

Appendix
APPROVED
by Minister of
Education and Research
Regulation No. 934
5 December 2011

TALLINNA TERVISHOIU KÕRGKOOI
TALLINN HEALTH CARE COLLEGE



DEVELOPMENT PLAN 2012–2016

Tallinn 2011

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Introduction

Tallinn Health Care College is an institution of professional higher education administered by the Ministry of Education and Research. The College provides education at professional higher education and vocational education and training levels. The College has a school building and a student home (hostel) in Tallinn and a structural unit in Kohtla-Järve; educational activities are also carried out in Kiviõli, Kuressaare and Pärnu.

There are seven chairs at the College: Nursing, Midwifery, Optometry, Dental Technology, Occupational Therapy, Pharmacy and Health Promotion, and two departments: Vocational Education and Training, and Academic Affairs. As of 1 September 2011, there were 1643 students enrolled at the College in 8 professional higher education curricula and 141 pupils enrolled in two vocational training curricula.

There are 129 employees at the College of whom 75 are members of the teaching staff.

This Development Plan has been prepared for the period 1 January 2012 to 31 December 2016.

The Development Plan was prepared over the period April to November 2011. In April 2011 the Rector's Office and structural units of the College drew up principles for the Development Plan which were then discussed by the College Council.

During 23–24 August 2011, under the leadership of the Rector's Office, a workshop to produce SWOT analyses and define the objectives and actions for the Development Plan was organised for 76 (seventy-six) College employees.

As a result of the workshop, the SWOT analyses for the structural units and the College were completed and the main objectives and key results of the Development Plan were developed. The preparation of the Development Plan continued at structural units until 21 September 2011, to specify the actions and objectives and coordinate them with partners.

By the end of September, the Rector's Office had assembled the submitted development plans into a College Development Plan and presented the draft Development Plan to staff, then to the College Council and Advisory Board for their comments and coordination. A Tallinn Deputy Mayor gave his feedback to the draft Development Plan as well.

The draft Development Plan was open for public discussion during 10–14 October 2011.

The College Council, at its meeting on 15 November 2011, approved the Development Plan and decided to submit it to the Minister of Education and Research for approval (Council Resolution No. 9.2).

This Development Plan is based on the following legislation and regulations: the [Statutes of Tallinn Health Care College](#); the [Institutions of Professional Higher Education Act](#); the [Vocational Educational Institutions Act](#); the [Standard of Higher Education](#); the [Vocational Education Standard](#); the [Estonian Higher Education Strategy, 2006–2015](#); the [Strategy for the Internationalisation of Estonian Higher Education, 2006–2015](#); development and action plans of professional associations; and the [Development Strategy for Nursing and Midwifery, 2012–2020](#).

Mission

The College trains innovatively and critically thinking health professionals.

Vision

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

Core Values

IKKA (Inimene Koostöö Kaasamine Areng)

(People Cooperation Inclusion Development)

PEOPLE (I)	People come first, are of the highest value to the College: Staff — their competence, commitment, individuality and innovativeness create a unique environment for development and learning. Learners — their different backgrounds as well as skills and knowledge that evolve in the process of learning, enrich the College, becoming a bridge between society and partners.
COOPERATION (K)	The College shapes skills for multi-professional and multicultural teamwork in its staff and learners while in continuous national and international cooperation with organisations that support development.
INCLUSION (K)	College staff, learners, alumni and partners are included in the management of its organisation and development activities.
DEVELOPMENT (A)	We support innovativeness, we inspire and are inspired, we make purposeful development possible while insisting on accountability for the choices made.

Stakeholders of the College

The Republic of Estonia — society, local governments, the Ministry of Education and Research, Ministry of Social Affairs and other state agencies; learners; employers; professional associations; foreign partners; the College employees; alumni.

Principal Cooperating Partners of the College

The Ministry of Education and Research, Ministry of Social Affairs, National Institute for Health Development, North Estonia Medical Centre Foundation, East Tallinn Central Hospital, Tallinn Children's Hospital Foundation, East Viru Central Hospital Foundation, main employers / practical training facilities / professional associations

related to all curricula, *Metropolia Ammattikorkeakoulu* (Helsinki Metropolia University of Applied Sciences) (the Republic of Finland), and other foreign partners linked to College curricula.

