SELF-EVALUATION REPORT FOR THE ACCREDITATION OF CURRICULUM

80010 YOUTH WORK (PROFESSIONAL HIGHER EDUCATION)

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Narva 2008
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1. INTRODUCTION
General Data about the Institution

1. Name of the institution: Narva College of the University of Tartu

2. Total number of students on different study stages:
   Bachelor’s: 319
   Master’s: 96
   Applied Higher Education: 152
   Date: 06.2008

3. Total area of facilities: 6457.1 m²

4. Total number of academic staff: 25
   Full time staff: 18
   Part time staff: 7
   Date: 06.2008

5. Divisions: 5

6. Total number of curricula
   Bachelor’s: 2
   Master’s: 2
   Integrated Bachelor’s and Master’s: 1
   Applied Higher Education: 2
   Date: 06.2008

7. Average number of graduates: (last three academic year’s average).
   Bachelor’s: 56.6
   Master’s: 35.9
   Applied Higher Education: 26

8. Total number of students in the speciality in question:
   Applied Higher Education: 57
   Date: 06.2008
1.1. **Description of Narva College. Overview of Estonian Educational System and Youth Work**

1.1.1. **Brief Description of the University of Tartu**

1.1.1.1. **History and Government of the University of Tartu**

The University of Tartu began its educational activities as Sweden’s second oldest university in 1632. In Estonia the University of Tartu is the oldest, the largest and the only classical university. The University has operated continuously from 1802 as the first university at that time in the Russian Empire with German as the language of instruction. In 1919 after the establishment of the Republic of Estonia the University opened its doors as the Estonian National University with Estonian as the language of instruction. Substantial reforms were implemented in the University of Tartu already at the end of the 1980s, before Estonia had regained its independence.

The University of Tartu aims at becoming one of the 100 leading universities of Europe. The detailed history of the University is available on its homepage [http://www.ut.ee/general/history](http://www.ut.ee/general/history). Today there are 16 349 students and 1718 members of the teaching and research staff in the University of Tartu (01.06.2008).

The University of Tartu is a legal entity governed in its daily operations by the provisions of the University of Tartu Act, the University of Tartu Statutes [http://www.ut.ee/general/documents](http://www.ut.ee/general/documents) and other regulations. The highest governing body of the University is the University Council (see Appendix 1: Structure of the University of Tartu). The Council consists of the Rector, Vice-Rectors, Deans, Academic Secretary, Library Director as well as the Deans of the Faculties, Directors of the University’s Institutions, which also includes the directors of regional colleges, and thus the director of Narva College, and representatives elected by students. The number of students’ representatives constitutes at least one fifth of the overall number of Council members. Faculty representatives are elected to the Council for a two year term. Students’ representatives are elected for one year terms.

The University of Tartu is headed by the Rector, who is elected by the University’s Election Assembly for a five year term. The Rector holds the supreme administrative and disciplinary power in the University, and bears responsibility for its general condition and development. Since July 1, 2007 the University has been led by Professor of Developmental Biology Alar Karis. The Rector appoints Vice-Rectors and Executive Directors in order to lead various spheres of activities. The University’s educational activities including the Colleges belong to the administrative sphere of the Vice Rector of Academic Affairs.

For efficient management the Rector appoints the University Board and determines the basis and regulations of its functioning. The University Board consists of Vice-Rectors, Deans of Faculties, and the President of the Student Council. Directors of the University colleges are informed about activities of the University Board and they can participate in meetings of the Board with the right to vote.

In order to create closer ties between the University and the general public, the Advisory Board composed of outstanding members of society has been set up. The University Foundation creates scholarships, helps fund research and development, and contributes towards inviting guest lecturers. The Alumni Association extends both financial and moral support to the University.

1.1.1.2. **Structure of the University of Tartu**

The University’s structure is based on three subdivisions: academic structure, administrative and support structure, and University institutions, including Narva College. The University’s academic structure, which is
divided into 4 fields – *humaniora, medicina, sociala* and *realia et naturalia*, consists of 10 faculties and their subdivisions. The faculties are Faculty of Theology, Faculty of Law, Faculty of Medicine, Faculty of Philosophy, Faculty of Education, Faculty of Exercise and Sport Sciences, Faculty of Natural Sciences and Technology, Faculty of Economics and Business Administration, Faculty of Mathematics and Computer Science, and Faculty of Social Sciences. The faculties may comprise of departments, institutes and other structural units in accordance with the Constitutive Regulations of the Faculty concerned. The work of the faculty is directed by the Dean. The highest decision-making body of a faculty is the Faculty Council.

University institutions are units performing autonomous tasks within the academic or the administrative and support structure of the University. The aims of an institution, as well as the principles and procedure for its activities are established in the Charter of that institution as approved by the University Council. There are 5 colleges among 15 institutions of the University. The EuroCollege is located in Tartu and the four regional colleges are in Narva, Pärnu, Viljandi and Türi. The regional colleges are focused on providing applied higher education (in some documents also referred to as professional higher education) on the basis of independent curricula. Pärnu College has specialized in tourism, Türi College in environmental science, and Viljandi Culture Academy in Estonian national culture. Narva College stands out for providing Russian-speaking young people with humanities and social sciences based education in both academic and applied higher education form.

1.1.2. **Brief Description of Narva College**

1.1.2.1. **History and Government of the College**

Narva College was founded by the decision of the University Council of the University of Tartu on March 26, 1999 and it started its academic activity on July 1, 1999. Before the foundation of the college, in March 1999 the Government of the Republic of Estonia terminated the operation of the state college which had worked in Narva since 1991. After the closing of the college academically successful students were enrolled in the University of Tartu.

Narva College is situated in the third largest city of Estonia, Narva (67 000 inhabitants), on the border with Russia. Due to its location the college also has a significant role in the implementation of state integration policy. Up till now Narva College is the only institution of higher education whose main task is training bilingual youth workers, local government employees, and teachers for multicultural environment.

The College’s location and curricula result in implementing multilingual, first and foremost Estonian-Russian model of education. As of the beginning of 2000, Estonian is the language of teaching in universities, but because of the outstanding model of education, Narva College has an exceptional position in the public law system of higher education in Estonia, with two languages of instruction. The aims and the curricula of Narva College have been driven by the need to create opportunities for the mainly Russian-speaking local youth so that they could gain access to good quality higher education in their home region. The important output of the curricula is that the students are fluent in Estonian at the level that the Language Act prescribes. Local and regional needs have also widely been taken into account while developing different curricula.

The college started with teacher training, mainly for early years and primary school teachers and basic school teachers. Due to the Bologna declaration and the need for teacher training in Estonia, the two have developed into Bachelor’s and Master’s studies curricula. In 2004 the College opened two applied higher education curricula – Youth Work and Local Government’s Administration. Creating the new curricula two principles were rigorously observed – the access of Russian-speaking youth and regional needs.

There are 677 students studying in Narva College (01.06.2008), 3/5 of them are full-time students. Narva College offers in addition to academic education applied higher education. It is useful to point out that almost ¼ of the students have enrolled in applied higher education. There were also 1260 participants of continuing education in 2007. The College educates annually approximately 2000 students and that makes Narva College one of the
biggest regional institutions of higher education along with Pärnu College. There are 25 members of teaching staff (18 of them permanent position) in the College (01.06.2008) and that includes a visiting professor.

The tasks of Narva College are determined by the College rules and regulations, which were ratified by the University Council on November 16, 1999. New rules and regulations for the College were ratified by the University Council on September 28, 2001, according to Decree No. 29 (see Appendix 2: Statute of Narva College). The principal task of the College is to provide higher education, organise degree completion and continuing education, and participate in scientific and other research activities of the University.

The College Council is the supreme judicial assembly of the College (see Appendix 3: Structure of Narva College 2008), which is responsible for reviewing the College's curricula; making suggestions to the University Council concerning regulations and conditions of student admission; approving the allocation of the College's budget among the structural units and verifying the report of the budget fulfilment; electing the College's teachers and lecturers, except for professors. The composition of the Council is ratified by the Rector with the recommendation of the College Director. The College Council consists of ex officio Director of the College, who is also the chairperson and her deputies, representatives of the teaching staff and students as well as a representative of the College's Board of Trustees. Representatives of the Faculties of Education, Philosophy and Social Sciences are also members of the College Council as the College closely cooperates with them through the subjects of its curricula.

The body responsible for operatively governing the College is the College Studies Committee. The assembly is called together at least twice per month by the College Director. Heads of Divisions, Programme Managers, Chief Specialist for Quality Assurance and International Relations (currently on maternity leave), Chief Specialist for Development and Administrative Director attend the assembly. If necessary, other members of administration are also invited to the assembly. The College Director is elected by the University Council for a 4-year term. Since June 1, 2007 the Head of the General Department Jana Tondi has been the Acting Director and the elections for a new Director are set for 2009.

1.1.2.2. Structure, Curricula, Activity and Academic Work of Narva College in View of the Youth Work Curriculum

Academic work of the college is concentrated in 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

According to the Statutes of the College the work of a Division is directed by the Head of the Division who is appointed by the College Director for a term of three years. Heads of Divisions bear responsibility for the general condition and development of their structural unit and are accountable to the College Director.

There are seven curricula functioning for the College full-time students in the academic year 2008/2009:
- Youth Work – Applied higher education;
- Local Government's Administration – Applied higher education;
- Early Years Teacher (with Russian as language of instruction) – Bachelor’s Degree;
- Primary School Teacher – integrated curriculum of Bachelor’s and Master’s studies;
- Humanities in Basic School with Russian as language of instruction – Bachelor’s Degree;
- Teacher of Humanities in Basic School with Russian as language of instruction – Master’s Degree;
- Early Years Teacher – Master’s Degree.

For each curriculum there is a Programme Manager who coordinates the management and development of the curriculum. The Programme manager for the Youth Work curriculum is Extraordinary Assistant Maria
Žuravljova who has been working on the curriculum since November 2007. A more detailed description about the previous programme managers for the Youth Work curriculum, their duties and curriculum development is in item 2.3.

Every Programme Manager also summons a Programme Council which sets the objectives for the curriculum, advises the Programme Manager in connection with the strategic development plan, confirms it and assesses the results. The Programme Council may also make suggestions and proposals for changing the curriculum. Intention behind the formation of the Programme Council is that the responsibility for the curriculum would not fall solely to the Programme Manager and that the issues would be discussed in a wider circle of experts (see also 2.3). Thus, the Programme Council includes not only the lecturers and students connected to the programme but also people outside of the College, who are motivated and competent in the issues of the curriculum, such as prospective employers.

