

APPROVED
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DEVELOPMENT PLAN OF THE HEALTH EDUCATION CENTRE
2017–2021

Tallinn, 2018

Contents

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1

DEVELOPMENT PLAN OF THE HEALTH EDUCATION CENTRE	1
2017–2021	1
Tallinn, 2018	1
Introduction	3
Summary of Development Plans for the Occupational Therapist, Health Promotion and Midwife study programmes	4
2. Strategic objectives and activities	9
2.1 Members	9
2.1.1 Teaching staff	9
Teaching staff have participated in domestic or international events with presentations at least three times in five years.	9
To support research and creative work, teaching staff supervise at least two course papers, diploma papers and project papers during the Development Plan period.	9
To support sustainable professional development, at least 3 articles in a year in the relevant fields of specialisation are published in journals other than peer-reviewed journals. One article on each of the 7 applied research projects has been published in a peer-reviewed journal by the end of the Development Plan period:	9
2.1.2 Students	11
2.2 Studies and teaching	12
2.3. Development and applied research	14
2.4. Management, communication and alumni	15
2.5 Study and work environment	17
2.6 Activities geared to the public, services for a fee	18
2.7 Continuing training	19
3. Implementation and amendment of the Development Plan	20
	2

Introduction

The Health Education Centre is a structural unit of the Tallinn Health Care College managing three study programmes:

Midwife (1470), duration 4.5 years, includes the nursing profession, scope 270 ECTS.

Occupational Therapy (3311), duration 4 years, 240 ECTS.

Health Promotion (80997), duration 3 years, 180 ECTS.

All these study programmes correspond to the first level of professional higher education and belong to the Health Care group of programmes. The three programmes underwent international quality assessment in 2016; the next assessment of the Midwife and Occupational Therapy programmes will take place in 2023. As a secondary condition, the Health Promotion programme was requested to submit a written report on improvement proposals by 11 November 2017. According to the decision of the higher education assessment council of EKKA (Estonian Quality Agency for Higher and Vocational Education) of 2 February 2018, the secondary conditions for the Health Promotion programme have been met.

The study programmes correspond to the areas of activity of the Tallinn Health Care College. The objectives and outcomes of the study programme meet the general requirements for professional higher education and the requirements for ensuring professional activities. This Development Plan of the Health Education Centre is based on proposals by the teaching staff, students and alumni of the three curricula submitted in 2017. This Development Plan is based on the following documents: [Republic of Estonia Education Act \(RT 1992, 12, 192\)](#); [Institutions of Professional Higher Education Act \(RT I 1998, 61, 980\)](#); [Universities Act \(RT I 1995, 12, 119\)](#); [Standard of Higher Education \(RT I 2008, 57, 322\)](#); [Professional Standard of Health Promoter, Level 6 \(29 May 2014\)](#), [Professional Standard of Midwife, Level 6 \(23 May 2013\)](#), [Professional Standard of Occupational Therapist, Level 6 \(6 December 2012\)](#), [Statutes of the Tallinn Health Care College \(4 December 2017\)](#), [Development Plan of the Tallinn Health Care College 2017–2021](#), [Product-Oriented Study Programme Statute of the Tallinn Health Care College \(19 April 2011\)](#), [Public Health Act \(RT I 1995, 57, 978\)](#), [National Health Plan 2009–2020](#) Professional trends, needs and developments in society and technology were also taken into account.

Summary of Development Plans for the Occupational Therapist, Health Promotion and Midwife study programmes

Most of the objectives of the Development Plan for the Midwife Study Programme for 2012–2016 were achieved.