1. Assessment of Present Situation

The Development Plan of Tallinn Health Care College for the period 2009–12 was implemented with regard to its most important points. The partial implementation of some actions did not prevent the College from achieving its strategic objectives.

The greatest achievements include:

1. Launching a Nursing Education Specialisation curriculum in 2009;
2. The renovation of Kohtla-Järve structural unit with the financial assistance by the European Social Fund in 2009;
3. The College has carried out important improvement and development activities with financial assistance through programmes and projects by the European Social Fund (hereinafter the *ESF*). A decision was made to grant the College financial assistance from the ESF to modernise teaching aids of the chairs of Optometry, Dental Technology, Nursing and Midwifery as well as to build elevators for ensuring better accessibility;
4. Launching a vocational training curriculum for Emergency Medical Technician in 2010;
5. Launching regional workplace-based training for Care Worker in 2009;
6. Regionally expanding the nursing education to Pärnu in 2009 and 2011, and to Kuressaare in 2011;
7. First graduates in Health Promotion curriculum in 2010;
8. Starting from 2011, state-commissioned education for the Occupational Therapist curriculum is being requested on an annual basis;
9. Successful completion of transitional evaluation of the ‘Health Care’ study programme group in 2009 and ‘Medicine’ study programme group in 2011;
10. In order to support the mobility of its staff and learners, the College joined Action 8 of the ESF Doctoral Studies and Internationalisation Programme “DoRa” (hereinafter *DoRa*) and the Nordplus Programme. In the framework of Action 2 of DoRa, the College had the opportunity to include a foreign member in its teaching staff;
11. In partnership with *SA Väärtustades Elu* [the Valuing Life Foundation], the in-service training course ‘Pregnancy Crisis’ took place in the period 2009–11;
12. In 2011 the College launched an opportunity for intensive courses in official language under all curricula and improved the language teaching methodologies;
13. In 2011 members of the Chair of Optometry successfully completed their professional master degree studies at the University of Latvia, and as a result, all ordinary teaching staff of the chair have master’s degrees in their fields;
14. Learner numbers have increased during the reporting period — as of 1 November 2009, there were 1403 students and 141 pupils enrolled at the College, and as of 1 November 2011, there were 1607 students and 141 pupils;
15. Successful participation in the following international networks: the European Network of Occupational Therapy in Higher Education (ENOTHE), European Association for International Education (EAIE), Consortium of Institutes of Higher Education in Health and Rehabilitation In Europe (COHEHRE), International Union for Health Promotion and Education (IUHPE), Dietitians Ensuring Education, Teaching and Professional Quality (DIETS2), European

Academy of Optometry and Optics (EAOO), European Association of Institutions in Higher Education (EURASHE), The European Association for Health Information and Libraries (EAHIL);

- 16.** With the support of and in association with the MindWellness international project – Improving learning capacities and mental health of elder people –, the learning environment for 50-year-old or older healthy people was created. Intensive courses were developed and conducted in cooperation with the following intensive projects: Intensive Program on Poverty and Social Exclusion (IPPSE); Well, Man? Men’s Wellbeing and Health in a European Perspective; Interdisciplinary Program on Palliative and End-of-Life Care (IPPE); A European Perspective on Social Inclusion of Persons with Disabilities and Elderly; Nordic/Baltic Perspectives on Nursing Diagnoses and Diagnostics; Pediatric Health Care and Promotion.
Within the framework of the HEVI project under the Leonardo da Vinci Programme, the training material for teaching staff was produced, an elective subject for learners and in-service training courses for employees were created. Within the framework of the ‘Improved Training Modules and New Opportunities for Care Workers’ project under the Leonardo da Vinci Programme, a training module for care workers was developed; and in the framework of the PHARLEMA project, the development of learning materials to support the mobility of learners in the Pharmacy curriculum was commenced. During 2009–11 the College participated in the ESF ‘Increasing the Supply of Qualified Labour (2007–13)’ project, and over that period of time it received funds for 19 training courses.
The Qualifying Committee of the Estonian Unemployment Insurance Fund granted the College a ‘Personalised Card for Training Provider’;
- 17.** Under the ‘The Development of Study Information Systems of Institutions of Professional Higher Education’ project, the College launched its electronic Study Information System (SIS) in 2010;
- 18.** In 2010 and 2011, two curricula were switched to the web-based supervision of practical training;
- 19.** Through the examination in theory and practice for nurses and midwives, 39 nurses and 2 midwives were entered in the National Register of Health Care Professionals and who then re-entered the labour market;
- 20.** Over the period 2009–12, five applied research projects have been conducted.