The Programme Council of the Youth Work curriculum consists of 5 people. Some of them may share different roles within the curriculum, for example they may be lecturers and employers’ representatives at the same time.

1. Maria Žuravljova, Programme Manager and Head of the Programme Council for the Youth Work Curriculum
2. Olga Burdakova, PhD (Russian Language), Head of Division of Russian Language and Literature, Docent of Russian Language
3. Sirje Annik, Estonian Language Teacher
4. Argo Bachfeldt, Youth Work Assistant
5. Anna Džalalova, MSc (Psychology), Lecturer of Psychology and Pedagogy
6. Aet Kiisla, MSc (Public Administration), Public Administration Assistant
7. Jana Tondi, Acting Director of Narva College of the University of Tartu
8. Lianne Ristikivi, MA (Educational Science), Integration Foundation, Project Manager in the area of Work with Youth and Extracurricular Language Learning
9. Natalja Umarova, Cand.Sc. (Qualification corresponding to Doctoral Degree 1), NGO “Home for a Child”, Manager
10. Anna Konovalova, Acting Director of Narva Youth Centre
11. Ingrit Zolotov, Head of Library
12. Jaana Kondrašova, Student of the Youth Work curriculum
13. Olga Sadovina, Student of the Youth Work curriculum
14. Jaana Laanemann, NGO “Narva Youth to Youth” Manager, Student of the Youth Work curriculum
15. Irina Tarakanova, Alumnus of the Youth Work curriculum

As part of the continuous education cycle, specialities such as Youth Work, Local Government’s Administration, Early Years, Teacher, and Primary School Teacher and Teacher of Humanities can be acquired in the Open University in Narva. Since this academic year (2008/2009) Youth Work can also be learned via the Open University.

The Open University provides opportunities for life-long learning for all those interested, without causing serious disruptions in their every-day lives. Today the Open University covers degree education, applied higher education and continuing education programmes through distance education or other “unconventional” learning environments. Narva College is the largest supplier of continuing education and retraining for teachers in schools with Russian as the language of instruction offering them psychological counselling and professional consulting courses. Narva College also offers several non-pedagogical courses and trainings, such as Team Work Training and Project Management for other target groups, mainly people working in the public or non-government sector.

All in all the College’s students receive an academic science-based education and a broad and interdisciplinary base of knowledge and experience which guarantees a competitive edge in the labour market. The curricula have been compiled following all the rules, regulations and quality criteria of the Statute of Curriculum of 1

1 Correspondence of qualifications issued in the Republic of Estonia and qualifications issued in the former Union of Soviet Socialist Republics prior to August 20, 1991 (http://www.hm.ee/index.php?popup=download&id=4036, 10.03.08)
the University of Tartu (http://www.ut.ee/livelink_files/7447973.htm) with the principle in mind to allow the students more flexible study forms.

1.1.2.3. Research and Development Activity of Narva College

The research activity of the academic personnel of the College is focused on the following topics: multicultural society and education in multicultural society, contacts and interaction between Slavonic and Estonian nationalities and cultures, stereotypes, multilingualism and cross-cultural communication and its peculiarities, and regional, political and population geography. See more in item 7.1. and 7.4.

The greatest achievements in the course of the 9-year long development of the College have been, first and foremost, the implementation of a multilingual educational model, the recruitment of permanent and qualified staff and the launch of the College’s own research and development projects. The College also takes pride in the establishment of close cooperation with the local community and having received full accreditation for four teacher training curricula (two – Teacher of Humanities in Russian Language Basic School, Master’s and Bachelor’s curricula – in 2005 and two – Bachelor’s level curriculum of Early Years Teacher and integrated Bachelor’s and Master’s Degree curriculum of Primary School Teacher (Russian as Language of Instruction) – in 2007) and conditional accreditation for applied higher education curricula in Local Government’s Administration in 2008.

In addition to teaching and research activity the College has focused on the development of innovative and educational projects (more detailed information is available in item 8.1). The College is involved in development projects on intercultural communication and multicultural education under the Estonian Science Foundation; the lecturers take part in an international language learning project; they also part-take in the projects of the European Social Fund that aim to retrain unemployed teachers and prepare schools for the beginning of bilingual study-process. Closely related to the Youth Work curricula is the project of developing an integrated counselling and traineeship system for applied higher education (for more information see 4.5). The college has numerous projects directed at local youth and teachers including projects that focus on state language teaching and promoting of state identity. The college also has pedagogical and other type of counselling projects.

In its future development the College proceeds from the Strategic Plan of the University (until 2008: http://www.ut.ee/general/documents) and the Strategic Plan of the College until the year 2010 which is actually being updated as well as the latest updated Strategic Plan of 2007 (see Appendices 4, 5: Development Plan of Narva College in 2010; Action Plan for the Development Plan of Narva College in 2007-2008).

1.1.3. Estonian Higher Education System and Role of Applied Higher Education


The Estonian Higher Education Strategy 2006-2015 (http://www.hm.ee/index.php?popup=download&id=5908) is an important framework document that addresses the three main hurdles for the education sector in the upcoming years. Firstly, the number of students entering higher education institutions is projected to fall radically – about 60% by the year 2016. Secondly, there is a pronounced need to bolster the international element
in higher education. Thirdly, additional funding is crucially important for the sustainability of the Estonian education system in terms of both infrastructure and human resources.

Estonia has a binary higher education system. It consists of universities and applied higher education institutions. University is a research, development, study and cultural institution. The activities of universities address the implementation of basic and professional research on the international level, whereas one of the preconditions is offering higher education aimed at theory and research on the second and third level.

Institutions of applied higher education and, to a lesser extent, some vocational educational institutions educate highly motivated specialists with good professional skills on the first level of higher education (only), taking into account the labour market needs. Estonian Action Plan for Growth and Jobs 2008-2011 (available only in Estonian http://www.riigikantselei.ee/failid/2008_07_02_MTTK_2008_2011.pdf) states the need to train specialists with excellent professional skills on the basis of applied higher education. Requirements for applied higher education institutions are flexibility but demand practice-orientation of curricula and close cooperation with entrepreneurs, professional associations and other social partners connected with the field. As an exception, the Government may permit an institution of applied higher education to open a curriculum in Master’s study.

Opportunities to acquire higher education have also been established in the private sector, where private universities, private institutions of applied higher education and private vocational educational institutions operate.

On the first level of higher education in Estonia it is possible to choose between two types of curricula:

- the theory-based curricula of Bachelor’s study that develops the students’ practical skills on the basis of theoretical principles;
- the practice-based curricula of applied higher education, where the study of theoretical knowledge is first and foremost based on practical needs. Practical trainings form a minimum of 30% of the curriculum.

Since the academic year 2002/2003, the general structure of higher education has been divided into two main cycles, following the undergraduate-graduate model. The first cycle is the Bachelor’s level; the second one is the Master’s level. For some specialities, the study programmes have been integrated into a single long cycle, following the Master’s level qualification. The highest stage at universities is Doctoral studies.

Applied higher education study is a one-stage higher education offered by applied higher education institutions, vocational education institutions and universities, and corresponds to the Bachelor’s level programmes. In the University of Tartu only regional colleges such as Narva College may offer applied higher education. Studies last for three to four years. Although the traditions of applied higher education in the independent Estonia are not very long and it is still looking for its position, a lot has been accomplished in the integration between different sectors and interdisciplinary cooperation. The state has declared that there can be no dead-ends in education, thus those that have a degree in applied higher education have the possibility to continue on in academic Master’s programmes as their degree is equivalent to the level of Bachelor’s degree. Applied higher education similarly to university education has an academic component but unlike the latter applied higher education has also a substantial practice part that aims to give the student the necessary skills and knowledge to work in one position or another.

The requirements for teaching staff in applied higher education and academic higher education differ. The Standard of Higher Education §15 stipulates that “100 per cent of the subjects determined in the curriculum shall be taught by teaching staff with higher education or a qualification equal thereto, whereas 75 per cent of the subjects determined by the curriculum shall be taught by teaching staff with a Master’s degree or a qualification equal thereto; the teaching staff who teach practical subjects relating to specialities must have at least higher education or a qualification equal thereto, and at least three years’ professional experience.” To sum up, the state does not require the teaching staff of applied higher education to have degrees higher than Master’s – Doctoral degrees are not demanded by the state.
Applied higher education is replacing the former vocational higher education and diploma study. There are six public universities, five private universities, eight state institutions of applied higher education, thirteen private applied higher education institutions, and seven state vocational education institutions offering professional higher education.

1.1.3.1. Conformity of Higher Education to Labour Market Needs

The OECD has drawn attention to the fact that thus far the starting point for the state in the planning process of education has been ensuring access to higher education rather than the real needs of the labour market. The OECD expressed concern that as the number of graduates increased in the past few years in almost all specialities, the ability of the labour market to accommodate the new employees might be at question. This particularly concerns the first level of higher education, which is rather general and might not offer enough opportunities for specialisation. To battle this problem Narva College has made sure that its graduates would be in a better position when entering the labour market by not only including employers’ representatives in the composition process of the curriculum, but also cooperating with the private and public sectors in terms of practical training opportunities for the students in order to give them the chance to gain more specialised skills and knowledge. This is also in line with the Lisbon Strategy (http://ec.europa.eu/growthandjobs/key/index_en.htm) that seeks to increase the European Union’s competitiveness via investing in knowledge-based and highly productive society. However, the national reports state that the main problem of Estonia’s labour market is structural unemployment, because the level of education, skills and experience is not adequate to the needs and expectations of the employers and the rapidly changing labour market.

The Estonian Action Plan for Growth and Jobs 2008-2011 and the Estonian Higher Education Strategy 2006-2015 are created to combat these problems. The first stresses the importance to lay the emphasis on the needs of the employers and develop the much needed skills in (applied) higher education and vocational education. The document concludes that the problem in Estonia thus far is not so much structural as it is the insufficient skills of the work force. These problems are tackled in the Estonian Higher Education Strategy 2006-2015.

In addition to the Estonian Higher Education Strategy the OECD review (OECD Reviews of Tertiary Education. Estonia, 2007; http://www.oecd.org/dataoecd/44/0/39261460.pdf) points out that higher education has to be more geared towards the needs of the labour market; thus, the involvement of practitioners and employers in the creation of a new curriculum is highly recommended, especially if it is an applied higher education curriculum. In addition to the OECD and the state, the inclusion of employers is also required by the university (see more in 2.3). These are the reasons why Narva College has included different specialists who deal with youth and their problems in the creation of the Youth Work curriculum. The cooperation with local opinion leaders has been fruitful both in terms of the aforementioned curriculum and the general questions regarding the direction where Youth Work specialisation is heading.

