

Outcome Based Curriculum Statute of Tallinn Health Care College

The statute is established on the basis of [the Statute of Tallinn Health Care College](#) and it is consistent with the [University Act](#), [Institution of Professional Higher Education Act](#) and [Standard of Higher Education](#). Vocational education curricula are based on [Vocational Education Institutions Act](#) and [Standard of Vocational Education](#).

I. General provisions

1. This statute regulates the general requirements of professional higher education and vocational education on the curriculum, the opening, maintenance, modification, development and closing of the curriculum in Tallinn Health Care College (hereinafter referred to as College).
2. The curriculum of professional higher education is the basic study document which determines the learning objectives, expected outcomes, nominal study period and volume, conditions for commencing studies, the list and the volume, short descriptions of options and conditions of subjects, specialization opportunities and the conditions of completion of the studies (HES).
3. The Vocational training curriculum is a basic document of vocational education prepared by an institution of higher education for each profession or specialty and vocational training, taken as a basis from the Vocational Education Standard, the Professional Standard, the national curriculum and taking into account different forms of study. Vocational curriculum is registered in the Estonian Education Information System (EHIS). The curriculum determines the learning goals and tasks, the requirements for commencement and termination of studies, curriculum modules and their volume with a brief description, options and conditions for selection of modules and opportunities for specialization, a list of elective subjects with a brief description of the content and volume and the options and conditions for electing the elective subjects.

4. The curricula of the College belong in the area of study of *health and well being* in the field of study of *health*. Professional higher education curricula belong to the curriculum group's *health care and medicine*. Vocational education curricula belong to the curriculum groups of *health, medical care, nursing, therapy and rehabilitation, and social work and counseling*.
5. The statute uses the terms in the following meanings:
 - 5.1. **Learning outcomes** are the knowledge, skills and attitudes acquired as a result of learning that are described in the minimum level necessary for completion of the curriculum, the module or a subject. Achievement of learning outcomes on the level which exceeds the minimum level is differentiated by grading.
 - 5.2. **Module** is a unit of substantive structuring of the curriculum unit, which brings together the subjects into a targeted entity or consists of one subject. The module volume is 5 to 65 full credit points of the European credit point system (ECTS).
 - 5.3. **Subject** is a systematically presented set of knowledge and skills covering a specific field or allowing a broader view thereof. Capacity of a subject is 2 to 30 ECTS full credit points.
 - 5.4. **Contact learning** is a lecture, seminar, practical, laboratory work, individual lesson or a study process conducted in any other way prescribed in the curriculum for achievement of learning outcomes aimed at acquisition of knowledge and skills. Contact learning takes place in the learning environment (including e-learning), in which participate both the student and the lecturer.
 - 5.5. **Internship** is a targeted activity organized to achieve the learning outcomes aimed at applying the knowledge and skills in a work environment under the supervision of a supervisor from the College and of a supervisor from the internship base (mentor).
 - 5.6. **Independent work** is acquisition of the knowledge necessary for achieving of learning outcomes independently in accordance with the tasks given by the lecturer.
 - 5.7. **Elective subjects** are the subjects related to the studies and elected by the student based on the objective of the curriculum.
 - 5.8. **Optional subjects** are the subjects selected by the student and meet the objectives of the curriculum.

II. **Structure of the curriculum**

6. The unit of the substantial structure of the curriculum of professional higher education is a module. The curriculum fixes the volume for compulsory education, internships, graduation thesis/final exam and electives and the volume of optional subjects, if they are contained in the curriculum.
7. A curriculum of professional higher education consists of general data, modules (with the volume, objectives and outcomes) and subjects (with the volume, objective and outcomes). (See Annex 1).
8. Additional details of the curriculum are elective subjects (with the volume, objective and outcomes) and the plan of timing of the study (year and semester).
9. The compulsory parts of a subject program are teaching methods, individual work, assessment and the literature.
10. The standard duration of professional higher education is 3 to 4.5 years and the capacity of the studies determined in the curriculum is 180 to 270 ECTS.
11. The capacity of the studies determined in the curriculum is calculated in the credit points of the European credit point system (ECTS). One credit point corresponds to 26 hours of work that a student has spent learning. An Academic year comprises 60 credit points, which is 1,560 hours of work that a student has spent learning.
12. In professional higher education, internships represent at least 15 percent of the volume of the studies determined in the curriculum.
13. According to EU Directives, in the basic nursing education curriculum, the internship comprises at least 90 ECTS and in the midwifery curriculum at least 110 ECTS.
14. In professional higher education, the final examination or the graduation thesis comprises at least 5 ECTS of the volume of the studies determined in the curriculum.
15. The volume of vocational education is calculated in study weeks. One academic year consists of at least 40 study weeks (SWs). The standard study period is 20 to 100 SWs on the basis of secondary education and 40 to 100 SWs on the basis of basic education.
16. Vocational education curriculum includes a general section, the modules of general and basic skills determined with the national curriculum and elective study modules.
17. In vocational education, the internship represents at least 25 percent of the volume of studies determined in the curriculum.

