

## **TLU Haapsalu College Development Plan 2021-2022**

### **Mission**

The mission of TLU Haapsalu College is to promote, through education, research, and development, a healthy and safe life both in the Western region and across Estonia.

### **Vision**

By 2022, TLU Haapsalu College will become an interdisciplinary educational, development, and research centre, and a reliable and innovative cooperation partner to regional, national, and international organizations.

### **Main values of the College:**

- learner-centeredness
- cooperation and regionalism
- openness and innovation.

The development goals of Haapsalu College have been presented in three domains:

1. RDC and its impact on society; regionalism
2. Provision of education
3. Management, members, and finances

In planning the activities required to meet these goals, we follow the strategic goals and policies set out in the Tallinn University Development Plan 2020-2022: *interdisciplinary approach, internationalization, ambitiousness, and sustainability*, as well as [\*the five focus fields\*](#). The activities of Haapsalu College are mainly associated with the focus field *healthy and sustainable lifestyle*.

The College's development goals for the following two years are:

- 1) students at Haapsalu College are satisfied with the quality of the organization of studies and with the physical and mental learning environment;
- 2) the staff of Haapsalu College is satisfied with the content of their work, pay, and working conditions as well as with personal development opportunities. The number of College's permanent staff has grown.

## Annex 1. Implementation plan

<b>RESEARCH, DEVELOPMENT, AND CREATIVE ACTIVITIES (RDC) AND THE IMPACT ON SOCIETY; REGIONALISM</b>	<b>Responsible person(s), co-responsible person(s)</b>	<b>Deadline</b>
<b>Objective 1: Haapsalu College and the Centre of Excellence in Health Promotion and Rehabilitation (TERE KK) are sustainable centres of knowledge and applied research as well as science communicators in all spheres of their competence.</b>		
1. Initiating and carrying out sectoral and interdisciplinary research and development activities and implementing the results, as well as developing modern study materials to promote a healthy and sustainable lifestyle.	College director, study programme administrators, TERE KK director	Continuous
2. Publication of the results of research and development activities.	Academic staff, TERE KK director, College director	December 2021
3. Initiating and carrying out new projects, including international cooperation projects.	Training and development specialist, College director, TERE KK director	Continuous
<b>Objective 2: Implementation of sectoral competences of Haapsalu College and TERE KK to create added value at the regional and national levels</b>		
1. Targeting and reorganising the activities of Läänemaa Elukeskkonna Tuleviku-uuringute SA (SA LETS).	College director	December 2021
2. Participating in national and regional cooperation networks and working groups and contributing to the preparation of development plans and strategies. Enhancing cooperation with SA Läänemaa, including linking diploma and course papers more with the region's interests.	College director, training and development specialist	Continuous
3. Integrating the work of the International Safe Community Network (prevention of injuries) into study programmes of health promotion specialists and traffic safety.	HPS and TS study programme administrators	December 2021
4. Linking the activities under cooperation agreements with the College's educational and development activities (Haapsalu Vocational Education Centre, SA Läänemaa, Estonian Road Administration, Tallinn Health Care College, etc.)	College director	February 2021

<b>PROVISION OF EDUCATION</b>	<b>Responsible person(s), co-responsible person(s)</b>	<b>Deadline?</b>
<b>Objective: study programmes of Haapsalu College are operational, interdisciplinary and in line with the developments of the constantly changing labour market</b>		
1. The focuses of study programmes and organization of professional placement are in line with labour market development trends, and the necessary changes are implemented in a timely manner.	Study programme administrators	2021 2022
2. Studies are linked to the expectations of society and needs of the cooperation partners, including the Open Academy (EXU, Adapter)	College director, TERE KK director, training and development specialist	Continuous
3. Examining the feasibility of opening a Master's level study programme.	College director, study programme administrators, training and development specialist	August 2022
4. Encouraging and promoting the internationalisation of students.	College director, study programme administrators	Continuous
<b>MANAGEMENT, MEMBERS AND FINANCES</b>	<b>Responsible person(s), co-responsible person(s)</b>	<b>Deadline?</b>
<b>Objective: The management of Haapsalu College is inclusive and geared to ensuring the sustainability of staff and financial resources</b>		
1. More active involvement of academic and non-academic staff in international cooperation.	College director	Continuous
2. The provision of services for charge and thus earning own revenue based on degree studies. Increasing the revenue base of the TERE KK economic unit.	College director, TERE KK director, study programme administrators, training and development specialist	Continuous
3. Applying for a targeted grant for activities supporting regional development in cooperation with other regional colleges in Estonia.	College director	August 2021
4. Including students, alumni and representatives of new cooperation partners as members of the College's council and study programme councils. Improving mutual inclusion with cooperation partners.	College director	September 2021 September 2022

## Annex 2. Performance indicators

	<b>Interdisciplinarity</b>	<b>Internationalisation</b>	<b>Excellence and sustainability</b>
<b>RDC and the impact on society; regionalism</b>	<ul style="list-style-type: none"> <li>• Number of strategic cooperation partners in the private and public sectors</li> <li>• Volume of customer-based funding on the basis of studies (cooperation with EXU and Adapter) and in cooperation with the TERE KK</li> </ul>	<ul style="list-style-type: none"> <li>• Number of international cooperation projects and joint activities</li> </ul>	<ul style="list-style-type: none"> <li>• Volume of funding for cooperation projects</li> <li>• Number of publications</li> <li>• Volume of funding for the TERE KK economic unit and projects</li> </ul>
<b>Provision of education</b>	<ul style="list-style-type: none"> <li>• Studies and number of joint projects with the TERE KK</li> <li>• Cooperation projects with strategic partners, including placement organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students and lecturers who have studied or undergone professional placement in a foreign state</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students who have graduated within the nominal period of studies</li> <li>• Students' satisfaction with the organisation of studies</li> </ul>
<b>Management, members and finances</b>	<ul style="list-style-type: none"> <li>• Satisfaction of the academic staff with the organisation of work that supports interdisciplinarity</li> </ul>	<ul style="list-style-type: none"> <li>• Number of employees who have studied and/or taught in a foreign university</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction of staff with the management, working conditions and the working environment</li> <li>• Number of permanent employees</li> </ul>