SELF-EVALUATION REPORT

61411098    Humanities in Basic School with Russian as Language of Instruction. Bachelor's Studies
7141099    Teacher of Humanities in Basic School with Russian as Language of Instruction. Master's Studies

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Narva 2005
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1. INTRODUCTION

1. Name of the University/Faculty: Tartu University/Narva College of Tartu University

2. Total number of students (As of 12/31/2004):
   Bachelor and Diploma Studies: 13657/671; M.A.: 2568/96; Ph.D: 911/-;

3. Total area of study rooms: 89980.1 m² (including the area of rented study rooms 14470.2 m²) /6000 m²


5. Divisions of the University: 11; Departments in the University: 50; Chairs in the University: 191; Divisions in the College: 5

6. Total number of curricula (As of 12/31/2004):
   Bachelor Studies: 100/2: Master's 136/1; integrated curricula of Bachelor and Master Studies 4/1; Ph.D: 35; Diploma: 11/2

7. Average number of graduates:
   Bachelor Studies: 1079/32; Master's: 324/2; Ph.D: 51/-; Diploma: 433/- (2005)

8. Total number of students of the open speciality/degree: (As of 12/31/2004)
1.1. Brief description of the university

1.1.1. Brief description of the University of Tartu

The University of Tartu was established in 1632 as the second oldest university of Sweden. It is the oldest, the only classical, and also the largest university in Estonia. As of 31 December 2004, 17,136 students study and 990 people teach at the university.

Tartu University was founded by a Swedish King, Gustav II Adolf; it was the first Lutheran university in the Baltic countries. The first period in the work of the university was interrupted by the Northern War at the beginning of the 18th century. Tartu University was re-opened as a university of the Russian empire in 1802. From that time on the university never stopped working. In the 19th century it was the only Russian university with German as the language of instruction, which is where Russian and European scientific achievements converged. In the 19th century Tartu University, a university in the Humboldt tradition became the centre of science. At the end of the 19th century due to policies of the Russian tsar, Russian became language of instruction in the university. In 1919 Tartu University started functioning using the Estonian language. During the time of the Soviet Union, the university kept Estonian as the language of instruction. Tartu University was famous primarily in the areas of medicine and natural studies, as well as semiotics. During the last 14 years of Estonia's independence the university has been actively participating in the international co-operation network.

The supreme judicial assembly of Tartu University is the University Council (See Appendix 1: The Structure of the University of Tartu). The Council consists of the Rector, Vice-Rectors, Deans, Academic Secretary, and Library Director as well as the Deans of the Faculties, Directors of the University institutions, and elected student representatives. Faculty representatives are elected to the Council for four-year terms. The students' representatives are elected for one-year terms. Members of the Council serve on temporary committees, in order to prepare and discuss issues, and make recommendations for solutions. Narva College is represented in the Council by its Director, who is also a member of the Studies Committee of the university.

The Rector, who is elected by the University Election Assembly for a five-year term, heads Tartu University. The Rector holds the supreme administrative and disciplinary power in the University, and bears responsibility for its general condition and development. Since 1998, Professor of Optics and Spectroscopy, Academician Jaak Aaviksoo has led the University as Rector. The Rector appoints Vice-Rectors, and Executive Directors, in order to lead the various spheres of activity. The University's educational activities, including the Colleges of the University belong to the administrative sphere of the Vice-Rector for Studies.

For efficient leadership of the University, the Rector appoints the University Government, and determines the basis and regulation of its functioning. The University Government consists of Vice-Rectors, Deans of all the Faculties, and a representative of the student government. Executive Directors have a say at the meetings of the University Government. The Directors of Colleges are kept informed of the activities of the Government.
The University structure is based on three sections: academic structure, administrative structure, support structure and institutions. The University's academic structure consists of 11 faculties and their sections. The following Faculties are functioning in the University: Faculty of Theology, Faculty of Law, Faculty of Medicine, Faculty of Philosophy, Faculty of Biology and Geography, Faculty of Economics and Business Administration, Faculty of Education, Faculty of Exercise and Sports Sciences, Faculty of Mathematics and Computer Science, Faculty of Physics and Chemistry, and the Faculty of Social Sciences. Faculties may include departments, institutions, or other structural units according to the statutes of that faculty. A Dean directs a Faculty's work. The supreme judicial assembly for the academic structure is the Faculty Council.

An institution of the University is a unit, which belongs to the academic, administrative or support structure, and fulfills independent tasks. An institution is incorporated, or given its own internal structure, by the rules and regulations of the University Council. The University's Colleges are its academic institutions. The School of Teacher Education and EuroCollege function in Tartu. The Institute of Law of Tartu University operates in Tallinn; Parnu College, Turi College and Narva College work in the respective towns.

1.1.2. Brief Description of Narva College

Narva College was founded by the decision of the University Council of University of Tartu on March 26, 1999, and it started its academic activity on July 1, 1999. The College focused on training teachers for basic schools with Russian as a language of instruction. In March 1999 the Government of the Republic of Estonia had closed the higher education institution with the same focus that had operated in Narva since 1991. Academically successful students were then matriculated in the University of Tartu.

The tasks of Narva College are set forth in the College rules and regulations, which were ratified by the University Council on November 16, 1999. The University Council ratified new rules and regulations for the College September 28, 2001, according to Decree nr. 29 (Statute of Narva College; see Appendix 2). The principal task of the College is to provide higher education, organize training, and participate in scientific and other research activities of the University. With its work, the College supports the state integration policy.

769 students study in the College this academic year (2004/2005), 403 of them are full-time students. Besides full-time students there were also 1,500 teacher-training participants. This makes the enrollment more than 2000 students a year. Narva College and Parnu College are the largest regional higher education institutions in Estonia. There are 22 full-time lecturers in the College, including 2 foreign lecturers and a visiting professor from Herzen State Pedagogical University of Russia.

The College Council (hereafter the Council) is the supreme judicial assembly of the College (The Structure of Narva College 2005. See Appendix 3). The Rector with the recommendation of the College Director ratifies the composition of the Council.

The Studies Committee of the College functions as the College government. The College Director at least twice per month gathers this assembly. Those responsible for curriculum, the Heads of the Divisions as well as Director's deputies participate
in the assembly. If necessary, other members of the administration are also invited to the assembly.

Academic work of the College is divided into 5 divisions:

- Division of Civic Studies
- Division of Psychology and Pedagogy
- Division of Estonian Language and Literature
- Division of Russian Language and Literature
- Division of Foreign Languages

The Head of the Division who, according to the Statutes of the College, is appointed by the College Director directs the work of a Division. Heads of the Divisions bear responsibility for the general condition and development of their structural unit, and are accountable to the College Director. The College's board of guardians is a counselling body that connects the College with the community.

The College students receive a science-based as well as a broad and interdisciplinary academic education, which guarantees high competitiveness on the labour market. The curricula of the College are closely integrated with the curricula of Tartu University.

There are 6 curricula at the College for full-time students in the academic year 2004/2005:

- Youth Work - professional higher education;
- Local Government's Administration - Bachelor's Degree;
- Early Years Teacher (Russian as a Language of Instruction) - Bachelor's Degree;
- Primary School Teacher (Russian as a Language of Instruction) - the curriculum integrated with Bachelor's and Master's Degrees;
- Humanities in Basic School with Russian as a Language of Instruction - Bachelor's Degree;
- Humanities in Basic School with Russian as a Language of Instruction - Master's Degree

The latter curricula, which are in the process of being accredited, provide the student with opportunities to gain the qualifications of a teacher of Estonian as a second language in basic school, where completion of the Master's level will give the right to teach in secondary schools; a teacher of English in basic school, where completion of the Master's level will give the right to teach in secondary schools; a teacher of history and civics in basic school; a teacher of natural and human studies at schools with Estonian as a language of instruction; Russian as a foreign language; a teacher for language immersion programmes and a social pedagogue.

At Bachelor and Master's levels the Open University offers the programmes of Early Years Teacher, Primary School Teacher and Humanities Teacher. In collaboration with the Department of Economics and Parnu College, the Open University also offers an opportunity to obtain a degree in Business Administration, Social Work, and, in addition, Open University students can study Local Government Administration.

The College conducts research in the areas of multicultural society, educational and national policies of the Republic of Estonia, relationships between minorities, contacts between Slavic and Estonian nationalities and cultures, and multilingualism and intercultural communication. As the main task of the College is to provide teacher training education, it deals with development of practical and theoretical methods of teaching foreign languages, comparison of methodologies of teaching different languages, research concerning pre-school and school teaching methods.
as well as psychology, and psycho-diagnostics, research in the fields of social pedagogy, and special education. Research is also carried out in the fields of Theory of Literature, Poetics of Text and Semiotics.

The Estonian language and culture information centre at the Estonian Home in Narva and the multicultural education centre serve as a link between the College and local development as well as Russian language and multilingual educational institutions in Estonia.

The College is actively cooperating with the town of Narva and Ida-Virumaa County. The students' practical teacher training is organized in collaboration with local schools. The College also has contacts with academic institutions, both in Estonia, and abroad. Connections with Pskov State Pedagogical Institute and Herzen State Pedagogical University of Russia are particularly worth mentioning.

The College also collaborates with various international organizations in a variety of projects, first of all with the Nordic Council of Ministers, the European Commission, and the Swedish Institute. The information centre of the Northern Ministers' Council, as well as the Honorary Consulate of Sweden in Narva, function on the premises of the College. The project work of Narva College is directed towards supporting local development, first and foremost, and towards supporting local identity and the study of foreign languages.

The future development of the College is based on Tartu University's Strategic Plan through the year 2008 (in English: http://www.ut.ee/livelink/files/1379713.htm), as well as the College Strategic Plan through 2010 (Narva College Development Plan. See Appendix 4).

1.2. Composition of the Report and its Discussion in College

The work group of the following composition was organized (regulated by the Director's Decree nr. NC 46 of February 15, 2005) in order to compose "Teacher of Humanities (Russian as language of instruction)" Bachelor and Master Studies curriculum self-evaluation report:

**The Chair:** Katri Raik, Director, PhD

**Members:** Karsten Bruggemann, assistant professor, PhD
Hasso Kukemelk, assistant professor, PhD
Vjatseslav Konovalov, lecturer, MA
Anna Dzalalova, assistant, MSc
Diana Maisla, assistant, MA
Riina Laidvee, Head of Department of Studies
Janina Koivistanan, student
Svetlana Uustal-Hok, student
Regina Stuf, student
Mihhail Mihhaltsenko, Director of Narva Humanities High School

The action plan was composed in October 2004 when the members of the work group set deadlines for the composition of the self-report and designed guides for the self-analysis of individual parts of the curricula for each of the Divisions. The Divisions presented their self-analyses in March 2005. Beginning from April 2005 the members of the work group began working on the final composition of the self-analysis report. During this work, the members of the work group held regular meetings. All the members of the group were actively involved in composition of the report.

The points 8.4-8.6 introduce the system of quality assurance in the University and the College.
2. EDUCATIONAL POLICY

2.1. Mission of the Narva College. Role of the College in Achieving the Objectives of the Curriculum

Mission of the University of Tartu

University of Tartu is the oldest and most famous Estonian university. As its traditions derive from its history, as well as from the laws of the Republic of Estonia, the mission of the University of Tartu is to preserve and promote higher education in Estonia through the provision of higher education, which corresponds to world scientific standards. The mission is performed in cooperation with Estonian and foreign partners.

Mission of Narva College

The mission of Narva College is to offer students the best opportunities for self-development and receiving a quality education, promote the applicability of knowledge in society, and enhance the connectivity between different cultures in Estonia.

The College Divisions participate in realizing the College's decisions in educational policy. The representatives of Divisions belong to the College representative body, the College Council. The Studies Committee includes the Heads of Division and curriculum supervisors. The teaching staff belongs to different committees created for the purpose of discussing development issues.

Curricula development is the competency of all Divisions. Each curriculum has been appointed a responsible professor. Beginning from 2004 the university has had programme-based study, in which the training of teachers for Russian and multilingual educational institutions forms one programme supervised by the Head of the Division of Estonian Language and Literature, Larissa Degel.

2.2. The Consistency of Institutional Objectives, Aims and Priorities with the Objectives, Aims and Priorities of the Curriculum of the University of Tartu and Narva College

Institutional objectives, aims and priorities of the University and Narva College are in accordance with the objectives, aims and priorities of the curriculum of Narva College. Narva College is the only higher education institution in Estonia, the concentration of which is the training of teachers for Russian and multilingual schools in Estonia. The aim of the College is to prepare teachers who are competitive on the labour market with their broad science-based educational background.
2.3. Sharing of Responsibility in Designing the Curriculum and Developing it in the College

Curricula taught at the College are designed at the College and presented for ratification to the Council of the corresponding Faculty of the University. The curricula are to be ratified by the University Council.

The Role of Different Structural Units in starting the Bachelor's and Master's Curriculum:

- The project of the curriculum was drawn up by different Divisions with the support of the College administration;
- The final curriculum project was discussed at the assembly of the Heads of Divisions and was then presented for discussion to the College Council.
- On behalf of the College Council, the project was presented to the Council of the Faculty of Education.
- After being ratified by the Council of the Faculty of Education and highly praised by the Studies Committee of Tartu University, the curriculum was presented to the University Council of Tartu University.
- After being ratified by the University Council of Tartu University, the curriculum was presented to the Ministry of Education and Research for registration.

*These curricula were developed in the year 2002.*
3. CURRICULUM

Humanities in Russian-based primary school

1. Standard length: 3 years
   Capacity: 120 credits
   Number of registry (curriculum code): 61411098
2. Graduates qualification: bachelor in educational sciences (Estonian as a second language in primary school, English in primary school, history and social theory in primary school, natural science and human science in an Estonian-based school, Russian as a foreign language in primary school, Human Studies in primary and secondary school, language immersion, social pedagogue)
3. Number of compulsory subjects: 19-28 depending on the base, direction and speciality module
   Capacity: 100 AP
4. Percentage of optional subjects 10% of the whole capacity of the curriculum
5. Percentage of practical work: 5%
6. Approximate structure of the curriculum in full-time studies:
   Lectures: 28%
   Seminars: 11%
   Independent work: 56%
7. Total amount of exams in the curriculum: 85%
8. Percentage of different forms of examinations:
   Oral: 12%
   Written: 88%

Humanities in Russian-based primary school (MA degree)

1. Standard length: 2 years
   Capacity: 80 credits
   Number of registry (curriculum code): 7141099
2. Graduates qualification: MA of educational sciences (Estonian as a second language in primary school, Estonian as a second language on a secondary school level, English in primary school, English on a secondary school level, language immersion, history and social theory in an primary school, natural science and human science in an Estonian-based primary school, Russian as a foreign language in primary school, human science in primary school and secondary school, social pedagogue).
3. Number of compulsory subjects: 20-30 depending on the direction and speciality module and the methodical cycle of the subject.
   Capacity: 76 Credits
4. Percentage of optional subjects: 5% of the capacity of the curriculum
5. Percentage of practical work: 7%
6. Approximate structure of the curriculum in full-time studies:
   Lectures: 26%
   Seminars: 11%
   Independent work: 56%

7. Total amount of exams in the curriculum: 73%

8. Percentage of different forms of examinations
   Oral: 13%
   Written: 87%

The first admission to the speciality to be accredited, BA degree curriculum for teacher of humanities, was in 2002. The same year the curriculum was given a corresponding authorization in Tartu University Council and the Ministry of Education and Science of Estonia. The first admission to the MA studies in the Open University was made in 2003 (in full-time studies the first admission is in 2005). In 2005 the curriculum was finished by the first 25 graduates. In the accredited curriculum, in BA studies there are 93 students (72 of which are in Open University) State sponsored students form 43% of the total number of students, 44 of which study in Open University.

The above-mentioned confirms that the given specialities place a major emphasis on Open University. Open University is a form of study based on the principle of lifelong learning as stated by the Bologna declaration which enables people who have something other than studying as their main activity to gain the corresponding level of education. The process of study in the Open University is characterized by flexibility, and the speed of studies is not strictly regulated.

An important emphasis in the accredited specialities is given to the preparation of teachers of Estonian as a second language and teachers of English. Preparation of the first corresponding students in Narva College began in 2000 when 90 students from Ida-Virumaa were accepted to the teacher-training program. English teachers were previously being prepared in the Narva higher educational institution, following the corresponding curriculum established in 1996. The last admission to the corresponding curriculum was in the year 2000. The Tartu University Narva College diploma in diploma studies has been received by 97 Estonian and 76 English teachers, 10 of these (teachers of Estonian as a second language) from the Open University. More than 60% of these graduates are employed according to their major speciality or alternative speciality.

The curricula did not prepare for the teaching of only one speciality. Starting from the year 2000, students began being required to select an additional speciality. In the specialities of diploma studies the choices were: teacher of regional studies, teacher of Russian as a foreign language, social pedagogue, Estonian as a foreign language, and English. Thus, besides preparation of teachers of English and Estonian as a second language, the College also has experience of providing training in the following specialities: Social teacher (23 graduates in 2002-2004), Russian as a foreign language (11 graduates in 2002-2004) and Natural Science and Human Studies with Estonian as Language of Instruction (18 graduates in 2002-2004).

The transfer from diploma studies curriculum to BA and MA curricula was caused by Estonia's association with the Bologna process in 2002. The five-year MA education for primary school teacher is demanded by the "General requirements for teacher training". The structure of the curriculum is based on "Tartu University statute for curriculum"; the preparation of new curricula began in 2001. A nonconforming admission to the transitional curricula that gives the master's degree in 5 years took place in that year as well.
Starting from 2004, the curricula are implemented not only in full-time studies. Conversion training for history and natural science takes place as well; starting from 2005, conversion training for language immersion teachers will be established. This training is available for teachers who have already acquired higher pedagogical education. See Appendix 39 for conversion training content and organization. Language Immersion (1-4 form) has not been included into major studies as a module of the accredited curricula. That is why descriptions of these subjects are not given.

Estonian as a second language teachers and English teachers are being prepared in universities of Tartu and Tallinn as well, although not enough attention is given to the preparation of teachers for other subjects in Russian-based schools. Namely, this is the unique characteristic of the College, which causes the multilingual studying module and strict rules concerning Estonian levels. The curricula of the College support the integration politics of Estonia (state program "Integration in Estonian society 2000-2007" adopted by the Government of Estonia in March 14, 2000) and the partial transfer to Estonian-based studies in primary and secondary schools in 2007 (Basic and high school law, ratified on April 4, 2000 and October 16, 2002). The graduates of the College receive preparation for work both in Estonian and Russian. 25 % of Estonians general education system is Russian based. There are 604 general education schools in Estonia, 101 schools or school departments have Russian as the language of instruction. The latter number includes 70 high schools. About 4000 teachers work in schools with Russian as the language of instruction.

