

APPROVED
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TALLINNA TERVISHOIU KÕRGKOO
TALLINN HEALTH CARE COLLEGE



**DEVELOPMENT PLAN OF THE
VOCATIONAL EDUCATION DEPARTMENT
2017–2021**

Tallinn, 2018

Introduction

The Vocational Education Department (hereinafter Department) of the Tallinn Health Care College (hereinafter College) is an autonomously budgeted department operating under the College Statutes that prepares and organises vocational education.

The Department runs six study programmes: Care Worker, Child Minder, Emergency Medical Technician, Assistant Technology Specialist, Client Worker for People with Mental Health Problems, and Sterilisation Technician. Studies are school-based or workplace-based.

The College had 344 students in vocational study programmes as of 10 November 2017.

This Development Plan is based on the following documents: [Statutes of the Tallinn Health Care College](#), [Development Plan of the Tallinn Health Care College 2017–2021](#), [Vocational Educational Institutions Act](#), [Standard of Vocational Education](#), [Estonian Lifelong Learning Strategy 2020](#), [Vocational Education Programme 2016–2019](#)

Summary of Previous Development Plan

The strategic objectives of the vocational education development plan for 2012–2016 were achieved.

Main achievements under the 2012–2016 development plan:

1. The health care and social services group of programmes of the Tallinn Health Care College was accredited for a term of six years by a decision of the vocational education assessment council in 2014.
2. New level 4 vocational study programmes were launched: Assistant Technology Specialist, Child Minder (minding children with special needs), Client Worker for People with Mental Health Problems, and Sterilisation Technician.
3. The College was regionally extended: workplace-based studies were organised in Haapsalu, Rapla, Mäetaguse, Paide, Kiviõli, Pärnu and Kohtla-Järve.
4. Flexible organisation of studies was applied in all study programmes.

Mission:

Professional development of the Estonian population in the health care and social fields on levels 4 and 5 of the European Qualifications Framework.

Objective:

To create appropriate conditions for students to acquire the knowledge, skills and values needed for living, working and lifelong learning.

1. Department SWOT

<p>Strengths:</p> <ol style="list-style-type: none">1) Specialised study programmes unique in Estonia: Sterilisation Technician, Assistant Technology Specialist;2) Sufficient competent teaching staff;3) Excellent material and technological base, state of the art study infrastructure;4) Need-based intensive teaching of the official language in all study programmes;5) Increasing regional capability;6) Various studies (OSKA report) and national strategies/laws (Social Welfare Act) support vocational training, including through grants for care workers from the Estonian Unemployment Insurance Fund.	<p>Weaknesses:</p> <ol style="list-style-type: none">1) Poor reputation of vocational education;2) Few applicants, no choice (except in Kohtla-Järve).
<p>Opportunities:</p> <ol style="list-style-type: none">1) Development and extension of activities addressed to the public;2) Regional expansion;3) Qualification requirement in the health care and social fields;4) College as the profession provider (for an unspecified term);5) Internationalisation, various projects;6) Ageing of the population: the need for qualified workforce will increase.	<p>Threats:</p> <ol style="list-style-type: none">1) Ageing of the population; fewer students;2) Fewer students;3) Relaxing of qualification requirements in the health care and social fields;4) Qualification requirements for vocational teaching staff narrow the possibilities to involve teachers.

2. Strategic objectives and activities

2.1. Members

2.1.1. Employees

The Vocational Education Department has 6.25 positions, including one in the Kohtla-Järve unit. The Department employs seven (7) people: the Department Head and six (6) teachers / study programme coordinators.

Objective: committed staff of the Department meet the qualification requirements and have digital competences.

Indicators:

1. Four (4) vocational teachers have acquired or are acquiring the professional of a vocational teacher.
2. One employee has completed a course in simulation modelling methods.

