

TALLINNA TERVISHOIU KÕRGKOO  
TALLINN HEALTH CARE COLLEGE



# Development plan 2022–2026

TALLINN 2022

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# Introduction

**T**allinn Health Care College (hereinafter the College) is an institution of professional higher education offering training in the field of health and well-being managed by the Ministry of Education and Research with a clearly defined area of responsibility. The College offers master's studies, professional higher education, and vocational training.

The College has study buildings in Tallinn and Kohtla-Järve and a student hostel in Tallinn. We have consistently organised training with Pärnu Hospital since 2007 and in 2019, we started regional cooperation with Kuressaare Hospital. According to the needs of the labour market and the possibilities of the College, we also conduct studies in other regions.

Our greatest value is motivated employees and students. Based on the vision and goals, we offer our students the opportunity to acquire modern knowledge and skills in a working and learning environment based on the technologies of the digital society, and we organise refresher training in companies and organisations in the health care, social, and educational fields.

The development plan is based on various documents, including the tasks specified in the activity support directive, national sectoral

development plans, and the vision of the rector for the years of 2022–2026<sup>1</sup>.

There is one chair at the College, as well as three centres and two departments. We provide professional higher education in three structural units: the chair of nursing, the centre of medical technical education, and the centre of health education. Master's studies are coordinated by the chair of nursing. In the department of vocational education and training, teaching takes place in the form of school-based or workplace-based learning. The centre for lifelong learning coordinates refresher training, library work, and language learning. The department of academic affairs ensures high-quality

studies and the organisation of mobility. The support structures support educational, research, and development work, as well as public and administrative activities.

The main directions of the development plan were formulated by the rector together with the rectorate in the vision in spring 2021. In August of the same year, led by the quality working group, we organised a 'Development Plan Day', which was attended by 155 employees. We submitted the ideas to the College council for approval.

The structural units prepared their development plan projects, taking into account the goals of the



<sup>1</sup> Statutes of Tallinn Health Care College, Higher Education Act, Vocational Educational Institutions Act, Standard of Higher Education, Standard of Vocational Education, consensus agreement on the needs of professional higher education student places in the field of health in the academic years of 2022/2023–2025/2026, Welfare Development Plan 2016–2023, Estonian Education Strategy 2021–2035, Estonian Digital Society 2030, Estonian Research and Development, Innovation, and Entrepreneurship Strategy 2021–2035, Strategic plan of research and development activities of institutions of professional higher education 2021, Public Health Development Plan 2020–2030, external evaluation proposals, evaluation proposals for vocational training specialties, OSKA study: health care 2017–2025, OSKA study: social work 2021–2030, *Terwise tehnosahver*, and the vision of the rector 2022–2026.

College, based on which we prepared the project of the development plan of the College.

On 25 January 2022, the council approved the development plan project for forwarding to the Ministry of Education and Research, the Advisory Board, the advisory body (Estonian Midwives Association, Estonian Association of Occupational Therapists, Estonian Nurses Union, Estonian Optometrists Association, Estonian Union for Health Promotion), the Ministry of Social Affairs, the Estonian Qualifications Authority, the Nurse Directors Association, and the Estonian Rectors' Conference of Universities of Applied Science.

As of 10 November 2021, **1,513** students studied at the College in seven professional higher education curricula, **108** students in one master's study curriculum, and **289** students in five vocational training curricula, a total of **1,910** students. As of 10 November 2021, **163** employees worked at the College:

**111** academic staff and vocational teachers (hereinafter teaching staff), **37** members of support staff and **15** members of administrative staff.

In order to achieve the goals and expected learning outcomes of the curricula, we invite an average of **250–290** outstanding professional practitioners as guest lecturers to the College per calendar year. The student hostel of the College can accommodate **200** students.





# Summary of the 2016–2021 development plan

The strategic objectives of the development plan of Tallinn Health Care College of 2016–2021 have been met.

During the period of the development plan, we have secured the partnership of the College both in Estonia and internationally. In cooperation, we developed the curricula and organised development activities and regional training. Due to the COVID-19 pandemic, we quickly and flexibly switched to digital learning.

In 2020, we celebrated the 80th anniversary of the College on the National Broadcasting programme *Terevisioon* and recognised the new honorary members. We published the jubilee book of the College *Kuldõige* ('Golden ratio') and a collection of articles *Eesti õendus ajas ja muutumises* ('Estonian nursing in time and change'). We also introduced to the public the possibilities of doctoral studies for nurses. We celebrated the 50th and 55th anniversaries of the Kohtla-Järve structural unit with a conference and a festive event.