3.1. The correspondence of the curricula to the standards of higher education

The BA curriculum for teacher of humanities in a Russian-based primary school and the MA curriculum for teacher of humanities in a Russian-based primary school have been certified by Tartu University Councils’ decree nr. 12, February 22, 2002 and registered in the Ministry of Science and Education in August 22, 2002 as curricula complying with the standards of higher education, the completion of which gives the graduate correspondingly a BA or MA degree.


The curricula are in compliance with the higher education politics of the Republic of Estonia, take into consideration the qualification requirements (decree 65 of the Minister of Education August 28, 2002) of the pedagogues, and are in accordance with the "State development plan of teacher training 2003-2010" and projects of "Professional standards of teachers" (http://www.tpu.ee/editmode/opetajakoolituse_riiklik_arengukava.html) and are based on the principles of the Bologna declaration.

3.2. Objectives of the curricula, requirements for the start and termination of studies including requirements for theses

The objective of the BA curriculum for teacher of humanities in a Russian-based primary school is to give subject-based knowledge and abilities to teach two subjects in multilingual or Russian-based primary school, second and third levels, one of the subjects being English or Estonian as a second language.
The objectives of teacher training, in both Bachelors and Masters curricula, is teacher proficiency based studies. In addition to knowledge, the objective of the curriculum is to provide the main professional skills: planning and leading of the studying process, motivating and consulting the pupil, supporting the development of the pupil, analysing and grading the studying process and giving feedback to the pupil and his/her parents, inclusion of the pupil to the planning of objectives and content of studies, and supporting the pupil in acquiring studying and social skills. A teacher has to be able to analyse his/her activity and plan his/her career.

The Bachelors curriculum for humanities teacher in a Russian-based primary school provides the opportunity to prepare for teaching Estonian as a second language in an primary school, teaching English in primary school, teaching history and social theory in primary school, teaching natural science and human science in an Estonian-based primary school, teaching human studies, teaching Russian as a foreign language in primary school, language immersion teacher, and work as a social pedagogue.

The curriculum accepts students who have a secondary education from Estonia or an equal standard secondary education from abroad. More specific entrance regulations are covered in section 5.1.

In order to acquire a Bachelor's degree in educational sciences the students must fulfil the curriculum in its full capacity - 120 credits. The studies are concluded with the composition and defence of the thesis.

The objective of the MA curriculum for humanities teacher in a Russian-based primary school is to provide preparation for work as a teacher of 3 (in an exceptional case 2) subjects in a multilingual or Russian-based primary school. The student has the opportunity to acquire the right to teach in the first stage of the primary school or secondary school. Another objective of this curriculum is to give the graduate the main professional skills of a teacher.

As a Master's studies candidate, the student may choose between the above-mentioned specialities or may choose additional options such as teacher of Estonian as a second language on a secondary school level and teacher of English on a secondary school level.

Admission into the Master's programme requires a BA degree or its equivalent in the education level. It is also required that during previous education the knowledge to teach at least one subject in the capacity of minimum 32 credits should be obtained as well as the base module of educational sciences in the capacity of at least 12 credits. More specific conditions for admission are covered in section 5.1.

In order to acquire the degree of MA the student has to fulfil the curriculum in the capacity of 80 credits. The studies are concluded by passing two final exams, composition and defence of a thesis.

Curricula of Bachelor and Master Studies are given in Appendices 5 and 6.

3.3. Strong and weak sides of the curricula and a plan of action to promote the strong aspects and eliminate the weak aspects

3.3.1. The strengths of the curricula and possibilities to promote these.
• The curriculum for the College's BA and MA studies for teacher of humanities differs clearly from the corresponding curricula of universities in Tartu and Tallinn. Only the curricula of the College are oriented towards the prepa-
ration of teachers for multiple subjects in multilingual or Russian-based schools. Components of multilingual education and language study are present in the curriculum;

- The curricula support the integration politics of the state of Estonia and the transition to partial Estonian-based studies in secondary schools starting in 2007 by preparing multilingual teachers for primary schools;
- Multilingual, partly Russian curriculum facilitates the access to higher education for students from Russian-based schools and supports their first years of studies. In Estonia 25% of general education schools are Russian-based, but the percentage of students from Russian-based schools in Estonia's public universities does not reach 20%. One third of Russian speaking students of Tartu University study in Narva College;
- The curriculum states strict rules for students regarding language skills in English and Estonian and teaching in Estonian; the students pass internationally recognized language exams. The students who graduate from the College are bilingual or trilingual;
- Disregarding the relatively small size of the College, the curricula allow for freedom of choice: students can choose from 10 specialities and the master's curriculum allows a right to teach Estonian as a second language and English in secondary schools. The graduates of BA studies in 2005 think highly of the possibility of acquiring an alternative speciality; on a ten point scale, the average rating was 7.8, see Appendix 8;
- The students highly appraise the structure of the curriculum and the interest aroused by the subjects (during the last three years the first year students gave positive or very positive assessment, 8 on a scale of 10. The graduates of 2005 graded the curricula to be 8.5 on a scale of 10, see Appendices 7 and 8);
- The curriculum has a logical structure; while developing the curriculum, main trends in the development of teacher training in Estonia have been observed, typical shortcomings have been avoided (overly extensive abundance of subjects, too theoretical education, weak relationship between the content and competency of the education, long lecture sessions, etc.). The curricula pay attention to bringing up citizens of Estonia and the European Union, at the same time considering co-operation with Russia which is the historical motherland for members of the target group of the curricula. In composing the curriculum, attention is paid to promoting pedagogical practice, and developing professional skills of teachers. Development of the curriculum extends from full-time studies to partial implementations in conversion training, see Appendix 39;
- The structure of the bachelors curriculum facilitates academic mobility after graduation providing the opportunity to continue studies in the universities of Tallinn and Tartu;
- The optional and elective subjects serve the interests of the target group: language studies include English, German, Swedish, French and Finnish. In addition, optional and elective pedagogical subjects are offered.
- A great number of educational materials completed in the College support the realization of the curriculum in full-time studies and Open University. See section 7.4 and Appendix 17 for detailed structure;
- Due to regular analysis of different parts of the curriculum, specific development plans exist for curricula (merging of subjects, changing the order of specific subjects, etc.)
3.3.2. The weaknesses of the curricula and means to eliminate the shortcomings

- According to the principles of constructing teacher-training curricula in Tartu University, the curriculum begins with pedagogical-psychological subjects. Subject methodology and practical pedagogical preparation is concentrated into MA curriculum in years 4 and 5 of the studies. The theoretical side of the education of the base module is related to the practical side of the curriculum: students analyse different pedagogical-psychological situations, solve practical pedagogical problems, and develop creative projects. Combining the practical and theoretical content is one of the main objectives of the base module. Estonian development plan for teacher training enables the combining of similar curricula to one 5 year curriculum in order to connect theory and practice. This is not supported by the College due to the principle of academic mobility. A challenge to improve the existing model is seen in the accredited curricula;

- The three-year BA curriculum does not enable a concrete output for the employment market. Solution is to increase the list of optional and elective subjects which increase the students' possibilities in the employment market. Another solution is to offer the students additional education opportunities alongside with their curriculum (skills for language editing, interpreting). This need is confirmed by student inquiries. Corresponding preparations for 2005/2006 have been done;

- For further development of the curricula the leading lectureship system for separate parts of the curriculum, that do not have a separate Division in the College, has to be improved and taken into consideration in forming the salary system. Right now the heads of the Divisions are overloaded with work and leading lecturers have received instable compensation for developing the curriculum;

3.4. The projected professional field of graduates

After acquiring the BA degree, students have the possibility to continue their studies in various MA curricula in the area of philology and pedagogy or enter the employment market.

After acquiring the MA degree, the graduate has the right to work as a teacher of several subjects in an primary school; the curriculum offers a possibility to work as a teacher for primary school (Estonian as a second language, English) or as a teacher for secondary schools (Estonian as a second language, English). When choosing language immersion as a speciality, a possibility exists to work as a teacher in language immersion classes (grades 1-4). The curriculum enables a choice of speciality for work as a social pedagogue, which enables work in other educational facilities (orphanage, child protection organizations, rehabilitation centres and other organizations).

3.5. Descriptions of obligatory knowledge, skills and behavioural norms determining the content of education

According to the "Framework Requirements for Teacher Training" a basic school teacher is capable of teaching one or more subjects in grades 5-12 depending on his/her qualification and can teach one or more subjects in grades 1-6 depending on his/her qualification.
The knowledge, skills, proficiency and behavioural norms of an primary school teacher are stated in the "State development plan of teacher training" and "The professional standards of a teacher". In the frames of the given curricula, students are given knowledge and skills in various subjects. The skills are developed during pedagogical practice and during the induction year. The behavioural norms are developed by the values of the lecturers and through pedagogical practice. A commission, which assessed the correspondence of the curricula to the abovementioned documents, was active in the College in 2004/2005.

The future primary school teacher needs knowledge of pedagogy, psychology, subject, subject didactics and the organization of the curriculum. According to the base documents the teacher must have knowledge of the subject and the ability to present it accordingly to the level of the pupil, and be a pupil centred teacher. He/she must know how to treat the subject as a whole and be able to work with other teachers. The main activities of the teacher are the directing of the pupils' development and creation of a positive studying environment. The teacher must be able to work in a team and be an independent researcher. Similar phrasing is applied in the objectives of the accredited specialities.

Through an introductory course in philosophy, a course of interaction between cultures and the course of Estonian history and culture, the student will acquire the general knowledge, basic truths of a society, knowledge of the regularity of human development, vision of surrounding environment, cultural knowledge, and interaction techniques of the future teacher. The opportunities for the use of information and communication technology are being introduced through a course about the basis of technology in pedagogy. At the masters level these aims are developed in the course "technology in studying a foreign language". The students in this course are steered towards active use of information technology in their professional field and for self-development.

The basics of educational sciences and philosophies are introduced in the pedagogical and psychological base module subjects ("Basics of pedagogy", "Pedagogical interaction", "Pedagogical psychology", "Cognitive psychology and regulation of behaviour". An introduction to studying theory, strategies and styles is conducted as well. This knowledge is developed in masters' studies through optional pedagogical subjects ("Family psychology", "Development Psychology", "Pedagogical psychology"). During the course of the abovementioned subjects the warrantable needs of a pupil, including pupils with special needs, are considered. In MA studies the corresponding knowledge is developed in courses such as "Prevention of drug abuse" and "Composing of individual studying plan". A more detailed view of problems related to pupils with special needs is given in the social pedagogue speciality.

In the base module of pedagogy and psychology an introduction is made to consultation, guidance, principles and methods for creating and developing an enlivening environment.

The course of interaction between cultures in the BA curriculum and the course of multicultural education in the MA curriculum focus on the peculiarity of a multicultural studying environment. Methods of research in the field of education are introduced by the course "Research methods in pedagogy".

A course in the basics of pedagogy, pedagogical practice and pedagogical observation practice provides an overview of legislation regulating the field of education and the organization of a school. Supporting structures outside and inside the educational facility are introduced. Different kinds of pedagogical practices give insight into participating in and developing of educational life. Among other things
the practice is directed towards the development of a teacher as an active participant in the collective body. Section 4.5 introduces the different pedagogical practices and their objectives.

Speciality studies provide students with knowledge on the subjects of the speciality. They have an important part in the curriculum, taking up to half of its capacity. This constitutes the knowledge of the subject, and the student becomes familiar with the development trends within the subject and can connect the content of the subject with other areas of the speciality.

The subject methodology cycle of the MA curriculum concentrates on didactic knowledge of the subject including the principles required to teach the subject, possibilities and principles for interconnecting subjects, possibilities to connect the subject with surrounding environment and study materials. Emphasis is also placed on knowing the state curriculum and using its possibilities including the demands of the previous and coming year. Assessment and testing course in the MA curriculum introduces various methods of grading, feedback and analysis.

The curricula of the College assume the knowledge of at least two foreign languages. Since most of the students have finished a Russian-based school, special emphasis is on learning Estonian. All graduates must have middle level knowledge of Estonian which corresponds to level B1 in the European Union language regulations. Teachers teaching Estonian and subjects in Estonian are required to have C1 level skills in Estonian, future English teachers must also have C1 level knowledge of English.

Out of the personal characteristics of a student, the most valued are: sense of responsibility, consistency, stress tolerance, emotional stability, readiness for interaction and cooperation, tolerance and empathy. These characteristics enable successful participation in the educational process, instil respect towards the individuality and self-respect of the pupil, and encourage students to be the carrier of national identity and to assist in the upbringing of good citizens. The student, as a future teacher, is constantly encouraged to educate him/herself and is being introduced to the principles of a lifelong education.

The abovementioned confirms that the content of the curricula is intended to develop the proficiency of the teachers. The basic studies, (both in Bachelor and Master studies) gives the future teacher basic knowledge and skills. A base is formed for the professional development of the teacher. The further development of the skills and proficiency of the teacher is done during the induction year and through in-service training.

3.6. Curriculum's general structure, functions of components, relations between the components, dynamism and development strategy

BA curriculum for teacher of humanities in Russian-based school

Total capacity of the curriculum is 120 credits points. 1 credit point is a measure of study capacity equivalent to 40 hours or one week of students' work which in full-time studies include 20 hour of auditorium work and not less than 20 hours of independent work.
The structure of the curriculum is aimed at the maximum efficiency in fulfilling the objectives and tasks of the studies. The curriculum is composed of modules and consists of the following sections:

1) Basic module of the field of educational sciences (16 credits), 2) basic module of humanities (16 credits), speciality studies (32 credits), 4) major speciality studies (32 credits), 5) elective subjects (12 credits), 6) optional subjects (8 credits), bachelor's thesis (4 credits). Curriculum with a short description of subjects, see Appendices 5 and 9.

In speciality and major speciality studies the student can choose between the following specifications: Estonian as a second language (grades 1-9); English (grades 1-9); history and social theory (grades 5-9); Russian as a foreign language (grades 1-9); Estonian-based natural history and civics (grades 4-6) and human studies (grades 4-12); language immersion (grades 1-4); and social pedagogy. The major speciality in this case is Estonian as a second language or English. The speciality modules have been developed considering the requirements of a multilingual or Russian-based school as well as considering regional demands.

The composition of the curriculum is focused on a large number of subjects. 50% of the subjects have the capacity of 4 credits and 50% the capacity of 2 credits. Theoretical and practical preparation are interconnected. This determines the importance of seminars and practical exercises in the curriculum.

The basic module of the sphere is composed of 4 pedagogical-psychological subjects, which are above all obligatory for students obtaining a pedagogic education from Tartu University. It is an assembly of practical and theoretical knowledge on which effective teacher training and the development of teacher proficiency can be based.

The basic module for social sciences is composed of subjects on general knowledge and introductory courses necessary for obtaining the main speciality (Estonian as a second language, English), an overview of language and literature. Emphasis in the basic module is based on language studies and communication between cultures. These subjects are in accordance with the requirements of the target group and the peculiarity of the Colleges' curriculum. An overview of the research methods in pedagogy is given in the beginning of the studies, which helps to develop the research competence in the subject.

The speciality study follows the introductory modules and is composed of direction and speciality modules (each module is 16 credits). The order of the subjects is from general to more specific, from easier to more difficult.

BA studies require two specialities. The second speciality is introduced in the beginning of the second year and requires the fulfilment of the language demands stated by the curriculum. Requirements in language skills are discussed in section 3.6.1. During each academic year, the student has a choice between at least 3 specialities.

According to the statute of the University, elective and optional subjects form 20 credits of the curriculum's capacity. Optional subjects can be chosen freely from among the subjects offered at Tartu University Narva College or from some other Estonian or foreign university curriculum. Elective and optional subjects allow the student a certain freedom to compose a unique curriculum according to his/her needs and desires. In offering elective and optional subjects, the College emphasises the studying of the official language and foreign languages: English, German, French, Swedish and Finnish, as well as the development of the chosen speciality and pedagogic disciplines. Namely this selection is satisfactory for the students as re-
results of the students' questionnaire indicate. A list of elective and optional subjects of 2004/2005 is included in Appendix 10.

The BA studies are concluded with a thesis where the student can demonstrate his/her acquired knowledge. A student chooses the topic of a Bachelor thesis independently proceeding from the research field of his/her teacher and according to the subjects taught in the frames of the curriculum. Regulations regarding the BA thesis in the College can be seen in Appendix 11.

MA curriculum for teacher of humanities in a Russian-based school

Capacity of the curriculum is 80 credit points (CP). The curriculum is composed of the following parts: 1) speciality cycle (32 CP), methodical cycle of the subject and elective pedagogical subjects (18 CP), pedagogical practice (16 CP), 4) optional subjects (4 CP), 5) Two MA exams (5+5 CP) one in general pedagogy and one in subject didactics. Practicing teachers studying in Open University have a possibility to replace this with a Master's thesis in the capacity of 20 CP. Curriculum with short descriptions of subjects can be seen in Appendices 6 and 12.

During MA studies necessary knowledge is acquired for the teaching of a third subject and the knowledge in pedagogy and psychology is developed. Students have the possibility to choose between the same specialities offered for BA studies. MA students have a possibility to develop their level of Estonian or English to acquire the right to teach in secondary schools. Students who choose their speciality to be Estonian as a second language on a secondary school level or English on a secondary school level must have previously studied the corresponding specialities at a BA level.

Depending on the chosen speciality, the MA curriculum requires up to three methodical cycles of the subject. For language teachers the first 4 CP capacity module is collective. Each subject methodology module has the capacity of 4 CP. During the same studying cycles numerous pedagogical-methodical optional subjects can be chosen.

A pedagogic practice is performed during MA studies, see Appendix 2.1. The MA studies are concluded with passing of two masters' exams or writing a MA thesis. The masters' exams are in general pedagogy and subject didactics. The exams assess the proficiency of a student for the teaching profession. Organization of examinations, see Appendix 13. A Master's thesis is written on topics from general pedagogy, subject didactics or school organization. The goal of a Master's thesis is to deepen students' knowledge of the speciality and to develop their skills of independent scientific work. Order of writing and defending Master's thesis, see Appendix 14.