Activity	Description of activities	Result and/or outcome by 2021
Development of the professional level of the staff	Training of teaching staff is supported. All vocational teachers are trained in companies according to an approved procedure.	Teachers have received 80 hours of training over three years, as reflected in the relevant report and in teaching.
	During the Development Plan period, the focus is on digital competences. All employees use digital devices daily and have ordinary user level skills.	E-learning objects account for at least 35% of the volume of face-to-face teaching. Traineeships are documented in the Moodle environment.
	The Department supports the publication of articles. During the Development Plan period, each employee submits at least one article to at least a local publication.	Six articles have been published.

2.1.2. Students

According to the OSKA report, the need for care workers with vocational education exceeds their supply two-fold.

Objective: At least 1.7 applicants per place in all study programmes.

Indicators:

1. The same numbers of students are admitted over the period of the Development Plan (about 120 students every year).
2. Additional workplace-based studies are conducted under the PRÕM programme for three (3) groups a year.
3. A new study programme is launched to train dental assistants.
4. Dropping out remains at 7% a year.

Activity	Description of activities	Result and/or outcome by 2021
Involvement of students	Students are motivated to participate in various events outside the College.	Playroom services are offered at various College events.
		Information hours for seniors; for those closest to clients/patients on topics arising from the study programme.
Development of students' competences	An entrepreneurship module is developed and applied to all vocational students as an elective studies module.	One elective studies module per academic year as an entrepreneurship module.
	Alumni/student conferences are be organised.	One conference for alumni/students every two years.
	Possibilities are created to improve the Estonian skills of students through projects and language courses.	Only applicants with secondary education are admitted by the year 2021.
Internationalisation	Student mobility is developed.	In the Kohtla-Järve unit, 40% of teaching is conducted in Estonian.
		Six (6) students a year attend traineeship in a partner school under a mobility project.
		Six external students a year attend traineeship in the Vocational Education Department.

2.2. Studying and teaching

Objective: Studying in the Department is flexible and takes into account the changes in society; regional and study programme development is a continuous process.

Indicators:

1. The Department has eight (8) active study programmes by 2021.
2. E-learning corresponds to modern technological possibilities and accounts for at least 35% of face-to-face teaching.
3. Students' satisfaction with the learning process: current level
4. ("very satisfied" or "generally satisfied" in the 2015 feedback) 91%, target 95%.

Activity	Description of activity	Result and/or outcome by 2021
Study programme development	The correspondence of vocational study programmes' competences and volumes to the labour market needs is analysed.	Study programmes have been optimised where needed.
	New study programmes are developed in cooperation with SA Innove and the Estonian Qualifications Authority and admission begins.	A clinical secretary's continuing training study programme is developed in cooperation with a school offering secretary training.
		A new primary learning study programme is developed: dental assistant, level 5.
		New study programme(s) are developed according to the existing professional standard and labour market needs: care worker level 5; support person.
	The need in the study programme for the spiritual care subskill and legal competences is analysed.	Elective studies are available.
	Study programmes are analysed for combining lecturers held under different study programmes.	Joint learning of reanimation in cooperation with other specialisations.
		Study programmes are developed for creating joint subjects.
	A survey of employers is conducted every academic year to identify study needs and possibilities.	The employer has information on studying opportunities.
	Round tables of study programme teachers are organised so that the teachers of each study programme meet at least once in two years.	
	E-learning opportunities in vocational education are discussed and Moodle-based e-learning courses developed.	Study programmes have been reviewed and updated to labour market needs.

	A National Defence elective studies module for all vocational students is developed in cooperation with the Ministry of Defence.	
Quality assessment	Graduates of vocational study programmes take a vocational exam.	Graduates of vocational study programmes take a vocational exam and if they pass it, they receive the profession corresponding to their graduation certificate.
	Preparations are under way to accredit the groups of programmes of vocational education.	Vocational education has successfully passed accreditation.
Organisation of studies	Financial payback and the principle of flexibility are taken into account in the organisation of studies.	Elective studies have been developed and integrated into the schedule so that participants in different study programmes can study in one group.
		In 2020 the Child Minder study programme is available in the Kohtla-Järve unit.
	In cooperation with profession providers, students are given the possibility to graduate with a vocational exam.	The College is the profession provider for all vocational study programmes.
	Alumni are involved in teaching and traineeship supervision.	A database of potential teachers has been developed.
	The possibility to cross-use students is taken into account in the organisation of traineeships.	Students of school-based studies take a traineeship in the companies, the employees of which study in workplace-based groups.