During the pandemic, we provided distance learning. We kept providing studies full-time, enabling students to help in health care insti-



tutions as well as complete all study assignments. The College has been an important partner for the health care system during the pandemic: we quickly reorganised the teaching of nursing students and sent them to practice training in Estonian hospitals. We conducted basic training for specialists without health care education. Our students helped with the COVID-19 vaccination and sampling. In the autumn of 2021, we were awarded the title '*Eestimaa õpib ja tänab*' ('Estonia studies and thanks you') for the educational achievement of the year.

In 2017, we successfully carried out the structural change of the College: since 2018, the study structure consists of three centres, one chair, and two departments (vocational education and training; and academic affairs).

In 2018, we opened a master's study curriculum in health sciences, which has been completed by 123 master's graduates of health promotion special nursing specialists.

In the development of regionalism, we have conducted vocational training in 159 and professional

higher education training for occupational therapists in 14 companies. In 2019, we started providing professional higher education in nursing in cooperation with Kuressaare Hospital and launched a two-year workplace-based vocational training group for dental assistants in Tallinn. In 2020, we organised occupational therapist training with cooperation partners in Ida-Viru County. In 2021, we opened a pharmacist curriculum in English, which was partially financed by the ASTRA project (2014–2020.4.01.16–0047).

Due to the pandemic, we quickly and smoothly switched to digital and distance learning, continuously developing it further. We have enabled flexible learning through cycle and regional learning, the best additional option being blended learning.

In 2018, we were awarded the quality label in the Innove pilot project 'Recognition of the practical training process in vocational training and higher education'. In 2020, we passed an international institutional accreditation, as well as a quality assessment of higher education curricula and vocational training study programme groups. In 2018 and 2021, we passed a quality assessment of the master's studies in health sciences.

We participated in the project 'Recognition of the practical training process in vocational training and higher education 2021'



with the curricula of five specialties. In vocational training, we passed the re-evaluation of the initial evaluation of the dental assistant.

Two specialties passed international accreditation: the occupational therapist curriculum was accredited by the World Federation of Occupational Therapists (WFOT) in 2019 and the health promotion curriculum by the International Union for Health Promotion and Education (IUHPE) in 2020.

We have further developed the attestation system and updated the career model. In the reporting period, we attested, respectively, 2017 – 8; 2018 – 10; 2019 – 10; 2020 – 19, and 2021 – 15 lecturers. Our vocational teachers passed the vocational teacher level 6 (4 teachers) and level 7 (2 teachers) exams. The number of teaching staff with a Doctoral level degree (14) has remained stable during the period of the development plan. We signed cooperation agreements for Doctoral studies with Tallinn University and Tallinn University of Technology. During the period of the development plan, three doctoral students studied at the universities.

Our students are involved in the management of the College and the implementation of the student-centred learning process as equal partners. We finance the activities of the student council from the budget of the College. Through the counselling system, we ensure the motivation of the students to finish their studies in the nominal time. We offer official and foreign language training and

**We participate in European Union projects for the purpose of internationalisation and curriculum development.**

teach digital and technological competences in order to cope with the labour market and ensure lifelong learning.

In order to expand the network of interest groups and cooperation partners, we piloted workplace-based learning in the curriculum of occupational therapists in professional higher education. We expanded workplace-based learning in vocational training. We developed regional education in Ida-Viru County and on Saaremaa. We found solutions for training and development needs in cooperation with the Estonian Hospitals Association and the Estonian Nurses Union. As a member of the Estonian Rectors' Conference of Universities of Applied Science, we introduced professional higher education and were partners in various decision-making bodies.

During the period of the development plan, we organised the project 'Return to nursing practice' six times, which was completed by 116 nurses. Since 2020, we have carried out the project in cooperation with Tartu Health Care College. In 2021, we signed a cooperation agreement with Haapsalu College of Tallinn University to expand the cooperation of health promotion and health manager curricula. Since 2019, we have introduced the treatment guidelines of the Estonian Health Insurance Fund as part of the training project.

We participate in European Union projects for the purpose of internationalisation and curriculum development.

We have involved foreign lecturers, offered academic staff of the College opportunities to teach in foreign educational institutions, and developed mobility and student exchange.

We initiated cross-curricular applied research and expanded their scope. We increased the number of high-quality publications. We introduced the Web of Science database and the EndNote reference software.

Developments in information technology and digital competences included the introduction of and training on Zoom and Office 365, the transition to the new learning information system Tahvel in 2020, the piloting of Proctorio in 2021, the creation of the SAHVER database with the co-financing of the project ASTRA with the introduction of the College e-learning platform in Moodle, and the creation and development of e-courses.