1.1.3.2. Regional Higher Education and Ida-Viru County

The supply of higher education in Estonia is mostly concentrated in centres – Tallinn and Tartu are the two cities where the majority of higher education institutions are located. At the same time the aim of Estonia’s regional policy is to support the balanced development of different regions and the supply of regional higher education has an important part to play in that process. Unfortunately, so far the regional aspect in higher education has been rather unregulated and without a clear strategic vision in spite of the fact that many documents on regional policy stress the importance of higher education in regional development. The OECD (OECD Thematic Review of Tertiary Education) Country Background Report for Estonia, 2006 (http://www.oecd.org/dataoecd/43/3/37751500.pdf) points out that the involvement of the state is the most justified in Ida-Viru County, as only about ¼ of the inhabitants are Estonians and thus the support to regional higher education would also foster the integration process. In addition the Estonian Action Plan for Growth and Jobs 2008-2011 brings out that the development of language skills is important not only from the aspect of
non-Estonians’ integration into the Estonian society but also vital for increasing their employment as it elevates their competitiveness in the labour market. Narva college has a remarkable role to play in this respect – all the curricula have been created as bilingual.

In the Ida-Viru region there are two institutions of higher education – Narva College and Virumaa College of Tallinn University of Technology. The latter only caters for technical education. That makes Narva College the only institution that provides social sciences-based education. In Ida-Viru County, Narva College is solely responsible for educating youth workers and teachers, both of whom are in great demand.

Generally the regional higher education institutions have not reached the critical mass in the number of students to guarantee sustainability nor do they stand out in their specialities or competences. Also there seems to be a lack of further training programmes, which would support the continuous education principle. However, Narva College, unlike most of the regional higher education institutions, has a significant student base in terms of both – level studies and further education as part of the life-long learning approach. Also Narva College has equipped itself with a pronounced competence in applied higher education, especially in the youth work and local government’s administration specialities, and academic teacher training. The whole of the present report is written while keeping in mind the OECD recommendations to the Estonian higher education.

All in all, the OECD has pointed out that Narva College has done an exemplary job not only in the integration aspects of the studies and community, but also as a managing regional college, providing superior quality higher education.

1.1.4. Overview of Youth Work in Estonia and Ida-Viru County


Based on the Youth Work Act youth work is about creating conditions for activities that develop a child outside of home, work and classroom. Youth work is about social, cultural and health education that facilitates the mental and physical development of youth. In accordance with the Youth Work Act and Local Government Organisation Act (http://www.legaltext.ee/et/andmebaas/tekst.asp?loc=text&dok=X20096K6&keel=en&pg=1&ptyp=RT&ttyp=X&query=kohaliku+omavalitsuse+korralduse+seadus) the practical organisation of youth work in a given constituency is the task of the local government that the latter can delegate to the non-profit sector. As a field that shapes the principles and values of youth policy, youth work is about setting up the surroundings aiming to assist the development of youth. Youth work in Estonia is mainly conducted in youth work institutions that are divided into three main types: hobby school, information centre, and open youth centre. Estonia is one of the countries that values youth work also as an addition to formal education which means
that Estonian schools employ youth workers who are called either Leisure Time Managers or Hobby Group Managers.

The first Youth Work Act was passed in 1999 and two years later the first development plan for that field was drafted. The first Youth Work curriculum was created in Tallinn Pedagogical College in 2002 (study time 3 years). At the same time Viljandi Culture Academy registered their youth work related curricula – Leisure Time Manager-Teacher and Leisure Time Manager in Multicultural Environment (study times are 4 and 5 years respectively). In 2004 Narva college began training youth workers in the Ida-Viru region which is known for its integration related challenges and different social problems. The Narva college curriculum is described and compared to other Estonian Youth Work curricula in Chapter 3.

Youth work in Estonia can be divided into ten different spheres based on the Estonian Youth Work Strategy 2006-2013.

1) Special Youth work – working with youth from different risk groups and categories.
2) Hobby education and hobby activities – extra-curricular leisure time activity. On the state level it can be said that too little attention is given to youth work including hobby education and there is the lack of financing in the latter either. Hobby education in Estonia can be characterised by wide-spread project-based financing which makes it chaotic and inconsistent due to financial instability.
3) Youth information – info about youth to the youth. The sphere has a lot of players and many information fairs are organised. A substantial plus to that field is the state funding.
4) Youth counselling – guaranteeing the counselling services to the youth in order to help them make the right decisions regarding their life.
5) Youth studies – the existence of relevant systematic and comparable studies for planning and executing youth affairs and targeting youth based on those studies.
6) Training in youth work. Although it is possible to acquire applied higher education in the field in three different institutions, there is no preparation for top-specialists and no opportunities for Master’s studies within Estonia in the field of youth work. Moreover, the number of youth workers trained through out the years is too small. Teaching in this field is also hindered by the lack of speciality related literature and textbooks. On a positive note the Youth Worker Professional Standard (see more in 3.5) has been approved and a roundtable on training issues comes together regularly.
7) Recreational activities for youth – providing possibilities for youth for recreational and developmental activities through the projects of recreational vacation and spare time activities and organisation of camps. The legal framework is set by the Youth Work Act and the rest of regulatory documents. Via the comprehensive project of “Healthy Recreation for Youth” annually about 30 000 youngsters have the opportunity to engage in healthy and developing activities and in sports about the same amount of youth is engaged in extracurricular sport-activities. But this area is also characterised by little attention and low financing from the state level. Especially problematic is the inconsistent financing (largely from the funds of the Ministry of Education and Science) and the high price of the service.
8) Work education of youth is the increase in the youth employment readiness and improvement of the position of youth in entering labour market.
9) International youth work is the creation of opportunities for youth and youth workers for acquiring international cooperation experience and learning from other cultures. Estonia has different programmes and organisations that support the international cooperation but the main problem is the lack of a single vision, aim and cooperation.
10) Youth participation is the creation of diverse opportunities for youth for participating in decision-making processes and the development of participation motivation.

The Ida-Viru County Youth Work Development Plan 2004-2008 has brought out the weaknesses in Ida-Viru youth work – the passiveness of the local governments when it comes to organising youth work, also the lack of pro-activity. Passive approach is not typical only of the local governments, Ida-Viru youth is also characterised by passiveness and consuming behaviour. Another weakness is that the youth work cooperation network is not functioning and it has not been integrated with other spheres. The region is also suffering from increased social problems (drug use, alcoholism, violence, etc). The creators of the Ida-Viru development plan for youth
work stress the cultural differences in the region which add to the difficulty of working with youth. Also parents are not likely to admit problems, civic initiative is lacking and so is civic courage. Additionally problematic in Ida-Viru County, according to the regional youth work development plan, is the lack of youth workers and especially special youth workers – only 5 of the 22 local governments have a youth work specialist working for them.

In Ida-Viru County language skills of youth workers are problematic. Most of them lack Estonian language skills, that is why the participation in the work of the Estonian cooperation network is so low. However the lack of communication with the network causes Ida-Viru specialists to have less information about what is going on in their field. Local youth workers also tend to have weaker foreign language skills which make it more difficult for them to be a part in European Union cooperation networks.

The strengths that the regional youth work development plan brings out are for one, the large amount of young people – the highest percentage of youth of all the Estonian counties is in Ida-Viru County (approximately 12% of all the inhabitants and in Narva as much as 25%). Secondly, strong hobby education schools, youth associations and clubs, and political youth organisations. Thirdly, there is cooperation with police and there are centres for help. The local governments have also initiated street youth work and have created playgrounds and skate parks.

The main threats in Ida-Viru County are low social security and society’s general mentality, for example, little importance is given to educational sciences and teaching of values. In addition, there is the lack of consistency between different laws, regulations, acts and programmes; there is not enough government funding to (re)organise and maintain different youth work establishments. Due to the fact that the government sector does not trust the non-profit sector there are problems with consistency as work is largely project-based.

The slowly but steadily increasing respect for youth work and the integration of the field into cooperation networks, plus the vigorous activity of state level youth organisation in Ida-Viru County can be viewed as an opportunity. It is important to stress prevention and counselling. The Ida-Viru County government that drew up the regional youth work development plan, sees the interest of Narva College in organising youth workers’ re- and in-service trainings in order to supply the county with youth work specialists as an important and positive nuance.
1.2. Composition of the Report and its Discussion in Narva College

The group in charge of the writing the curriculum report for Youth Work consisted of the following members:

**Chairperson:**
Maria Zuravljoja, Programme Manager for the Youth Work Curriculum, Head of the Programme Council for the Youth Work Curriculum;

**Members:**
Jana Tondi, Acting Director of Narva College;
Argo Bachfeldt, Youth Work Assistant;
Mai-Liis Palginõmm, Chief Specialist for Development;
Jaanus Villiko, Administrative Manager;
Ingrit Zolotov, Head of Library;
Anna Konovalova, Acting Director of Narva Youth Centre;
Ljudmila Prima, Specialist for Organisation of Studies;
Jaana Kondrašova, Student of the Youth Work Curriculum.

The work on the accreditation report began in November 2007 when Maria Zuravljoja, the current Programme Manager, started on the analyses of the curriculum. The beginning of the more intensive work is marked by the first meeting of the workgroup members in early March 2008. In order to organise the work more efficiently and involve a larger number of colleagues in the composition of the report, several sub-groups were formed and they started working in April 2008. The workgroups were created proceeding from the structure of the accreditation report; thus, eight groups were formed.

The first workgroup dealt with introductory issues such as the technical side of the accreditation – which themes and what information should be presented where and in what order. The second work group was in charge of the educational policy process analyses which encompassed the analysis of the state’s educational policy priorities and the aims of the College. The third group analysed the curricula itself, considered its advantages and shortcomings and looked for feedback both from the students as well as from employers and other interested parties. The fourth group analysed the studying process, dealt with the share of different study methods and the analysis of their effectiveness. The fifth group concentrated on the students and described the student body of the Youth Work curriculum. The sixth group analysed the studying environment and looked critically at the College’s studying inventory and resources. The seventh group considered the issues about the College’s staff – examined the existing teaching staff and gathered information about their areas of scientific and research interest; it also looked at the support staff. In the focus of the eighth workgroup were foreign relations and quality assurance in the College, it gave an overview of the foreign cooperation and different mechanisms of quality assurance and analysed what else could be done to improve the situation. In addition, all the workgroups met to discuss the advantages and shortcomings of the curricula, both within sub-groups and all groups together.

