

APPROVED  
by Rector of the Tallinn Health Care College  
Decree No 2- 1/108 dated 13.02.2018

## PERSONNEL POLICY OF TALLINN HEALTH CARE COLLEGE

### I General Provisions

1. The Personnel policy of Tallinn Health Care College (hereafter *the College*) is based on the ‘Development Plan for Tallinn Health Care College 2017-2021’, approved with Decision No 1.1 of the Council of the College, dated 03.04 2017, the mission, vision and core values of *the College* and supports *the College* in achieving its objectives.
2. Personnel policy is part of *the College’s* development plan and supports activities ensuring the objectives proposed in the development plan are achieved.
3. The main resource of *the College* is qualified and innovative staff, dedicated to achieving *the College’s* objectives.

### II Objectives and Principles of Personnel Policy

4. The objective of personnel policy is to value and develop the staff of *the College* based on common principles and implement the knowledge, skills, experience and attitudes of staff in achieving *the College’s* objectives.
5. Personnel policy describes the values and organisational culture and enables to ensure the effectiveness and competitiveness of *the College*.

### III Core Values

6. The core values of Tallinn Health Care College are based on the **IKKA** (Inimene (People) Koostöö (Cooperation) Kaasamine (Inclusion) Areng (Development) model:

PEOPLE (I)	Of the highest value to <i>the College</i> . Staff – their competence, commitment, individuality and innovativeness create a unique environment for development and learning. Learners – the different backgrounds as well as skills that evolve in the process of learning and knowledge enrich <i>the College</i> and form a bridge between the society and partners.
COOPERATION (K)	<i>The College</i> shapes skills for multi-professional and multicultural teamwork in its staff and learners while in continuous national and international cooperation with organisations that support the development.
INCLUSION (K)	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 demanding responsibility for choices made.

7. *The College's* personnel policy is based on the principle where all staff is treated according to common principles and are informed of everything affecting personnel policy.

#### **IV Management**

8. Guidelines for personnel policy are given by the Rector in cooperation with the Rector's Office. These are then discussed in the Council and implemented by the HR Specialist who will include the staff of *the College* in the process.
9. Staff is included in the management of *the College*, preparation of development plans and in decision-making.
10. The management culture encourages staff to speak their mind by developing an organisation with an open atmosphere, where everyone is able to implement their specialist skills and develop in their field.

#### **V Staff**

11. The personnel policy of *the College* is based on the principle where each position has flexibility in decision-making resulting in equal responsibility for the results. Staff should coordinate important issues and decisions with their immediate superior.
12. Each member of staff has an employment contract describing the position, its main objective, pay, holidays, immediate superior and the rights and obligations of both *the College* and the employee.
13. Working conditions are designed to encourage staff to achieve their objectives.

#### **VI Development of Staff**

14. A career development interview will be held at least once a year focusing on the character, work results and professional development of the employee.
15. New employees are assisted with a mentoring system and their personal development is aided through training principles.
16. Ordinary teaching staff of *the College* has the right to apply for one sabbatical semester once every five years in order to enhance their professional skills or for other creative activities under the conditions and procedure established by the Council.
17. Full-time staff of the Department of Vocational Education is required to gain objective-based field-specific apprenticeship at companies/institutions, supervised by a competent supervisor, in the capacity of at least 80 hours within three years.
18. Each full-time teacher of practical skills has either field-specific work experience or will complete a 40-hour apprenticeship in a company/institution at least once every five years. The apprenticeship of teachers derives from ensuring the continuous quality of practical education.

#### **VII Personnel Planning**

19. Personnel work consists of two parts: knowledge of people and circumstances behind their behaviour, and the general function and management of *the College*.
20. Targeted and efficient personnel planning is an integral part of personnel policy, ensuring the stability of *the College*. Planning is based on short and long term strategies and development objectives of *the College*.
21. The objective of personnel planning is the involvement of qualified specialists in curricula and work segments who share the vision and mission of *the College*. Staffing needs are determined by the manager of the unit based on the development plans of the

unit and *the College*.

22. In order to educate a new generation of lecturers/vocational education teachers, *the College* highlights the importance of finding new talents among their students, involving them in working groups, projects and the management of *the College* during their studies.

### **VIII Recruitment and Selection**

23. We recruit knowledge-driven, motivated and qualified specialists. We offer long-term cooperation and opportunities for personal development.
24. Open positions in *the College* are filled through open competitions with all candidates having equal opportunities in applying. An exception being direct offers by either the Rector or Managers of Structural Units for specific positions or positions where an open competition would be impractical (new employee needed immediately, recommended by a member of staff etc).
25. Multiple recruitment sources are used based on the need and specifics of the position (employment agencies, various website portals, direct job offers etc). Recruitment, sources and selections are managed by the personnel specialist together with the immediate superior of the given position.
26. *The College* has provided the lecturers, research staff and vocational education teachers the 'Qualification Requirements of Tallinn Health Care College for Lecturers, Research Staff and Vocational Education Teachers' forming the basis for requirements for lecturer/teacher positions.
27. In selecting lecturers, research staff and vocational education teachers, *the College* refers by the approved document of '„The Procedure of Application and Selection of Lecturers, Research Staff and Vocational Education Teachers Important stages of support- and administrative staff recruitment:
  - 28.1 assessing the need for the position;
  - 28.2 preparing or revising the job description;
  - 28.3 coordinating the information on the position with the immediate superior of the future employee (contact person, pay, start date etc);
  - 28.4 job announcement;
  - 28.5 preview of documents received, their analysis and initial selection;
  - 28.6 background checks where necessary;
  - 28.7 interview;
  - 28.8 interview analysis, conclusions and initial selection;
  - 28.9 where necessary, a trial assessment or trial day organised for the candidate;
  - 28.10 reaching an agreement with the candidate.
28. Documents of unsuccessful candidates are deleted pursuant to § 24 p 1 of the Personal Data Protection Act.
29. New employees are guided by a mentor who helps them to get to know the organisation, the team and to settle in their new position. Mentorship is based on the quality assurance principles of *the College* and the development plans of *the College* and its units.