III. Opening of the curriculum

18. The College has the right to open a curriculum of professional higher education in the curriculum group of health care and medicine, for which the College has been granted the educational license. The College requests the opening of the new curriculum group in accordance with the Institution of Professional Higher Education Act.
19. The prerequisite for opening of a curriculum of professional higher education is employment by the College of the manager of the curriculum holding at least a Master's degree and meeting the qualification requirements with at least a 0.7 work load and a 5-year employment contract.
20. Opening of the curriculum is initiated by the College.
21. The prerequisite for opening of the curriculum is the clearly identified need for specialists trained on the basis of the curriculum and adequate academic and material resources.
22. The basis of carrying out the studies is the curricula meeting the standards of higher education which are approved in the Council of the institution of professional higher education and entered into EHIS.

IV. Requirements for the curriculum

23. Ensuring the quality of teaching is based on the Professional Higher Education Act, University Act, Standard of Higher Education, European Higher Education Area standards and guidelines for quality assurance, the institution of higher education development plan and the quality assurance system.
24. In the curriculum of professional higher education 100% of the volume of the subjects is taught by lecturers who have at least higher education in the relevant field of study, who are active in development work and have a relevant qualification.
25. The lecturers teaching practical specialty subjects in the curricula of nurse, midwife, optometrist, pharmacist and occupational therapist have a higher education and at least three (3) years of professional experience.
26. To ensure the quality of teaching, the institutions of higher education:
 - 26.1. Provides the best possible conditions for learning and teaching and is constantly developing the learning environment;
 - 26.2. Updates the teaching methods and resources, prepares training materials in Estonian, and supplies the library with teaching and research materials;

- 26.3. Ensures implementation of highly qualified teaching staff in the learning process and promotes their ongoing continuing education;
- 26.4. Provides a systematic and continuous development of curricula;
- 26.5. Ensures development of the support services of the learning process (including counseling, study information systems, student counseling, internship management, etc);
- 26.6. Obtains from students, graduates, employers and other target and interest groups regular feedback, analyzes it and integrates the results into curriculum development;
- 26.7. Through foreign exchange of students and teachers develops an international dimension of learning activities.

V. Maintenance of the curriculum

27. A new version of the curriculum is approved by the Council of the College and is entered into EHIS by the Head of the Academic Department.
28. The Head of the Academic Department keeps records of registration of curricula, making amendments in the curricula etc.
29. At each curriculum is set up a curriculum council, whose functions are:
 - 29.1. To evaluate the curriculum, based on curriculum assessment(s).
 - 29.2. To evaluate the results of the feedback received from students, alumni and employers.
 - 29.3. To make proposals for curriculum development.
 - 29.4. To evaluate the compliance of the learning environment with the objectives of the curriculum and to make proposals to the Council of the College for development of the learning environment.
 - 29.5. To evaluate the adequacy and sustainability of the academic staff of the curriculum.
 - 29.6. To make proposals for updating the curriculum, for involving specialists in the teaching and for the use of budgetary means.
 - 29.7. To participate in the process of evaluating the quality of the curriculum.
30. The suggested composition of the curriculum council is as follows:
 - 30.1. The teaching staff of the profession of the curriculum;
 - 30.2. Employee's of the College;
 - 30.3. Employer(s);
 - 30.4. Alumni;

30.5. Student representative(s);

30.6. External expert(s).

31. The curriculum council is set up on the proposal of the Head of the Chair by the decision of the Council of the College for three years.

32. The work of the curriculum council is managed by the Head of the Chair.

33. The curriculum council shall meet as necessary but not less than once a year.

VI. Changing the curriculum

34. Changes in the curriculum are considered a change that is made in the version entered in EHIS.

35. Modification of existing curricula is initiated by the Head of the Chair/Department.

36. Curriculum changes are approved by the Curriculum Council and confirmed by Council of the College on the proposal of the Head of the Chair/Department administering the curriculum.

37. If the amendment involves other curricula of the College, the change is coordinated with the head(s) of the relevant chair(s).

38. The new version of the curriculum for the upcoming academic year is submitted by the Head of the Chair/Department to the Council of the College before May 1st, electronically and on paper.

39. The new version of the curriculum with the additional data is submitted by the Head of the Chair/Department to the Academic Department after confirmation in the Council of the College; the Academic Department shall enter the curriculum to SIS by 1 June.

VII. Curriculum development

40. If no changes are planned for the curriculum, the Head of the Chair shall submit the curriculum for the upcoming academic year (with additional information) to the Academic Department by 15 February. The Academic Department shall enter the curriculum to SIS by 15 March.

41. The additional details of the curriculum are:

41.1. The temporal division of the subjects in the modules of the curriculum (academic year, semester).

41.2. Elective subjects with the objectives, outcomes and temporal division (academic year, semester).

42. Mandatory elements of the subject program (training methods, evaluation, independent work and literature) are filled in by the lecturer of the SIS subject no later than 2 weeks after the semester begins.

VIII. Closing of the curriculum

43. The initiative to close a curriculum comes from the College or the Ministry of the relevant area of administration.

44. The curriculum will be closed on the basis of a directive of the Minister of the relevant area of administration.

45. Upon the closing of a curriculum, the College, in cooperation with the ministry of the area of administration, provides to the students the opportunity to continue their studies in the same or another institution of higher education on the same or a similar curriculum.

IX. Implementing provisions

46. This statute shall enter into force at the moment of its approval regarding the outcome-based curricula of the institution of higher education (admission from the academic year 2009/2010).

47. If this statute is in conflict with other documents of Tallinn Health Care College governing the opening, approval, modification or closure of curricula, the principles set out in this document apply.