The subgroups included 7 lecturers, 9 staff members, 6 students, 2 people outside of the College (see Appendix 6: Members of the Accreditation Workgroups for the Youth Work Curriculum). As a result of the efforts of the eight sub-groups emerged a comprehensive picture and analysis of the various parts of the curriculum.

In addition to the self-analysis committee the curriculum was also discussed by the Programme Council that met several times in the spring and summer of 2008. In order to receive feedback from the students of the curricula the accreditation group responsible for the writing of the report met with 29 students from the Youth Work curriculum on June 16, 2008. The students first filled out a questionnaire and then discussed their opinions. In order to analyse the material received from the meeting with the students the Programme Council met on July 3, 2008, when the Council considered both negative and positive opinions the students had expressed to see whether these were justified and how to improve the situation. 12 people took part in that meeting and all those teaching staff members who could not participate sent their feedback via e-mail. The Programme
Council also met in late August and early September 2008 to discuss directions for further development of the curriculum.

The accreditation report is based on the self-evaluation reports that were compiled in 2005 and 2006 and the current report is the developed version of the two. This evaluation report is compiled as the result of close cooperation, intensive work and discussion throughout the accreditation preparation process which began in March 2008.

The data about scientific conferences and partly about the teaching staff was collected in late May 2008 and the students’ and partly teacher’s statistics were gathered in early June 2008. The first draft was compiled by the beginning of August 2008. The final version of the report was completed in September 2008.
2. EDUCATIONAL POLICY
2.1. Mission of the University of Tartu and Narva College. Participation of Structural Units in Achievement of Aims of Educational Policy

The mission of the University of Tartu has been determined in the University of Tartu Strategic Plan (University of Tartu strategic plan 2008, http://www.ut.ee/general/documents), approved by the University Council on December 19, 2003 by the following statement: “as a national university, taking together different science areas, the University of Tartu is to act as the guardian and advocate of a highly educated Estonia through internationally acclaimed research and the provision of research based higher education”. At this time the process of renewing the development plan within the alma mater is still going on, but in the work documents the mission of the university is worded as follows – the maintenance and perpetuation of highly educated Estonia and providing necessary services to the society based on study and research activity.

Five specific “breakthrough” areas are listed in the Plan for the development of the University between the years of 2003 and 2008: “strengthening of the role of the national university, internationalisation, securing the continuity of top level national intelligentsia, harnessing the intellectual capital of the university to good effect, improving the quality of teaching and learning”.

The mission of Narva College of the University of Tartu is formulated in the Development Plan of Narva College for the years 2004-2010 (Appendix 4): “the mission of Narva College is to offer its students the best opportunities for self-development and quality education, to help them apply their knowledge in society; and to promote the development of connections between various cultures in Estonia”.

The current Development Plan of Narva College was developed at staff seminars; its Action Plan (Appendix 5) was designed and updated in co-work. The Development Plan of Narva College proceeds from the University of Tartu Strategic Plan and values quality both in teaching and research work, as well as promotes different forms of studying, including continuing education and retraining. Also, as only the regional colleges are permitted to offer applied higher education, the practical side of higher education has become increasingly important to Narva College.

At the time of creation of the Development Plan, the College developed the new applied higher education curriculum but the active teaching had not begun; thus, the stress had been more on the academic side of the studies. As the old Development Plan has grown out-of-date and the Action Plan accompanying it targets the year 2008, Narva College has initiated the process of updating and rewriting the Development Plan and Action Plan that would give more attention to the applied higher education and practical side of the education received in Narva College. The renewed Development Plan is expected to be completed at the end of this year. Next to multicultural teacher training the stress of the renewed development plan is on the preparation of necessary specialists for the region. The college is giving more attention next to full-time study also to retraining and in-service training. In the development of curricula the key words are quality, regional centeredness, and the state language learning supporting the society’s integration process. In the process of renewing the development plan the official documents and state strategies and plans are taken into account, especially the Higher Education Strategy 2006-2015 and the Estonian Action Plan for Growth and Jobs 2008-2011.

The implementation of the educational policy in the College rests with the Divisions. The University of Tartu and Narva College set priorities and make decisions about the policy, and the subunits are to enforce it. In order to do this effectively, representatives from the Divisions are also members of the College Council. There is also a body called the Studies Committee (also mentioned in 1.1.2.1). The teaching staff are included in committees established for the discussion of various strategic issues. As a consequence, the staff can have their say and provide a valuable input in terms of curricula and future development of the College.
2.2. Agreement of Objectives, Aims and Priorities of Narva College with the Objectives, Aims and Priorities of the Youth Work Curriculum

The institutional objectives, aims and priorities of the College are in line with those of the curriculum. The goal of the College is to provide top level education in Estonia and especially in the eastern part of the country. Narva College is one of the main educators of local youth and offers the possibility of acquiring higher education without leaving the home region. One of the goals of the College is to supply the local employer highly educated work force and the aim and purpose of the creation of the Youth Work curriculum was to train local people to become much needed specialists for the region – youth workers. There was a shortage of youth workers four years ago when the curriculum was created, and there still is (more data in 3.4).

The people in Narva and Ida-Viru County are mainly Russian-speaking – respectively 97% and 76% of the population do not speak Estonian as their mother tongue – thus, the multi-cultural, multi-lingual and above all the Estonian language teaching/learning dimension in particular is very important in the educational policy. The aim of the College is to prepare students for the labour market. It is important that in addition to giving practical skills and real life experiences, the students are also able to communicate in both languages: Estonian, the state language, and Russian, the predominately spoken language of the region.

Both the achievement of the set aims of the Action Plan and the correspondence to the curriculum are constantly considered in the process of implementation of the Action Plan from the view-point of each curriculum. Narva College Strategic Plan stresses the need to even better strengthen the ties between theory and practice, which is also one of the aims of the Youth Work curriculum and that is achieved first and foremost via the practice system (more in 4.5). Also the Youth Work curriculum has increased its student-centeredness which is an objective also mentioned in the College’s Development and Action Plan. It was achieved via the launch of the development of the counselling and career planning system linked to the Youth Work curriculum (more in 4.5).
2.3. Division of Responsibilities in Composing and Developing the Youth Work Curriculum

The curricula of the specialities provided by the College are developed in the College and presented for acknowledgement to the Council of the corresponding Faculty, in this case the Faculty of Education. The Curricula is adopted by the University Council.

The roles of different committees in the development and registration of the given curricula were as follows:

- the curriculum project was developed by the Division of Civic Studies in 2003/2004 on the bases of the best practices of Estonia, of international cooperation and of the College itself. Different parties were included in the development – youth workers and also both of the institutions that already taught youth work at the time – Tallinn Pedagogical College and Viljandi Culture Academy. The actual creation of the curriculum was preceded by heavy discussion on whether such a curriculum is necessary and what would be its specialty. Viljandi Culture Academy is specialised in adventure education and Tallinn Pedagogical College offers more general education for youth workers. Thus it was agreed that due to the regional circumstances Narva College should take the responsibility for educating special youth workers;
- the curriculum development was headed by Urmo Reitav, who at that time was working in Narva College as the Head of Eesti Kodu Narvas (Estonian Home in Narva). Today he is still giving lectures to Youth Work students, but his main employer is Unicef Estonia;
- the completed curriculum project was discussed at the Studies Committee of the College and presented for consideration to the College Council;
- on behalf of the College Council the project was presented to the Council of the Faculty of Education;
- after being admitted by the Council of Faculty of Education, the curriculum was presented to the University Council of the University of Tartu;
- after being ratified by the University Council of the University of Tartu, the curriculum was presented to the Ministry of Education and Research for registration.

When the Youth Work curriculum was developed, it was effected within the Division of Civic Studies, because the regulations stating the need for programme councils had not yet been passed. The transition to programme based management was initiated on January 11, 2005 with the rector decree and based on that decree Marika Markus was appointed as the first coordinator of applied higher education curricula on April 15, 2005.

The purpose of the transition to programme based learning was to respond flexibly to the needs of the society by including students, employers, and the university in the curricula development and at the same time guarantee quality in academic study work. In this context the programme is considered as a complete educational service which encompasses curriculum development, the practical organisation of the study work, necessary marketing activities and support services, and programme management according to the universal goals of the university. The academic content of the programme is based on the curriculum.

Transition to programme based management also stipulated the creation of Programme Councils for every curricula programme. The Programme Council sets goals and priorities for actions, consults the Programme Manager in terms of strategic planning of the development plan of the curriculum, admits the development plan and evaluates the work of the programme. Therefore, today the Programme Council under the supervision of the Programme Manager is responsible for the development of the curriculum. The Programme Council includes representatives from the College, from both the academic and administrative side, from employers and from the students. The first Programme Council for Youth Work was set up in October 27, 2006.

As a whole, the society is beginning to realise more and more that the key to success is cooperation between the public and the private sector in order to better the quality of teaching and education. Keeping in mind that close to a quarter of employers see poor preparation and low qualifications as the main problem of the job seekers today², the inclusion of employers as advisers, but also as teachers and practice supervisors is extremely important both in terms of quality and in terms of meeting the expectations and needs of the labour market.

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² Estonian Action Plan for Growth and Jobs 2008-2011
The first coordinator Marika Markus worked on the development of the practice guide (see more in 4.5) and on the initiation of the curriculum. She left in May 2006 to do practical youth work in Illuka County Kurtna Youth Centre. The position of programme coordinator was filled by Lianne Ristikivi who had been employed by the College since September 2005. Her main achievements were the further development of the curriculum and the thorough work on the continuous self-evaluation process.

Lianne Ristikivi left in March 2007 but she still gives lectures to Youth Work students. Her current employer is Integration Foundation where she is responsible for work with youth and extracurricular language learning. Since November 2007 the Programme Manager for the Youth Work curriculum is Maria Žuravljova.

All courses in the curriculum are regularly analysed from the point of view of their pertinence and content in terms of correspondence to the Programme Manager’s and the other teaching staffs’ intent for the objectives of the courses and curriculum. Particular attention is paid to the students’ proposals for the development of the curriculum. In addition to employers, Narva College also includes people from the ranks of our alma mater – the University of Tartu – in the process of curriculum development. The cooperation is very close and it also serves the purpose of alleviating the effects of the physical distance between Tartu and Narva by bringing the two closer together.