3.6.1. Studying language in the curricula and requirements for Estonian and English

The majority of students in the college have graduated from a Russian-based school and the level of the official language among the students who enter the studies is different. Legislation of the Republic of Estonia ("Mandatory Proficiency Levels of Estonian Language for Employees of Public Service, State Agencies run by Government Institutions and Local Governments, Employees of Public Institutions and their establishments" of the Government of the Republic of Estonia from Au-
August 16, 1999 articles 6.3, 10.3 and the order "Mandatory Proficiency Levels of Estonian Language for Employees of Trading Companies, Non-profit Organisations and Foundations and self-employed entrepreneurs" of the Government of the Republic of Estonia from May 16, 2001, articles 3.3 and 4.1) presumes the language level of specialists with higher education to be at least of mid-level and teachers teaching their subject in Estonian to have a higher level proficiency in Estonian. In order to reach the stated goals and resulting from the situation that Estonia has one official language, all public universities changed their studying language to Estonian in 2000. At the same time Narva College implemented a multilingual, Estonian, English and Russian based studying module. Future English teachers get their education in English. An abrupt change to Estonian based studies was not thought to be practical, considering both the student body and the academic staff as well as the working environment of the future teachers: they will be teachers in multilingual schools. The percentage of Estonian based studies has increased over the years. In 2002 37% of the studying process was in Estonian, 35% in Russian, 19% in English, 9% in other languages. During the spring semester of 2005 the corresponding statistics were 55%, 22%, 17%, 6%.

In the accredited curricula the whole studying process is in Estonian, the same applies to the specialities of language immersion and natural history based on Estonian. In the academic year 2004/2005, the specialities of history and social theory 60% of the studying process was Estonian based. In the specialities of anthropology and social pedagogy, half of the curriculum is planned to be in Estonian. In the speciality of English, the studying process is in English. The speciality of Russian as a foreign language is Russian based. In main speciality base module the students who have chosen Estonian as their major have an obligation to listen to their subjects in Estonian, the same group will be joined by students who have finished an Estonian-based school; the students in the English speciality can listen to the corresponding subjects in Russian.

The requirements for Estonian among students have been established with the director’s decree and are tested according to the mid-level (European Union criteria B1) and higher level (C1). Passing of the exam is not sufficient, a high grade is expected: on the mid-level 75 points out of 100 and on the higher level exam for MA level 80 points out of 100, see appendix 15, Confirmation of Requirements for Proficiency in Estonian. The high requirements are based on the fact that as a rule the students have a deficiency in oral expression in addition to reading, comprehension and writing levels and a positive grade alone does not reflect the corresponding skills.

Although the high language requirements are not popular among students, they are justified by the successful competition in the employment market and the belated positive feedback. The organization of the studying process tries to facilitate the arrangement where one of the three specialities chosen by the students is Estonian based. The appraisal of Estonian based studies in the college shows a growing trend, which also shows the evaluation of the strict language level requirements in the College. Students themselves are rather critical about their language skills. The development of the language skills in the changes of the curriculum and studying
process has received one of the lowest evaluations, 6 out of 10. Students themselves find the solution to be practice in Estonian-based organisations and student exchange programs with Estonian-based universities. Up to 80% of the students find these solutions to be most efficient for perfecting their Estonian language skills. See appendices 7 and 8.

The high language requirements do not exist only regarding Estonian. Students who have chosen English as their speciality have to pass the Cambridge Certificate of Advanced English exam at the British Council corresponding to C1 level in order to teach in elementary schools. In order to teach in high school, the corresponding test must be passed with a grade of A, B or C. Requirements to enter the English speciality have also been implemented, see appendix 16, Confirmation of Requirements for Proficiency in English.

The requirements and monitoring of language skills is a substantially strong aspect of the College.

3.7. Effectiveness and relations between auditorium work, practical work and independent work of the curriculum. Means of realizing creative and research goals

Both auditorium based work and independent work is determined by the curriculum’s subject plans. The College has adopted its regulation for the composing of a subject plan. Auditorium based work includes lectures, seminars, and practical classes. Independent work includes reading of scientific and educational material, preparation for practices, colloquiums, tests, composing of methodical materials and prospectus for methodical subjects, writing papers, work with audio and video material and internet, etc.

The capacity of independent work is regulated by Tartu University study regulations (adopted by decree nr. 4 of Tartu University Council, April 30, 2003). The objective of said regulations is to motivate the student to study independently, to individualise and enliven the studying process. Tartu University study regulations state the amount of independent work to be at least 50% of the total capacity of the studies. In the curricula under discussion the amount of independent work in full-time studies is 50% on average and in Open University 75% of the whole capacity of studies.

In order to support the independent work of the students 44 educational tools/materials have been created including internet based studying materials. The list of studying materials created for curricula under discussion is included in Appendix 17.

The relationship between different types of studying processes in the College is active as is confirmed by the students' assessment of the studying process. See Appendices 7 and 8. The efficiency of the studying process results from teacher proficiency based teaching, use of active teaching methods in order to increase the creativity of students, conducting of corresponding seminars, emphasis on developing independent studying and organizing personal tutoring to raise the efficiency of independent studying. Thematic excursions and knowledge of country study have been integrated into the studying process. In 2005, 10 excursions were conducted regarding the curricula in question.

Research and creative goals are realized mostly through the independent work of the students. Different possibilities for independent work are described in more detail in section 4.1. The research component in the curricula is also represented through the form of BA and MA theses. The College has an active science society and conducts a science conference for students every spring.
3.8. System for changing and complementing the curriculum

Changes in the name of the curriculum, attaching a new speciality to the curriculum or terminating a speciality in the curriculum are certified by the university Council. Changes brought about by replacement, termination or attaching individual subjects are certified by the faculty Council responsible for the adoption of said curriculum. In case of the curricula under discussion - the Council of Education faculty is the responsible faculty Council. If changes constitute more than 1/3 of the full obligatory capacity of the curriculum, then a new curriculum is established. Terminating a curriculum means the cessation of submission to said curriculum. The curriculum is closed with Tartu University Council decision based on the proposal of the faculty Council. With the replacement of a curriculum, the old curriculum is considered to be terminated. A student, however, retains the right to graduate according to the same curriculum he/she entered if he/she graduates within the standard timeframe.

Taking into consideration the suggestions of Divisions there have been faculty Council certified changes in the BA and MA curricula under question. Changes in BA curriculum were certified December 20, 2004 and changes in MA curriculum were certified in January 30, 2003 and December 20, 2004. Notable changes have been implemented in the direction and speciality modules of Estonian as a second language and history and social theory. In the speciality of Estonian as a second language the succession of subjects has been changed to place more emphasis on practical Estonian during the first year, followed by theoretical subjects. In the speciality of history a general course and a supplementary special course have been combined.
4. STUDY PROCESS

General principles of the organisation of studies

1. Number of weekly hours according to the timetable per term:
   Minimum - 12, average - 21, maximum - 30.
2. Maximum number of subjects in one term: 10.
3. Average amount of weekly individual work hours: ~20 hours
4. Number of students in a group:
   Minimum - 12, average - 22, maximum - 97.
5. Total number of independent written works: during Bachelor studies 128, during Master studies 99.
6. Average period of the permanent timetable: term, half a term, month, half a month, week.
7. Percentage of availability of textbooks:
   a. share of subjects which do not have a specific textbook: -%
   b. subjects with easily bought textbook in Estonian: 80%
   c. textbook available for at least a quarter of students: 35%
   d. textbook available for at least one fifth of students: 30%
8. Percentage of full-time students who graduates within the nominal time: 83% (graduated in 2004)
9. Percentage of students who graduated with honours: 3,5%

4.1. Major teaching and study methods

The teaching and study methods enable students to reach the objectives set in a curriculum. The teaching and study methods are chosen in accordance with the objective.

The following forms of teaching are used:

- A lecture - in-class presentation of the subject by the teaching staff member. Participation is not mandatory, contrary to the curriculum. Lectures enable students to receive and acquire information in a logical sequence. Using the lecture method implies informing students of the syllabus, the way of taking notes, using first techniques to involve students, reaching conclusions, also repeating and generalizing the significant conclusions. The teaching staff use illustrative material such as projectors, transparencies, and other audio-visual aids.
  The duration of lectures, seminars and lab classes is 2 academic hours, i.e. 90 minutes.

- A seminar - a discussion led by the teaching staff member that requires student preparation. A seminar might imply preparing independent reports, speeches and reviews of scholarly literature. Participation in seminars is as a general rule mandatory, which is noted in every curriculum.
Lab classes - under the direction of the teaching staff member using practical tasks to learn theoretical material. Participation in lab classes is as a general rule mandatory, which is noted in every curriculum.

Practical teacher training - learning special vocational skills according to the requirements of the future job. In general the practical teacher training takes place at a time when the student has no classes and it is done in local secondary schools. The training schedule is declared in the academic calendar. The forms of training are identified in the curriculum. The practical teacher training of the College is presented in section 4.5.

Student papers - this includes an essay, report, review, research, notes, a seminar paper, a final paper, etc. Students use both theoretical methods (reviewing and analysing research-related literature; organizing; analysing and generalising material gained through observations, conversations and tests etc.) and empirical methods (observations, conversations, ratings, learning work experience, responding, empirical-pedagogical work, experiment etc.) to conduct research. The gained knowledge and practical skills are reflected in the student papers. A paper is the result of student's independent work. A research work is presented as written and then defended. The best student papers are presented on a traditional annual student research conference; the very best are published in part or completely in a College compendium.

The increasing number of seminars and lab classes characterize the studies. Lectures take up to 5% of classroom teaching at the Estonian and foreign languages specialities The largest number of lectures is seen in teaching social sciences, psychology and pedagogy, taking up to 60% of classroom teaching.

Since the share of independent work has taken half of capacity of studies, special attention is paid to the objectives and variety of independent work. Student course evaluations confirm that students know the homework and requirements from the beginning of the course; see Appendix 20. The independent work, except practical teacher training and final papers, includes the following activities:

- Work with scholarly literature, including preparing for discussion groups, taking notes and writing reviews etc. - 18.4% in Bachelor's studies, 18.6% in Master's studies
- Solving written and oral tasks/exercises - 18.3%, 13.4%
- Preparing presentations, reviews, reports - 13.7%, 8.3%
- Preparing reports - 13%, 14.1%
- Analysis of study material - 6.3%, 9.7%
- Drawing up parts of secondary school curricula - 5.3%, 5.4%
- Preparation for practical classes and tests - 4.6%, 4.7%
- Writing essays and articles - 3.5%, 2.2%
- Finding material on the Internet and using computer programmes - 2.9%, 4.4%
- Writing research projects - 4.1%, 4%
- Field trips 2%, 2%
- Organising methodical observations and interviews - 1.4%, 2.2%
- Organising a studies portfolio and self-evaluation - 2.1%, 3.1%
- Work with visual aids (maps, diagrams, reproductions) - 1.4%, 2.2%, 3.2%
- Creative work - 2%, 6.2%

The College has been successfully in applying student-centred group and individual methods, which enable effective realization of set objectives. In addition to traditional study methods, group and project work methods, the College is introducing transition from teaching-based to learning-based studies. It appears from the teaching staff self-evaluations that they use pair and group work, role-plays, academic debates, solving problem tasks, brainstorming, interviews, conversations and dis-
cussions. Active study methods are used in giving students independent work, learning new material, encouraging communication, developing co-operation. Using different active study methods enables students to generate new ideas, encourages creativity and new approaches, and activates self-evaluation and experience. Developing active study methods helps to implement the College's multilingual model of studies.

It is necessary to point out that the studies of the programmes in the accreditation process are organized according to special teacher training curricula, whereby the teaching staff members take the student's future work specifics into consideration. Studies are organized in small groups. The fullest concurrence with other College curricula is up to 60% of courses in the base module. The lectures are joined, but the seminars are organised in different groups.

4.2. The organisation of studies in a semester and in a programme. The development of a student-centred system. The availability of information, detail plans and calendar plans

Studies at the College are organised according to Regulation of Studies of the University of Tartu (adopted by the Council of the University of Tartu, Regulation no. 4 of April 30, 2003, amended Regulation no. 7 of April 29, 2005). Full-time students take courses for 40 credit points a year, in a semester 20 credit points (1 credit is 1.5 European Credit Transfer System credit points). Thus 40 hours of work is worth 1 credit point. As a rule, one course lasts one semester. In an academic year, full-time students need to pass preliminary examinations and examinations in at least 75% of the courses, i.e. receive at least 30 credit points. Part-time and distance learning students need to complete at least 50% of the requirements for the year.

The curricula and its parts have been divided into different academic years based on the logical sequence of courses. The curriculum includes prerequisites for every course. Taking prerequisites into consideration, every student can make independent decisions about the sequence of courses. The College offers the necessary amount of major and minor classes as well as electives for at least 14 credit points. For choosing a second or third minor, the College offers every year at least three different programmes; one programme is not offered in two consecutive years. The decision about which programmes to offer is made based on the need for teachers, the College possibilities and student opinions.

To choose courses the students can follow the curriculum and the course schedule. This information is available in the Studies Information Database, also on the College website and in the College library. Student polls confirm that students are introduced to the course syllabi and goals at the beginning of the course. Important changes, additional information and FAQ are added to the College notice board. Information hours are organized for first year students, when necessary also for more advanced students, especially if they are choosing a second or third speciality. The College also publishes information bulletins. Most of the information is available both in Estonian and Russian. The student advising system along with teaching staff and student participation is introduced in section 5.2.

The course schedule is prepared for the whole semester, some of the courses are taught over periods. The students are informed every week about their current schedule. The schedule is available for both full-time students and Open University students on the College website and notice board.

Courses for full-time students generally take place from Monday to Friday. Open University lectures are held twice a month on Thursdays, Fridays and Saturdays.
4.3. Strong and weak sides of the study process and a plan of action to promote the strong aspects and eliminate the weak aspects

4.3.1. The strengths of studies and activity plan for further developments

- There is consistent feedback from students about the courses; these are summarized within the Divisions and in the College Studies Committee. Student assessments of their studies as a whole show significant trend towards improvement. Both first year and final year students say the teaching staff is competent and courses interesting. 80% of students assess it as good or very good. The polls from the last three years show that studies are evaluated in 5 of the 7 categories as better than average, see appendix 7 and 8.
- Relatively small classes (on average up to 20 students), which enable an individual approach and support of individual development. Small classes favour using active study methods;
- Teacher training students study according to different curricula, the subject matter and volume is based on training a secondary school teacher;
- Major courses are taught by full-time teaching staff; 75% of the full-time teaching staff have teacher qualifications, a continuing College-internal training takes place for the teaching staff; this has encouraged the use of active study methods. Teaching staff is actively involved in studies development. See also sections 7.2 and 7.4 about the College academic staff;
- Teaching staff of different universities are involved in studies, including the best experts in their field from the University of Tartu and Tallinn University, also from Herzen State Pedagogical University of Russia; full-time foreign teaching staff is also involved in studies (Germany, U.S.A). Student studies committee confirms that students regard this highly, see appendix 18. Similar practice is continued;
- The relatively large amount of independent work promotes the development of independent thinking, and the ability to plan your own work and time. Established study materials support this process, and the first E-Learning courses have been created. The development of study materials continues; corresponding plans and a motivation system for teaching staff exists. Study materials composed by the College teachers play an important role in the curricula, and a large number of study materials have been composed during last four years. Beginning from autumn, 2005 the College also employs an education technologist.
- In Open University the past work and study experiences are taken into account.
- Individual instruction is used in the College; students use the opportunity for individual instruction during teaching staff office hours and via e-mail;
- In different subjects, field trips are organised to learn about Estonian culture, nature and educational system. Students regard this practice highly;
- In order to increase the research component, facilitate writing final papers and promote research activities at the College, corresponding courses have been set up, guidelines have also been drawn up for student written work and a student scientific society has been established. Every spring the College students' science conference takes place;
- The College students are informed about studies. The University of Tartu Studies Information Database, regular information from teaching staff and tutors, a studies office that is open 8 hours a day, and also the student information list and the newspaper "Dixi" enable this. When necessary the College students are advised in the computer lab or in the library;
The College has continually promoted the structural units organizing studies; the library, computer lab and Estonian Home with the multicultural education centre.

4.3.2. The weaknesses of studies and the development plan
- The process of preparing the accreditation report showed the need for even closer co-operation between teaching staff of one field; this with the objective of creating better connections between subjects, connecting the basic pedagogical training, courses, teaching methods and teacher training practice. The co-operation experience exists in the College, for example between teaching staff who teach in Estonian;
- The analysis of final paper defences in the curriculum of Humanities in Basic School pointed to shortcomings in instruction and that students lack skills working in a library. The solutions to this are the training of teaching staff and improving work of the library, see Appendices 23 and 31.
- Experience confirms that after high school students do not adapt to university studies and requirements; independent work skills are poor. In fall 2005 a course "Introduction to Studies" is offered for both full-time and Open University students.
- The College has room for development in the more extensive use of new study methods and E-Learning courses. The solution to this is the training of teaching staff and implementing the College E-Learning development plan;
- The fact that students are somewhat discontent with the choice of second and third specialities means that it is necessary to understand student wishes, to advise students more on choosing a speciality, and to explain the specialities more thoroughly. The same polls demonstrate the need of paying more attention to informing students of the curriculum and study requirements.

4.4. The assessment of academic results, ensuring objectivity, and the analysis of results
The practice and principles of academic results assessment is ratified in the University of Tartu Regulation of Studies, adopted by the University Council April 30, 2003 regulation no. 4 (effective as of September 1, 2003) and amended April 29, and regulation no. 7 (effective as of April 30, 2005).

Competence in subjects is assessed at examinations, preliminary examinations and defences. The grades are entered in the record and positive grades are entered in the student's academic record. The type of assessment is determined in the curriculum and study programme. This information is available in the Studies Information Database, also on the College website and in the College library. Students confirm that they know course requirements and criteria of assessment at the beginning of the course; the credit points received correspond to the amount of work necessary to complete a course, see Appendix 20.

The criteria for good academic results include the student's activity in studies and quality of knowledge attained. Assessment types are mostly examination and preliminary examination.
An examination is a form of assessment of knowledge. The result of an examination may be a positive or a negative grade. The university uses a six-point grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Verbal definition</th>
<th>Acquisition in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>91-100</td>
</tr>
<tr>
<td>B</td>
<td>Very good</td>
<td>81-99</td>
</tr>
<tr>
<td>C</td>
<td>Good</td>
<td>71-80</td>
</tr>
<tr>
<td>D</td>
<td>Sufficient</td>
<td>61-70</td>
</tr>
<tr>
<td>E</td>
<td>Poor</td>
<td>51-60</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0-50</td>
</tr>
</tbody>
</table>

The system and procedures for examinations (oral or written, conditions of admittance to examinations and repeating examinations, etc.) are determined in the syllabus.