In order to realise the goals of communication and marketing, we created two different positions for marketing and communication specialists and bought a consulting service. To build and implement information technology development processes, we created the position of a digital development manager.

As part of the ASTRA project, we expanded the study building of the College in Tallinn. We built additional classrooms, an atrium, and a roof garden, further developed the simulation centre, and furnished the occupational therapy study apartment. We modernised the equipment of the classrooms and adapted them to the needs of flexible learning. We opened an indoor fitness track.



# The mission, vision, and core values of Tallinn Health Care College

## Mission

We ensure the continuity of health and well-being professionals, develop national and international cooperation, and carry out research and development activities.

## Vision

Tallinn Health Care College is a recognised and developing competence centre in the field of health and well-being.

# Core values

I

## INIMENE (PEOPLE)

Are the highest value for the College – we work with and for people.

The uniqueness, dedication, personality, competence, innovation, and digital competence of our employees creates a unique environment for learning and development.

The diversity of our students and the skills and knowledge they develop in lifelong learning enrich the society.

K

## KOOSTÖÖ (COOPERATION)

The College develops the multi-professional and multicultural teamwork skills of its employees and students while promoting continuous cooperation with national and international organisations.

K

## KAASAMINE (INCLUSION)

We include employees, students, alumni, and partners in the management and activities of the College

A

## ARENG (DEVELOPMENT)

We support innovation, we inspire and are inspired, we enable our employees and students to develop in all aspects, and we support personal and professional development.



## Our main interest groups and cooperation partners

In order to realise our goals, we continuously cooperate with interest groups, which include state agencies, local governments, public universities, professional associations, foreign partners, employees of the College, and alumni. During the development period, we involve alumni in the development of curricula, applied research, the work of practical training bases, and the career development of our employees.

Our main interest groups and cooperation partners are ministries (Ministry of Education and Research, Ministry of Social Affairs, Ministry of Defence, etc.) and the institutions managed by them (Estonian Qualifications Authority, National Institute for Health Development, etc.); local governments; Estonian public universities, institutions of higher education in the Estonian Rectors' Conference of Universities of Applied Science, as well as other institutions of professional higher education, vocational educational institutions, and other educational institutions; health care institutions (North Estonia Medical Centre, East Tallinn Central Hospital, West Tallinn Central Hospital, Tallinn Children's Hospital, Ida-Viru Central Hospital, Pärnu Hospital, Kuressaare Hospital, Narva Hospital, and others); institutions and companies; the third sector and professional associations (Estonian Nurses Union, Estonian Midwives Association, NGO Mondo, etc.); foreign partners (Helsinki Metropolia University of Applied Sciences, Riga Stradiņš University, etc.); and the employees, students, and alumni of the College.



HARIDUS- JA  
TEADUSMINISTEERIUM



KAITSEMINISTEERIUM



SOTSIAALMINISTEERIUM



# MAIN STRENGTHS

- Activities aimed at the public, contribution of the students.
- High-quality refresher training that meets the needs of society.
- A modern and student-supportive learning environment.
- Student-centred approach of the teaching staff to learning and teaching.
- A valued cooperation partner in society: image, recognition, feedback.
- Active participation in various national and international projects.
- Strong, competent, and mutually supportive membership.
- Up-to-date learning environments that support learning (Zoom, Teams, Moodle, etc.).
- Systematic internal evaluation to improve curriculum development and study organisation:
  - reliable cooperation partners;
  - the school is an awarder of profession in all active vocational training curricula;
  - regionality – studies in different counties across Estonia;
  - definite orientation, unique curricula in Estonia;
  - alumni support and involvement in teaching.

# AREAS OF IMPROVEMENT

- Internal and external communication, including (applied) scientific communication and information management.
- Internationalisation of curricula.
- National and international research development and creative activities, including support system development.
- Defining, targeting, and promoting the College-wide strategic development needs with important external partners in the implementation of curricula, research work, and personnel development.
- Continuous education of the employees based on the vision of the College.
- Transparency and stakeholder involvement in the curriculum development process.
- Flexible learning opportunities.
- Implementation of quality culture.
- Mapping of the positions and the corresponding tasks.

# Strategic objectives and activities

The most important task of every organisation, but especially of an educational institution and higher education institution, is learning and teaching, where the greatest value is its human resources – employees, students, and alumni –, as well as supporting and motivating them.

