



APPROVED

by the Council of the Tallinn Health Care College

Decision No 6.1 of May 22, 2018

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 [Universities Act](#), [Institutions of Professional Higher Education Act](#) and [Standard of Higher Education](#). Vocational education curricula are based on [Vocational Educational Institutions Act](#) and [Vocational Education Standard](#).

I. General provisions

1. This statute regulates the general requirements of master's studies, professional higher education and vocational education on the curriculum; the opening, maintenance, modification, development and closing at Tallinn Health Care College (hereinafter referred to as College).
2. Curriculum of master's studies is the basic study document, which determines the learning objectives, expected learning outcomes, nominal study period and volume, conditions for commencing studies, the list and the volume of the subjects and their options and conditions, specialisation opportunities and the conditions of completion of the studies (HES).
3. Curriculum of professional higher education is the basic study document, which determines the learning objectives, expected learning outcomes, nominal study period and volume, conditions for commencing studies, the list and the volume of the subjects and their short descriptions, options and conditions, specialisation opportunities and the conditions of completion of the studies (HES).
4. Curriculum of vocational training is a basic study document prepared for each professional area or speciality within vocational training, with requirements taken as a basis from the Vocational Education Standard and from the corresponding national curriculum; and in addition to the provisions set out the national curriculum it also determines the list of elective subjects with volumes and brief descriptions of the content, and options and conditions for electing the elective subjects. The curriculum determines the learning objectives and tasks of

vocational, special and professional training, the learning outcomes to be achieved and links with qualification framework set in the Professions Act, the requirements for commencement and termination of studies, curriculum modules and their volumes with learning outcomes and assessment criteria, options for selection of modules and conditions and opportunities for specialisation. Partial professions acquired during learning process are determined in the curricula on the basis of vocational standards.

5. The curricula of the College belong in the field of education of *health and well being*, in the field of study of *health*. Professional higher education curricula belong to the curriculum groups *health care* and *medicine*. Vocational education curricula belong to the field of education of *health and well being*.
6. The statute uses the terms in the following meanings:
 - 5.1. **Learning outcome** determines the knowledge, skills and attitudes acquired as a result of learning. Learning outcomes are described in the minimum level necessary for completion of the curriculum, the module and/or a subject.
 - 5.2. **Module** is a unit of substantive structuring of the curriculum unit. Module brings together the subjects into a targeted entity or consists of one subject or is divided into subtopics. The module volume is in full credit points.
 - 5.3. **Subject** is a systematically presented set of knowledge and skills covering a specific field or allowing a broader view thereof. The subject volume is in full credit points.
 - 5.4. **Contact learning** is a lecture, seminar, practical course, laboratory work, individual lesson or a study process conducted in any other way 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/learner and the lecturer/vocational teacher.
 - 5.5. **Practical training** is a targeted activity organised to achieve the learning outcomes aimed at applying the acquired knowledge and skills in work environment or in simulation environment under the supervision of a supervisor from the College and of a supervisor from the traineeship institution (mentor) or in another form.
 - 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 study field and elected by the student/learner based on the objective of the curriculum. Learner can choose from the elective subjects of their curriculum or from elective or compulsory subjects of another curriculum of the College. A student may choose elective subjects of the same volume out of their curriculum.

II. **Structure of the curriculum**

Master's studies

6. Module is a unit of substantive structuring of the master's studies curriculum.
7. Master's studies curriculum consists of general data, modules (with volume, goal and outcomes), subjects (with volume) and elective subjects (with volume). (see annex 4).
8. Additional data of the curriculum consist of the plan of timing of studies (year, semester and assessment).
9. The compulsory parts of a subject program are teaching methods, individual work, assessment (methods and criteria); literature.
10. Nominal duration of master's studies is 1.5 to 2 years and the volume of studies determined in the curriculum 90 to 120 ECTS.
11. The volume of 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 used by a student for studying. The volume of an academic year is 60 ECTS and the volume of a semester is 30 ECTS.
12. Practical training is provided in master's studies. It is necessary for the achievement of learning outcomes and its volume is determined in the curriculum.
13. In master's studies, a Master's examination or Master's thesis constitutes at least 15 credit points of the study load determined in the curriculum.