The following objectives of the Development Plan for 2009–12 turned out to be problematic:

- 1.** The launch of applied research projects and, only partly problematic, the development of research directions in association with employers. As higher education and master degree studies in health care in Estonia do not have long traditions, the experience and traditions in research are lacking as well. For the period ending now, partnerships with employers have been positive and the research-related cooperation has partially begun;
- 2.** In collaboration with the Design Institute of Estonian Entrepreneurship University of Applied Sciences, the College commenced development of a basic module which was not completed during the period of the Development Plan. An elective subject – Universal Design – offered at 3 ECTS credits, was established and conducted in the 2010/11 and 2011/12 academic years;

3. Following the principle of making optimal use of the resources of teaching staff and learners, only two out of four fields of specialty training were launched;
4. The College has always recognised its learners and there are several relevant activities for that, but no system exists yet. The College will be engaged in this issue over the next period of the Development Plan, and will include the involvement of the learners.

2. SWOT of Tallinn Health Care College

<p>Strengths</p> <ol style="list-style-type: none"> 1. Specific curricula, the only such provided in Estonia: Dental Technician, Occupational Therapist, Optometrist, Health Promotion Specialist, Assistant Pharmacist; 2. Professionally competent teaching staff is sufficient; 3. Good physical and technical resources (teaching aids, professional literature, access to professional data bases, etc.); 4. Publishing activities are in place, teaching aids are created; 5. Opportunities for intensive courses in official language under all curricula; 6. Teaching in several places in Estonia, and the regional scope is expanding; 7. Effective establishment and continuance of international relationships; 8. Employers have indicated interest in partnerships with the College; 9. Long traditions in teaching health care professions; 10. Internal readiness to respond quickly to the needs of society; 11. A large alumni community. 	<p>Weaknesses</p> <ol style="list-style-type: none"> 1. Specific curricula, the only such provided in Estonia: (Dental Technician, Occupational Therapist, Optometrist, Assistant Pharmacist); there are no national partners at the professional higher education level; 2. Competencies required for internationalisation need to be improved, e.g., proficiency in foreign languages, working in multicultural teams, etc.; 3. The paucity of modules using foreign languages in curricula; 4. The paucity of applied research; 5. The number of alumni involved is insufficient, e.g., lack of regular feedback from alumni; 6. There is no College website in Russian; 7. Information on learning opportunities does not reach all potential adult learners; 8. Practical training supervisors are not always aware of their roles in supporting learners' development.
<p>Opportunities</p> <ol style="list-style-type: none"> 1. The need for specialists with new skills and professional competencies is increasing due to the aging of population and workforce, changing expectations to and needs for health care services, and technological developments; 2. To expand regional scope even more, to go closer to the learners; 3. New curricula; flexible and learner-centred organisation of studies; modules taught in foreign languages, common core curricula, and joint curricula; 4. To use even more (international) programmes to carry out actions; 5. Commissioned development activities and service to society; 6. Through purposeful marketing of College values and opportunities to build the image of the College and find new learners, including adult learners (age 30+); 7. To offer and apply new innovative solutions; 8. To expand learning opportunities for acquiring specialty-related language; 9. Inclusion of alumni in the activities of the College. 	<p>Threats</p> <ol style="list-style-type: none"> 1. Decrease in numbers of upper secondary school graduates, and the resulting competition with other schools; 2. Information on learning opportunities does not reach adult learners; 3. The outflow of the workforce from the country threatens the quality of curricula, including the sustainability of teaching staff resources; 4. The increase in state-commissioned education for the Basic Nursing Education curriculum will not include an increase of places in practical training facilities over the next few years; 5. Sociopolitical and economic changes which may result in a decreasing need for graduates of some curricula; 6. The situation in the global economy.