## Learning and teaching

**HIGH QUALITY OF TEACHING.** We value the profession of teaching staff. We highly value the international activities, teaching skills, digital competence, and research work of the teaching staff. We create opportunities for their development. We guarantee admission to professional higher education in the period of 2022–2026 in accordance with the broad-based consensus agreement. We will increase the number of student places in basic nursing education, pharmacy, occupational therapy, and other priority specialties, ensuring internships and supervisors for future health care professionals, and we will increase the quality of practice training. Based on the consensus agreement and in cooperation with Tartu Health Care College, we will continue to contribute to regional and workplace-based education, using digital solutions to ensure access to education for students from every region of Estonia.

**PERSONAL LEARNING AND DEVELOPMENT PATH.** We enable students to acquire knowledge and skills in a modern learning environment based on state-of-the-art technology under the guidance of the best teachers in their field. We apply both a multidisciplinary approach and an approach that supports the development of the student in the assessment of knowledge. We are developing a comprehensive feedback system that supports both students and the teaching staff and our colleagues. We will create curriculum-based microdegrees.

**SOLUTIONS OF THE FUTURE.** We provide teachers and students with learning tools and innovative solutions that are in line with the development of technology, promoting sustainable development and developing the required skills for the future. We interweave the virtual and physical environment of the learning process.

**HIGHER EDUCATION.** We will develop regional education. In addition to the study opportunities created in Kuresaare, Pärnu, and Kohtla-Järve, we will also provide higher education in other regions where it is needed. We will expand the nursing education in the period of 2022–2026 by creating workplace-based groups.

**MASTER'S STUDY.** We will open additional courses in the health sciences curriculum by 2023.

**VOCATIONAL TRAINING.** In accordance with the needs of the labour market and changes in society, we will create new curricula – health care secretary level 5 and childminder level 5 continuing curriculum. In accordance with the changes in the vocational system and as a result of the integration of the curricula, we will carry out a gradual transition to learning nuggets in all curricula. We will increase vocational pre-training in general education schools.

**E-LEARNING AND DISTANCE LEARNING** have become a natural part of the provision of education. We will develop distance learning rules. We will enable flexible teaching arrangements. We will expand the digital competence and simulation methodologies of specialties in accordance with skills and needs required in the future. In addition, we will develop the digital hygiene of our students.



## Service for society

In serving society, we focus on different target groups, highlighting educational, research, and scientific activities and services related to health promotion, health and well-being, and the related fields.

**SERVING THE SOCIETY** is part of the provision of education, within the framework of which we contribute to the promotion of the health behaviour of the population and the improvement of health indicators.

We involve foreign lecturers and create the alumni association, thereby developing refresher trainings, curriculum development, and practical classes, as well as diversifying the entire learning process. We will expand the curricula, offering a consistent opportunity for regional higher education and vocational training and refresher training, supporting the training needs of the local population and employers. We will open the College library to alumni and health care professionals.

We shape lifelong values in our students. We recognise their activity in mobility and as a promoter of the College and community life, using activities aimed at society to motivate them to learn.

Tallinn Health Care College is an attractive institution of professional higher education and an employer with a national and international cooperation network. Our employees participate in various committees and working groups, thereby contributing to the quality of professional higher education and vocational training.



### INCREASING THE REVENUE BASE.

Based on the professional specifics and skills of the members of the College, we apply our ability and competence to offer paid services to the population, organisations, and companies. We will increase the revenue base by increasing the number of services, launching paid services in all specialties. We will develop new services and further develop the existing service package. We will expand both lifelong learning paid services and professional paid services resulting from the specifics of the curricula and market them to different target groups.

**We shape  
lifelong values  
in our  
students.**

## Lifelong learning

**REGIONAL LEARNING** has become an everyday part of higher education. Based on the needs of the regional workforce, we will open curricula based on the demand of employers, students, and local governments, keeping in mind the developments of the digital age and the principles of serving society.

In order to achieve better coping and life-long learning ability in the labour market, we offer national and foreign language studies and teach digital competences and technological skills at the College. We will create more and more connections between the curricula, refresher training, and elective subjects and offer them in different languages, with the aim of ensuring the best possible knowledge and skills for the students.

**REFRESHER TRAINING.** We will open and update curricula in accordance with the needs of the labour market, employers, and refresher training. We will integrate vocational training curricula, enabling the graduate to be more flexible in the labour market.

We will create additional refresher training for specialties in cooperation with clinical speech therapists and audiologists.

The Kohtla-Järve structural unit in Ida-Viru County is one of our competence centres, where we regularly conduct health promotion events for the population. We will organise research and development activities and training in accordance with the needs of the region in cooperation with partners. We will cooperate with employers and developers in Ida-Viru County within the framework of a just green transition, train specialists, and participate in refresher training, retraining and development projects.