Regional dimension	<p>The following is done in the Kohtla-Järve structural unit:</p> <ol style="list-style-type: none"> 1) continued uninterrupted admission of care workers; 2) preparation of school-based studies for child minders; 3) analysis of the need and possibilities for opening admission for other vocational study programmes. 	<p>In Kohtla-Järve, students are admitted annually to Care Worker's study programmes and other study programmes have been analysed and opened according to the analysis results.</p>
	<p>Organisation of work-based studies in the counties</p>	<p>After the end of the PRÕM programme, workplace-based groups will be trained (at least one group a year) according to the availability of financing and considering regional dispersion.</p>
Learning environment	<p>For the innovative teaching of war and catastrophe medicine in the Nurse, Midwife, Emergency Medical Technician and Care Worker study programmes, an ambulance simulator with technical equipment is purchased.</p>	<p>An ambulance simulator is used in studies.</p>

5. Development and applied research

Development and the promotion of professions and especially education play an important role in the constantly changing and tough competition. The ongoing development activities will be continued: conferences, participation in professional competitions and in the preparation of professional standards.

Objective: The Department systematically contributes to development activities and internationalisation by involving students and employees as well as cooperation partners.

Indicators:

1. Two students of the Care Worker's study programme participate in professional competitions every year.
2. Entries in ETIS (during any three years) – current 5, target 10.
3. Students' satisfaction with supervision is very good on a stable basis.

Activity	Description of activity	Result and/or outcome by 2021
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Development activities	One conference is organised every academic year: (2017/ 2018 – child minders; 2018/ 2019 client workers for people with mental health problems; 2019/ 2020 – assistant technology specialists) in cooperation with various organisations.	The number of applicants for admission remains the same (about 1.2 per place).
	Studying opportunities are presented with at least two employers every academic year with the help of students.	
	Care worker students participate in professional competitions.	
	An alumni day in the form of a conference is organised every two years.	
Internationalisation	Opportunities for international cooperation and regular mobility are sought systematically.	One application for employee mobility during the Development Plan period.
		Each employee of the Department has participated in one international week in another country once in three years.
		Six students every academic year take their traineeships abroad to gain international experience.
		Home care elective module under the NURED project.
		Logistics elective module under the HELP project.

6. Management, communication and alumni

The Vocational Education Department has six positions and seven employees. The increase in the number of employees is due to increased work load with the PRÕM programme.

Objective: The Department continues to work at the same load, stability of staff is maintained.

Indicators:

1. The Department's staff is represented in various professional associations (6).
2. Number of employees having passed management training – initially 2, target 4.

Activity	Description of activity	Result and/or outcome by 2021
Management	Prepare for and successfully pass accreditation of vocational education in 2020.	An internal assessment system is applied.
		The procedures regulating vocational education meet the applicable legislation.
		The council for the group of programmes contributes actively to the Department's work.
Marketing	Studying opportunities are systematically introduced according to training needs, target groups and objectives.	One article is published every academic year to introduce the opportunities for vocational education.
		Vocational education specialisations are introduced in two institutions every academic year.

5. Activities geared to the public

Objective: The Department organises events in the areas of its study programmes for various interest groups in cooperation with professional associations.

Indicators: Number of participants in health education and health promotion events in a year

Seniors – target 25.

Activity	Description of activity	Result and/or outcome by 2021
Activities geared to the public	Various events are organised for various target groups, involving students.	Playroom service.
		Organisation of a Seniors' Day.

Continuing education	Extension of possibilities for continuing education within the scope of all study programmes.	In the areas of all study programmes, at least two continuing training courses are offered every year.
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