In order to increase the objectivity of examination results mostly written examinations are used; on the two study levels written examinations comprise 87.5% of the total number of examinations. Upon disagreement with the results of the examination the student has a right to submit a protest.

A preliminary examination is a form of testing knowledge or current work, its positive result is defined as "Pass" and negative result as "Fail." Current work will be considered to be gradable as "Pass," if all preconditions for the completion of the respective subject course as defined in the syllabus have been fulfilled (laboratory works, tests, experiments, etc.).

The most used types of assessment in this curriculum are a test, answering theoretical questions, solving practical tasks, or solving pedagogical or methodical problem situations.

The taking of final examinations presumes the completion of the whole curriculum preceding the examination.

The requirements concerning final examinations, the membership of the examination board and the system and procedures for taking final examinations are determined by the College Council. For the procedure of Master level examinations in this curriculum, see Appendix 13. It is planned to invite specialists from outside the College to be members of the assessment committee for master's examinations; the same system has already been working for assessing theses.

Defence of final papers. The Bachelor's and Master's theses (final papers) are subject to oral defence. The defence of the final paper presumes the completion of the whole curriculum preceding the defence. See also Section 3.6.

Knowledge is assessed more and more during the semester, its types have to be noted in the syllabi. Most common methods of assessment are tests and organizing discussion groups, checking homework and notes, analysing and grading summaries, grading presentations and speeches given in seminars and practical classes, grading other creative work and reports.

Open University considers previous education and working experience of students that is regulated by Regulation of Study of the University. Previous education and work experience are accepted in the course of individual assessment on the base of a student's application. About 40 applications were presented during the last years, where half of the applications were of large capacity, over 15 credit points.
4.5. Strong and weak sides of academic results. Actions necessary to promote the strong aspects and eliminate the weak aspects

4.5.1. The strengths in the assessment of academic results and further development
- The general rules of assessment are established and followed in the University and College. Student polls confirm that as a general rule, the teaching staff is fair and neutral towards students; see Appendix 20.
- Rules against plagiarism have been worked out at the College; see Appendix 19;
- In order to ensure objectivity in grading, representatives of other universities belong to the boards assessing final papers (in future also final examinations).

4.5.2. The weaknesses in the assessment of academic results and the development plan
- Written examinations are the majority in curricula. It is easy to ensure the objectivity in grading, but the profession of a teacher also requires developing speaking skills. The solution is to weigh increasing the amount of oral examinations, e.g. in the case of language examinations. Also in the case of written examinations, the teaching staff and students belonging to the accreditation committee have drawn attention to the need for a greater variety in examinations. It is important to check skills not only knowledge, and promote independent thinking;
- Members of the accreditation committee have attributed importance to assessment objectives and ensuring one assessment system for the whole College, including assessment during a semester. The administration has to attract attention of the teaching staff to the need of continuously checking absences. The abovementioned issues have to be discussed in working groups, which include the representatives of different departments and students with different specialities. The corresponding committee will be set up in fall 2005.

4.6. Analysis and supervision of studies and its quality. Ensuring uniformity of study load

The practice and principles of academic results assessment is ratified in the University of Tartu Regulation of Studies, adopted by the University Council April 30, 2003 regulation no. 4 (effective as of September 1, 2003) and amended April 29 and regulation no. 7 (effective as of April 30, 2005).

Assessment of teaching and courses is conducted with student polls and is one of the bases for ensuring the quality of teaching. Student polls give instructors and various academic structural units consistent feedback on the teaching of different subjects. If necessary, the information obtained is used to improve the content and form of courses.

Student questionnaires have an A and a B part. The questionnaire includes the name of the teaching staff member, the name of the course and its code. The A part has 18 questions that require evaluating the course (need, interest, availability of materials, etc.) as well as the teaching staff member (co-operation, teaching skills, etc.). The questionnaire is anonymous and completed after every course. Beginning with fall semester 2005 it is completed in the Studies Information Database.
The teaching staff member is informed of the evaluation results, all the results in one division are held by the Director of this division. The Director leads a discussion in the division; the general results are discussed in the College Studies Committee. The outcomes are considered when specifying the College development tasks. An overview of the results of questionnaire part A and recent tendencies are given in Appendix 20.

The B part gives students the freedom to express their opinions about teaching methods, and suggest changes. The results belong to the teaching staff member only. Beginning in fall 2005 the B part is also filled in the Internet, which raises the objectivity of student evaluations.

Assessment and analysis of teaching and subject courses both for the teachers themselves and at the level of administration are part of the process of quality assurance which is described in sections 8.4 and 8.6.

4.7. Organizing professional practice and aspects of occupational qualification

The content and objectives of Narva College's pedagogical practice are corresponding to the general objectives of the curriculum and promote the perfection and fixation of the professional pedagogical, organizational, methodical, diagnostic, communicative, research, adjustable and applied skills of the future pedagogues. Pedagogical practice helps to mould the future teachers' values and attitudes. Special attention is turned to the professional and social competence of the student, his/her communicative skills, personal characteristics as well as providing students with an introduction to the negative and positive aspects of the profession.

The development of pedagogical practice has been the priority of the College during recent years. The student questionnaire in 2003 indicated a need for this. It led to the intensifying of methodology tuition, special subject supervisor positions were established, development of the organizing of practices and the specification of instruction material. In January 2005 the director's regulation implemented a new set of instructions for pedagogical practice, see appendix 21. The student questionnaire grading the level of pedagogical practice on a 10 point scale in the corresponding specialities indicates progress in this area: 2003 – 6.8; 2004 – 7.1; 2005 – 8.1.

The possibility for practice is provided for students who have passed the exams and preliminary examinations in the prerequisite subjects. A prerequisite for the practice is the fulfilment of the College's language requirements in Estonian and English introduced in Appendices 15 and 16. The practice is conducted according to the set of instructions composed by the supervisor of the subject.

In the speciality of primary school teacher the pedagogical practice is conducted during the MA studies and is distributed over the course of three semesters. In addition to the subject teacher practice, the students have to go through a class teachers’ practice or Estonian Country Study practice corresponding to their speciality. Country Study practice is required of future natural history and language immersion teachers.

The objectives of the practices are as follows:

- Observation practices (capacity of the practice is 2 CP) objectives are the integration of pedagogical knowledge with the reality of classroom teaching, development of pedagogical self-consciousness, exploration of the school as the developmental environment of the student, observation of various aspects of school life, seeing and perceiving its peculiarities and problems,
observation of pedagogical situations and problems and fixation of analysis capabilities.

- The objectives of pedagogical practice of the first (second and third) speciality (capacity of each practice is 4 CP, 12 CP in total) are to provide experience and enable self-development in the following areas connected to the teacher's profession: management of the studying process, supporting the general development of the pupil, personality of the teacher.

- The objective of the class teachers? practice (capacity of the practice is 2 CP) is to gain experience and to develop him/herself in the following areas related to working as a class teacher: supporting the development of the pupil and coordination of the learning/studying process.

- The objectives of Country Study practice (capacity is 2 CP) are to explore and name local and more widely spread species of plant life, mushrooms, lichen, and animal life; learn how to organize educational excursions, trips; learn how to compose educational materials (herbariums, natural compositions, example materials); learn how to use outlines, maps and compass for orientation during excursions and trips, become acquainted with historical and cultural sights in northern Estonia; learn how to use various databases and methods for exploring Estonia.

Pedagogical practice is carried out in the regional general education schools and the practice in the speciality of a social pedagogue in the social service institutions of the city in accordance with the corresponding contracts. The contracts are entered into between representatives of the College and the institutions for a designated period of time and include the rights and obligations of the parties and the funding scheme. The base schools of the College are chosen mainly on the grounds of the qualification and readiness for cooperation of the teaching staff and are listed in section 8.1 of the current report.

The organizational side of the pedagogical practice is dealt with by the coordinator of the pedagogical practice, the main specialist of the organization of studies. The principal supervision is done by the supervisor of the corresponding speciality, a lecturer with teaching experience and corresponding training who also teaches methodology in the College. In addition to the practice instruction the supervisor composes instructions for the supervising teacher and the lecturer visiting the classes. All lecturers have been included in the practice process. During the principal practice experience, the supervisor visits 2 classes of the student and the corresponding speciality lecturer of the College visits 1 classes.

The students doing their practical teaching experience work with specialists of general education schools and social service with corresponding higher education and at least 5 years of working experience. The additional 160-hour mentor education course for instructors/pedagogues conducted in 2003/2004 has contributed extensively to the development of pedagogical practice.

An informative session that introduces the arrangement of the practice, its goals and instructions, methodical materials and documents required for practice reports is conducted for instructors/teachers and students before each practice.

The grade of the practice is formed through the cooperation of the supervising teacher and the supervisor. The assessment criteria are set by the guidelines for pedagogical practice. The practice ends with a conference with the students, instructors/teachers, the supervisor and the coordinator of the practice. Each student presents an oral account of the results of his/her practice. At the same time general feedback is collected for the development of the practice.
In accordance with the new regulations of the pedagogical practice, 28 students of the curriculum under discussion passed the observation practice and the first speciality practice. The majority of the students, 96%, performed to a grade A-C. More than 80% of the students confirmed that the practice met its objectives, aided by the cooperation with the school and the instructor/teacher. 2/3 of the students claimed that the practice met their expectations; a third admitted that their expectations were met partially. The closest relationship was formed with the instructor/teacher (76% of the students always received assistance, all students required similar assistance), 58% of the students claimed that the supervisor always provided assistance, 28% claimed that they received occasional assistance and 4% claimed that they did not require assistance. All students who required assistance always received it from the practice coordinator of the College. 2/3 of the students assessed the organization of the practice to be very good and a third assessed it to be good.

During the next academic year the emphasis is on developing the cooperation of the student and the supervisor and continuous progress interviews during the course of the practice. In addition to the representative of the College, the instructors/teachers will be included in the analysis of the class. More substantial feedback to the student from the lecturer visiting the class will be expected. The funding system of the practice needs improvement.
5. STUDENTS


2. Intake figures 2004: 47 full-time students in bachelor studies, 7 students in Open University masters studies.


6. Average dropout figures per year in full-time studies: 3 (based on the last 3 year period, disregarding the reasons).


5.1. Acceptance arrangement and analysis of the level of matriculated students

Acceptance is regulated by the acceptance regulations of the University of Tartu, which are adopted by the Tartu University Council on a yearly basis. According to the acceptance regulation, all persons who have acquired secondary education have a right to compete for state sponsored and tuition based vacancies in bachelor studies.

All persons who have graduated from a Russian curriculum school must have passed the state exam for Estonian as a second language or a second level Estonian exam. Student candidates who got less than 60% of the maximum in the above mentioned exams will enter a year-long intensive Estonian course.

The acceptance of new students in Tartu University is organized by the study and student body acceptance committee. In Narva College the study service specialist is responsible for promoting the College and admissions procedures.

The current acceptance conditions to the bachelors' studies take into account the results of three state exams: essay in Estonian, state exam of Estonian as a second language, and a foreign language exam (English, French or German, beginning from 2005 to student candidates from Estonian-based schools - also Russian as a foreign language). In the case of student candidates who will start studying English as a first choice (50-75%, depending on the type of secondary educational facility they finished) more emphasis will be placed on the English exam. As for students...
choosing Estonian as a second language for their speciality, emphasis will be placed on the corresponding exam taking into consideration the same percentage related to the type of school they have finished.

State exam results are not taken into account when entering bachelors or masters studies in the Open University although the applicant must have corresponding secondary or higher education. The applicants have to pass a corresponding test in Estonian or English. Starting from 2005 an essay on a pedagogical topic will be added. The test and essay will be equally relevant in assessing the applicant.

In entering the masters’ studies, the curriculum determines the necessary preliminary diploma or bachelors study orientation. See section 3.2. Applications are viewed on the basis of ranking lists. The sum of points consists of two equal parts: the average grade of the academic note and a test of occupational expediency. The test of occupational expediency consists of a test of language skills and an essay.

The majority of full-time students in Narva College are young people from Ida-Virumaa Russian language based schools. In 2002 95% of the candidates were from Ida-Virumaa, 2003 - 93% and 2004 - 92%. Up to half of the students are from schools in Narva. Candidates also come from Tartu and Tallinn. In 2002 there were only two students from Estonian language based schools (19 applications), 2003 - 1 (7 applications) and in 2004 1 (2 applications). 97% of the Open University students from Ida-Virumaa are studying corresponding specialities and 21 % are from Estonian language-based schools.

During the last years the number of students whose deficiency in Estonian has required an extensive Estonian course has decreased. In 2004 there were no such applicants to the accredited specialities. A unique characteristic of Narva College is the existence of students with no citizenship. The College supports the preparation for the citizenship exams with information and educational materials as well as consultations.

While analysing the levels of applicants for certain specialities and comparing it to the level of applicants to similar specialities in Tartu University, teachers of classical education and Estonian as a second language teachers, there are no significant differences. Noteworthy is the interest towards Narva College, especially in the speciality of teachers of Estonian as a second language (competitors for a vacancy in 2002: Tartu 1/2, Narva 1/10; 2003 - 1/4.5 and 1/8; 2004 - 1/3 and 1/4). Comparing the results of state exams required for state sponsored studies (percentage out of maximum) there was no difference in years 2002 and 2003 (teacher of classical education in 2002 - Tartu 78.4%, Narva 79.5%; 2003 - Tartu 80%, Narva 79.5%). The year 2004 brought a certain setback. The corresponding statistics in Tartu when compared to Narva were 76.8% to 68.3%, this mainly due to the decrease in interest towards the English speciality.

The same tendency is confirmed by the applicants to tuition based studies. The percentages of state exams are similar in Tartu and Narva (2002- Tartu 44%, Narva 44%; 2003 - Tartu 55.5%, Narva 46.1%). During recent years the decrease in applicants’ state exam results and the resulting decrease in motivation to study have started to interfere with organizing an effective studying process. Starting from academic year 2005/2006, the state exam results for entering tuition based studies have to be 50% or higher.
5.2. Student consultation and help

Student consultation is primarily dealt with by the specialists in the Department of Studies and student consultants or tutors and all the lecturers. The specialists of the Department of Studies provide daily information on general questions concerning studies in the university (studying regulations, student loans, transport discounts, grants, scholarships, etc.). When needed, informative meetings are organised between students and the administration. The consultation for Open University students is primarily dealt with by the Open University main specialist.

A substantial help is considered to be the possibility for students to ask questions on the homepage of the College. The answers are provided within 3 working days. A student information list has also been created.

Questions regarding the content of studies are addressed to the heads of Divisions leading lecturer of the corresponding speciality. All regular lecturers have office hours at least 2 hours a week. All lecturers keep active email correspondence with students and establish temporary information lists.

Tutors are senior students who have undergone special training and who consult students concerning questions regarding their corresponding speciality. They are introduced during the opening ceremony of the academic year. In order to get help and information, a student can contact the tutor via their personal email address. In addition, the tutors have visiting hours twice a week for an hour. In autumn 2005, 6 new tutors will be finishing their training. The position of student-assistant whose duties among others are to provide consultations for co-students was established in 2004/2005.

Student consultation is supported by the monthly student paper "DIXI" which among other things covers important regulations made by the Director of the College, and offers coverage with commentaries of important changes in the Tartu University regulations for studies.

Career consultation is provided by the Colleges' career service, the function of which is explained in more detail in section 5.4. The level of the Colleges' career consultation is increasing due to the project funded by the EU structure fund "Meet me" that was founded in spring 2005 to advance the quality of student career consultation. For the first time in Estonia this project applies individual consulting for students.

5.3. Analysis of the workload and progress of students. Determining the reasons for drop-outs. Academic mobility

Studies are conducted according to the curriculum. After acquiring the necessary knowledge and passing the exams the students get credit points (CP). 1 credit point accounts for capacity of studies equivalent to 40 hours or one academic week including independent work and work in auditorium and control of acquired knowledge. Capacity of the curriculum per one nominal year is 40 credits.

According to the subject system, in accordance with the studying regulations, full-time studies oblige the student to acquire at least 75% of the capacity corresponding to the covered academic time and part-time and extension studies at least 50% of the capacity corresponding to the covered academic time. The College provides 20 credits capacity in a semester both for full-time students and students in Open University.
Students of the given speciality are academically successful:

### Completion of curriculum

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Number of students</th>
<th>Acquired credits (average)</th>
<th>Average percentage of the curriculum completion</th>
<th>Average mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ba</td>
<td>40</td>
<td>37,1</td>
<td>92,7</td>
<td>3,0</td>
</tr>
<tr>
<td>2. Ba</td>
<td>38</td>
<td>77,6</td>
<td>97</td>
<td>2,8</td>
</tr>
<tr>
<td>3. Ba</td>
<td>23</td>
<td>99,8</td>
<td>83,2</td>
<td>2,7</td>
</tr>
<tr>
<td>1. MA</td>
<td>21</td>
<td>167,2</td>
<td>104,2</td>
<td>3,6</td>
</tr>
</tbody>
</table>

The comparatively low percentage of the 3rd year of the bachelor's studies is due to the fact that some of these students did not complete their studies in the nominal time and are continuing their studies in the College.

Out of the total of the full-time students of all specialities 65% of the students are studying with 100% capacity or above, 55% of those have an average grade of 3 or above. 12.3% of students study under 75% of the capacity. As a rule the less successful part of the students is constituted of students in tuition based studies. Whereas the latter are motivated to improve by the fact that each year in the beginning of the semester the College fulfils vacancies in the state sponsored studies. In addition to students in tuition-based studies, the students in Open University, applicants for re-matriculation, transfers from other universities and applicants for curriculum change also compete. The decision is based on the amount of credits and the average grade.

The academic progress of Open University is presented in the following table:

### Academic progress, Open University

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Number of students</th>
<th>Acquired credits (average)</th>
<th>Average percentage of the curriculum completion</th>
<th>Average mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. BA</td>
<td>7</td>
<td>59,7</td>
<td>49,8</td>
<td>2,8</td>
</tr>
<tr>
<td>2. BA</td>
<td>4</td>
<td>56</td>
<td>46,6</td>
<td>4</td>
</tr>
<tr>
<td>3. BA</td>
<td>3</td>
<td>107,3</td>
<td>89,5</td>
<td>3</td>
</tr>
<tr>
<td>1. MA</td>
<td>39</td>
<td>73,4</td>
<td>91,7</td>
<td>3,5</td>
</tr>
<tr>
<td>2. MA</td>
<td>33</td>
<td>67,5</td>
<td>84,4</td>
<td>3,5</td>
</tr>
</tbody>
</table>

On average, 3 full-time students and 2 students of Open University left the bachelor's studies for classical education teacher each academic year. All students leaving the College prematurely fill out an anonymous form stating the reason for the termination of their studies. Generally, the reason is leaving the country or change of residence within the country, as well as change of curriculum for Open University students.