- ✓ One teacher obtained a master's degree in vocational education in the Tallinn University, one continues master studies in midwifery in England.
- ✓ All members of the teaching staff of the programme participated in domestic and international conferences with presentations. Data in ETIS
- ✓ Three international projects: Well Man, ProHealth and INEC were concluded during the Development Plan period, in which 21 students including 5 international students participated. Two new projects: Training of Midwives in Afghanistan and Breastfeeding, were launched during the Development Plan period and will continue into the next period; 96 students participated in these projects, 4 of them in the applied research for the Afghanistan project and 92 in the Breastfeeding course, including 46 international students. As a new project, the joint subject of "Intimate partner violence and case solution" was launched in cooperation with the Estonian Academy of Security Sciences.
- ✓ Two applied research studies were launched under the INEC and Afghanistan midwives training projects. The Afghanistan study results will be available in 2018; students have presented interim results at a conference.
- ✓ Continuing training for traineeship supervisors was attended by 15 midwives.
- ✓ Seven diploma papers were submitted for the best diploma papers competition held by the Council of Rectors of Institutions of Professional Higher Education (RKRN).
- ✓ 80% of students graduate with diploma papers.
- ✓ The e-learning needs of the study programme have been mapped. E-learning objects are available for most subjects. 6 ECTS are fully available through e-learning.
- ✓ Joint subjects have been launched with the Metropolia University of Applied Sciences (Finland) and the Estonian Academy of Security Sciences. All students have studied in English for 3 ECTS.
- ✓ The obstetrics teacher has prepared a Midwifery Textbook on the basis of learning materials, which is partly available in the Moodle environment.
- ✓ Separate rooms have been adapted for two psychologists to counsel students.
- ✓ Regional vocational policy has been continuously harmonised on the national level to find inter alia health care, social and educational institutions as well as resources for students' traineeships and trainee supervision in cooperation with local governments.
- ✓ Nine students have needed tuition in the official language; students are aware of the availability of VÕTA (Credits for Earlier Studies and Work Experience), which has been used 34 times.
- ✓ Traineeship seminars in cooperation with traineeship providers have been held every year for the successful organisation of traineeships.
- ✓ Continuous satisfaction with studies as evidenced by feedback show that the form of studies is suitable for the students.
- ✓ Identification of the needs and possibilities for professional master studies in Estonia in cooperation with the Estonian Midwives Association, Estonian Nurses Union and the

Department of Nursing Science of the University of Tartu. A course paper and a diploma paper were written in the course of the study.

- ✓ The following applied research studies were completed by the end of the Development Plan year:
 1. Smoking experience of pregnant women;
 2. Mothers' expectations to midwives' support for breastfeeding as exemplified by the Department of Neonatal and Infant Medicine of the Tallinn Children's Hospital;
 3. Early release from hospital.
- ✓ New applied research launched during the Development Plan period:
 1. Erasmus+ INEC project;
 2. Organisation of and satisfaction with midwife's professional traineeship in a working environment, in partnership with the East Tallinn Central Hospital;
 3. Ethics in higher education institutions;
 4. Midwifery in Afghanistan.
- ✓ Students and teachers participate in the planning and conduct of health education seminars every year. Information is distributed and training provided to about 8 education institutions every year, for about 250 participants. Various information events on health education are attended as work group members.
- ✓ The mobility of teaching staff and students has increased during the Development Plan period. Eight teachers have taught joint subjects in partner schools or taught under the Erasmus+ programme; a total of 38 external lectures have been held. Four teachers have used Dora grants to participate in conferences and training courses in their respective fields. Twenty-three incoming teachers have been received.
- ✓ Student mobility has been increased through international projects, joint subjects and under the Erasmus+ programme. Outgoing student mobility: 57 (58%) students, incoming mobility 64 (66%) students (there were 97 students in total in 2016).
- ✓ The international assessment of the group of programmes was successfully passed for a term of 7 years.

Activities not performed:

- ✓ None of the teaching staff began doctoral studies during the Development Plan period.
- ✓ At least one professional continuing education course has been offered every year: "Extraordinary situations in obstetrics" (simulation training) and "Neonatal resuscitation" (simulation), but the courses were cancelled due to the small number of participants.
- ✓ The applied research project "Identification of the needs and possibilities for professional master studies in Estonia" in cooperation with the Estonian Midwives Association, Estonian Nurses Union and the Department of Nursing Science of the University of Tartu was not launched, as the Estonian Midwives Association did not respond to or show interest in the project proposal, which was sent to them in 2016.