3. Strategic objectives and actions

3.1. Membership

3.1.1. Staff

The College employees will be high-level experts in their respective fields with contemporary professional attitudes. The teaching staff will know the practice and organisation of the field they teach, they will be valued by learners and cooperating partners. The age distribution of the staff will ensure a sustainable operation of the College.

The staff will be proficient in foreign languages, they will be mobile, and innovatively and actively engaged in research.

The staff, including the teaching staff, will develop professional vocabulary in Estonian and present professional information to practitioners and to the entire society as well.

The staff will give a positive example to learners, cooperating partners and colleagues.

Action	Result in 2016
Staff training	At least 100 practical training supervisors will undergo mentoring training during each reporting year
	By the end of the reporting period, the College will have established a mentorship system
	At least 75% of teaching staff will have master's degrees or equivalent qualifications, and 10% of teaching staff members will have research degrees
	75% of teaching staff for vocational training curricula will meet the qualification requirements
	The job shadow system will be in place
Recruiting and retaining teaching staff	Foreign members will be included in the teaching staff
	An effective system for supporting development and creative activities of staff will be in place
Presentation of research, development and creative activities (hereinafter the <i>RDC</i>)	The number and quality of publications and papers will show growing trends

3.1.2. Learners

The graduates of upper secondary schools, who are emphatic and broad-minded and who have an interest in working with people, will constitute 50% of the College's learner population; and the other 50% thereof will be working adults with a positive attitude and excellent career and work experiences, who have always wanted to work with and for people, and are ready for lifelong learning.

The College graduates will have the evidence-based knowledge, practical skills needed for their profession, the ability to think critically and innovatively, teamwork skills, ethical understandings necessary for professional activities, readiness for lifelong learning, and courage to be enterprising.

Action	Result in 2016
Presentation of student RDC	A collection of students' best final papers will be published in 2015
	The number of presented final papers will show a growing trend
	Participation in student research contests, including national,

	international and within the College, will show a growing trend
Counselling	Support systems for learners, including international and visiting learners, will be in place
	The College will have a counselling system in place, including for special-needs applicants and learners

3.2. Teaching and learning

The objectives of teaching and learning will be to ensure the graduates their competitiveness in the national and international labour markets as well as the skills and competencies necessary for lifelong learning.

The College will plan its student and pupil places based on the state needs and in accordance with its own capabilities and purposes.

The objectives will be achieved through the development of common core curricula, basic modules and/or subjects for the College, national and international curricula in Estonian and in a foreign language; the integrated, flexible and learner-based organisation of studies; and the research and final papers conducted in a multidisciplinary and multicultural way.

Action	Result in 2016
Use of the means of ICT in teaching and learning	The use of e-learning will be in line with the needs of learners and suitability of the curricula (e-courses, learning objects, e-practical training)
Curriculum development	Each College student will have an opportunity to earn at least 5 ECTS credits for studies using a foreign language
	The quality criteria for curricula will be prepared
	All curricula will include a possibility to graduate by defending a final paper
	Based on the training needs, a vocational training curriculum for Assistive Technology Specialist will be developed, training will be started if state-funded pupil places become available
	Common core curricula will have been prepared within the College, with partner institutions of higher education in Estonia and abroad
	Gradual transition of vocational training to instruction in the Estonian language
Organisation of studies	Organisation of studies will be based on the learners' needs and regionality
	Provision of official language courses will be needs-based
	Upon admission, the College will apply a system that recognises prior learning and work experiences
	Summer school will have been launched (at least 4 preparation courses)
	In cooperation with stakeholders and cooperating partners, the College will have identified the need and opportunities to provide the midwifery specialisation to graduates in the Basic Nursing Education

3.3. Development and Cooperation

Through development and cooperation we shall support the provision of quality health care services and promote the welfare of people/population. We shall make an optimum use of tangible and human resources of employers and the College.

We shall create an opportunity for presenting research papers in Estonian.

RDC activities will be defined and the implementation thereof will be measured.

The library will be a centre of educational information, research and development which will contain up-to-date databases and ensure that the highest level of access is available.