Studies in professional higher education

14. Module is a unit of substantive structuring of the curriculum of studies in professional higher education.
15. Curriculum of studies in professional higher education consists of general data, modules (with volume, goal and outcomes), subjects (with volume, goal and outcomes) and elective subjects (with volume). (see annex 1).

16. Additional data of the curriculum consist of the plan of timing of studies (year, semester and assessment).
17. The compulsory parts of a subject program are teaching methods, individual work, assessment (methods and criteria); literature.
18. Nominal duration of studies in professional higher education is 3 to 4.5 years and the volume of studies determined in the curriculum 180 to 270 ECTS.
19. The volume of 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 used by a student for studying. The volume of an academic year is 60 ECTS and the volume of a semester is 30 ECTS.
20. In studies in professional higher education, practical training constitutes at least 15 percentage of the study load determined in the curriculum.
21. In correspondence with the directives of the EU there are practical training in the volume of at least 90 ECTS in the nursing basic study curriculum, and at least 110 ECTS in the curriculum of midwife.
22. In studies in professional higher education, final exam or final thesis constitutes at least 5 ECTS of the study load determined in the curriculum.

Vocational education

23. Vocational education curricula are the curricula of 4th or 5th level, initial training or of continuing education. Forms of study are fixed in the curriculum (see annex 2) and in the implementation plan attached to it (see annex 3).
24. The volume of vocational education is calculated in credit points of Estonian vocational education (ECVET). One credit point corresponds to 26 hours of work used for studying by a learner to acquire knowledge and skills. Volume of studies is 60 ECVET per academic year.
25. Vocational education curriculum consists of modules, which is an integral unit of the curriculum. Learning outcomes corresponding to competence requirements are described in it.
26. The modules are divided as the modules of main studies, elective studies and general studies.
27. Independent work forms at least 15% of the full volume of the studies in case of daytime education, and in case of non-stationary education more than 50%.

28. Practical training represents up to 50% of the volume of the curriculum in school-based vocational education, and at least 2/3 of the volume of the curriculum in on-the-job education.

III. Opening of the curriculum

29. 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 and master's studies in accordance with the Institutions of Professional Higher Education Act.

30. The College has the right to open a curriculum of vocational education in the curriculum groups in the field of education of health and wellbeing (ISCED-F 2013).

31. 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.

32. The prerequisite for opening of a curriculum of master's studies is employment by the College of the lecturers holding at least a Doctoral degree and meeting the qualification requirements with at least a 1.0 work load in total.

33. The basis for opening of a curriculum of vocational education is an existing vocational standard and/or a need expressed in a written form and proven by social partners.

34. Opening of the curriculum is initiated by the College.

35. The prerequisite for opening of a curriculum is the clearly identified need for specialists trained on the basis of the curriculum and adequate academic and material resources.

36. The basis of carrying out the studies is the curricula meeting the standard of higher education/standard of vocational education, which are approved in the Council of the institution of professional higher education and entered into EHIS.

IV. Requirements for the curriculum

37. Ensuring the quality of teaching is based on the Institutions of Professional Higher Education Act, Universities Act, Standard of Higher Education, European Higher Education Area standards and guidelines for quality assurance, the Development Plan of the College and the quality requirements.