In order to better bring refresher education opportunities to the target groups, we will consistently implement the marketing strategy of the College.

# Development activities and applied research

We systematically manage the development activities and applied research of the College; the directions of applied research are defined. Development activities and applied research are based on the needs of the College and society, our main partners are employers and other partners and organisations. Development activities and applied research are the direct contribution of the College to serving society.



## Applied research

### RESEARCH INFRASTRUCTURE CAPACITY AND APPLIED RESEARCH STRATEGY.

We implement our capable research infrastructure by providing research and development services to research institutions and cooperation partners. We work with institutions of higher education in research development and creative activities. The research directions of the College are related to the professorships, the research groups are employed in many disciplines. A significant part of our students is related to applied research.

We acquire new scientific databases, advise authors of applied research and scientific works, obtain new scientific literature on health care, and cooperate with international networks. We have launched a scientific journal in cooperation with partners, and we will continue to publish it in the following years.

**MULTIDISCIPLINARITY.** We will develop the professional cooperation of various specialists. The applied research and development work of the College connects and combines specialties and curricula, involves partner universities and their members and employers. Based on our research capabilities, we want to be included as a partner in both national and especially international research groups.

**INVOLVEMENT.** We guarantee research and development opportunities, internationalisation, and the best possible study conditions in the curricula. We create the capacity for specialties to be leaders in innovation and technologies.

**INTERNATIONALISATION.** Internationalisation gives the College the opportunity to use its potential in different cultural and learning environments, supporting the development of curricula of our own and our partners. International cooperation covers all curricula, including research and development, e-learning, practical training, mobility of employees and learners, innovation, and technological advancement.

## Leadership and communication

**LEADERSHIP QUALITY.** We support academic results with a high-level institutional leadership culture based on core values, beliefs, and norms of behaviour, implementing the strategy of the College.

**MANAGEMENT.** An important task of the management of the College is to cope well with rapid changes in society, being stable and at the same time flexible, and forward-looking. Our organisational culture supports the goals and values of the College. We evaluate the management structure of the College during the development period and make changes to it if necessary. Our goals and values are aimed at the self-development of our employees. We operate in a culturally diverse environment, supporting and motivating our employees. We constantly develop a caring and value-based organisational culture. When managing the organisation, we take into account the balance of rights and responsibilities, allowing our employees to rotate for career and development purposes. We promote equal treatment in employment relationships.

**INVOLVEMENT.** The management of the College is open and democratic – we involve our employees in all stages of management. Our employees are valued opinion leaders in society. We involve internal and external partners in the process of preparing the development plan for the new period.

**COMMUNICATION AND MARKETING.** In order to maintain a positive image of the College, we are renewing the communication strategy, systematising the presentation of the College in a way that includes all taught specialties and target groups and is related to important positions and proposals in the field of education, health, and well-being. We consistently cover our activities in internal and external communication channels. We will conduct an internal communication audit and create a new website and intranet concept in order to improve daily communication, transmit information more smoothly, and support communication and management of the College. We will develop the marketing strategy of the College and determine the methods and ways based on the target groups for the marketing of learning opportunities and research and development activities both nationally and internationally. We will involve the students, employees, and alumni in creating the image of the College.

We will introduce the possibilities of studying at the College to future students and employers in various information channels in cooperation with professional associations and employers. With the help of meaningful marketing communication, we will create a strong image for our specialties and maintain their high reputation.





# Learning and working environment

In order to realise its goals, the College has a high-level working and learning environment, which enables students to acquire modern knowledge and skills and to offer refresher training based on cutting-edge technology in the fields of health care, social care, and education.

We mostly operate in Tallinn, Kohtla-Järve, Kuressaare, and Pärnu. We will expand workplace-based learning in those regions of Estonia where there is a need for knowledge and skills.

**A BETTER LEARNING AND WORKING ENVIRONMENT.** We will improve the ventilation conditions of the classrooms and laboratories of the College throughout the entire infrastructure. We will introduce new methodologies and blended learning in studies. We will create more virtual reality studio spaces. We ensure a high-quality learning environment in the College. We value the mental health of our employees by offering them psychological support and job counselling.

**LEARNING AND WORKING ENVIRONMENT FROM A REGIONAL PERSPECTIVE.** We will help bring regional education to a modern level. We will map additional learning environments and expand regional learning opportunities with the help of state and other public buildings. We will find the best solutions for setting up learning environments and accommodation in cooperation with local governments and companies. We offer an extended library service for students in regional studies. We will create more opportunities for individual digital learning in the student hostel.