Action	Result in 2016
Development, cooperation, networks, projects	The library will have partnerships with at least three foreign libraries
	In collaboration with the Department of Nursing Science of the Faculty of Medicine at University of Tartu, an international nursing conference will be organised in 2015
	Needs for introducing master degree studies in Dental Technology, Midwifery and Occupational Therapy will have been analysed and the preparations to launch the studies will have been made
	A conference for care workers will be held each year
	At least 5 language learning projects will have been carried out
	Participation in networks and projects will be effective and the outcomes will be presented regularly

3.3.1. Applied research

The teaching staff of the College will be experts in their respective fields, they will lead and conduct applied research in collaboration with professional associations and employers, and other institutions and organisations.

The principles for methodologies of research and development will be standardised within the College and the relevant information made available on the College's website.

The organisation of research conducted within the College will be regulated and documentation made available on the College's website.

Action	Result in 2016
Applied research in partnership with employers and professional associations	Up to 14 applied research projects will have been carried out

3.3.2. Internationalisation

The objective of internationalisation is to be a higher education institution in the field of health and welfare being a respected and reliable partner to learners and professionals in other countries.

The College will expand its international dimension and increase its international visibility by promoting its research, development and creative activities in cooperation with foreign institutions of higher education and other enterprises and organisations.

The College will have developed measures to support mobility.

Action	Result in 2016
Outbound mobility	Staff mobility will be 12%, including the teaching and support staffs
	Learner mobility will be 12 %, including students and pupils
Inbound mobility	In balance with the outbound mobility
Internationalisation at home (in Estonia)	25% of membership will be engaged in international development activities and projects
Participation in international networks, projects	Participation in international networks and projects will be effective; the outcomes of network activities will be reported to the College Council once a year, and project outcomes will be reported at the completion of a project

3.4. Management, Communications and Alumni

The College will include its membership, stakeholders and partners in the development process of its strategies and development plans.

The College will identify comparative higher education institutions, prepare comparative indicators, including financial and personnel indicators, and in this way will obtain the reference data to improve its own processes.

The College will conclude a cooperation agreement with *Metropolia Ammattikorkeakoulu* (Helsinki Metropolia University of Applied Sciences) (the Republic of Finland) for the purposes of joint activities.

Quality management will be improved, which will lead to transparent management and measurable outcomes.

Alumni and cooperating partners will be involved in the College's marketing and image building activities.

Action	Result in 2016
Personnel management	A project-based funding source will have been found and job evaluation completed in the Chair of Nursing
	The procedure for staff recognition will have been developed and a system of incentive pay described
External assessments	The College will have undergone institutional accreditation
	If needed, vocational training curricula will be prepared for accreditation
Internal and external communications, image building and marketing	An image campaign will have been carried out
	The College's website will be in three languages (Estonian, English, Russian)
	Over the years, the College's learner numbers will remain stable
Quality management	According to the feedback plan, the College will receive feedback to its activities, analyse it and introduce improvements
	A three year trend of the feedback from employers and alumni will be identified
	Quality management principles will be promulgated to every employee in the organisation
Funds	Stakeholders and partners will be contributing to the learner scholarship fund

	A fund for applied research will have been established
A health promoting College	By 2016 Tallinn Health Care College will have a development plan for health promotion, and the activities to achieve its objectives will have been carried out or launched according to the development plan

3.5. Physical and technical resources

The College will ensure:

1. The technological quality of learning environment by procuring state-of-the-art educational equipment to replace the obsolete;
2. Continuous development of information technology solutions, to support its management and coherent functioning of its main processes, and a better access to education for learners;
3. That the learners and staff with physical disabilities are provided safe access to school buildings in Tallinn and Kohtla-Järve, and safe movements within the buildings, as required by their studies, work and personal needs;
4. That its school buildings will be brought into accordance with fire safety requirements;
5. That learners, staff, cooperating partners and alumni are provided a better learning and work environment, by building and furnishing, from its own budgetary resources, a new library and continuously improving space for learning, working and recreation.