All the changes to the curriculum have to be initiated by the Programme Manager and admitted by the Council of the Faculty of Education.
3. CURRICULUM
General Description of the Youth Work Curriculum

1. Official duration: 4 years; Capacity: 160 CP/ 240 ECTS, Registration number (curriculum code): 80010 (see Appendix 7: Youth work Curriculum)

2. Name of graduate's qualification: applied higher education (youth worker)

3. The number of compulsory courses at the major speciality: 36 (41 including practice); average credit point (CP) capacity: 2.7
   The number of compulsory courses at the minor speciality: 7, average credit point (CP) capacity: 2.9

4. The proportion of optional and elective subjects: 8.75%

5. The proportion of practice: 18%

6. Approximate structure of the curriculum: lectures – 17%, seminars, practicums, e-learning – 16%, independent work – 49%

8. The proportion of different examination types: oral – 10%, combined – 23%, written – 67%

9. The proportion of a pass/fail evaluation: written 82%, combined 18%

10. Short descriptions of the curriculum courses (see Appendix 8: Brief Descriptions of the Subjects of the Youth Work Curriculum)
3.1. Conformity of the Youth Work Curriculum to the Standard of Higher Education and other Documents

The Youth Work curriculum is adopted by the Council of the University of Tartu Decree No. 8 of February 27, 2004 and is registered in the Ministry of Education and Research under code 80010 as a curriculum meeting the Standard of Higher Education upon the completion of which graduates receive a diploma of applied higher education with a diploma supplement.

3.1.1. Standard of Higher Education


The Standard of Higher Education sets the fundamental requirements for higher education in Estonia. The requirements have to be met in order for educational institutions to obtain a teaching license and accredit their curricula. The Standard of Higher Education applies to all levels and types of higher education disregarding the legal status of an institution (see 1.1.3).

Conformity of Youth Work Curriculum to the Standard of Higher Education:
- The condition for being matriculated as pursuing applied higher education is secondary education or a corresponding qualification of a foreign educational institution. This is also the case for Youth Work speciality, see 3.2.2;
- The nominal duration of study for applied higher education is from 3 to 4 years and the capacity of the curriculum is 120-160 CP (180-240 ECTS). The nominal period of study at the Youth Work curriculum is 4 years and the curriculum capacity is 160 CP (240ECTS);
- Youth Work curriculum integrates classroom, practical and independent forms of study (see 3.7.1 and 4.1). The volume of study is represented in credit points (hereinafter CP) (see 3.6.1), the volume of work in the classroom is 33% (see 3.7.1.). The latter requirement is written in the Standard of Higher Education §5 p. 3;
- 100% of the capacity of the subjects of the curriculum are taught by teachers with higher education or corresponding qualification, whereas 75% of the capacity of the subjects of the curriculum is taught by teachers with at least a Master’s Degree or corresponding qualification. The corresponding percentage at the Youth Work curriculum is 83% (PhD 28% and MA/MSc 55%; see 7.1);
- The pedagogical staff who teach practical subjects in the speciality have at least a higher education or a corresponding qualification and a 3-year work experience in the speciality. The pedagogical staff of the Youth Work curriculum satisfy this requirement (see 7.1);
- Applied higher education study ends with the final examination or defence of a graduation thesis. Students of the Youth Work curriculum are to defend their graduation theses;
- In applied higher education the final examination or graduation thesis amounts to at least 3 CP of the capacity of studies determined by the curriculum. The capacity of the graduation thesis in the Youth Work curriculum is 6 CP (see 3.2.2);
- A graduate of applied higher education receives a diploma of completion of the curriculum, the academic record and the free-of-charge diploma supplement in English. The corresponding sample of the Youth Work curriculum is presented in Appendix 9;
- A graduate of applied higher education has the right to continue his/her studies in Master’s Degree programme on the conditions and terms laid down by the Council of an educational institution. The possibilities for continuing their education in the universities of Tallinn and Tartu as well as in the College that the students of this speciality are offered are presented in subchapter 3.4;
3.1.2. Statute of Curriculum of the University of Tartu


The document sets down the requirements to the structure, contents, quality and administration of the University of Tartu curricula. The aim of the Statute is to ensure that the University curricula satisfy the requirements stated in the University of Tartu, Estonian and European Union legal acts.

The Youth Work curriculum complies with the Statute of Curriculum in the nominal study period, total capacity, capacities of modules as well as in the capacity of elective and optional subjects, practice and graduation thesis:

<table>
<thead>
<tr>
<th>According to the Statute</th>
<th>Brief Description of the Content of the Curriculum</th>
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<tbody>
<tr>
<td>Applied higher education study curriculum</td>
<td>Youth Work curriculum</td>
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<tr>
<td>Nominal study period</td>
<td>Youth Work curriculum</td>
</tr>
<tr>
<td>3-4 years</td>
<td>4 years</td>
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<tr>
<td>Volume</td>
<td>Modules worth of 16 or 20 CP including at least 2 base modules;</td>
</tr>
<tr>
<td>120-160 CP (180-240 ECTS)</td>
<td>Core module - Language Study 16 CP;</td>
</tr>
<tr>
<td></td>
<td>Core module - General Subjects 16 CP;</td>
</tr>
<tr>
<td></td>
<td>Narrow Field Module: Pedagogy and Basics of Education 16 CP;</td>
</tr>
<tr>
<td></td>
<td>Narrow Field Module: Polity 16 CP;</td>
</tr>
<tr>
<td></td>
<td>Speciality Module: Basics of Youth Work 16 AP;</td>
</tr>
<tr>
<td></td>
<td>Speciality Module: Practical Youth Work 16 CP;</td>
</tr>
<tr>
<td></td>
<td>Narrow Field Module of Minor Speciality: Local Government’s Administration 20 CP</td>
</tr>
<tr>
<td>Elective subjects</td>
<td>At least 8 CP</td>
</tr>
<tr>
<td>10 CP</td>
<td></td>
</tr>
<tr>
<td>Optional subjects</td>
<td>At least 4 CP</td>
</tr>
<tr>
<td>4 CP</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td>Practical work amounts to at least 30% of the study load determined in the curriculum. Practice in the work environment guided by a supervisor makes up at least 50% of the practical work. If the practical work exceeds 30% of the study load determined in the curriculum, then the practice in the work environment guided by a supervisor can amount to less than 50% of the practical work but not less than 15% of the study load determined in the curriculum.</td>
</tr>
<tr>
<td>In the curriculum practical work makes up 34%, including 18% of Practice module and 16% of the content of practice subjects. Practice in the work environment guided by a supervisor makes up 75% of the practical work.</td>
<td></td>
</tr>
<tr>
<td>Graduation thesis</td>
<td>At least 6 CP</td>
</tr>
<tr>
<td>6 CP</td>
<td></td>
</tr>
</tbody>
</table>

3.1.3. Professional Documents on which the Curriculum is Based

The curriculum supports students in reaching Level IV of professional qualification of Youth Worker Professional Standard III, IV, V (adopted by the Professional Council for Education Decree No.6 of March 1, 2006; http://www.hm.ee/index.php?popup=download&id=7126). A person pursuing for the Youth Worker IV Professional Qualification is to have a higher education in the speciality or other higher education, at least 3 years of work experience in the speciality and he/she is to have completed courses of continuing education in the volume of 120 hours during the last 3 years.

The completion of the curriculum provides conditions for pursuing the professional qualification of Specialist in Career Information III (adopted by the Professional Council of Business Services and Other Business Activity Decree No.24 of 2 December 2005; http://kutsekoda.a2.hz.adm.ee/doc_rtf/64.doc only in Estonian), as the students complete a course of Career Counselling P2NC.00.688 (4 CP).

The minor speciality of the curriculum takes into consideration the assessment criteria of holding positions within the frames of the minor speciality Local Government’s Administration (https://www.riigiteataja.ee/ert/act.jsp?id=33333 available only in Estonian).
3.2. Objectives of the Youth Work Curriculum, Requirements for Initiation and Completion of Studies, including Requirements to Graduation Thesis

3.2.1. Objectives of the Youth Work Curriculum

The general objective of the Youth Work curriculum is to train a specialist on youth work who can plan, manage, evaluate and develop youth work and policy; who is able to develop young people's personal initiative and feeling of responsibility as well as to create a corresponding environment. The College provides a specialist for youth work with multi-faceted training in the speciality both in the Estonian and Russian languages.

The learning outcomes of the curriculum:
· Students have received both theoretical and practical training for working in the field of youth work; depending on the chosen minor speciality they can also work as a specialist in local government's administration or as a social pedagogue;
· Students who have acquired the youth worker speciality can continue their studies in Master's programme.

Youth Work curriculum has been designed so that its completion would be useful for secondary school leavers who would like to work in the fields of youth work, local self-government and social pedagogy in future. It is also essential that the curriculum would be of practical use to those youth work specialists, specialists in local government's administration and social pedagogues (and other adult learners who prevalently work in the sectors of youth work, social pedagogy, local government, and in the non-profit sector) who work in these fields but do not have the corresponding education.

Graduates of the Youth Work applied higher education curriculum have the right to continue with their studies at the Master's level both in Narva College and in universities of Tartu and Tallinn. The Youth Work speciality in the College provides enough training in social sciences and partly in pedagogy (the minor speciality of Social Pedagogue) as well as in document administration (the minor speciality of Local Government's Administration) for the initiation of Master's Studies. See subchapter 3.4 for more details.

3.2.2 Requirements for Initiation and Completion of Studies

The requirements for the initiation and completion of studies are set in the Study Regulations of the University of Tartu (http://www.ut.ee/livelink_files/1374177.htm). Youth worker requirements include completed Estonian secondary education (or any other corresponding education). Applying for a full-time study the student's mother tongue and foreign language exam scores are taken into consideration.

To graduate and receive a diploma, students have to complete the entire curriculum, accumulate optional and elective subjects in the amount defined by the curriculum, complete practical training in the specialty, and successfully defend their graduation theses.

According to the Statute of Curriculum of the University of Tartu item 30.5 under II.2 – a curriculum of applied higher education is completed with a graduation thesis in the amount of at least 6 CP. The volume of the graduation thesis at the Youth Work curriculum is 6 CP. In the graduation thesis a student demonstrates his/her readiness and training (theoretical and practical base) to start work in the field of youth work or in the chosen speciality. The procedure of the graduation thesis defence is described in detail in subchapter 4.3.1.2.