The referred speciality in Narva College is characterized by a relatively inactive academic mobility although on average about 2 people move to masters' studies to Tallinn or Tartu universities after completion of the Bachelor studies in Narva College. 22 graduates, or every 4th graduate from the diploma studies, however, continue in the Open University of the College.

During the last three years there has been no change of university in mid bachelor studies. In 2004 there were 4 students who started studies in Narva College after a year in the Tartu University. The reason for that is the desire to be home as well as
multilingual, including Russian, model of studies in College. In Tartu the language of instruction is Estonian.

5.4. Analysis of the professional employment possibilities of the graduates

The students graduating from the diploma studies and in the future the students graduating from master's studies in Narva College have acquired an education consistent with the qualification requirements stated with the regulation nr. 65 of August 26, 2003 of the Education Minister of Estonia, and training for work as an primary (and secondary school) teacher. In the accredited specialities the first graduates are from 2005 and thus there is no corresponding statistics of their employment.

Supporting the graduates in finding employment and conducting consistent analysis is done by the Colleges career service established in 2002. The career service organises thematic lectures, individual consultations and the traditional career fair for students and employers or their representatives throughout Estonia. On the career services homepage students can familiarise themselves with current job offers.

The analyses of the career service provide the following data. In the year 2002, the first students graduated with the specialities of Teacher of Estonian as a second language and English teacher in basic school which are very similar to the speciality Teacher of Humanities in basic school with Russian as language of instruction: 2003 - 26, 2004 - 24. The majority of the graduates were employed within the next 6 months. In 2004 one person was seeking employment on his own, without the help of the Labour Market Board. 12 people or 50% of the graduates went to work as Estonian or English teachers. The percentage of graduates employed according to their speciality is equivalent to the amount of graduates who have found sufficient motivation and will to work in their studied profession (app. 60% of the graduates). Around 20% of the graduates wish to work in the field of their minor speciality, which they also received in College.

Six persons or 25% of 2004 graduates are working in professions requiring good language skills (Council secretary in Narva City Court, official in Narva Customs and Revenue Service), two graduates are employed in a foreign country, 2 graduates are on maternity leave and information is missing about one graduate.

According to the self-assessment given when graduating, 75% of the students of given specialities were confident about finding a satisfactory profession. This is up to 7% higher than the average in the rest of the Colleges' specialities. In conclusion the employment rate of given specialities is similar to the average among the Colleges' graduates. See Appendix 8 and 22.

The Colleges' career service claims that in its experience the most sought for specialists are primary school teachers for English and Estonian as a second language. During one academic year they receive up to 20 requests for secondary school teachers of classical education (mainly English teachers). The requests often include the knowledge of a foreign language and Estonian (mid or higher level) and provide employment possibilities as a teacher or some other profession. This confirms that graduates from the curriculum of Narva College will be in demand in the future as well.

The Statistical Office of Estonia shows an increase in birth rate in Estonia as well as Ida-Virumaa. These statistics confirm that in the near future the number of students in schools will be increasing which guarantees the preservation of current job
positions as well as the increase in demand for given specialists. The graduates of the College acquire an alternative speciality in addition to their primary one which increases their competition abilities in the employment market. Good language skills are essential when a student is seeking employment. These language skills are verified by corresponding certificates, see section 3.6.1. The College is now working on providing additional educational opportunities (language editor and guide training) which can make College students more competitive at the labour market.

5.5. The connection between the student Council and the studying process

According to the College's constitution, the College has a student Council. Its objective is to promote student life and represent the interests of students in front of the College's management. The student Council consists of 5 committees: studies, culture, sports, public relations and dormitory committees. The student Council of the College is elected every other year on the basis of a list of candidates, which is not necessarily based on the specialities of the students. Due to this a student study commission was formed in 2004/2005, which consists of a representative from each year and speciality. Its objectives are to ascertain the opinions of the students, to connect the students to the studying process on a more intense level and to solve arising problems. The members of the studies committee of the student Council are conjointly the members of the study commission.

Students which belong to the study commission are the key contacts between a certain group of students and the College administration. They assemble and pass on to the administration and lecturers questions regarding the curriculum and studying process. The coordinator of the study commission is the study specialist who organizes the liquid answering to the questions of the students. The meeting of the College study commission and the student study committee takes place at least twice a semester. The members of the study commission have the right to present the administration of the College with proposals to promote the studying process.

All the lecturers have the list of the members of the study commission along with contact information and students have been informed about the list as well. During the first year of its existence the commission was familiarising all parties with the exchange of information, during the next year the promotion of the work of the commission will go forward as planned.

Students are also members of the College's Council constituting 1/5 of its makeup. See Statute of Narva College, Appendix 2.

5.6. Strong and weak sides of the student body and plan of actions to promote the strong aspects and eliminate the weak aspects

5.6.1. The strengths of the student body and plan of action to promote them

- Due to its multilingual studying model and language environment, Narva College facilitates the matriculation of people from Russian language based schools to Tartu University;
- Stabile student body: The number of students has been increasing in the current specialities, and this on the account of participants of the conversion training (2004 - 70 working teachers);
- The College's good reputation and strong marketing, due to which the com-
petition to enter the College can be compared to the entering competition of the whole university (2002: in University 6.4 and in College 6.3; 2003: 7.3 and 5.7)

- Full-time students enter the state sponsored studies with the same results as the corresponding specialities in Tartu University. This shows the strong potential of the student body from Narva and Ida-Virumaa;
- Students are actively participating in organizing the studying process in the College, primarily by participating in the student Council, study commission and college Council. The students have been provided with various employment possibilities within the College. Students are employed in Divisions as assistants, acting tutors, and compete for vacancies in the library and computer class;
- Disregarding the College's short period of existence, firm student traditions have developed: the establishment of a student Council, celebration of Tatyana Day on the 25th of January, an active science society, sports, cinema club and drama club as well as clubs of German and English. In 2004 a student theatre group was founded. The College management supports student initiative;
- The College has developed a system of career counselling which is the only of its type among Estonian universities.
- The College has provided students with possibilities for extracurricular education according to its financial resources (camp teachers, guide education). Starting from the coming academic year the College offers abatement for students who wish to participate in the additional training programmes offered by the College;
- a relatively large portion of the students, half out of the graduates in 2004 were immediately employed according to their speciality. The motivation of the students to work as teachers is sufficiently strong. Notable is the interest of students to continue with master's studies in their own college. The career service, the traditional career fair and the elective subject of career planning supports the students in entering the employment market. Promotion of the career service in the immediate future is one of the priorities of the College, and human and financial resources have been planned for this purpose.

5.6.2. The weaknesses of the student body and an action plan to eliminate them

- instability of state demand (2002- 31 admission places; 2003- 22; 2004- 34) which endangers the further development of the curriculum. Solution is the College's initiative to carry out an inquiry regarding the necessity of education demand in Russian language based schools and based on this the application for an increase in state demand in education;
- a certain passiveness of students is an inseparable part of widespread higher education. The College is trying to include all the lecturers into the motivation and consultation system in addition to the College administration;
- a small number of students from other parts of Estonia, very few students from Estonian-based schools. The lack of the latter restricts the development of a natural Estonian language environment. As a rule graduates stay to work in their home county while there is a deficit of Russian language based teachers in other parts of Estonia. Solution is more focused promotion and advertisement for mentioned target groups;
- since students with lower educational levels have been accepted to government sponsored studies until 2004, the knowledge levels and motivation inside study groups are different. Solution is considering the raising of the acceptance levels, which is being implemented in accepting the applicants
in 2005. In addition to this, systematic distribution of students to study groups according to their level of knowledge, especially in language studies; lecturers participating in the self-analyses commission are of the opinion that the students ability for independent work needs development. Starting from 2005 an introductory course is conducted which focuses on promoting studying skills. Subjects of pedagogical-psychological foundation module provide additional support.
6. STUDY ENVIRONMENT

1. Resources of the state-financed places appointed in the curriculum: 34 study places (at the last enrollment 2004).
2. Total number of auditoriums used for the needs of the curriculum: 21.
3. Total number of laboratories (computer labs) for the needs of the curriculum: 2
4. Total resources of computer places for free use: 70 hours/week
5. Total area of rooms used by the teachers: 96 m²
6. Copied/published studying materials per student: 4500 pgs/year
7. Total capacity of literature in the library: ca 30 thousand pcs; 25 titles of special periodicals; 1300 books and 6 periodicals connected with the curriculum.
8. Average cost of one credit point of paid studies: 475 EEK
9. Relative economical indicators (% of the total capacity of the last budget).
   - expenses on salaries 58 %
   - expenses on the library 5 %
   - expenses on informational technology 4%
   - expenses on additions to furniture 3 %
10. Appendix 24 List of compulsory literature required by the curriculum
11. Appendix 25 List of scientific journals and magazines available at Narva College

6.1. The analysis of the adequacy, condition and equipment of the education facilities. The guarantee of maintenance and its correspondence to the regulations of Tartu University facilities maintenance regulations and recommended layout norms

Narva College with its facilities uses a building of 6450 m². The building has three storeys and consists of two consolidated structures. The structure was built in 1964 and received no capital repairs in forty years. Since the beginning of its existence in early 1999 until today, Narva College has renovated the first and second floor auditoriums, constructed a sloping auditorium with a capacity of 100 persons, renovated and equipped a modern computer classroom, the openly accessible part of the library, first floor toilets, sanitary rooms and catering facilities. Partly renovated are offices for College administrative units and rooms for lecturers. This structure with the abovementioned renovations is the best conference housing facility in Narva.

In the beginning of school year 2004/2005, Narva College housed 8 auditoriums with the capacity of 24-35, two auditoriums with the capacity of 50, one auditorium with the capacity of 80 and one sloping auditorium with the capacity of 100. All abovementioned auditoriums have been renovated - new windows, floors, doors, new lighting and new furnishings. All auditoriums have been fitted with a black-
board and an overhead projector. The sloping auditorium and two 30 capacity auditoriums have been additionally fitted with a computer, data projector and on-line connection. In addition to the stationary data projectors the school also holds two data projectors that can be stationed according to requirements. The auditoriums, which are used for language studies, are fitted with audio equipment. Two 30 capacity auditoriums and one 50 capacity auditorium have been fitted with televisions sets for VCR and DVD usage.

The quantity, condition and equipment of the educational facilities of Narva College can be assessed to be adequate for its financial resources. Taking into consideration the total number of the students in Narva College and their division into full-time students and students of the Open University and additional education the College has the necessary facilities. The facilities are used in accordance with the Rules and Regulations of Using University Rooms and Structures.

The educational facilities of Narva College are kept in excellent condition. At the end of each year the physical and technological conditions of the educational facilities are assessed. The period between the school years is used for necessary renovations. Twice a year the maintenance of floors (deep-cleaning, waxing) and cleaning of windows takes place. Everyday sanitary maintenance is done before the working day and according to necessity is carried out more than once a day.

The standard of technological equipment used in educational rooms can be considered good. The rooms have been fitted with equipment according to the requirements and wishes of the lecturers and in accordance with necessity more equipment will be acquired.

Despite the efforts of The College the current structure of Narva College does not meet the requirements placed for a modern educational facility. The measures of the Structural Foundation 4.3 of the European Union and the Republic of Estonia have allocated 48 million EEK for building a new structure for Narva College. The preliminary works began in the autumn of 2004. By the summer of 2005 the initial plans were ready and according to plans the building will start in the spring of 2006 and the structure will be finished by autumn 2007. The layout of the new building takes into consideration the needs of the College including the need to carry out studies in small groups. The computer class and library will be well equipped technologically and easily accessible. Rooms have been allocated for the first multilingual literature oriented bookshop in Narva, and facilities for cinema viewing are being established. The aim of the College is to make the University attractive for students also during free time. The designs of the new building can be viewed at http://narva.ut.ee/uudised/hooneinfo/index.html.

6.2. Analysis of the standards and development strategies of laboratories and rooms with special equipment. Opportunities for extracurricular usage

Rooms with special equipment are, taking into consideration the specific sphere of activity of the College, considered to be the computer lab. The computer lab was thoroughly renovated during the summer of 2003. The renovations took into account the technological requirements and the needs of the College and included a separate server room and a computer class divided into two parts. The computer room holds 33 places equipped with computers (all with on-line connection and licensed software). 18 of the computers have been acquired with the resources of the e-university and are supporting the possibility of starting e-education in the College and in the region. All computers are set up with a printing option from a central printer. The total number of computers in use of the College is 73, out of
which 40 are for administrative use and for use of lecturers.

The College has an integrated printing and Xeroxing system. On every floor of the College is situated a printer-Xerox machine. Every student and employee of the College can choose which machine to use. The usage is controlled and limited by the College. The limit is imprinted on any card possessing a magnetic stripe. Printing and copying is inexpensive to students who also have use of the binding machine in the computer lab.

The computer lab of the university is open every year from the 1st of September to the 30th of June, from Monday to Friday 8.00-21.00 and on Saturdays from 9.00-14.00. The classroom is meant to be used free of charge by all students, lecturers, and employees of Tartu University. In order to avoid overload and misuse of the classroom, a system to register users has been implemented. An administrator is present at all times who in addition to general oversight also provides help for the individual user.

6.3. The condition and development plan of the library. Availability of study materials. Possibilities to use information networks

Narva College library covers a total area of 426.6 m² which is divided between four rooms: lending and periodicals’ hall, two open collection rooms and a reading hall. In 2003 capital renovations of the open collection hall, reading hall and the restrooms took place. During the capital repairs 270 m² of total area was repaired and fitted accordingly to the conditions required for a library. Tables were placed into the open collection room and reading hall for working in the library. The total number of working places in the library is 54. Three working places are equipped with a computer and a possibility exists to use audio equipment. The library has an electronic protection system to ensure the preservation of material.

Presently a two-member front-line staff is employed in the library. The materials in the open collection can be used inside the library and materials with numerous copies can be lent out. The number of materials in the library is 26,770 and the library has 700 registered users. Considering the number of books, the library of Narva College is the biggest among the Colleges of Tartu University. During the College's 6-year existence 1/2 of the material of the College's predecessor - Narva Korgkool has been updated. Book donations, namely the project carried out in 2000 "Eesti raamat Narva", have contributed extensively to the development of the library. The biggest book donation in 2004 was from the Robert Bosch foundation in Germany, 100 exhibits in total value of 60,000 EEK.

The regulations of replenishing book inventory have been stated with decree 233 of the director of the College, October 16, 2004. According to the regulations the priority of the library is the obligatory literature of the curriculum, reference literature and dictionaries. While ordering literature the multilingual education environment of the College was taken into consideration. Books in Estonian, English, Russian, German and other languages were ordered. The speciality of the College will not be the large amount of materials but their variety. Another peculiarity of the College library is the number of educational materials supporting the relatively large amount of independent work of the students.

In addition to purchased and donated materials, the library collects the term papers of students that have received exceptional grades and all theses of the students. An important addition to the library is numerous copies of the student-composed educational materials. The replenishing of the library's materials is based on the written proposals of the heads of the divisions and holder of the curriculum. They
compose a table of the demands of the lecturers under their line of duty. A commission composed of the heads of the divisions and holders of the curricula, presided by the director of the College manages the ordering of material.

The library of the College is closely cooperating with the library of Tartu University. The books in the library of the College have been entered into the electronic catalogue system ESTER of Tartu University. ESTER is a joint catalogue of 12 Estonian libraries including libraries such as Tartu University library, Estonian National Library and the Academic Library of Tallinn University. The electronic catalogue enables the user to find out which library has the book; search for information carriers (book, magazines, cd-s, maps, etc.); see the location of said information carrier (storage, open shelves, audio collection, speciality collection, etc); see the call number of the material; see the time limit for lending; see if the material is available or has been lent out. The catalogue facilitates the ordering of literature and extending the time limit for return and keeping of account of lent material. The use of ESTER is free of charge and it can be accessed from any computer connected to the internet.

The library membership card gives the right to use the services of the library. The library of Narva College uses the same membership card as the library of Tartu University. The libraries have an integrated membership card concerning the rights and obligations of a member. The library lends material to the students and the staff of the university and to students and members of staff of other universities on the basis of corresponding contracts. The possibilities to use the library are the following: use on the premises, lending out for 24 hours, lending out for 7 days, lending out for 14 days, lending out for 30 days and lending out for 90 days. The regulations for lending are in accordance with the lending regulations of the library of Tartu University.

In addition to the above mentioned possibilities the users of the library have the possibility to use the inter library lending service (RVL). In 2004 over 200 orders were placed through RVL. 10 orders from the College library show the development potential of the library: the library of the College has new Russian literature not ordered in other libraries anymore.

An important addition to the library are the databases available in the library of Tartu University: Blackwell Synergy (the collection of e-magazines of the Blackwell publishing house, which includes 755 e-magazines, this in fields of natural sciences, medicine, exact science, humanities and social sciences), Cambridge University Press e-magazines, Emerald Fulltext (over 130 mainly economics, management, librarianship and engineering oriented e-magazines from the Emerald Group Publishing), Faculty of 1000 (the database contains references of worlds’ leading scientists to new noteworthy publications), archives of electronic magazines JSTOR Arts & Sciences I Collection, JSTOR Arts & Sciences II Collection, JSTOR Business Collection, Oxford Reference Online (Oxford University information portal which includes, dictionaries, dictionaries of specific terminology, and biographical lexicons); Oxford University Press e-magazines; Research Europe (Europe’s biggest portal conveying grant information, scientific-political news and trends); Science Direct (access to 644 electronic magazines of the Elsevier publishing house). In addition to these, the databases freely accessed through internet including the bibliographic database of Estonian journalism ISE.

In addition to the library of Tartu University, the library of the College has good contacts with the Narva Central Library. Students and lecturers are using its collections and cooperation exists concerning the ordering of new volumes. The students of the English speciality of the College use the "American Corner" of the Central
Library- informative materials on the history and present day life of the U.S.A. This collection was opened in 2004 with the support of the embassy of the United States of America.

