E4. Internationalisation is supporting the quality of health care education and the recognition of the college

Internationalisation facilitates the improvement of knowledge and skills at the college, enabling us to provide contemporary curricula and assure their quality. The staff as well as the (international) students have an environment that favours the improvement of knowledge and mastery of skills. Increasing number of international partners and networks is evidencing the high-quality of the college as the competence centre, more and more potential student candidates are willing to acquire knowledge and skills provided by the college which, in turn, contributes to the increasing international recognition and attractiveness of the college.

E4.1 Internationally competitive education

The aim of internationalisation is the ability to provide contemporary competitive education on all the curricula. This aim is achieved by continuous and effective international collaboration and networking in curriculum development.

Opportunities for e-learning and virtual mobility are used more often. Involvement of international lecturers, as well as student and employee mobility improve the quality of learning and teaching, research and development, being beneficial from the perspective of sharing new knowledge.

Subject courses and Master's programmes in the foreign language facilitate the development and sustainability of the profession as well as the students, providing them with a wider range of choices and with an opportunity to promote their skills required in the labour market.

International project work is supporting the quality and promotion of research and development, curricula and services at the college.

E4.2 Environment that supports internationalisation

Our aim is to develop a comprehensive system for the development and organisation of international relations in order to ensure the promotion of the study process in collaboration with national and international partners.

We promote our members' interest in international development collaboration and support choices that promote internationalisation in the organisation of studies.

International students help to create a local international learning environment and facilitate international collaboration.



Organisation and management

E5. THCC functions openly and effectively

We develop continuously an open organisation culture and environment based on the core values of the college in order to support learning, meet the needs of the learner and facilitate the employees' commitment to their professional performance. We follow the principle of equal treatment and value that every person takes responsibility for their tasks.

E5.1 Management system that is transparent and considerate

We develop continuously the quality management system of the college.

We support systematically the personnel development and self-actualisation opportunities. We develop mainly the management competence of the managers at different levels. We provide varied opportunities for professional development and flexible working conditions in order to ensure qualified teaching staff in future.

We develop the integrity and effectiveness of knowledge administration.

E5.2 Motivating and innovative working and learning environment

We maintain and develop our modern, high-quality and attractive learning and working environment.

We promote the use of smart devices in learning and teaching. We develop systematically the digital and technological skills of our members.

We revise the recognition and motivation system for our members.

We value health and environmental awareness. We save the environment in our activities and serve as role models in the leadership of health behaviour.

E5.3 Financial and economic sustainability of the college is ensured

Our aim is to increase the budget resources for higher and vocational education, as well as for research and development in collaboration with the state and private sectors.

The goal is to ensure competitive remuneration for the staff.

Financial decisions of the college are based on the development needs of the college, the balance of income and costs of activity support, the effectiveness of economic activity and financial risk management.



Key indicators and target levels of development

Achievement of the development objectives at the THCC is measured via monitoring and evaluation based on the key indicators that are defined in ac-

cord with the mission, vision and objectives of the college. The indicators allow the monitoring of effectiveness of the planned activities and the imple-

mentation of measures, if required. The baseline levels and the target levels of the indicators by the end of the development plan periods are defined.

INDICATOR	APPLICATION	BASILINE LEVEL	TARGET LEVEL 2025
Ratio of standard period graduates to the students enrolled to higher education curricula (HTM performance indicator for activity support, EHIS)	E1, E2, E3, E4	67% (10.11.2020)	Minimum target level of 70%, and increasing the graduates' % within the standard period with the help of improvement activities
Ratio of students discontinuing studies at the college in general and by education levels (vocational education, professional higher education, Master's studies)	E1	12.5% of students deleted from the matriculation registry in 2019 (vocational education 37.8%, higher education 10.1%, Master's studies 3.4%)	Downward trend
Ratio of teaching staff with PhD	E1, E2	11.6% of 20.11.2020	20%
Employer satisfaction with the education provided by the college	E1	Feedback collection instrument and methodology prepared in 2021	Feedback collection instrument and methodology prepared and implemented at least twice during the development plan period
Total number of high-level publications (1.1, 1.2, 2.1, 3.1) per calendar year (ETIS)	E2, E1	8 (in 2019, of 20.11.2020, ETIS)	20
Ratio of all publications per teaching position per calendar year	E2, E1, E3	1.5 (in 2019, of 20.11.2020, ETIS)	2
Volume of services provided within formal education (in ECTS)	E3, E1	Methodology for service volume monitoring developed in 2021	Upward trend
Satisfaction level with services (community services, continuing education services)	E3	Review of the current feedback collection technique and development and implementation of basis for indicator evaluation (separately for community services and continuing education services)	
Amount of external funding (structural funding, foreign countries) for research and development projects (% from budget per calendar year)	E4, E1	3.7% in 2020	7%
Ratio of students in long-term mobility to total number of students per calendar year	E4, E1	2.9% of students (33), 7.7% of pupils (11) of 31.12.2019	5% of students, 10% of pupils
General employee satisfaction	E5, E1	Since November 2020, the new feedback questionnaire is implemented every other year	
Student satisfaction with organisation of studies	E1, E5	Revised feedback questionnaire is implemented annually since 2021	
Teaching staff salary (positions of teacher and lecturer)	E5	1340 and 1420 euros (in November 2020)	Upward trend (25% increase by 2025)
Ratio of education activity income to activity support (HTM performance indicator for activity support)	E5, E3	4.1% (in 2020)	6%

Development plan monitoring and revision

The college development plan is the document that provides directions for the development of the whole organisation for the period 2021-2025.

- To ensure the implementation of the development plan we prepare an action plan for 2021-2025, including specific tasks for each calendar year, the responsible persons, partners to be involved and deadlines. The action plan and the budget strategy are adopted by the College Council and

annually reviewed and revised.

- Fulfilment of the action plan is assessed once a year to monitor the effectiveness of target level achievement of development indicators.
- The relevance of target levels and indicators is assessed and revised, if required.
- The college rectorate, led by the rector, carry respon-

sibility for the implementation of the development plan. The obligation of the rectorate is to manage the process and check the fulfilment of specified tasks. The organisation structure and responsibility areas within the structure are monitored in the fulfilment of development plan.

- The following development plan will be prepared in 2025.



Development plan 2021-2025 of Tartu Health Care College adopted by the College Council Decision No. 1 of 07.01.2021.

Commentaries:

Development plan 2021-2025 of Tartu Health Care College approved by the Ministry of Education and Research Decision No. 9.3-1/20/5470-2 of 31.12.2020 pursuant to subsection 1, of section 3, of clause 25 of the Higher Education Act.



TARTU TERVISHOIG-KÕRGGKOL

HEART IN THE RIGHT PLACE

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