The Development Plan for the Chair of Health Promotion for 2012–2016 has been implemented in all material aspects. Main achievements:

- ✓ Accreditation of the study programme by the International Union for Health Promotion and Education (IUHPE) in 2014.
- ✓ Alumni participate in the work of the council for the study programme.
- ✓ The transition to module study (2013/2014) increased the admission competition as follows: 2012 (2.2); 2013 (6.9); 2014 (6.5); 2015 (6.5) and 2016 (6.1).
- ✓ Traineeships corresponding to the study programme can be taken throughout the semester from the year 2014.
- ✓ Two elective courses for the study programme (6 ECTS) are offered jointly for 2nd and 3rd year students.
- ✓ Psychology is taught (by a guest lecturer) for 1st year students in cooperation with the Chair of Occupational Therapy.
- ✓ Since 2015, the Global Health course (3 ECTS) is available in English to Health Promotion students, students of the Estonian Academy of Security Sciences and international students. Twenty-one students participated during the Development Plan period.
- ✓ Framework contracts have been signed with the main traineeship providers.
- ✓ The following applied research studies have been launched:
 1. “Need for positions of employees offering health promotion, occupational therapy and care work services and for their professional continuing education”;
 2. “Sleep quality and health – screening for obstructive sleep apnoea of different degrees of severity in patients”. Partners: Chair of Nursing, Estonian Sleep Medicine Association and TalTech Technomedicum.
- ✓ Participation (by a joint component of study programmes) in the international intensive programmes Poverty and Social Exclusion (2010–2013) and Prevention of Risk Behaviour in Youth (from 2013/2014).
- ✓ An ergonomically equipped classroom has been created as an example of a healthy teaching and learning environment.
- ✓ Outgoing student mobility 23%, no incoming students.

The Development Plan for the Chair of Occupational Therapy for 2012–2016 was implemented in all material aspects. Highlights:

- ✓ All students can take a 4 ECTS course taught in English by a teacher from the Riga Stradins University.
- ✓ Outgoing student mobility 34% and incoming student mobility 40%.
- ✓ Teaching staff mobility 33%.
- ✓ The training of traineeship supervisors was developed and modernised (about 20 traineeship supervisors were trained).
- ✓ Two teachers of the Chair have master’s degrees.
- ✓ The best diploma papers of students of the Chair of Occupational Therapy were published in the College’s compilation book and on the website of the Estonian Association of Occupational Therapists.

- ✓ A support system has been developed by the College and made available to students along with individual need-based counselling in the Chair.
- ✓ Teaching staff contribute to the R&D and creative activities of the College by participating in various teams (counselling system upgrade team, quality working group, bioethics committee, development and international relations committee, RUTA team, VÕTA committee).
- ✓ A number of e-courses have been developed for the Moodle environment.
- ✓ Learning aids have been modernised. A number of standardised assessment tools have been ordered (e.g. LOTCA for assessing cognitive prerequisites for occupational therapy, the Purdue Pegboard Test for assessing fine motor skills, etc.)
- ✓ Traineeship documents have been transferred to the Moodle environment.
- ✓ The Chair participated in the alumni survey held by the College.
- ✓ The applied research project “Development of Estonian occupational therapy terminology” was completed.
- ✓ Joint components of study programmes have been identified in cooperation with other chairs and joint modules have been created (e.g. Basics of Research).
- ✓ The teaching staff and students of the Chair were internationally mobile (IPCEC intensive courses; annual ENOTHE conferences and the Community University Partnerships in OT project, LLP/Erasmus teacher and student exchange).
- ✓ The learning environment has been improved (an accessible training kitchen was created in 2013 with support from the infrastructure measure, and the teachers’ room was transferred to a higher floor from the basement).
- ✓ The professional standard of Occupational Therapist was updated in cooperation with the Estonian Qualifications Authority and the Estonian Association of Occupational Therapists.