**BUILDINGS AND ADMINISTRATION.** We monitor indoor climate and the condition of the educational buildings. We also adapt the learning environment in accordance with the development of technology and environmental trends. We are constantly improving the condition of the premises. We design state-of-the-art equipment for individual workplaces, providing our employees with an ergonomic and employee-friendly working environment. We develop the learning and working environment of the student hostel under changing conditions.

**GREEN THINKING AND GREEN SKILLS.** We innovatively expand the green areas of the College for the better functioning of the study and research work and health-promoting work environment, improving the well-being and productivity of our employees while following the principles of green thinking and sustainable consumption.

**CATERING AND EVERYDAY LIFE.** In order to offer better catering options, we will develop a new approach to the catering service with the aim of implementing this approach during the development plan period.



# Information technology development

We ensure the development of information technology that meets the needs of the College and the smooth operation of information systems. We use up-to-date digital solutions safely and competently.

**ICT DEVELOPMENT AND MANAGEMENT.** We consciously and purposefully lead the implementation of new digital solutions in accordance with professional needs. We increasingly use various digital solutions and simulation environments to support classroom and practical teaching. We apply appropriate practices and measures to manage and develop information technology and ensure information security.

**SECURE IT INFRASTRUCTURE.** The security of the information technology infrastructure is a priority for the College. In order to prevent incidents, we regularly analyse the state of the systems, the security situation, and the problems that have arisen.

**DIGITAL COMPETENCE.** The digital skills of our employees are the cornerstone of the College. We are leaders in adapting health and well-being specialties to the needs of the new generation, offering digitally competent education and increasing awareness of digital hygiene. We ensure the support of the learning designer in the development of e-learning and the competence of our employees in e-training, information technology skills, data protection, and digital hygiene. We are developing a digital support programme for foreign lecturers. We implement modern and user-friendly solutions for information and process management.





# Employees, students, and alumni

The employees, students, and alumni of the College have adopted the core values of the organisation.

We highly value a friendly work culture, self-development, and academic career. We are open and we value multiculturalism, national and international cooperation, plurality of opinions, being science-based, and innovation. Our goal is to make the College an inspiring and high-quality partner.

We value lifelong learning and self-development. We support each other in the development of digital competences. We promote the use of various digital technologies and help to continuously acquire new knowledge and skills.

## Employees

**HUMAN RESOURCE DEVELOPMENT.** In the development of human resources, the competence, motivation, research, and personnel management of our employees are the most important. We promote employee-friendly career and talent management and enable continuous self-development for employees.

**COMPETENCE, MOTIVATION, AND RECOGNITION OF OUR EMPLOYEES.** We notice, encourage, and motivate our employees, ensuring proper remuneration and recognition. We provide a comprehensive working environment for our employees, which ensures the development of the professional and academic competencies and the realisation of the goals of the College. We support and value every single employee. The updated attestation system for teaching staff, the vocation system for vocational teachers, and a unified career model for support staff ensure a capable workforce.

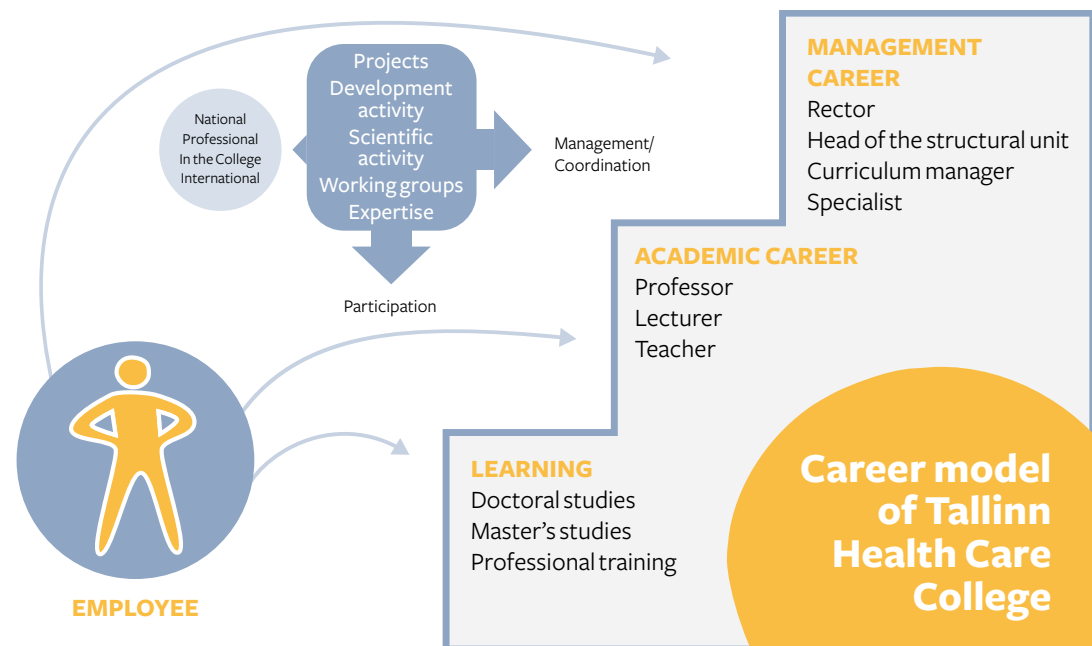
**POST-GRADUATE TRAINING.** Academic staff develop research work through competent Doctoral studies and cooperation with universities. By ensuring a new generation of teaching staff with a Doctoral level degree, we create positions for junior researchers to enable academic staff to complete a knowledge