The requirements for graduation theses in Narva College, including graduation theses of applied higher education are presented in the following documents available on the Internet homepage of the College: „Regulations for theses defence at Narva College“ (adopted by the Council of Narva College on January 28, 2003; see Appendix 10), „Requirements for theses at Narva College“ (adopted by the Council of Narva College on January 28, 2003, amended by the Council of Narva College on May 28, 2007; see Appendix 11). The detailed
description of the requirements for written works of students is provided in the document „Guidelines for Students’ Written Works“ which is also accessible on the College homepage http://narva.ut.ee/uliopilasele/ eekirjad_korrad/kirjlike_toode_juhend.pdf and in Study Regulations (see Study Regulations items 117-123 http://www.ut.ee/livelink_files/1374177.htm).
3.3. Advantages and Shortcomings of the Youth Work Curriculum. Development Possibilities

3.3.1 Advantages of the Youth Work Curriculum

- The curriculum is competence based: the competences of the curriculum and its individual parts have been determined and the curriculum seeks to integrate the various parts and various subjects of the curriculum;
- The curriculum is in line with the competences and skills described in Youth Worker Profession Standard level IV and allows the students to acquire education which meets their professional requirements. The Curriculum is based on the principles embodied in the Estonian National Higher Education Strategy, Economic Growth Strategy and Employment Strategy;
- The curriculum takes into account the special nature of the body of students of the College, the special nature of the region and the potential future place of work. The student satisfaction survey shows that the students are happy about the composition and content of the curriculum. 89% of all Youth Work students are either very satisfied or satisfied with the structure of the curriculum and the sequence of subjects (see 4.6.1);
- The curriculum has both a multicultural and multilingual component: the Russian speaking students become proficient in the state language and continue their studies in Estonian. At the same time the curriculum also supports Russian language studies by Estonian speaking students (the total volume of subjects in Russian amounts to 12 CP) All five existing graduates from the specialty were of the opinion that studies in Estonian had been useful for their future job;
- The Youth Work curriculum puts particular emphasis on special youth work, which is an extremely topical issue in the Ida-Viru region and the principal area where graduates would be working.
- The curriculum of the College is the only one of its kind in Estonia, which also offers minor subjects. The latter support the curriculum, and at the same time they allow the acquisition of additional competences. Today the students can choose between Social Pedagogue minor and Local Government’s Administration minor;
- In addition to the minor subjects the composition of the curriculum allows for further competences: the students can become youth camp instructors and career information specialists.
- The curriculum has a significant practical bias, allowing ample time for practical training, the subjects relating to the speciality emphasise practical knowledge; the share of practical work is sizable. The ESF resources are used for the organisation of practical training (see 4.7 for more detail in the organisation of practical training);
- Given that there is no Youth Work curriculum in Estonia at the master’s level, the College Youth Work curriculum is built so as to prepare students to continue their graduate studies in various social and pedagogical fields. Such approach enables the students to raise their education level and be more competitive on the labour market.

3.3.2 Shortcomings of the Youth Work Curriculum

- The evaluation of practical training of students revealed that they need additional possibilities of studying English, according to the teaching staff and the supervisors of practical training the students are not sufficiently proficient to read professional literature (see 5.1.4; 8.8.1). This results partly from the fact that pupils from general education schools where the language of instruction is Russian learn less English than those from the schools where the language of instruction is Estonian; and there are also students who have never studied English at school;
- The analysis by students, feedback from supervisors of practical training and comparison of the curriculum with others of its kind reveal that the curriculum should be more focused on international youth work and administration. These issues are dealt with as a part in other subjects, but they need special attention.
3.3.3. Development Possibilities of the Youth Work Curriculum

- Clear principles of teaching English and other languages under this specialty must be created under the leadership of the Programme Manager and in cooperation with the foreign language teachers. Currently the teaching of English is speciality-centred, the different proficiency levels of the students are taken into account and those who need additional language training are placed in study groups of less advanced levels. The volume of language teaching can be increased on account of elective subjects. The enhanced possibilities of the language laboratory and language study programmes must be taken into account. More opportunities must be created to teaching other languages as well. Visiting lecturers, student exchange and practical training abroad should be used, aiming to teach some of the subjects relating to the speciality in English. Both the students and teachers were of the opinion that the principle of using literature in English in all subjects should be strictly adhered to;

- The Programme Manager shall prepare an amendment in the curriculum in the autumn, introducing International Youth Work (compulsory subject) and Administration (elective subject) into the curriculum. The need to make the change became evident in the course of preparing the accreditation report. Further opportunities of developing the curriculum shall be discussed in section 3.6.2.2. Given the insufficient number of students, the college is contemplating on integrating the curricula of applied higher education more closely.
3.4. Expected Field of Activity of Graduates

According to a research carried out in 2008 by the Estonian Youth Work Institute „Financing Youth Work in the Local governments“ (Tallinn 2008, only in Estonian and off-line), 78% of all the small municipalities (with less than 1000 inhabitants) do not have youth workers in their youth centres. In addition, 90% of the small municipalities and ¾ of the medium municipalities (1000-5000 inhabitants) do not have a youth work specialist on staff. Moreover, 2/5 of the small municipalities do not have any official whose responsibilities would include youth-related issues. Every fourth municipality claimed that the position of a youth worker was vacant in their municipalities.

A research commissioned by the Ministry of Education and Research (2005; „Competence and the Development of Competences in the Field of Youth Work”; http://www.hm.ee/index.php?popup=download&id=7127) also highlighted very clearly that there were problems with regard to youth work activities and their development. Youth workers mentioned a number of drawbacks, which could be divided into three large areas. The first one is lack of resources: insufficient financial support (35.3%) and problems with finding human resources (12.4%); the second area concerns with the attitude to youth workers and their position on the labour market; the third area deals with youth work as an obstacle in development: incompetence of youth workers (7.2%). „72.5% of the youth workers participating in the survey considered the work in the field of youth work their main job, 22.2% acted (as well) as volunteers and for 20.3% youth work was (also) off-hour job or extra work. As a rule, people work simultaneously in several positions; therefore their everyday work includes different subfields in youth work. Working in different fields and functions of youth work speaks for the need for diverse skills and competencies. 36.6% of the responded youth workers work in more position than one. There are also youth workers who have simultaneously three, four, or even five different occupation positions. Since working in different job positions is widespread, it makes the job functions of the youth workers rather diverse as well.” (p. 15; Ibid).

Former students who have completed the curriculum and received practical training along with primary work experience are able to work, in compliance with professional qualification IV of the Youth Worker Professional Standard, in state institutions and institutions of local government, private or non-profit sectors, including county government, parish or city government, general educational school, extra-curriculum activity school, youth centre, youth information and counselling centre, youth association, youth camp, culture and sport institutions and the like. On the completion of the studies students also have an opportunity to establish a non-profit organisation and work project-based. College graduates are also provided with training for working as camp activity leaders, they take the corresponding examination. The examination result is valid for 5 years. The curriculum also has a potential for working as a specialist in career information.

Proceeding from the objectives of the curriculum the most likely future positions of graduates are a specialist in local government and the leader of youth organisation. As Narva College aims to train specialists who will develop and coordinate youth policy both at the local and national level the students are offered the minor speciality „Local Government’s Administration“.

The Youth Work speciality of Narva College is aimed at special youth work which is a burning issue in the region (see 1.1.4). The minor speciality Social Pedagogue trains students to work with young people who have various problems with social adaptation.

According to the Constitution (§51) in the regions where at least half of the population is represented by a national minority every person has the right to receive answers to his/her questions in the state or local government’s institutions and from their officials also in the language of the national minority. Students of the Youth Work speciality are able to work both in the Estonian and Russian languages.

Within the frames of the speciality the students are also directed to obtain professional qualification V of the Youth Worker Professional Standard. In order to gain the qualification the students are offered to continue with their study at Master’s level either in Narva College or in the universities of Tartu or Tallinn. At the present
moment there is no possibility to obtain Master’s Degree within the frames of the Youth Work speciality, but the students can continue studying at other specialities which require training in social or educational sciences.

In the University of Tartu the students of the Youth Work speciality can apply for student places at the following curricula: Public Health (applicants are supposed to have Bachelor’s Degree or corresponding education in social sciences), Educational Sciences (Bachelor’s Degree or corresponding education in social or educational sciences), Social Work and Social Policy (Bachelor’s Degree or corresponding education and as a pre-condition - completion of subjects of social sciences in the volume of 24 CP at the previous stage of study whereat at least half of the subjects are to be connected with the subject field of social work and social policy). In Tallinn University applicants are supposed to have Bachelor’s Degree in social sciences or corresponding education in the following specialities: adult education, special teacher-counsellor and document administration.

Narva College curriculum „Teacher of Humanities in Schools with Russian as the Language of Instruction” presupposes that applicants have Bachelor’s Degree or corresponding education whereat they are to have acquired the knowledge necessary for teaching one subject in the volume of at least 32 CP and to have completed the base module of educational sciences at least in the volume of 12 CP.
3.5. **Description of Knowledge, Skills and Norms of Behaviour Which Determine the Content of Education**

The description of knowledge, skills and norms of behaviour of a youth worker is presented in the Youth Worker Professional Standard. Students obtain general, basic and speciality competences of Level IV of the Professional Standard. Training of students forms the traits of personality and patterns of behaviour which are determined in the Professional Standard.