Activities not performed:

- ✓ The Chair of Occupational Therapy did not hire a new teacher (full time) from the 2013/2014 academic year and appoint a mentor for them.
- ✓ Continuation of the publication of the “English–Estonian Dictionary for Occupational Therapy Students” (in cooperation with a language teacher, one volume every year). Instead of preparing a dictionary, a large-scale applied research project was carried out to develop Estonian occupational therapy terminology and, as the project outcome, the new terms were added to the Esterm database for Estonian terminology.
- ✓ The Chair did not conduct a specialisation-specific survey of employers, as the study programme underwent quality assessment during the reporting period, during which representatives of employers of alumni were interviewed orally.
- ✓ Identification of topics for and conduct of annual continuing training in cooperation with the Estonian Association of Occupational Therapists.
- ✓ Analysis of the need to launch master studies and participation in preparations for launching such studies during the reporting period (in cooperation with the Baltic countries).

Mission

To offer internationally recognised professional higher education, to train innovatively and critically thinking professionals and, through consistent health education, influence people's health behaviour on the individual and community levels.

Vision

Sustainable high-quality teaching and contribution to professional expertise through applied research. Offering area-specific competence in activities for the public.

2. Strategic objectives and activities

2.1 Members

2.1.1 Teaching staff

Indicators:

- Number of teaching staff with a doctoral and/or research degree per higher education study programme – currently 0, target 2
- Number of employees who have received training in simulation modelling methods – currently 3, target 13
- Mobile teaching staff in a year – currently 10, target 15
- Number of contractual guest lecturers per study programme by the end of the development period – 6, currently 0.

Activity	Description of activity	Result and/or outcome by 2021
Development of staff competences	Doctoral studies are supported by allowing flexible working time and a free semester.	The Health Education Centre has at least 6 teaching staff with a doctoral or research degree: 2 in Midwifery; 2 in Health Promotion; 2 in Occupational Therapy.
	The focus is on skills of using simulation modelling methods.	Simulation training is used in the daily learning process: Midwife 30 ECTS Occupational Therapy 10 ECTS Health Promotion 5 ECTS. Thirteen teachers have received training in simulation modelling.
	Development of foreign language skills and digital competences.	Lecturers and research staff have English skills corresponding at least to the B2 level and all teaching staff have the digital competences needed in their daily work.
	The Centre supports the R&D activities of the teaching staff, publication of articles in peer reviewed publications, internationalisation, and offers supports from a statistical data processing expert. Teaching staff who do not have sufficient supervision competence are involved as co-supervisors.	Teaching staff have participated in domestic or international events with presentations at least three times in five years. To support research and creative work, teaching staff supervise at least two course papers, diploma papers and project papers during the Development Plan period. To support sustainable professional development, at least 3 articles in a year in the relevant fields of specialisation are published in journals other than peer-reviewed journals. One article on each of the 7 applied research projects has been published in a peer-reviewed journal by the end of the Development Plan period: 3 on midwifery, 2 on occupational therapy and 2 on health promotion.

Internationalisation	Over two years, 1.0 position for a guest lecturer is created from the ASTRA project funds.	At least two guest lecturers teach in the structural unit every academic year, including at least one under an employment contract.
	Cooperation with EU members is continued.	Health Promotion: Regular ERASMUS+ exchange of teaching staff has been launched.
	Participation in international higher education and specialisation networks to develop study programmes and increase the mobility of teaching staff.	Health Promotion: IUHPE accreditation Occupational Therapy: the programme has WFOT recognition; member of ENOTHE.
	Cooperation with third countries is extended.	Each study programme has a partner from a third country.

2.1.2 Students

Objective: students are involved in management and development activities and graduates have evidence-based specialised competences, specialised foreign language skills, digital competences, technical knowledge and skills, and they cope well on the labour market.