From July 2005 a manager of the library is employed in the library of Narva College under whose supervision the development plan for the library is formed. This project was prepared by the library staff and representatives of the Divisions. It added to the current report (see appendix 23). The development of the library is foreseen in the following fields: service, replenishing of collections, description and maintenance, library staff, training and information. The development of the library is supported by the growing content of the students; more than 2/3 of the students are satisfied with the services offered by the library. At the same time the discontent of the students is increasing concerning the availability of academic literature. Quite a lot of the students are not satisfied with the availability. This confirms the increase in the demands of the students and goes hand in hand with the development of the studying process. See appendices 7 and 8 concerning student opinions.

An outline of the availability of obligatory educational and scientific literature and professional magazines required by the curriculum, in the libraries of the College and Tartu University is given in appendices 24 and 25.

The list of educational materials composed and used by the College teachers is presented in Appendix 17.

6.4. The adequacy and standard of management and catering units (catering, sanitation, restrooms, recreation)

Narva College is managed by its financial department with a staff of 15. Its obligations are to oversee the physical condition of the facilities, cleaning and security. The department employs a sufficient number of cleaners to guarantee the cleanliness and hygiene conditions of the facility. The rooms of the College are cleaned every day before working hours. In accordance with seasonal and weather conditions the cleaning takes place more than once a day. Special attention is paid to rooms in general usage. Twice a year the maintenance of floors (deep-cleaning, waxing) and cleaning of windows takes place.

The catering rooms of the College are built on the ground floor in accordance with all the health, hygiene, and catering regulations. The rooms can facilitate 40 persons. The menu is diverse and inexpensive for students. The rooms are rented to a company - AS Mann Grupp - who is obliged to use the rooms as intended and guarantee the smooth and unhindered working of the lunchroom. The lunchroom is open from Monday to Friday 9.00 to 15.00.

The College offers possibilities for recreation. In each hallway are situated seats and into the lobby of the second floor is incorporated a resting area where it is possible to read current newspapers. The College library is fitted with CD players and headphones. Students have use of the Colleges 400 m² gymnasium. The dormitory of the College also offers opportunity to play table tennis. The theatre studio of the College has its own rooms. The 100-seat room with a big screen is used by the cinema club during evenings.

All services to the students are being provided in the best way taking into consideration the financial limitations set by the College.
6.5. The sufficiency of material resources for development

Out of the five years of the College's existence, the year 2004 was financially the most successful. (see enclosed Narva College financial activities, Appendix 26). Already the year 2003 showed a rapid increase in income (27%) when compared to year 2002. The year 2004 showed an increase by 21% which confirms the constant progress in income. In the year 2004 the income exceeded expenditure by 1.5 million EEK. This kind of positive end to the financial year was the first for Narva College. The College budget is 15.5 million EEK, which doesn't include the expenses for the new building that come from the investment budget of Tartu University.

The rapid rate of growth is caused by the execution of successful projects (increase compared to 2003 was 100%) and increase in capacity and intake in fields of Open University and further education (increase compared to year 2003 was 20%). Special attention must be directed to increase in income from rent and other activities when compared to year 2003. During the period in question the maintenance cost has been reduced due to successful administration.

The College payroll from year 2003 to 2004 has increased by 20%. The increase in budget resulted in a pay raise for the academic personnel of the College by 15% beginning from the first of September 2004.

6.5.1. Availability of material sources. Strong aspects and a development strategy for their promotion

- constant rise in positive budget, and increase in income. The College administration makes it a goal to stay in the course of conservative budget politics;
- the change of educational environment brought about by the construction of a new building. If the project runs according to plans, a deficit of 14 million EEK in the construction cost must be covered;
- level of content among students concerning current renovations, see Appendices 7 and 8; the maintenance of current facilities is guaranteed;
- a computer classroom that fits the demands, and guarantees students' comfort. See Appendices 7 and 8; the classroom needs constant improvement;
- the constant development in the supply of the library; there has been organized a new system of ordering literature, the library is enriched by students' theses and studying materials; the process of starting a development plan for the library's growth has been initiated;
- the College has a dormitory with the capacity for 150 students which requires renovations; the College has applied for financial means from the structure fund "Meet me" for 2006.

6.5.2. Availability of material sources. Weak aspects and development plans to improve shortcomings

- high administrative costs of current facilities and discomfort caused by the amortisation of the building. These will be improved with the construction of the new building;
- shortage of technology for videoconferences, not enough interest among faculty members to use technical equipment. Solution is devising projects to acquire new technology, when possible using own assets, education of lecturers;
- the College's financial resources are insufficient for a full-scale development of the library. Solution is to increase cooperation with the library of Tartu University and finding additional solutions during the composing of the development plan for the library.
7. ACADEMIC AND TENDANCE PERSONNEL

1. Number of lecturers selected through competition: 25; 2 lecturers to fulfil regular positions have been invited from abroad
2. Structure of the lecturers' workload: 95.2% full-time, 4.8 % with 0.5 workload
3. Average age of the lecturers: 38 years, job experience 6.6 years.
4. Qualification of the lecturers: PhD: 4; Cand.Sci: 1; Master’s degree or corresponding level of education: 20
5. Scientific publications per lecturer in 2004: 28 articles from lecturers teaching the curriculum.
6. Performance in conferences, seminars in 2004: 27
7. Composed study material 2003-2005: 44
8. Total of assistance personnel: 15
9. List of statistics of all lecturers teaching the curriculum, see Appendix 27.
10. Correspondence of academic personnel to standards of higher education, see Appendix 28.

7.1. Analysis of the adequacy, suitability and qualifications of the main lecturers

The bachelors and masters curriculum is taught by 48 lecturers, 25 of which have been selected to teach in Narva College through competition. 13 of these have an academic degree, as well as two of the regular lecturers invited from abroad. According to the higher education standards at least 50% of the curriculum in bachelors' studies and 70% of the curriculum in masters studies must be taught by lecturers possessing a doctorate degree in the corresponding speciality or possessing qualification corresponding to a doctorate degree in the speciality. On the 6th year of its existence, Narva College does not have enough full-time lecturers possessing a doctorate degree to fulfil the higher education standards. However, it is noteworthy that the main subjects are at the moment taught by full-time lecturers. To each part of the curriculum a main lecturer has been assigned, whose short CVs have been included, see Appendix 29. When speaking about teachers' training it is necessary to point out that 75% of 25 full-time teachers of the curricula have pedagogical education and the majority of them have experience of working in general education schools. See Appendix 32.

Currently the number of full-time lecturers is considered sufficient. The plan is to increase the number of lecturers in the coming years in such subjects as Estonian, English, pedagogy, and psychology. The resources for this have been allocated by the College.

Up until now, the College has successfully employed lecturers form Tartu University as the leading lecturers of the subjects. They have reviewed the subject plans. The lecturers of the College can turn to them for consultations. The leading lectur-
ers are employed to all subject syllabi except for practical language studies, which demand for mostly a long-term practice with a similar target group. These positions are filled with lecturers with the corresponding experience. In cooperation between lecturers from Narva College and Tartu University the academic personnel meets the higher education standard. In bachelor studies 67% of teaching is conducted by teachers with doctor’s degree and 75% of teaching in master's degree correspondingly.

22 of the College lecturers who do not have an academic degree 11 are involved in their PhD studies. Appendix 30 gives and overview of the schedule of the planned defence of their academic degrees. By the year 2008 at least half of the full-time lecturers, teaching the current curriculum will have a Doctorate degree. The fact that during the College's existence 3 lecturers have successfully defended a doctorate degree and 3 lecturers have successfully defended a master's degree gives reason for optimistic predictions. In addition to doctoral studies, two full-time methodologists and two teachers of practical language are doing their Master's studies.

The percentage of lecturers working on an hourly basis teaching the compulsory subjects of the curriculum is 81%. The relatively large proportion of the latter is due to the wish to include the best specialist in the relevant field. The large amount is also caused by the fact that many lecturers teach specific subjects, which do not justify the creation of new full-time positions. The quality of the studying process demands this type of working system. In 2004/2005 the College had contracts with 33 lecturers of which 22 have an academic degree (14 doctorate degrees).

7.2. Analysis of lecturer selection, qualification improvement and personnel renewal

The selection of lecturers to full-time positions is regulated by the Tartu University regulations for selecting academic personnel (adopted by the Tartu University Council decree nr. 36 November 24, 1995 and most recently changed by the Tartu University Council decree nr. 10, May 28, 2003). While assessing the candidate lecturer's suitability for the position, his/her ability to fulfil the tasks determined by the Tartu University job description for academic personnel is taken into consideration. This concerns: studying process, methodology and other functions like self-improvement, participating in various commissions and Councils.

The College Council oversees the selection of regular teachers, assistants, lecturers and assistant lecturers. Concerning the first three positions, the head of the Division assesses the applicants' suitability for the position. Suitability for the assistant professor's position is assessed by a committee consisting of three members, two of whom are from outside the College. All full-time lecturers meet the requirements of Tartu University. Contracts with academic personnel are drawn according to the position: teacher and assistant 3 years, lecturer 4 years, assistant professor 5 years.

The College has a stable staff, in the spring semester of 2005 12 lecturers had successfully passed the re-elections to their positions. During the selection process the requirements for the job are strictly assessed, a lot of emphasis is placed on scientific work (adopted by the decree nr. 15 of Tartu University Council on December 22, 2000, lastly changed with decree nr. 3 of Tartu University Council April 1, 2005) 5 lecturers have been elected for a higher academic position after their first elections or before the period of their current position has ended which is an indicator of considerable progress in the scientific department of the lecturers. This also reduces the lecturer's obligation in auditorium-based work and enables him/her to focus more on scientific work. See Section 7.3 concerning the standard workload of lecturers.
Elections to academic positions take place twice a year in the College Council, at the end of the autumn and spring semester. Decree 222RE May 27, 2002 of the rector of Tartu University declares a competition for spring, 2005 in order to fill 16 positions in Narva College, among these are 10 positions of teachers for bachelors' curriculum of classical education teachers in Russian-based schools and a teacher for the Master's curriculum of classical education.

The planned progress of qualification of lecturers is shown by the individual three-year development plans. These give an overview of planned scientific work, other plans to raise qualification, planned participation in conferences, composing of study material and other possible ways of participation in the development of the College. In qualification improvement the priorities of the lecturers and of the College are the same, it is mainly the scientific work of the lecturers and defending of academic degrees. See previous Appendix and thesis topics of the lecturers, Appendix 30.

Beginning from spring, 2005, the College director and heads of Divisions conduct annual interviews with academic personnel in order to assess progress in application of individual development plans and also to evaluate Part A of the questionnaire for students. The College is the first institution of Tartu University to apply such interviews. The feedback questionnaire confirms that colleagues receive feedback primarily concerning their work, which helps them understand the director's expectations better. The College teachers also considered the interviews to be sources of development and motivation.

The College has established a support system to promote the scientific work of the lecturers. This is accomplished mainly through a flexible working schedule, business trips and the possibility of a free semester. According to Tartu University constitution § 111, full-time lecturers have a right for a free semester with pay during the course of 5 years in order to raise their qualification or do creative work. The decision concerning the free semester is made by the College Council. The College has applied this mainly for finishing the doctoral thesis or doing scientific work. In 2003/2004 a free semester was enabled for two lecturers, one defended successfully his doctoral thesis in 2004. In 2004/2005 a free semester was enabled for a lecturer in social sciences who completed his monograph. The regulation of business trips favours presenting at international seminars and conferences; thus, promoting the College's foreign relations.

The College has developed the education plan for academic personnel until the year 2007, see Appendix 31. This focuses mainly on the areas promoting the studying process described in the College's development plan. An important part of it is given to regular language studies and computer skills development for the preparation of the e-learning facility in the College. The necessity of language studies is described in the development plan of the College's foreign relations, see Appendix 41. Each year two 3-day educational seminars take place for academic personnel dealing with university pedagogy, including aspects of subject didactics. The teacher-training program determines the universities' pedagogic capacity to be 4 credits but does not determine regular in-service training, which is stressed by the College. The curriculum describing the in-service education of the lecturers can be found in Appendix 31.

In addition to carrying out the education plan, the College conducts joint seminars for the College's administration and lecturers developing the studying process in the College. In 2004/2005 the following seminars were conducted: conducting self-analysis, student papers supervision, compiling educational material, implementation of e-university in Narva. The cooperation of the lecturers is supported by the
monthly scientific seminars during which one of the lecturers introduces his/her scientific work. These seminars are open to all interested parties.

In addition to full-time lecturers from Estonia, the College also uses lecturers from abroad in order to improve the quality of education. They are employed as full-time lecturers or as part time lecturers for a period of one semester. Foreign lecturers are active mainly in the language field (U.S.A., Germany) and in the field of pedagogy (Russia). On average, the College employs 4 foreign lecturers each semester, see section 8.2.

7.3. Principles of lecturers' workload distribution and execution of administrative tasks

The work objectives and workload comply with the regulations of Tartu University job description for academic personnel (Tartu University Council decree nr. 54, June 25, 1999). The distribution of the lecturers' yearly workload is determined by the Division head based on the standard auditorium work and capacity dictated by the curriculum. The workload for auditorium work can differ each semester (or week). The workload of lecturers is conciliated with the study service specialist in order to compile timetables and is confirmed by the Director. According to the College regulations, the minimum workload for an assistant professor is 246 auditorium hours during one academic year, lecturer - 317 hours, assistant - 352, teacher - 493. The College's standard workload for each year is determined at the end of the previous year by the College's study commission. The College has also certified a list of other obligations attached to the workload and has determined additional compensations and basis for increase in salary. The corresponding regulation was established by the Director's Decree no 43NC of February 9, 2005.

The academic personnel of the College are divided into Divisions, see college structure, Appendix 3. The leaders of the Divisions are responsible for the general condition of their structural units, their development and report to the Director of the College. The rights and obligations of the Division heads are stated by the College Director's decree nr. 231NC, October 6, 2004. According to Tartu University salary system regulations, the Division heads receive additional compensation for their extra duties. Additional compensation for administrative duties is also given to methodology lecturers who participate in organizing pedagogical practice. The amount of compensation depends on the number of participants in the practice. Lecturers who do not have enough auditorium work fulfil other administrative duties concerning the educational process, including editing and translating, etc. Outstanding results in the development process of the College or participating in the studying process (successful defending of thesis, participating in the compiling of self-analysis reports, etc.) result in additional compensation. The corresponding proposal to the Director is made by the head of the Division.

7.4. Analysis of scientific activity and creative activity results of the lecturers

The main measure of the scientific work of lecturers is the number of publications. 23 scientific articles were published in Estonian and foreign publications as well as 4 individual publications were made by the lecturers in bachelors curriculum for social studies in Russian-based primary schools and masters curriculum for classical education (2002 - 28 publications, 2003- 44). The list of scientific work has been included; this confirms the forming of competence in languages including
Russian and questions of multicultural society. See Appendices 33 and 34. The same topic is paid attention to by three College teachers who received the grant 6469 from Estonian Scientific fund (2005-2007) "Russian and Estonian Intercultural Relations. History of Origin of Culture Picture of Estonia." The head of the scientific group is Elena Nomm, PhD. In winter 2005, the College is conducting research of education needs of teachers from schools with Russian language of instruction in Estonia. The head of the research group is Katri Raik, PhD.

Noteworthy is the participation of lecturers in scientific conferences and seminars. In 2004, 27 presentations were held in various international conferences (2002 - 13 presentations, 2003 - 20 presentations). The topics of the presentations confirm that these are directed towards the development of lecturers' scientific work and issues of multicultural education. List of presentations, see Appendix 35.

In 2002, a preliminary review collection Acta et commentationes collegii Narovensis was established in order to promote scientific work. The collection includes scientific articles (including those of students) and is compiled once a year. The collection published in 2004 included 8 articles from lecturers connected to the current curriculum. The collection published in 2005 will include all articles from lecturers of the abovementioned curricula. The collection will focus on the topic of multicultural society and education.

In 2004, the first book in the College's series of monographs "Studia Humaniora et Paedagogica Collegii Narovensis" was published. The book is both in English and in German and is called "Narva und die Ostseeregion. Narva and the Baltic See Region", edited by docent Karsten Bruggemann. It is a collection of articles about the history and the present day situation of border regions. The book has received positive reviews from Estonia and abroad (Neue Zuricher Zeitung, July 23, 2005, Nr 170, S. 59). In 2005, it is planned to publish a book from the same series about the chronicles of Franz Nyenstede and in 2006 - a book about the formation of the Republic of Estonia. The books are based on the doctoral theses of Katri Raik and Karsten Brüggemann.

The creative activity of lecturers is shown by the presentable amount of published and soon to be ready educational materials for students. These come in different forms, such as traditional, PowerPoint presentation, worksheets, and e-courses. 24 of the lecturers of the curriculum have or will have composed 44 educational aids by the autumn of 2005, see Appendix 17. The materials are reviewed by the lecturers of Tartu University with recognized scientific degrees and after that are made available to students.

The peculiarity of the College is the inclusion of students to the scientific activity, including the creation of educational materials for both students and pupils. Students' papers are being used with their approval. Much attention is given to the scientific work of students. The first scientific conference of students was held by the initiative of young lecturers in 2001. In 2005 it was conducted on an international level for the first time. In 2004/2005 the student scientific society was formed.

The lecturers of the College are not only active in organizing the scientific activity of the students; they are also cooperating in promoting the local educational life. Since 2000 regular pedagogical conferences are held for regional teachers. Narva College is on the whole the biggest organizer of conferences in Narva. The lecturers of accredited specialities take active part in the organization of these conferences as well as participating in them and giving presentations, the subject being mainly integration and study of Estonian. For seminars in 2004 see Appendix 37.

Besides the educational material meant for students, the College also has educa-
tional and methodical materials meant for pupils. This is an important field for
lecturers of a pedagogical college. The materials are mainly for fields of history,
natural science and language immersion, see Appendix 36. The lecturers of the
College have participated in compiling textbooks.

One of the indicators of lecturers' creative activity is their participation in scientific
organizations and organizational committees. Altogether 9 lecturers participate in
23 committees of the kind, among others - professors assistant Rafik Grigorjan is a
member of a minority board working with the President of Estonia, adjunct assistant
Katri Raik is a member of an associated social committee and a member of the
Estonian language Council. Lecturers with doctoral degrees belong to the editing
board of Acta et commentationes collegii Narvovensis. Professors assistant Karsten
Brüggemann and Katri Raik belong to the organizing committee of the Estonian
and Latvian collective history magazine. Several lecturers are members of Coun-
cils promoting teacher training. Katri Raik is a member of a group promoting
teacher training under the Ministry of Education and Science, Anna Dzialalova is a
member of the College's corresponding commission, Viktoria Sokolova is a mem-
ber of the International Association of Teachers of English as a Foreign Language.