transfer Doctoral study at the College.

**INTERNATIONALISATION.** Internationalisation gives the employees of the College the opportunity to develop their potential in different cultural, working, and learning environments, supporting the development of the curricula of our partners. International cooperation covers all curricula, including research and development, e-learning, practical training, and mobility of employees.

**COMPETENCE OF SUPPORT STAFF.** Our support staff are professional, analytical, digitally competent, and cooperative. They can self-manage and are focused on searching for and finding solutions. The College has created career opportunities for its support staff that promote self-development.

**PERSONNEL MANAGEMENT.** We take care of the job satisfaction of our employees by helping them shape their values and personal role. We help them in career planning. We will develop remote work and digital competence standards. We appreciate the contribution of our employees in serving the society. We support a healthy attitude to life and healthy principles. We value mental health and self-care, ensuring readiness for stressful periods and crises.



## Students and alumni

**MOTIVATION AND INVOLVEMENT OF OUR STUDENTS AND ALUMNI.** We prioritise motivation and involvement in the learning process, based on the self-development, career planning, and research activities of each student. We offer extensive refresher training opportunities and micro-degrees to acquire new competencies or additional specialisation. Graduates of our College are valued on the labour market, they have evidence-based professional and digital technological competences and skills.

By relying on cooperation partners and based on the needs of employers, we contribute to the professional employment of students on the Estonian labour market. To develop professional skills and to provide better practical training, we support parallel learning and working.

**PERSONALISED LEARNING PATH.** We create a learning environment that supports and empowers the student. The environment includes new approaches. We use a personalised learning path as a student-centred opportunity to better realise the abilities of each individual student and to focus on acquiring new knowledge through self-management.

**INTERNATIONALISATION OF THE PROVISION OF EDUCATION.** We offer students international joint subjects and projects and opportunities for interdisciplinary cooperation. We support mobility and will create an external study module for all curricula. We will expand the student exchange programme.




We involve students in various projects and entrepreneurship in cooperation with Estonian higher education institutions. We will increase the scope of project-based practical training.

**ALUMNI.** We involve our alumni in the activities of the College. They help students to learn more about their specialties and contribute to inter- and multidisciplinary learning, thus contributing to the internationalisation of students and the development of a multicultural environment. In order to diversify the student body and internationalise the alumni, we will create joint subjects in cooperation with educational institutions in Estonia and foreign countries. We support tutoring and mutual network cooperation.





# Indicators

FIELD	DESCRIPTION	BASE LEVEL 2022	TARGET LEVEL 2026
<b>1. LEARNING AND TEACHING</b>  	The increase in the volume of students based on the consensus agreement: 1) nurse / 2) pharmacist / 3) occupational therapist	366 / 32 / 15	440 / 48 / 25
	Curriculum-based microdegrees		4
	Specialties of the master's study curriculum	4	7
	Specialties of vocational training	6	9
	Satisfaction with thesis supervision	4,5	4,6
	Satisfaction with studying in the College	91%	93%
	Increase in the number of teachers with a Doctoral level degree in each higher education curriculum	1	2
	Promoting the health behaviour of the population	1500	> 2000
	General education schools offering elective subjects in the health care field of Tallinn Health Care College	6	8
	Participants in refresher training	2000	2300
	Earnings from refresher training	160 000	210 000
The number of external study modules (mobility) in each curriculum		1	
<b>2. DEVELOPMENT ACTIVITIES AND APPLIED RESEARCH</b>  	Leading applied research per the position of professor/teacher-leading lecturer		1
	Scientific journal: vision and implementation		1
	Number of students involved in applied research	90%	100%
	Management quality: satisfaction of the council with the work of the College		4
	New website, intranet		Created
	Green environment, energy saving, and ensuring security		Completion in 2024
<b>3. EMPLOYEES, STUDENTS, AND ALUMNI</b>  	Number of teaching staff with a Doctoral level degree		5
	Employees who have completed data protection and digital hygiene training		100%
	Digital support programme for teaching staff		1
	Digital skills required for work	3,11	> 4,0
	Use of digital resources and learning materials	2,8	> 4,0
	Satisfaction with recognition	3,8	> 4,4
	Application of the knowledge of the graduates in practice	4,1	4,3
	Ability of the graduates to use information and digital tools	4,2	4,4
	Use of scientific databases	80%	85%