Indicators:

- The three-year dropout rate in each study programme is under 7%.
- Share of admitted students that complete the programme during the nominal study period 70%
- Employment of alumni in the field of specialisation 70%
- Student mobility 20%

Activity	Description of activity	Result and/or outcome by 2021
Involvement of students	Students are involved in the activities of the structural unit and in activities for the public.	Students of each study programme have planned and implemented public-oriented activities in the course of project-based traineeship.
Development of students' competences	Students' research papers are entered for recognition in the College's internal and external research competitions.	At least three papers a year from each study programme are entered in the College's student research competition. At least one paper in two years from each study programme participates in an external competition.
	A Technologies module is created and the development of digital competences is integrated into subjects in all study programmes.	Students of each study programme can take a (digital) Technologies course for at least 2 ECTS.
Internationalisation	The share of international students is increased through subjects taught in foreign languages. Cooperation is continued with EU members and extended to third countries in order to develop study programmes and improve the possibilities for student mobility.	Student mobility is 20% by the end of the reporting period; joint subjects and project participation.
Counselling and student centredness	Studies are organised flexibly while pursuing the objectives of lifelong learning and facilitating studies for working students and/or students with families.	The organisation of studies is flexible for students, based on their feedback and suggestions.

2.2 Studies and teaching

Objective: to create joint learning between study programmes, develop digital culture and ensure innovativeness and efficiency of learning

Indicators:

- Joint subjects between study programmes 20 ECTS
- Total number of specialised Estonian textbooks for the programmes 4.5
- Employment of alumni in the field of specialisation – target 85%
- Students' satisfaction with the learning process 95%

Activity	Description of activity	Result and/or outcome by 2021
Study programme development	Study programmes are developed to teach joint subjects in Estonian and foreign languages.	Joint subjects between study programmes are available in a scope of at least 20 ECTS. A Technologies module has been created. Each study programme incorporates at least 8 ECTS of subjects taught in English.
	Development and implementation of learning by simulation	Learning by simulation is used in the learning process
	The concept and implementation process for innovative diploma papers is developed in cooperation with partners.	In accordance with the concept of innovative diploma papers, at least 2 smart diploma papers have been prepared in all study programmes by the end of the Development Plan period.
	The need for formal education for occupational therapy assistants for acquiring the occupation therapist's profession is analysed.	Training needs have been analysed, workplace-based studies are launched in 2017, funding from INNOVE.
Quality assessment	Application for international certificates for the study programmes	The Health Promotion and Occupational Therapy study programmes have valid international recognition.
	The recommendations and proposals of the 2016 quality assessment of the Midwife, Occupational Therapy and Health Promotion programmes are analysed and implemented	Feedback has been analysed and proposals can be implemented from the academic year 2019.
Organisation of studies	<p>The organisation of studies is consolidated by centralising similar processes into support structures.</p> <p>Application of the principles of flexibility in the organisation of studies continues.</p>	<p>Joint subjects are implemented through the organisation of studies and development of study programmes.</p> <p>The systems of elective and optional courses are merged, there are no optional courses in the study programme.</p> <p>A flexible form of studies is used in the study programmes.</p>
Regional dimension	<p>The Kohtla-Järve structural unit prepares for at least one admission of Occupational Therapy students.</p> <p>The need for and organisation of Health Promotion studies is analysed.</p>	Regional study of Occupational Therapy is launched in the Ida-Virumaa County in 2020. The identification of needs for regional study in Health Promotion begins in 2019.