- 38.** In the curriculum of professional higher education 100% of the volume of the subjects is instructed 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.
- 39.** In the curriculum of master's studies 100% of the volume of the subjects is instructed by lecturers who have at least a Master's degree in the relevant field of study, who are active in development work and have a relevant qualification.
- 40.** The lecturers teaching practical specialty subjects in the curriculum of professional higher education have a higher education and professional experience; at least once in five years they shall participate in the procedure of practicing.
- 41.** To ensure the quality of teaching, the College:
- 41.1. provides the best possible conditions for learning and teaching, and is constantly developing the learning and work environment;
- 41.2. updates the teaching methods and resources, prepares training materials in Estonian, and supplies the library with teaching and research materials;
- 41.3. ensures implementation of teaching staff consisting of lecturers and vocational education teachers as highly qualified as possible in the learning process and promotes their ongoing continuing education;
- 41.4. provides a systematic and continuous development of curricula;
- 41.5. ensures development of the support services of the learning process (including counselling, study information system, student counselling, practical training management, etc);
- 41.6. obtains from students, learners, graduates, employers and other target and interest groups regular feedback, analyses it and integrates the results into curriculum development;
- 41.7. through foreign exchange of students/learners and lecturers/vocational education teachers develops an international dimension of learning activities.

V. Maintenance of the curriculum

- 42.** A new version of the curriculum is approved by the Council of the College and it is entered into EHIS by the Head of the Study Department.
- 43.** The Head of the Study Department keeps records of registration of curricula, making amendments in the curricula etc.

- 44.** At each curriculum of professional higher education and at each curriculum group of vocational education is set up a curriculum council, whose functions are:
- 44.1. To evaluate the curriculum, based on curriculum assessment(s).
 - 44.2. To evaluate the results of the feedback questionnaire received from students, alumni and employers.
 - 44.3. To make proposals for curriculum development.
 - 44.4. 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 if necessary.
 - 44.5. To evaluate the adequacy and sustainability of the academic staff of the curriculum.
 - 44.6. To make proposals for updating the curriculum, for involving specialists in the teaching and for the use of budgetary means.
 - 44.7. To participate in the process of evaluating the quality of the curriculum.
- 45.** The suggested composition of the Curriculum Council is as follows:
- 45.1. the teaching staff of the profession of the curriculum;
 - 45.2. employee's of the College;
 - 45.3. employer(s);
 - 45.4. alumni;
 - 45.5. student representative(s);
 - 45.6. external expert.
- 46.** The curriculum and the curriculum group council is set up on the proposal of the Head of a structural unit by the decision of the Council of the College for up to three years.
- 47.** The work of the Curriculum/curriculum group Council is generally managed by the Head of the Curriculum, Head of the unit manages the work of the Council.
- 48.** The Curriculum Council shall meet as necessary but not less than once a year.

VI. Changing the curriculum

- 49.** Changes in the curriculum are considered as a change that is made in the version entered in EHIS.

50. Modification of existing curriculum is initiated by the Head of the structural unit or a Head of the Curriculum.
51. Curriculum changes are approved by the Curriculum Council and confirmed by Council of the College on the proposal of the Head of the unit administering the curriculum.
52. If the amendment involves other curricula and/or units of the College, the change is coordinated with the head(s) of the relevant unit(s).
53. The new version of the curriculum is submitted by the Head of the unit to the Council of the College before May 1st or November 1st.
54. The implementation plan of curriculum in vocational education is approved by a decree of Vice Rector for Academic Affairs on the basis of submission of the Head of the Vocational Education Department at least two months prior learning process. (changed)
55. The new version of the curriculum with the additional data is submitted by the Head of the unit to the Study Department after confirmation in the Council of the College; the Study Department shall enter the curriculum to SIS by 1 June the latest.

VII. Curriculum development

56. If no changes are planned for the curriculum, the Head of the unit shall submit the curriculum for the upcoming academic year (with additional information) to the Study Department by 15 February. The Study Department shall enter the curriculum to SIS by 15 March the latest.
57. The additional details of the curriculum are:
 - 57.1. The temporal division of the subjects in the modules of the curriculum (academic year, semester).
 - 57.2. Elective subjects with the objectives, outcomes and temporal division (academic year, semester).
58. 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

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

60. The curriculum will be closed on the basis of a directive of the Minister of the relevant area of administration.
61. 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

62. This statute shall enter into force at the moment of its approval.
63. If this statute is in conflict with other documents of Tallinn Health Care College regarding the opening, approval, modification or closure of other curricula, the principles set out in this document apply.