7.5. Proportion of part-time lecturers and working arrangement

The percentage of part-time lecturers is 5. They work with 1/2 a workload. Accord-
ing to the subjects in the curriculum their work is divided between two semesters.
Each lecturer has an individual timetable.

7.6. Analysis of management personnel selection, job description
and education

The College administration has 27 employees, of which 11 are main specialists. In
addition to this number, comes the financial department with 15 employees. See
Narva College structure, Appendix 3.

Tartu University rector's decree no. 13 April 23, 2001 states the regulations for
fulfilling non-academic positions. The leader of the structural unit, in this case the
College Director, is responsible for fulfilling the non-academic positions and is
also responsible for the satisfactory results of said employees. Necessary support
services (open competition, intended search, assessing the suitability of the candi-
dates) for fulfilling the non-academic positions are performed by the College's per-
sonnel department. The College employs a part-time personnel specialist who or-
ganizes local personnel work and communication with the personnel department
of the university.

In order to find suitable candidates, an open competition is held or a search is
conducted. Prior to this, a job description is formed. Two assessment sessions are
held. In the first session, the qualifications of all candidates are assessed against the
requirements of the job. The decision is based on written material. If necessary,
additional information is collected in a way, which does not collide with the
candidate's personal interests, self-respect or the reputation of the university. Dur-
ing the second session, an interview with the candidates who have passed the first
assessment is conducted to assess their suitability for the job and teamwork capa-
bilities. The commission deciding the suitability of the candidate consists of the
Director of the College and the immediate organizer of the position under question.
When necessary a third member is included in the commission.

Each candidate is notified of the decision regarding him as quickly as possible

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within the next few working days after the decision has been taken. The contract and job description is drawn up by the College's personnel specialist.

The functions of the management personnel are stated in the job description, which is signed by the employee, his direct superior and the Director of the College. The job description is an inseparable part of the contract, specifying the qualifications needed to fulfill the job requirements, content of the job and indicators of efficiency of the job. A trial period is fixed in the contract of the management personnel. A development assessment is conducted by the personnel specialist of the College on a yearly basis.

The College administration supports the professional training of its employees as well as academic studies. The latter is the priority of the young staff since the average age of the administration is 33 years. Out of the College administration staff one is in the middle of doctoral studies, 4 in Master's and three are continuing their Bachelor's studies. The students are in state sponsored studies or the College pays their tuition. Education contracts are signed with the employees.

Management personnel receive professional education on the basis of the university's education plan, in addition and according to the necessity, the College conducts training days (2004/2005 - use of study information system, marketing). Training of academic personnel is also open to management personnel. The plan of upcoming years is included in Appendix 31. Management personnel directly related to the studying process have obligatory joint training every summer and winter. The College enables its employees to have other various training. In 2004 the training budget of the College along with secondment was 220,000 EEK (2003 - 200,000 EEK, 2002 - 115,000 EEK).

7.7. **Strong and weak sides of the academic personnel and the action plan to eliminate the weak aspects and to promote the strong aspects**

7.7.1. The strengths of the academic personnel and action plan to promote them

- Constant rise in content with the lecturers and thus with the quality of education. In 2005 the graduates graded the knowledge and skill of the lecturers on a scale of 10 with 8.5. This is the second best evaluation result received in the assessment of studying process concerning development of new curricula. See Appendix 8.
- 11 lecturers of the curriculum are acquiring a doctorate degree and 4 are acquiring a master's degree. During the last 3 years, two colleagues have defended their doctoral thesis. It is necessary to stress at this point that the lecturer body is rather young. More than one third of the lecturers of the curriculum are below the age of 35. The College has supported and will support in the future the studies of lecturers, scientific work and participation in seminars and conferences. A corresponding plan exists in addition to a working support and career system;
- Based on an hourly rate, the College has engaged the best specialists in their fields from universities of Tartu and Tallinn;
- During recent years, there has been a constant progress in the scientific work and participation in seminars and conferences with performances of the full-time lecturers in the curriculum. The latter both in Estonia and abroad;
- Perspectives of the College's scientific work see strengthening of professional competence and first mutual scientific projects;
The College has developed a stable lecturer body; young lecturers are motivated to work in the College. This is confirmed by the development interviews conducted in the spring of 2005. The College has resources for hiring additional academic personnel;

All full-time lecturers have development plans for the next 3-year period. At the end of each year the lecturer writes a corresponding report. Since the spring of 2005 the Director of the College and the leader of the Division conduct an individual development interview with lecturers focusing on studies and scientific work;

The best experts from local schools have been included in the implementation process of the new curricula, mostly in supervising pedagogical practice. 19 of the full-time lecturers of the College have pedagogical education, and 13 of full-time lecturers of the curriculum have experience of working in schools. In order to promote knowledge of university pedagogy the College is constantly organizing trainings;

foreign lecturers are constantly involved in the main areas of the College's activity. An action plan to continue this exists, see section 8.2;

lecturers are actively engaged in the development of the College, various commissions and Councils, the lecturers are dedicated to the development of the curriculum and studying process;

apart from scientific work lecturers place emphasis on promoting studying process, an indication of this is the completion of over 40 studying materials last year.

7.7.2. The weaknesses of the academic personnel and action plan to eliminate them

although the teaching staff on the whole is consistent with the standard of higher education, among full time lecturers there are not enough lecturers with doctors degrees. The personal development plans of lecturers have been worked out. In the next 3 years, 9 lecturers are planning to defend their doctoral degrees

the low average age of the lecturers and their teaching experience only in Narva College requires a lot of lecturers to participate in exchange programmes to practice in other universities. The corresponding action plan exists, see Appendix 41;

Pedagogy and psychology are the subjects forming the base of given curricula. These are taught parallel in two languages, which demands an extensive use of full-time Estonian lecturers with doctoral degrees. Corresponding competitions are being announced in the autumn of 2005, preliminary negotiations with suitable candidates have been held.
8. FOREIGN RELATIONS AND QUALITY ASSURANCES

8.1. Cooperation and relations with other institutions, trade associations and representatives of employers

Narva College is the only centre for preparing Estonian teachers for Russian language based schools. Thus, Narva College has a diverse cooperation network outside Narva and the borders of Ida-Viru County. Among our collaborators are the Estonian Ministry of Education and Research; financers of Estonian integration politics; and Estonian, Russian and other language based educational institutions. Development of our curriculum is achieved in cooperation with other higher educational institutions of similar profile. The aim and interest of the College is the exchange of students in Estonian-language environment. Inside Tartu University, our most substantial partners are the Faculty of Education and the Tartu Teacher Seminary who deal with education for teachers. In addition to this, Narva College intermediates other faculties and the interest centre AHHAA.

The aim of regional colleges is to support local development. Narva College is the creator of the spiritual image of Narva as is evidenced by the number and variety of events organized by the College. See Appendix 37. A contract has been established between the city Narva and Tartu University in May of 1996 with supplements in November 1999, November 2004 and May 2005. Narva College organises the additional education for educational workers in Narva and its outlying regions, takes part in constructing the development plan for Narva educational policy, constantly exchanges information with Narva's Cultural and Educational Department among others - concerning vacant positions in the Narva educational system. In addition, Narva College cooperates with the Union for Narva Educational Workers primarily in form of information change.

Ida-Viru County Administration and Tartu University entered into a contract for cooperation in 1996 with supplements in January 2001 and December 2004. Narva College is the largest in its region offering higher education; it is one of the principal forces in constructing the regional development plan including the development plan for education. In the context of syllabus its role is mainly seen as the source of education for teachers including Estonian language teachers and teachers teaching in Estonian language. The College is also considered a promoter for career consultation in the county. The county development plan, composed in 2004, can be viewed at http://www.ivmv.ww/failid/Ida_Viru_maakonna_arengustrateegia.pdf.

Narva College is the main organiser of additional education for Russian-language general education institutions. In Estonia there are about 4000 teachers in Russian language based schools. In addition, Narva College enables studies in Open University for teachers. The majority of students in the College's teacher-training pro-
gram are from the surrounding region. 119 teachers of English and Estonian from Narva and Ida-Virumaa schools are currently studying in Narva College's Open University. More than half of Estonian language teachers in Narva have received or are currently receiving education from Narva College.

The Colleges further education is currently mainly of pedagogical orientation. In one year alone, the capacity of further education and conversion training has increased by 54%. In 2004 more than 1500 people took part in the further education program (among these language teachers 246, 2002/2003 - 217, 2002/2003 - 148, 2001/2002) With this capacity in further education, Narva College comes second in Tartu University after the Faculty of Medicine. The College organizes the majority of further education courses outside Tartu. The capacity of further education in Narva College shows both the demand for it and its good reputation. In the conversion training alone, which was initiated in 2004, 40% of the students were from outside the county. The list of further education possibilities which are related to curricula we are interested in 2004/2005 is shown in Appendix 38.

Another sphere where the College has intense cooperation with local educational facilities is organising of pedagogical practice. Cooperation with schools of general education is conducted on the basis of independent contracts in the field of classical education curriculum. Cooperation partners include: Narva Humanitaargümnaasium, Narva Pahklimae Gümnaasium, Narva Kesklinna Gümnaasium, Narva Soldino Gümnaasium, Narva Kreenholmi Gümnaasium, Narva Peetri Kool, and Narva 6. Kool as well as Ida-Virumaa Jõhvi Gümnaasium, Jõhvi Vene Gümnaasium, Kohtla-Järve Slavi Gümnaasium, Kohtla-Järve Ahtme Gümnaasium, Kohtla-Järve Tammiku Gümnaasium. The College’s pedagogical practice system is described in more detail in section 4.6.

In 2002 Narva College established the Estonian Home in Narva in order to introduce Estonian culture and language. It is open to students and the general public and it promotes the development of Estonian language as a second language. Among other things, Estonian Home provides information about Estonian language exams and examinations for Estonian citizenship. The latter take place in the College.

In the rooms of Estonian Home operate both the centre of foreign languages of Narva and the centre of multicultural education. The aims of the centre are: to support teachers in the region who teach subjects in Estonian in non-Estonian language based schools; to provide them with methodical help; to organise education and information distribution for local teachers; to provide miscellaneous information for local education institutions; to provide consultation for educational institutions about organizing multilingual curriculum; to coordinate the compiling of bilingual aids in teaching. These activities have attracted an increasing number of teachers over time: 2002-228, 2003-319, 2004-336.

The Centre is the only one of its kind in Estonia and was first officially established in September 2004 in cooperation with the Integration Foundation. The most substantial achievements of the centre are extensive conversion training courses in history, social studies, natural history and anthropology. These courses have been started with the aid of the PHARE project for Estonian language studies. The same spheres are also included among the accredited curriculum. The practice of offering conversion courses and procuring necessary resources also help to develop the College curriculum. Cooperation of Estonian Home and the centre has brought about the completion and ongoing compilation of several means of study for students. See Appendix 36. The activities of the centre for multilingual studies and its connection to the curriculum are introduced in Appendix 39.

From 1999, the Narva Foreign Language Centre has been housed in the College. It
has been created to promote self-education of Narva and local region foreign language teachers. The main sponsors of the centre have been the city of Narva, the British Council and the German Culture Institute. In 2004 its activities included conducting information days for various language study enterprises and publishing houses and organizing educational days. These activities were attended by 336 teachers. Foreign language teachers have use of the centre's library, which has been integrated with the College library.

Every August since the year 2000, a pedagogical conference takes place for people from Ida-Viru County involved with education matters. These conferences address relevant pedagogical questions (topics of discussion during previous years have been - innovation of studying process in schools; different sides of pedagogical creativity; possibilities for multilingual studies; courses of ethics in schools). Conferences are conducted by people from the University, various guests and teachers from Narva and Ida-Viru County schools. The conference has around 200 participants. In August 2005, the College will include conference presentations of two local teachers into the collection of College articles.

Narva College is the biggest organiser of seminars and conferences in Narva. It is seen as one way to help local development. Last academic year included, in addition to the pedagogical seminar, the following seminars: "Russian minority/majority in Narva, escape across the Baltic Sea" (16th of September, in cooperation with the Swedish Institute and Swedish Embassy in Estonia) "Old town of Narva - past, present, future" (5th of October in cooperation with The National Heritage Board), "Newspaper in class" (4th of November with cooperation with the Integration Foundation), "Objectives and essence of bilingual education: The Latvian experience" (11th of November in cooperation with the Centre of Daugavpils Bilingual Education), Narva Focus seminar (3rd of December in cooperation with Narva City Government).

Due to the peculiarity of its work the College is cooperating extensively with the centre of educational programmes and centre of language immersion of the Integration Foundation. In cooperation with the latter, the preparation of language immersion teachers in Estonia is being conducted. Employees of Narva College are members of corresponding commissions of developing language immersion methodology and conducting language immersion in Narva. With the support of the Integration Foundation's educational programs centre, Narva College has carried out several projects during the course of the last few years. The projects have focused on promoting teacher-training and corresponding researches.

The closest relationship between Narva College and Tartu University structural units is with the Department of Education and Department of Philosophy and Tartu Teachers Seminar. The curricula of the College have been approved by the corresponding faculty Councils. Most of the leading lecturers and guest lecturers are from these departments. Cooperation between colleagues is on a personal level and through doctoral studies in Tartu University.

Tartu Teachers Seminar is connected to Narva College by similar area of interest. Both are concentrating on preparing teachers for primary schools. Cooperation concerns general development of teacher preparation (pedagogical practice, teachers' induction year) and developing curricula. Apart from developing contact between different departments Narva College also supports all visiting Tartu University employees and students with the possibility to use the computer lab and library.

The cooperation network also includes other regional colleges in Estonia, both colleges engaged in teacher training (Tallinn University, Haapsalu and Rakvere colleges) and regional colleges of Tartu University. The two specified colleges are
concentrating on preparing teachers for pre-school educational institutions and class
teachers. Cooperation with these colleges includes student exchange programs for
pedagogical practice. The experience can also be applied with accredited curricula.
Similar exchange experiences are available for preparing Estonian language teach-
ers as second language. In 2003/2004, 4 students studied in Viljandi Cultural Acad-
emy for a period of one semester. Plans are to continue this student exchange pro-
gram.

The College is directly connected with society by the board of guardians which, in
accordance with the College's constitution, has an advisory status and is composed
of representatives of the city government, regional government, alumni, employers
and local public opinion leaders.

8.2. Relations with International Organisations and Institutions of
Higher Education, functional Collaboration Programs, Student Ex-
change

Developing foreign relations is a priority of the College. In the spring of 2005 a
Foreign Relations Strategic Plan was established with the addition of a SWOT
analysis. Narva College Foreign Relations Strategic Plan for 2005-2007, see Ap-
pendix 41. The Strategic Plan has the addition of an action plan, which gives an
overview of the immediate activities of the College.

The foreign relations of Narva College have so far been influenced by the College's
location on the Eastern border of the European Union, immediate to Russia. This is
why the previous foreign relations have been Russia-orientated, but at the same
time this has allowed for foreign professors at the College and for the development
of connections in the main competences of the College - multicultural education
and Russian as a foreign language. Both competences concern accredited curricula.
The College has relations in Russia, Latvia, Finland, Austria, Germany, Moldova
and the United States of America in the fields of multicultural society and educa-
tion. Foreign partners find the language situation in Narva intriguing since 97 % of
the population speaks Russian as a first language. Also of interest is the Estonian
multilingual education system in circumstances where national minorities make up
a third of the population and a quarter of the general education system is in Rus-
sian. Preparations for the Educational Reform in 2007, when schools with Russian
language of instruction will introduce partial teaching in Estonian in 10th grade,
are closely watched. This will be the exact work situation the College prepares
students for and teaches relevant curricula.

Primary foreign partners of the College are the teacher training centres in North-
Western Russia: St. Petersburg Herzen Pedagogical University and the National
Pedagogical Institute in Pskov. Most of the teachers in Estonian Russian-language
schools have acquired their higher education in one of these institutions. Historical
connections have allowed to create a reliable liaison and to specify mutual areas of
interest.

The Rector of Tartu University has signed collaboration agreements with the be-
fore mentioned Russian institutions (Pskov 2000, St Petersburg 2003). Narva Col-
lege and its partners compile an annual official report that concerns the exchange
of students and teaching staff, organizing scientific and curricula-development semi-
nars of mutual interest. Also, publishing scientific articles in each other's publica-
tions and the bilateral participation of students in student conferences are planned.
The teaching staff of the Russian institutions conducts additional trainings for the
Estonian teachers in Russian-language schools.
The exchange of teaching staff is active with partners from St Petersburg. Since fall 2003 a visiting professor from Herzen University has been in Narva each semester. The scientific direction the College has the most interest to have a professor teach in is specified before each semester. This fall, PhD Svetlana Pisareva teaches a course about research methods in pedagogy. The collaboration agreements have made it possible for three professors of curricula to start PhD studies in our partner Universities: Niina Raud and Jelena Ivanova in St Petersburg and Anna Dzalalalova in Pskov.

Seminars, primarily on the themes of developing curricula and in multicultural education have been organized both in Estonia and Russia (fall of 2001 and 2004 in Pskov, spring 2003 in St Petersburg, fall and winter of 2003 in Narva). The Russian colleagues have been introduced the education improvements in Estonia, including presenting the rectors of higher education institutions from Pskov Oblast with the principles of the Bologna Declaration; also e-learning, methodology of teaching foreign languages to pupils of different age groups, using Information Technology at school. For Estonia, Narva College is the leading partner with the Pskov Oblast Head Office of Education in the field higher education. Amongst the near neighbors in the European Union, Moldova is also a partner through their local Soros Foundation. In Moldova, the models of Estonian multi-language education are introduced, especially language immersion. Successful collaboration has led to the idea to develop in conjunction with other structural units of Tartu University a yearly Master's program of managing change in society with the possibility to specialize in Education issues. The target group of the program would be Estonia's neighbor states.

Collaboration with Russian institutions of higher education has been successful in the field of additional training, including curricula of interest to us. The Russian colleagues focus on Russian Literature and additional training of Russian-language speech therapists in Estonia. From 2005/2006, it is planned to offer the free places in teachers' additional training to Master's students as elective or optional courses.

Collaboration with Herzen University in the area of Russian as a foreign language is promising. Preparations have been made to send students of Russian as a foreign language to practice in St Petersburg and to exchange students short-term in order to teach historic cultural contacts in both countries. Student exchange to Russia is of importance because most of the students come from Russian-language families. Teaching about their historic native country supports citizen education and the formation of the local identity.