Teaching	A systematised database of study situations and situations for verification of knowledge and skills is created.	Digital learning is used.
	Extension of studying opportunities for students with special needs by applying the assessment of individual support needs, offering support, and using modern innovative solutions.	Video lectures with subtitles.
	Need-based teaching of the official language and, if possible, publication of specialised study literature are continued.	At least one specialised textbook in Estonian is available for each of the Midwife, Occupational Therapy and Health Promotion programmes and students can study the official language if necessary.
	Integration of English and Russian skills in the subjects taught.	Students' acquisition of specialised language skills in the learning process is supported in cooperation with language teachers using the CLIL method.
Learning environment	Occupational Therapy – a home environment simulation is planned, built and furnished.	A Home Environment project has been launched by the end of the Development Plan period.
	An ambulance simulation environment with technical equipment is created (ASTRA) for teaching intensive, war and catastrophe medicine subjects.	Midwife – an ambulance simulation is used in the study programme.
	Health Promotion – a digital environment for learning by simulation is developed and the classroom is supplemented with ergonomic equipment. A study will be conducted to identify the need to improve the classroom equipment.	Health Promotion – a digital learning programme of educational games has been implemented. Health Promotion – the learning environment is a practical study centre for an ergonomic work and learning environment and competence is offered within the College and more broadly in society.

2.3. Development and applied research

Objective: The domestic and international development activities and applied research of the structural unit are innovative, based on the needs of the community and partners, and involve students.

Indicators:

- Student satisfaction with supervision (satisfaction survey results) – current 4.7, target 4.7
- Entries in ETIS (during any three years) – current 49, target 70.

Activity	Description of activity	Result and/or outcome by 2021
Student papers	The format of diploma papers is changed and student papers are presented at conferences and in professional associations.	Diploma papers are defended in various forms such as poster presentations, human libraries, etc.
Applied research	Supra-programme applied research is developed and ASTRA project studies are participated in.	At least two supra-programme applied research projects have been launched.
Internationalisation	Participation in international and professional networks.	Three cooperation agreements have been signed with higher education institutions of third countries and contractual activities are actively implemented.

2.4. Management, communication and alumni

Objective: Management is open, democratic, efficient, and involves the Centre's staff, students and alumni.

Indicators:

- Management training target 8
- Passing of institutional accreditation;
- Staff satisfaction with the communication of information 4.2 (2015 satisfaction survey), target 4.4

Activity	Description of activity	Result and/or outcome by 2021
Management	The staff's management competences are developed and career possibilities in the College are described.	Managers and members of the teaching staff who lead various projects have received management training by 2020.
	For innovation and smart solutions, the College structure is optimised and the management efficiency improved with support from the ASTRA institutional development programme.	A Health Education Centre has been created by 2018, which has a manager and individual study programme managers who are responsible for the development of the study programme and for the study process.
	Preparation for institutional accreditation.	The Centre participates in institutional accreditation.
Internal and external communication	Information and cooperation opportunities for third countries are presented on the Russian version of the College's website.	Information on studies and cooperation possibilities can be easily found on the study programme's web page.
	The website is adapted for people with special needs.	Occupational Therapy cooperates with the website administrator to make the website easily accessible to people with special needs.
Alumni	The structural unit supports the ERASMUS+ new graduates' traineeship by presenting the opportunities available through the programme and helping find traineeship providers. An alumni section is created on the web page of the structural unit, including a forum and a social media communication channel.	Alumni conduct study programme presentations and participate in open house events; once in two years the College holds an alumni event; the study programmes web page has an alumni forum that is actively used for information exchange.
	Alumni are involved in teaching as experts, lecturers and traineeship supervisors, in defence panels for diploma papers, applied research and development activities.	Alumni participate as experts e.g. in exams, traineeship seminars, and are motivated to participate in applied research.

Marketing Activity	Study programmes and studying opportunities are systematically introduced according to training needs, target groups and objectives.	A marketing plan for the study programmes and its implementation plan are prepared in cooperation with a public relations specialist. Each study programme has a specific person who continuously updates information in cooperation with the Study Department.
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2.5 Study and work environment

Objective: The study environments for the programmes are modern, new technologies have been implemented, study environments are continuously developed so as to ensure the sustainability of the study programmes and meet the needs of the labour market.