Major construction works planned, etc.	Start of project	End of project	Total cost of project (€)
Library construction	01/10/2011	31/12/2014	660,000
Library furnishings	01/01/2014	31/12/2016	150,000

Projects that have received funding

Through the 'Educational Infrastructure of Professional Higher Education' sub-measure of the 'Modernisation of Educational Infrastructure for Professional Higher Education and Teacher Training' measure:

Name of project	Start of project	End of project	Total cost of project (€)
State-of-the-art Teaching Laboratory for Dental Technology	01/06/2011	31/12/2012	267,431.90
Simulation Centre for Teaching Nurses and Midwives	01/01/2011	31/12/2014	619,303.87

Through the ‘Learning Environment of Institutions of Professional Higher Education’ sub-measure of the ‘Learning and Work Environment of Institutions of Higher Education, Research and Development’ measure:

Name of project	Start of project	End of project	Total cost of project (€)
Improving Access to School Buildings and Ensuring Fire Safety	01/09/2011	31/12/2013	519,300

The school building and student home of Tallinn Health Care College were included in the list of objects covered by the Green Investment Scheme and the following works will be undertaken by *AS Riigi Kinnisvara* [State Real Estate Ltd] in 2012:

School building	Start of the project	End of project	Total cost of project (€)
Facade and base insulation, roof insulation and sealing, renovation of central heating system and heat distribution unit, construction of general ventilation system, renovation of main electric switch	01/03/2011	31/12/2012	3,290,044
Student home	Start of project	End of project	Total cost of project (€)
Facade and base insulation, window replacement, renovation of heat distribution unit and reconstruction of heating system to two-pipe system, renovation of main electric switch	01/03/2011	31/12/2012	550,240

Tallinn Health Care College participates in a project by the Estonian Information Technology Foundation entitled ‘Development of Study Information System Modules’:

Name of project	Start of project	End of project	Total cost of project (€)
Development of Study Information System Modules	01/10/2011	01/07/2013	196,200

Submitted applications

Through the ‘Educational Infrastructure of Professional Higher Education’ sub-measure of the ‘Modernisation of Educational Infrastructure for Professional Higher Education and Teacher Training’ measure:

Name of project	Start of project	End of project	Total cost of project (€)
Complex of Laboratories in the Field of Pharmacy	01/04/2014	31/10/2015	444,631.58
Modernisation of Educational Infrastructure for Occupational Therapy — Teaching Facility ‘Accessible	01/04/2013	31/10/2013	56,842.12

Teaching Kitchen'			
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Through the 'Educational Infrastructure of Professional Higher Education' sub-measure of the 'Modernisation of Educational Infrastructure for Professional Higher Education and Teacher Training' measure, the College is participating as a partner in the project under Call for Proposals — 'Acquisition of State-of-the-art Recording System for Recording Training Sessions and Lectures and the Joint Implementation Thereof by Institutions of Professional Higher Education'.

3.6. Service to society

The College will have an impact on contemporary Estonian society.

By sharing our knowledge and skills, we want to contribute to improving public health in Estonia, and developing the ability of people to make healthy choices.

The College will produce a strategy and an action plan for lifelong learning which will establish a system for the development, provision and evaluation of in-service training in order to ensure its quality, including the quality of issued documents.

Action	Result in 2016
In-service training	The College will offer in-service training courses in line with the needs of stakeholders; participant numbers will be stable over the years
Shaping policies	As members and experts, the College's staff will participate in the activities of professional associations as well as in public advisory and decision-making bodies
Public-oriented activities	The College will have developed an action plan aimed at the general public which will include all curricula, and participant numbers will show a growing trend
	In order to develop his or her entrepreneurial qualities, each learner will have an opportunity to be engaged in the College activities and public-oriented activities
	The College will have analysed the possibilities to offer fee-based services and, based on the results, it will have prepared a service package
	The College will have developed a system for performance evaluation of its activities and their development

4. Procedure for renewal of Development Plan

Based on the College Development Plan, the structural units shall prepare their development plans, and in order to implement the actions therein, they prepare work plans for each academic year.

The implementation of the Development Plan shall be analysed twice per calendar year:

1. While establishing the budget for the next fiscal year;
2. In the beginning of an academic year on the basis of structural unit reports which analyse the activities and objectives, and measure the implementation of indicators.



The College shall report on the implementation of its Development Plan to the College Council and, in its annual management report, to the Ministry of Education and Research. The Advisory Board provides its opinion on the implementation of the Development Plan.

The Development Plan shall be modified if circumstances appear which would significantly impede implementation of the existing Development Plan. The College staff shall, through the College Council, be included in the process of modifying the Development Plan; if needed, the Advisory Board shall be included as well.

The modified Development Plan shall be submitted to the Ministry of Education and Research for approval.