In 2004 and 2005 the first foreign student from Russia studied in the English Division in Narva College. English is the most perspective field in developing student exchange in basic studies and is supported by the three-language study model of the College. For the year of 2006/2007 this opportunity will be introduced in St. Petersburg and in Pskov.

Involving students in foreign relations is a keyword in the College. As for Russia, this has been realized in organizing an international student science conference. The first conference of the kind took place this spring; it was unique in Estonia. Participants were from three countries: Finland, Russia and Estonia. The conference focused on research in pedagogy and linguistics. The feature of the conference in the context of Estonia was the working language - Russian. At the conference, 12 representatives of accredited curricula spoke. The conference is planned to be an annual event, the range of countries involved will broaden. In winter 2005 the articles of the conference will be published, this will also be a tradition.

The second orientation in collaboration with Russia is setting up a testing centre
for Russian as a foreign language in Narva College. The bilateral agreement with the Main Testing Center for Foreign Citizens of the Education Ministry of the Russian federation was signed in June 2005. The first language test takes place in fall 2005. Three colleagues have been trained to administer the exam. It is the first centre of this kind in Estonia, and again supports the development of the curricula of teaching Russian as a foreign language in Narva College. Besides the testing centre, the College plans to open a centre for Russian culture and education in the near future to mediate the corresponding contacts in the two countries and to have a place the College can use its competencies.

Besides the relations with Russia, the second remarkable direction in foreign relations is including foreign lecturers in the work of the College. During the last eight years, there have been two United States Peace Corps Volunteers and three foreign lecturers in Narva Institution of Higher Education and College. Kimberly Schaefer, an English Language Fellow from United States, has held the position of an English Lecturer since 2005. Since 2002, a lecturer from the Robert Bosch Foundation works in the College, in 2005/2006 the position is held by Sebastian Lehmann. Both possess the degree of Master's degrees in their respective fields and work full-time on accredited curricula. In addition to the German language, Lecturer Lehmann also teaches in English the disciplines introducing the European Union, which is an optional course. The fact that the first Lecturer from the Robert Bosch Foundation, Dr. Karsten Bruggemann has worked in the College as a Docent ordinarius since fall 2004 proves the good prospects of using foreign lecturers.

Foreign lecturers enable the College to develop the teaching of languages, to advance the functions of language and cultural clubs, and to promote teaching foreign languages. In 2004, an American information centre named the American Corner was established in the Central Library of Narva; it has interesting additional materials for future English teachers who use these materials in their work. Students and colleagues of Narva College hold our foreign lecturers in high regard, see Appendix 18.

The College has close connections with the representatives of the residing Embassies. Ambassadors have given public speeches in the College with the students of curricula of interest to us as the target group. In addition to the US and German Embassies, the College has good relationships with the British Council and the Nordic Council of Ministers’ Estonian Office and the Swedish Embassy. The Honorary Consulate of the Swedish Kingdom in Ida-Viru County and Narva is located in Narva College. The Swedish Embassy has through the Swedish Institute supported learning Swedish in Estonia. The Representation of the European Commission in Estonia is a constant partner in promoting the European Union, including promoting learning foreign languages. Using the monetary facilities of the European Union are shown in the list of developmental projects, see Appendix 40.

Speaking about neighbors - the College collaborates with Latvia and Finland as well. In both cases, relationships concern curricula. In Latvia, the College has contacts in the Latvian Ministry of Education, the Multilingual Education Center of the Philosophy Department in Latvian University and Daugavpils Bilingual Education Center. An educational reform became operational in 2004 in Latvia so that in Russian-language schools, studies at the high school level are conducted partly in Latvian. The same model is planned to be used in Estonia starting in 2007. Narva College has arranged for the Latvian experience to be shared in Estonia in seminars in both Narva and Tartu (fall 2002, summer 2004, fall 2004), and for the Estonian experience to be shared in Latvia in the falls of 2003 and 2004. Both teaching staff and students of the College have participated in the seminars. See more about Latvian collaboration in Appendix 39.
As our Latvian partners come from the bordering town of Daugavpils, our Finnish counterpart is the Kouvala Center for Continuing Education of Helsinki University. In Kouvala, several of the leading universities in Finland have incorporated their efforts. 2003-2005 within the program Interreg Estonians introduced the experience of teaching Russian-speaking population Estonian. By fall 2005 the project Interreg III A proposes to create a network of the institutions of higher education in Southern Finland and in Viru County. With these partners we will continue to work on the fields of schooling translators and teaching immigrants. Both are relevant to the College in terms of current curricula. The Levon Institute of the Vaasa University has worked with the College in developing the language immersion curriculum.

The College has had first experience in exchanging students of relevant curricula with the Western countries in Commenius and Erasmus projects. One of the students of accredited curricula studied in Sweden in 2003 and one student will be studying in the National Pedagogical Institute of Vienna in 2005. Each academic year one student of the English curriculum has the opportunity to study in Sidcot College in the United Kingdom. Short-term student exchange has taken place through the opportunities of the Swedish Institute (2003-2005 - 3 students) and Academia Baltica (Flensburg Germany, 2004 - 3 students). A contract with Carrol Community College in Westminster, Maryland, USA is yet to be signed; this three-week student exchange program will present the student with an opportunity to practice English and to teach Estonian language and culture in a local primary school. Advancing foreign exchange is described in further detail in the aforementioned Foreign Relations Strategic Plan.

Teaching staff from the Foreign Language Division have participated in several trainings and seminars within the project Gruntvig. From 2003-2005 4 colleagues have participated in similar projects.

The College has started organising international seminars and conferences in Narva. This creates possibilities for the College’s lecturers to present and provides the students with good participation experiences. The biggest event took place in spring 2003, the international conference "Narva, Russia and the Baltic Sea region: Border Contacts and Identities in Peace and War" where 40 speakers from 10 countries presented. The articles of the conference were published, see Appendix 36. Joint seminars have regularly been held with the Swedish Institute. An international integration seminar took place in 2004, this year a seminar about the identity of Estonian Russians will follow. Narva is of interest to Sweden because of historic bonds. The previously mentioned joint seminars with Latvia and Russia obviously include an international dimension as well.

In addition to institutional contacts, personal teamwork webs of colleagues are of importance. The Division of Foreign Languages is working on a joint project in the field of teaching methods of foreign languages with Eastern-European universities and Colleges, the international seminar will be held in Narva, see Foreign Relations Strategic Plan, Appendix 41. German and Latvian contacts have helped in developing the areas of History and Society Studies. Dr. Karsten Bruggemann is a member of the Governing Body of Baltische Historische Kommissioon. Dr. Bruggemann and Dr. Katri Raik are members of the Editing Board of the historical Latvian-Estonian joint magazine "Forschungen zur baltischen Geschichte". Teaching staff of the Russian Language Division have extensive contacts with colleagues in Moscow and St. Petersburg. The leading language immersion instructor, Ene Kurme, works closely with colleagues from Vaasa University in Finland. Colleagues in the Division of Estonian Language and Literature are focused on collaborating on researching tiny Finno-Ugric languages with language scientists of our neighboring countries.
The College has established a system of foreign co-operation where the College compensates trips where a colleague gives a speech at an international event or directly contributes to the development of foreign relations of the College. This has increased the number of foreign trips remarkably; there were 19 foreign errands in 2004 and the same amount in the spring term of 2005.

Developing foreign relations of the College consistently will improve - naturally with the aid of personal development of our staff and students - from the fall of 2005 with hiring a Foreign Relations specialist to the administration of the College.

8.3. The strong and weak sides of the foreign relations and a plan of action to promote the strong aspects and eliminate the weak aspects
8.3.1. The strengths of co-operation with foreign partners:
- constant employment of foreign teaching staff and Estonian language teachers; close cooperation with Robert Bosch Stiftung and the US Embassy in Tallinn;
- close cooperation with leading Teacher Training Institutions in North-Western Russia, including inviting visiting faculty members from Herzen University;
- multicultural education has developed into a main competence, international collaboration is taking place in this field; teaching staff of curricula have developed cooperation networks in their fields;
- initiative of the College to develop teaching Russian as a foreign language in Estonia are supported by the location of the College on the Russian border and the Russian-speaking environment;
- the steadily increasing participation of teaching staff in conferences, seminars and trainings outside Estonia; a motivation system to ensure it has been established;
- good command of the English language of students (17 % of the studies are in English) contributes to linking students into international cooperation networks;
- the ability of the College to organize events with international dimensions, incorporating students into preparations and conducting of the events;
- the existence of the Strategic Foreign Relations Plan which includes the subsequent plan of action, see Appendix 41.

8.3.2. The weaknesses, strategies of their improvement
- International collaboration with the West is not sufficient, primarily in linking staff and students with international exchange projects. A respective action plan has been established which will be applied by the International Relations Coordinator employed since fall 2005;
- Command of English of teaching staff is not sufficient. English courses are conducted for teaching staff.

8.4 The International Dimension of Curricula
The curricula in the process of accreditation follow the European Union standards according to the Bologna Declaration (Bologna, July 19, 1999) and communiqué "European Higher Education Area" of the European ministers for education (Prague, May 19, 2001). The structure of the curricula, the credit point system, the relation between in-class and independent work, the mobility of students and teaching staff and the possibility to make changes in the curricula, are in compliance with the
above-mentioned documents. Also the system of acknowledgement of earlier studies and work experience is in compliance with the above documents and idea of developing life-long learning.

The international relations of the College are described in detail in section 8.2. Therefore, the most important part concerning the curricula is only summarized here. In designing and developing curricula and also in improving studies and involving students in the College development, the experience of neighbouring countries including Russia, Latvia, Finland as well as the experience of Germany has been taken into account. The experience of Russia is important to the College, because the teachers for Estonian multilingual schools are trained here. Teachers working in this type of school have mostly graduated from Russian higher education institutions. The young colleagues have to co-operate with them, for this reason the similarities in training as well as clear understanding of the differences in education is invaluable. The co-operation with Russia, which is not common in Estonia, enables students to be introduced to the teacher training in the neighbouring country and participate in different College projects.

An education reform has taken place in Latvia, which established bilingual study on the first level of secondary schools beginning with the year 2004. The experience of Latvia has been considered when organizing the bilingual studies in the College; the students are informed about the events in Latvia. In organizing bilingual studies the experience of teacher training higher education institutions of Baden-Wuerttemberg (Germany) training so-called European teachers (Europalehramt) has served as an example. The experience of training teachers for language immersion programmes is based on the Canadian experience. Also the experience of Finland and Sweden has been taken into account in the language immersion curriculum.

An international dimension is added also with employing full-time foreign lecturers from Germany, the U.S.A and Russia. Involving more foreign lecturers is one of the priorities for the College. The College participates in many PHARE and European Union projects, which enables the College to put the international experience into practice; students are also involved in carrying out the projects. For the College participation in international projects, see appendix 40. Students participate in international exchange programmes, including Erasmus network. Developing this is one of the priorities for the College international relations.

The teaching staff has gained experience participating in international seminars and conferences as well as in international training programmes and projects. Encouraging the teaching staff in this direction is a College priority. The teaching staff members prepare a written report after a business trip, and this is forwarded to the College information list. As part of studies the teaching staff give an overview of the leading theories and methods in their field. The course reading lists include multilingual instructional materials and scholarly literature.

The plan for international relations is introduced in the College development plan through the year 2007; see Appendix 41. The College foresees international cooperation with Western Europe as well as with Russia and new members of the European Union.

8.5. The studies quality assurance order in the field of curriculum. Personnel participation in quality improvement.

In the quality assurance process the College proceeds from the quality agreement between Estonian public universities (June 11, 2003), and uses a quality evaluation
handbook (professor Kaps, 2004). The principles of quality assessment of Tartu University are ratified by University Council Decree nr. 67 of October 27, 2000. Tartu University has also developed its own Directory of quality assessment (Pille Pikker, 2004)

Quality is treated above all as conformity with the objective. The quality management objective of the College is to increase the graduates' competitiveness on the labour market. In connection with the main objective, the College attempts to maintain and increase its importance in training teachers for Russian and multilingual schools of Estonia, increase the competitiveness of the College on the education market of Estonia and neighbouring countries, assure the accreditation of curricula, assure the clients of the trustworthiness of its educational level, and increase the contentment of students and College staff with the organization of studies. See Narva College Development Plan, Appendix 4.

The basis of the quality management system of the College is clientele-oriented approach. Quality assurance is handled as a continued and systematic process. The focus is mostly on the organization of studies, study environment, curricula, academic personnel and their research work. During this phase of College development, allocation of resources, quality assurance and financial analysis need attention.

A quality assurance system has been developed at the College involving students, teaching staff and the administration. A self-evaluation procedure for curricula has been developed, see Appendix 42; the management conducts a regular quality audit. The basis of this are regular and when necessary one-time polls, which enable the discovery of both positive and negative tendencies. The next sections are based on the poll analysis results. In preparing this report, the poll results have been used and referred to. A quality specialist will be employed in September 2005 to work half time on further development of the system.

Quality improvement is supported by teacher and course assessments that are conducted at the end of each semester, here presented in section 4.4. Regular teaching staff has an individual three-year development plan, and a responsibility to prepare a research, teaching, and development activities report at the end of each year. Once per academic year there is a teaching staff development meeting. This system is explained in section 7.2.

The first curricula self-evaluations were conducted at the College in 2002. The abovementioned self-evaluation handbook was prepared based on the College needs and procedures of other Estonian universities; the same document includes College-internal self-evaluation discussion procedure. Every two years a self-evaluation document is prepared, whereby the activity plans of the last year's self-evaluation are followed. For preparing a College-internal curricula or part of curricula self-evaluation document, a committee is set up by the order of the Director, which consists of teaching staff, students and a representative of the administration. In the self-evaluation handbook attention has been paid to the College problems: lack of permanent teaching staff with Ph.D., research in curricula, curricula comparison with similar curricula in Estonia and neighbouring countries, all of which are an integral part of the activity plan for next two years.

Composition of self-analysis report has improved co-operation within the College. The last self-analysis of 2004 indicated and pointed to the need for closer co-operation between the teaching staff of one field. With regard to quality assurance in curricula more importance should be attributed to getting feedback from clients, analysing this and applying the results. Quality assurance of studies and study environment has been a success, but attention is needed in the more extensive use of
active study methods, better organization of students' individual work, and creating common assessment criteria. The development of courses in Estonian is still an issue as well as using adequate study methods.

8.6. Feedback from students, alumni and potential employers

In order to get feedback, questionnaires have been distributed among first year and graduating students every year since 2003. The questionnaire is concerned with the curriculum, study environment, students' motivation, student life, and in case of graduating students also with issues related to career planning. First year and graduating student questionnaires are in Appendix 43. Before the start of each academic year the poll results are summarized at the general staff meeting, and they are compared to the polls of the last year. The next section explains the discussion process of the poll results.

The College has data about its alumni and informal contacts with them. Five alumni of the College, who graduated in the last five years, are part of the College administration and teaching staff. Every year new alumni are polled to gain information about their employment. The poll results are explained in section 5.4. Feedback from the alumni who work in educational institutions is enabled through the continuing education courses offered at the College as well as cultural events at the College, where alumni like to participate.

The College has an idea to create a club for its alumni, 11 alumni have joined the Russian Student Society in Narva. The College management has close contacts with the latter; the society also organizes the traditional Narva student festival every December. The alumni club will have its own list, which means that information can be sent to alumni about training opportunities at the College.

The first poll among alumni who work in education took place in academic year 2004/2005. The poll included questions about previous employment of the alumni and their judgements about their opportunities on the labour market. The alumni were asked to evaluate their studies including practical teaching. Unfortunately there were few responses and therefore no valid conclusions can be drawn in one subject area.

Practical teaching courses and continuing education of teachers serve as a link between the College and potential employers, Estonian educational institutions working in Russian language, Estonian Home and multilingual education centre, see section 8.1. This has significantly increased trust in the activities of the still-new College. Section 5.4 of the report illustrates the tradition of the College career fair, where future employers and employees meet, and the College and its curricula are introduced.

In addition to alumni polls, polls among employers were also used for the first time in 2004/2005; see Appendix 44. Questions about skills necessary for teaching, competence of alumni, and ways to improve co-operation between the educational institution and the College were included.

8.7. A realization system of quality proposals and improvements

Quality assurance is based not only on poll analysis. In the College there is a friendly environment between teaching staff, students and administration, this was confirmed with the results of the poll that was conducted at the meeting of the College and students' study committee, see Appendix 18. The College administration is flexible when it comes to considering new proposals.
A specialist of the Department of Studies summarizes the results of the polls, presents them to the College studies committee (for the composition of the committee, see section 1.1.2), and with their decision also to the general staff meeting. The College administration headed by the College Director develops tasks on the basis of the results, which will be discussed in the study committee, and after that in academic divisions. Feedback from the committee and academic divisions is collected and will be taken into account when making the final decision. A decision, order, or establishment of a committee, etc. is decided in the studies committee of the College. An order is ratified by the College Director.

In order to perform, the College development tasks committees will be established consisting of representatives of different academic divisions. The following committees existed in 2004 and 2005: preparing a handbook for practical teacher training, developing the procedure and nature of Master's level exams, preparing a handbook for students' writing assignments, representing student research, analysis of national development plan followed by the curricula. It should be noted that the committee heads are usually from among teaching staff. In the future the prepared documents are to be discussed with the student studies committee before ratification. Students are involved in the process of developing studies through the above-mentioned committee and participating in the self-evaluation of curricula and parts of curricula conducted every two years. Student opinions are welcome in the student list.

8.8. Quality assurance. Strong and weak sides of the quality assurance and a plan of action to promote the strong aspects and eliminate the weak aspects

There is an operative systematic quality assurance system, the procedure for the self-evaluation of curricula and its parts has been developed, three-year activity plans have been drawn up for the development of curricula and its parts. Quality evaluation has been included in the training plan of the academic staff;

8.8.1. The strengths of the quality assurance and a activity plan for further developments

- Students are involved in the quality assurance process, Narva College has adopted the Tartu University order according to which all courses will be evaluated by students starting with academic year 2004/2005. Results are available in the studies information database;
- The College gets feedback from the heads and teaching staff of educational institutions in Narva, this above all through the College continuing education courses and organizing the practical teaching courses in the city's schools;
- A quality specialist will be employed in the administration.

8.8.2. The weaknesses of quality assurance and the development plan

- Feedback polls need to be more specific, they should be translated with explanations
- The College has no feedback from alumni and employers, because of lack of responses from them. The poll will be elaborated and repeated in 2005.