### 3.5.1. General and Special Knowledge and Skills

<table>
<thead>
<tr>
<th>General Knowledge and Skills</th>
<th>Subjects in Youth Work Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cultural space of Estonia, Europe and the world</td>
<td>P2NC.00.323 History of Estonian Culture</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.251 Russian Culture</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.699 European Union</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.252 Cross-cultural Communication</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.686 Multicultural Education</td>
</tr>
<tr>
<td>The principles of sustainable development</td>
<td>P2NC.00.400 Psychology of Development</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.685 Pedagogy and Basics of Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.458 Social Pedagogy</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.405 Estonian Regional Studies</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.684 Management of Recreation Activities</td>
</tr>
<tr>
<td>Civil society</td>
<td>P2NC.00.365 Introduction to Philosophy</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.678 Introduction to Sociology</td>
</tr>
<tr>
<td>Working environment and occupational health</td>
<td>P2NC.00.691 Human Science</td>
</tr>
<tr>
<td>Administration</td>
<td>P2NC.00.717 Project Management</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.711 Estonian Public Administration</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.714 Public Management</td>
</tr>
<tr>
<td>Language skills (the state language C1, a foreign language B2)</td>
<td>Estonian language:</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.707 Penmanship in Estonian (written Estonian)</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.441 Phonetics and Spelling of Estonian Language</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.674 Estonian for Specific Purposes 1</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.708 Estonian Conversational Language</td>
</tr>
<tr>
<td>Foreign language:</td>
<td>German Language:</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.146 German Language</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.679 German for Specific Purposes</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.680 English for Specific Purposes</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.506 Modern Russian Language 1</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.507 Correctness and Expressiveness of the Russian Language</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.709 Russian Conversational Language</td>
</tr>
<tr>
<td>Computer skills (A01-A07)</td>
<td>P2NC.00.700 Social Informatics</td>
</tr>
<tr>
<td>Special skills and knowledge</td>
<td>P2NC.00.717 Project Management</td>
</tr>
<tr>
<td>Project management</td>
<td>P2NC.00.839 Youth Work Methods</td>
</tr>
<tr>
<td>Motivation and involvement of youth</td>
<td>P2NC.00.839 Youth Work Methods</td>
</tr>
<tr>
<td>Meaningful spare time spending and creation of conditions for spare time activities</td>
<td>P2NC.00.684 Management of Recreation Activities</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.839 Youth Work Methods</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.689 Working in a Youth Camp</td>
</tr>
<tr>
<td>Analysing and evaluating the methods and needs</td>
<td>P2NC.00.473 Basics of Counselling</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.085 Psychology of Communication</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.839 Youth Work Methods</td>
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<tr>
<td></td>
<td>P2NC.00.688 Career Counselling</td>
</tr>
<tr>
<td>Counselling youth and directing them to specialists</td>
<td>P2NC.00.473 Basics of Counselling</td>
</tr>
<tr>
<td>Team work and networking</td>
<td>P2NC.00.682 Youth Work Structures</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.839 Youth Work Methods</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>P2NC.00.682 Youth Work Structures</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.839 Youth Work Methods</td>
</tr>
<tr>
<td>Training skills</td>
<td>P2NC.00.685 Pedagogy and Basics of Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.687 Adult Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.686 Multicultural Education</td>
</tr>
<tr>
<td>Creative skills</td>
<td>P2NC.00.839 Youth Work Methods</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.684 Management of Recreation Activities</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.689 Working in a Youth Camp</td>
</tr>
</tbody>
</table>
### Main Pedagogical-Educational Knowledge and Skills

<table>
<thead>
<tr>
<th>Can</th>
<th>Knows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the suitable environment (place, form, and way of expression) for creating of the level of communication. Open a dialogue expressing interest towards and respect of views and needs of the partner in conversation. Hear a person out and earn his/her trust.</td>
<td></td>
</tr>
<tr>
<td>Listening and communication techniques. Analysis and assessment techniques. Youth work and principles of its organisation.</td>
<td></td>
</tr>
<tr>
<td>Apply various creative methods for creating the level of communication. Create and find forms of creative self-expression. Assess youth's interest and recommend creative forms of self-realisation. Open a dialogue in order to bring into consciousness youth's values and attitudes and to help youth in self-determination.</td>
<td></td>
</tr>
<tr>
<td>Determine needs and interests. Collect, systematise and forward information. Find and recommend help. Plan actions and carry them out efficiently.</td>
<td></td>
</tr>
</tbody>
</table>

**Courses:**
- P2NC.00.676 Ethics (2 CP)
- P2NC.00.085 Psychology of Communication (2 CP)
- P2NC.00.473 Basics of Consulting (4 CP)
- P2NC.00.682 Youth Work Structures (4 CP)
- P2NC.00.681 Youth and Educational Policy (4 CP)
- P2NC.00.085 Psychology of Communication (2 CP)
- P2NC.00.473 Basics of Counselling (4 CP)
- P2NC.00.839 Youth Work Methods (2 CP)
- P2NC.00.695 Principles of Communications (2 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.252 Cross-cultural Communication (2 CP)
- P2NC.00.0706 Youth Work Practice (6 CP)
- P2NC.00.703 Special Youth Work Practice (6 CP)
- P2NC.00.676 Ethics (2 CP)
- P2NC.00.681 Youth and Educational Policy (4 CP)
- P2NC.00.695 Principles of Communications (2 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.361 Basics of Research Work (2 CP)
- P2NC.00.473 Basics of Counselling (2 CP)
- P2NC.00.458 Management of Recreation Activities (4 CP)
- P2NC.00.728 Physical Education (2 CP)
- P2NC.00.0706 Youth Work Practice (6 CP)
- P2NC.00.361 Introduction to Philosophy (2 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.681 Youth and Educational Policy (4 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.704 School Practice (4 CP)

### Main Creative-Artistic Knowledge and Skills

<table>
<thead>
<tr>
<th>Can</th>
<th>Knows</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Various creative-efficient methods for creating of the level of communication and motivating young people. Forms of creative self-expression. Information about creative forms of self-realisation. One's own values and attitudes.</td>
<td></td>
</tr>
</tbody>
</table>

**Courses:**
- P2NC.00.085 Psychology of Communication (2 CP)
- P2NC.00.473 Basics of Counselling (4 CP)
- P2NC.00.839 Youth Work Methods (2 CP)
- P2NC.00.695 Principles of Communications (2 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.361 Basics of Research Work (2 CP)
- P2NC.00.473 Basics of Counselling (2 CP)
- P2NC.00.458 Management of Recreation Activities (4 CP)
- P2NC.00.728 Physical Education (2 CP)
- P2NC.00.0706 Youth Work Practice (6 CP)
- P2NC.00.361 Introduction to Philosophy (2 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.361 Basics of Research Work (2 CP)
- P2NC.00.473 Basics of Counselling (2 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.704 School Practice (4 CP)

### Main Organisational Knowledge and Skills

<table>
<thead>
<tr>
<th>Can</th>
<th>Knows</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various creative-efficient methods for creating of the level of communication and motivating young people. Forms of creative self-expression. Information about creative forms of self-realisation. One's own values and attitudes.</td>
<td></td>
</tr>
</tbody>
</table>

**Courses:**
- P2NC.00.085 Psychology of Communication (2 CP)
- P2NC.00.473 Basics of Counselling (4 CP)
- P2NC.00.839 Youth Work Methods (2 CP)
- P2NC.00.695 Principles of Communications (2 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.361 Basics of Research Work (2 CP)
- P2NC.00.473 Basics of Counselling (2 CP)
- P2NC.00.458 Management of Recreation Activities (4 CP)
- P2NC.00.728 Physical Education (2 CP)
- P2NC.00.0706 Youth Work Practice (6 CP)
- P2NC.00.361 Introduction to Philosophy (2 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.361 Basics of Research Work (2 CP)
- P2NC.00.473 Basics of Counselling (2 CP)
- P2NC.00.688 Career Counselling (4 CP)
- P2NC.00.704 School Practice (4 CP)
<table>
<thead>
<tr>
<th></th>
<th>A Main Pedagogical-Educational Knowledge and Skills</th>
<th>B Main Creative-Artistic Knowledge and Skills</th>
<th>C Main Organisational Knowledge and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level:</strong></td>
<td>Define possibilities for development and ways of solving problems. Define suitable studying methods. Involve others in activity. Solve conflict situations. Learn from own work experience. Counsel on problem's solution. Support and facilitate initiative. Share responsibility and delegate tasks. Establish and develop cooperation.</td>
<td>Has professional skills in one or several areas of creative art (playing a musical instrument, sport, etc.). Manage creative activity. Provide experiences of cross-cultural studying and create cross-cultural environment.</td>
<td>Plan, evaluate and carry out projects. Plan, evaluate and manage long-term programmes and strategies. Analyse and evaluate possibilities and needs for organisation of different areas of youth work. Manage group processes.</td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Advanced level: Analysing, forecasting, making conclusions and generalisations, evaluating on the basis of connected facts; mastery of varied, complicated work methods.</td>
<td>Can</td>
<td>Knows</td>
</tr>
<tr>
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</tr>
<tr>
<td></td>
<td>Organise sharing of one’s own knowledge and skills and facilitate its acquisition. Evaluate and take into consideration the quality of carrying out of youth work. Develop directions and guidelines for improving the quality of carrying out of youth work.</td>
<td>Can</td>
<td>Knows</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.681 Youth and Educational Policy (4 CP) P2NC.00.682 Youth Work Structures (4 CP) P2NC.00.458 Social Pedagogy (4 CP) P2NC.00.685 Pedagogy and Basics of Education (4 CP) P2NC.00.706 Youth Work Practice (8 CP)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Management theories, International directions in development of youth policy.**

P2NC.00.676 Ethics (2 CP) P2NC.00.711 Estonian Public Administration (4 CP) P2NC.00.727 Estonian Legal System (2 CP) P2NC.00.717 Project Management (2 CP) P2NC.00.688 Career Counselling (4 CP) P2NC.00.681 Youth and Educational Policy (4 CP) P2NC.00.684 Management of Recreation Activities (4 CP) P2NC.00.689 Working in a Youth Camp (2 CP) P2NC.00.686 Multicultural Education (2 CP) P2NC.00.676 Ethics (2 CP) P2NC.00.400 Psychology of Development (2 CP) P2NC.00.839 Youth Work Methods (2 CP) P2NC.00.681 Youth and Educational Policy (4 CP) P2NC.00.682 Youth Work Structures (4 CP) P2NC.00.711 Estonian Public Administration (4 CP) P2NC.00.718 Non-profit Sector (2 CP) P2NC.00.694 Drug and Criminal Prevention (4 CP) P2NC.00.706 Youth Work Practice (8 CP) P2NC.00.323 History of Estonian Culture (2 CP) P2NC.00.251 Russian Culture (2 CP) P2NC.00.405 Estonian Regional Studies (2 CP) P2NC.00.718 Non-profit Sector (2 CP)
3.5.3. Description of Knowledge, Skills and Behaviour Norms of Minor Speciality of Local Government’s Administration