### **IX Attestation of Lecturers and Self-Evaluation of Vocational Education Teachers**

30. Attestation of lecturers is the periodical evaluation of the compliance of lecturers with the work results and qualification requirements for the position. The aim is to support the lecturer's development and career opportunities and to determine their suitability for the position.

31. The self evaluation of vocational education teachers is an annual systematic process conducted regularly by the teacher of the vocation or a member of the vocational education teaching staff through which they review their everyday approaches, evaluate results, and where needed, enhance these.
32. *The College* has approved the '[Conditions and Procedure for the Attestation of the Teaching and Research Staff and Self Evaluation of Vocational Education Teachers](#)'

### **X Recognition, Remuneration and Motivation of Personnel**

33. By recognising each employee, we contribute to a positive atmosphere and reputation of the organisation and motivate effective working. *The College* values their staff, recognising their professional achievements, considering their opinion, trusting their expertise and treating them fairly.
34. *The College* motivates their staff: organisation of staff events, sports activities, celebration of birthdays and other important personal events. Every year the best support worker and colleague of the year are nominated.
35. Tallinn Health Care College has developed a [procedure](#) recognising staff and cooperation partners.
36. [Remuneration](#) is linked with the value of the position, qualification requirements of the employee and their performance. Remuneration is adjusted according to the availability of budgetary funds.
37. *The College* will provide additional remuneration for additional duties, and where possible, performance pay and performance pay as recognition. Partial remuneration of spectacles used for work or other optical devices correcting visual acuity and funeral benefit in the event of death of the employee's next of kin.
38. In order to improve work-life balance, staff is provided teleworking opportunities and flexible working time arrangements.

### **XI Personnel Development**

39. *The College* values staff who opt for additional training and implement these new competencies in their work. The objective of human resource development and training is to increase the professional level of personnel, develop staff that are keen to continuously enhance their values, knowledge and skills, thereby achieving the objectives of *the College*.
40. Also, with necessary field-specific competence (experience), *the College* enables their employees to become an internal coach, visiting lecturer, take part/manage research and development activities, be a member of expert committees or become a mentor.
41. Performance reviews assess performance and set new targets. The main focus is on the character of the employee, their performance results and development with feedback provided. Performance reviews discuss the expectations of parties, current activities and competencies achieved and to be further developed.

### **XII Career in the College**

42. *The College* provides staff with means and opportunities supporting and/or developing the employee's professional skills:
  - 43.1 by supporting degree studies, *the College* enables the employee to prepare for a career in their chosen field;

- 43.2 by supporting development activities and applied research conducted by the employee, *the College* supports the development of the employee's specific competencies and career opportunities;
- 43.3 by supporting and enabling international cooperation, *the College* supports the employee in gaining international experience.
- 43. *The College* expects the employee to be prepared and able to use these opportunities in self-development and to take responsibility for enhancing their own career.
- 44. The career planning of academic personnel will also be supplemented through attestation.
- 45. *The College* outlines three career stages:
  - 46.1 the employee's development in their current position enabling them to become a highly valued specialist in their field;
  - 46.2 Employee's horizontal movement within *the College*:
    - 46.2.1 tasks with more responsibility, e.g. managing projects or applied research, internal coaching;
    - 46.2.2 tasks requiring creativity and initiative, e.g. organising public events;
    - 46.2.3 development activities (e.g. managing development activities);
  - 46.3 Employee's vertical movement:
    - 46.3.1 applying for positions within *the College* (e.g. for the position of a manager of a unit);
    - 46.3.2 by applying for positions through open competition.

### **XIII Employment Relations**

- 46. The basis of the employment relation between *the College* and the employee is mutual trust and understanding.
- 47. The Rector's Office/Council of *the College*:
  - 48.1 informs staff of *the College's* activities on a regular basis (e.g. Rector's information);
  - 48.2 publishes documents regarding *the College's* main activities;
  - 48.3 is open to new proposals;
  - 48.4 is open to constructive criticism;
  - 48.5 protects the interests of its employees within organisations higher up the hierarchy;
  - 48.6 enables important changes in *the College's* activities to be publicly discussed.
- 48. Employees of *the College*:
  - 49.1 participate in important decision-making regarding *the College*;
  - 49.2 are entitled to make proposals for a more effective organisation of studies and their work;
  - 49.3 are entitled to provide constructive feedback;
  - 49.4 are loyal to *the College*.

### **XIV Working Environment**

- 49. The objective of *the College* is an environment promoting health and work.
- 50. *The College* continuously invests in the work and study environment – work, recreational and study areas are reorganised and refurbished and contemporary IT tools purchased.

### **XV Implementing Personnel policy**

- 51.** The implementation of HR policy at *the College* is organised by the Rector's Office, Managers of Structural Units, Personnel Manager and the Personnel Specialist.
- 52.** The Personnel Manager reviews the principles of HR policy at least once a year and where needed, makes proposals for amending principles and/or documents to the Rector's Office.