Indicators

- Simulation equipment are renewed, new obstetric simulator.
- A home environment is created for occupational therapy.
- A healthy learning environment

Activity	Description of activity	Result and/or outcome by 2021
Administrative activities	A training apartment is created for occupational therapy.	Occupational therapy teachers participate in planning and furnishing the apartment, involving students and alumni. The home environment can also be used for other study programmes, e.g. Home Nursing.
	Possibilities are sought to purchase a new obstetric simulator for the simulation centre.	Funding has been found for the year 2020.
	Health Promotion – a digital environment for learning by simulation is developed and the classroom is supplemented with ergonomic equipment.	A digital environment and classrooms with ergonomic equipment have been created by 2021
Healthy work and study environment	The activities of the study programmes are based on the principle of health promotion toward a healthy study and work environment.	A methodology for influencing health behaviour in the College has been developed for the Health Promotion study programme
ASTRA* activities	Implementation of the ASTRA project in accordance with the time schedule and budget planned in the application.	An ambulance simulation has been developed for the use of students and partners from traineeship institutions in Estonia and abroad.
		The structural unit is actively using digital technology solutions and means.

2.6 Activities geared to the public, services for a fee

Objective: to organise health education and health promotion activities in the fields of the study programmes for secondary school and vocational school pupils and all age groups.

Indicators:

- Number of participants in health education and health promotion activities in a year (current level in 2016):
 - Pre-school children target 500;
 - Basic school children target 500;
 - Secondary school children 500;
 - Working age adults 100;
 - Seniors – 50.

- Services for a fee in the Occupational Therapy and Health Promotion study programmes

Activity	Description of activity	Result and/or outcome by 2021
Activities geared to the public	Students and teaching staff of the Centre's study programmes develop and implement a preventive action plan to prevent health problems among pupils. The College offers small-scale services related to the field of its study programmes at events (health days, fairs, etc.).	Students in project-based traineeship
	Virtual exhibitions on health are organised in the library.	Each study programme of the Centre organises at least two exhibitions in the library every year.
Services for a fee	Consultations based on the functional training kitchen are provided in the field of occupational therapy. In the field of health promotion, consultations are provided on the basis of the ergonomic workplace. Occupational therapy and health promotion specialists provide consultations to employers and contractors in creating workplaces for people with special needs.	A health services package has been developed.

2.7 Continuing training

Objective: The Centre offers studying opportunities for all age groups, partners, alumni and employers in Estonia. Continuing training courses are need-based and organised in cooperation with clients and specialists in the respective fields.

Indicators:

- Four continuing training courses are conducted every year.

Activity	Description of activity	Result and/or outcome by 2021
Organisati on	A marketing plan for continuing training is developed and implemented in cooperation with the Lifelong Learning Department.	Thirty people a year attend continuing training.
	To improve the health behaviour of youth and promote a healthy lifestyle among young people, pre-vocational health training is organised in cooperation with secondary schools and with the involvement of health care institutions.	Professional pre-vocational training is conducted in at least two secondary schools.
Developm ent	Extension of possibilities for continuing training on the basis of simulation centres. Continuing training programmes are developed in the specialisations of all study programmes of formal education acquired within the adult education system.	Continuing training programmes are available in the fields of all study programmes.

3. Implementation and amendment of the Development Plan

Development plans in the structural units are elaborated on the basis of the development plan adopted by the College Council and work schedules are prepared for the implementation of the activities for each academic year; the College Council formulates the annual objectives.

Implementation of the Development Plan will be analysed:

- 1) every calendar year during the budgeting period;
- 2) once a year every structural unit reports to the Rector's Office and makes proposals on further activities and needs;
- 3) as necessary in the College Council and during the rector's information meetings for the staff;
- 4) during the preparation of the annual report;
- 5) at the session of the advisory body at least once during the period.

The Development Plan will be amended if circumstances arise that materially prevent the implementation of the existing Development Plan. College staff will be involved in the amendment process through the College Council; the advisory body will be involved if necessary.

The amended Development Plan will be coordinated with the Ministry of Education and Research and adopted by the College Council.