## 3. Indicators



# Completion and amendment of the development plan

Based on the development plan adopted by the Council of the College, we specify the development plans of the structural units. To implement the activities, we prepare work plans for each academic year, and the Council of the College formulates annual goals.

## We analyse the implementation of the development plan:

- during the budget preparation period, each calendar year;
- with the annual reporting of the structural units to the Rectorate on the implementation of the development plan and with the submission of proposals on further activities and needs;
- on an ongoing basis, in the Council of the College and in the Rector's information hour for employees;
  - when preparing the annual report;
- at a meeting of the Advisory Board – at least once during the period.

The development plan is amended in the event that circumstances arise that significantly prevent the implementation of the existing development plan. We involve the employees of the College through the Council of the College in the process of amending the development plan. If necessary, we also involve the Advisory Board. The amended development plan is coordinated with the Ministry of Education and Research and is adopted by the Council of the College.



# Conclusion

The most important task of Tallinn Health Care College is learning and teaching. For this purpose, we have involved motivated employees, student, and alumni. The international activity, research work, and digital competence of our teaching staff ensure high-quality education for students.

We have prepared a development plan for the next period of 2022–2026, the main task of which is to implement the broad-based consensus agreement and contribute to the regional expansion of higher education and vocational training.

The goals of the development plan derive from the vision of the Rectorate and the quality working group and are coordinated with cooperation partners and interest groups. Based on the broad-based consensus agreement of professional associations of nurses and health care professionals, higher education institutions of health care, practice bases, and ministries to increase training volumes for nurses and other health care professionals and to improve the quality of practical training, we will increase the number of admission places in health and well-being specialties in the period of 2022–2026. We will expand the curricula, offering a consistent opportunity for regional higher education and vocational training and refresher training, supporting the training needs of the local population and employers. We will continue to develop the master's studies. We will create new curricula in vocational training in accordance with the needs of the labour market. We will expand the digital competence and technological and ICT capabilities of our employees, students and alumni. We will promote a green way of thinking and follow

the principles of energy-efficient consumption. In addition, we will ensure safety.

One of the aims of the College is to serve society, which is why we offer educational, research, and scientific activities and services related to health and well-being and the related fields.

We systematically manage the development activities and applied research of the College, increasing research and development opportunities and the scope of internationalisation in the curricula. We support academic results with a high-level leadership culture based on core values, while implementing the strategy of the College.

In order to realise the goals of the College, we ensure a comprehensive working environment for the development of the professional and academic competences of the employees. International cooperation covers all curricula, including research and development, e-learning, practical training, and mobility of employees.

During the learning path, we prioritise the self-development and motivation of each student. Graduates of our College are valued on the labour market, they have evidence-based professional and digital technological competences and skills. By relying on cooperation partners and based on the needs of employers, we contribute to the professional employment of students on the Estonian labour market. We support parallel learning and working, personalised learning paths, and mobility. We also contribute to the internationalisation of curricula. Alumni of the College help students to learn more about their specialties, opening up new opportunities that lead to the internationalisation

of students and the development of a multicultural environment.

Tallinn Health Care College is an attractive institution of professional higher education and an employer with a national and international cooperation network. We are a respectable domestic partner, carrying out the necessary research and development activities.

The achievement of the goals set for the development period of 2022–2026 is measured in the indicators set for the period in chapter 3 and chapter 4 of the development plan.

The Council of the College approved the development plan on 24 May 2022.

The Ministry of Education and Research approved the development plan of Tallinn Health Care College for the years of 2022–2026 on 12 July 2022.

TALLINNA TERVISHOIU KÕRGKOOL  
TALLINN HEALTH CARE COLLEGE