<table>
<thead>
<tr>
<th>Requirements for Knowledge and Skills</th>
<th>Subjects in Youth Work Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of legal acts which regulate the constitution of the state (the Constitution and constitutional laws), rights and freedoms of citizens, organisations of public administration and public servicing.</td>
<td>State and Administrative Law P2NC.00.831</td>
</tr>
<tr>
<td></td>
<td>Estonian Legal System P2NC.00.727</td>
</tr>
<tr>
<td></td>
<td>Introduction to Public Administration P2NC.00.710</td>
</tr>
<tr>
<td></td>
<td>Estonian Public Administration P2NC.00.711</td>
</tr>
<tr>
<td></td>
<td>Public Management P2NC.00.714</td>
</tr>
<tr>
<td>Thorough knowledge of the field of activity of institutions and regulation sphere of the ministry as well as of the legal acts regulating these fields. Knowledge of the basics of management.</td>
<td>Estonian Public Administration P2NC.00.711</td>
</tr>
<tr>
<td></td>
<td>State and Administrative Law P2NC.00.831</td>
</tr>
<tr>
<td></td>
<td>Organisation Theory P2NC.00.716</td>
</tr>
<tr>
<td></td>
<td>Local Government P2NC.00.841</td>
</tr>
<tr>
<td></td>
<td>Non-profit Sector P2NC.00.718</td>
</tr>
<tr>
<td>Knowledge of institutions of the European Union, the structure and legal system of the organisation and its application, knowledge of the process of decision making of the European Union, thorough knowledge in the work field of the position in the context of European integration.</td>
<td>European Union P2NC.00.699</td>
</tr>
<tr>
<td>Knowledge and skills in the field of management required by the position, including knowledge of management principles and the skill of their practical application, the skills of planning the work process or work of subordinates.</td>
<td>Organisation Theory P2NC.00.716</td>
</tr>
<tr>
<td></td>
<td>Project Management P2NC.00.717</td>
</tr>
<tr>
<td>Good communication skills including the skill of organising cooperation for serving public interests and the skills of communication with general public.</td>
<td>Psychology of Communication P2NC.00.085</td>
</tr>
<tr>
<td></td>
<td>Principles of Communications P2NC.00.695</td>
</tr>
<tr>
<td></td>
<td>Public Speaking P2NC.00.690</td>
</tr>
<tr>
<td>Estonian language skills at the advanced level and skills of two foreign languages at the intermediate level with knowledge of professional vocabulary or skills of one foreign language at the advanced level.</td>
<td>Estonian Language (C1):</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.707 Penmanship in Estonian (written Estonian)</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.441 Phonetics and Spelling of Estonian Language</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.674 Estonian for Specific Purposes 1</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.708 Estonian Conversational Language</td>
</tr>
<tr>
<td></td>
<td>Foreign language (B2):</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.146 German Language</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.679 German for Specific Purposes</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.680 English for Specific Purposes</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.506 Modern Russian Language 1</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.507 Correctness and Expressiveness of the Russian Language</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.709 Russian Conversational Language</td>
</tr>
<tr>
<td>Mastery of the overview of the national information systems, knowledge of the information systems of the field of activity of the institution, knowledge of the main principles of application and possibilities of use of the IT, skills of working with the computer programmes and data bases required by the position.</td>
<td>P2NC.00.700 Social Informatics</td>
</tr>
</tbody>
</table>

The acquired knowledge and skills are developed by students during Practice in Local Government P2NC.00.730.
3.5.4. Description of Knowledge, Skills and Behaviour Norms of the Minor Speciality of Social Pedagogue

The basis of the Social Teacher Professional Standard is the Teacher Professional Standard (http://kutsekoda.a2.h2.adm.ee/doc_rtf/283.doc).

<table>
<thead>
<tr>
<th>Professional Skills and Activities</th>
<th>Subjects in Youth Work Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Management</td>
<td>P2NC.00.681 Youth and Educational Policy</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.685 Pedagogy and Basics of Education</td>
</tr>
<tr>
<td>Creation of Learning Environment</td>
<td>P2NC.00.685 Pedagogy and Basics of Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.458 Social Pedagogy</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.687 Adult Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.686 Multicultural Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.701 Introduction to Special Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.692 Child with Behavioural Difficulties</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.512 Cognitive Psychology and Ways of Behaviour</td>
</tr>
<tr>
<td>Supervision of Studying</td>
<td>P2NC.00.685 Pedagogy and Basics of Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.458 Social Pedagogy</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.687 Adult Education</td>
</tr>
<tr>
<td>Motivating Pupils</td>
<td>P2NC.00.100 Youth Psychology and Psychiatry I</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.085 Psychology of Communication</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.701 Introduction to Special Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.460 Work with Children with Emotional-behavioural Difficulties</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.839 Youth Work Methods</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.687 Adult Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.684 Management of Recreation Activities P2NC.00.462 Introduction to Social Work</td>
</tr>
<tr>
<td>Cooperation</td>
<td>P2NC.00.682 Youth Work Structures</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.839 Youth Work Methods</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.695 Principles of Communications</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.462 Introduction to Social Work</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.474 Social Network for Children with SEN</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.425 Work with Family</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.090 Prevention and Correction of Problems of Puberty</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.460 Work with Children with Emotional-behavioural Difficulties</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.500 Designing an Individual Curriculum</td>
</tr>
<tr>
<td>Communication</td>
<td>P2NC.00.695 Principles of Communications</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.085 Psychology of Communication</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.690 Public Speaking</td>
</tr>
<tr>
<td>Self-analysis and Professional Development</td>
<td>P2NC.00.400 Psychology of Development</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.687 Adult Education</td>
</tr>
<tr>
<td></td>
<td>P2NC.00.459 Pedagogical Psycho-diagnosis</td>
</tr>
</tbody>
</table>

The acquired knowledge and skills are developed by students during Social Pedagogical Practice P2NC.00.731.

3.5.5. Personality Characteristics and Abilities

Work in the speciality presupposes the following personality characteristics and abilities: honesty and openness, empathy, tolerance, communication skills, creativity, initiative and ability to cooperate, decisiveness and sense of responsibility, sense of obligation, tolerance to stress, adaptation ability, ethic, accuracy, persistence, system thinking, effectiveness, good expression skills in speaking and writing, working ability, intellectual capability.

All these characteristics and abilities are supported within the context of various subjects of the Youth Work curriculum where trainings, seminars, tests and role play are used (for example Ethics P2NC.00.676, Adult Education P2NC.00.687, Youth Work Methods P2NC.00.839, Management of Recreation Activities P2NC.00.684, Working in a Youth Camp P2NC.00.689, Career Counselling P2NC.00.688). Students can develop these characteristics and abilities also at practice. The teacher’s example is also important.
3.6. General Structure of the Youth Work Curriculum, and Tasks, Shares, Dynamics and Development Strategy of the Modules

The large task conditioned by the Bologna process is to express the objectives of the curriculum through learning outcomes and, if necessary, to alter the general structure, content and teaching methods of the curriculum in order to achieve the aims studies. To fulfil this task the Council of the University of Tartu adopted the new Statute of Curriculum of UT in October 2006. According to the Statute all curricula are developed as learning outcomes-based programmes beginning from April 15, 2008.

The Youth Work curriculum is structured as modules- and competences-based, according to which the aims of studying, learning outcomes, the subject content and the study strategy/methods in use are defined for each module and each subject. The inter-subjects connections were established through cooperation between members of the teaching staff and cooperative discussions.

3.6.1. General Structure of the Youth Work Curriculum and Tasks and Shares of Modules

The total capacity of the curriculum is 160 CP, it is divided into 11 modules where the capacity of one module is generally 16 CP (see Appendix 7: Youth Work Curriculum). The structure of the curriculum is directed towards the maximum fulfilment of the aims and tasks of study. The curriculum is structured logically; the modules and subjects are interconnected. Students can improve and develop knowledge acquired in the base modules in the modules of the minor speciality, elective and optional subjects.

Aims of the Modules:

Language study (core module - 16 CP/24 ECTS) (10%) – to prepare students to work in the state language, work in the multicultural environment, to encourage them to read professional literature, to introduce terminology, to teach them to hold a conversation on the specialty topics in the Estonian, Russian and English languages, to correct students’ pronunciation and introduce penmanship to them. Thus students acquire Estonian language skills at C1 level and skills of one foreign language at B2 level. Students also receive the fundamental knowledge of management.

General subjects (core module - 16 CP/24 ECTS) (10%) – to provide students with fundamental knowledge, broaden their horizons and direct them to further studies. Thus, a student receives knowledge about the cultural space of Estonia and the world, civil society, professional ethics, research activity, rights, cross-culturalism. A student also develops his/her computer skills.

Pedagogy and Basics of Education (narrow field module - 16 CP/24 ECTS) (10%) – to provide an overview of the areas of pedagogy and knowledge about education in youth work. Thus a student receives knowledge about the principles of sustainable development, principles and directions of education and psychology. A student develops his/her personality characteristics and abilities during training sessions, seminars and role plays. A student gains knowledge about training and develops his/her training skills.

Polity (narrow field module - 16 AP/24 ECTS) (10%) – to provide an overview of the organisation system of the public sector of Estonia and the European Union; and to develop project management and communication skills. A student receives fundamental knowledge about management, public speaking, project work, European cultural space, and administration.

Basics of Youth Work (speciality module - 16 CP/24 ECTS) (10%) – to provide thorough theoretical and practical skills of areas of youth work and special youth work. Thus a student receives knowledge about youth policy, existence and organisation of youth work, organisation of education in Estonia, principles of counsel-
ling, methods in youth work, organisation and carrying out of events. A student also develops his/her creative skills, personality characteristics and abilities.

Practical Youth Work (speciality module - 16 CP/24 ECTS) (10%) – to improve students’ knowledge and prepare them for completion of practice in the speciality. Thus a student receives knowledge about working environment and occupational health, requirements to ensuring of safety and security, and healthy behaviour. A student can also improve his/her knowledge about Estonian culture; the module also creates conditions for obtaining the qualification of a specialist in career information III. In the given module a student is provided with first aid training within the context of the subject „Working in a Youth Camp“ and takes the examination for receiving the certificate of camp activity leader valid for five years (see 4.5).

Practice (narrow field module - 24 CP/36 ECTS) (15%) – to provide practical experience of youth work. Thus a student checks and improves his/her knowledge at practice, conducts an analysis, evaluates his/her abilities. A student also develops training and creative skills as well as personality characteristics and abilities. The Practice module is directly connected with the other modules as before completing practice students are to take pre-conditional subjects. All the criteria of practice completion are presented in practice guidelines (see 4.5).

Direction Module of minor speciality – (20 CP/30 ECTS, including practice in the minor speciality 4 CP) (12.5%):

· Local Government’s Administration – to provide an overview of the organisation of local government, knowledge about public administration and rights. To apply the acquired knowledge at practice. Thus students receive basic knowledge of economics, knowledge of the legal acts and standards connected with the field of the speciality, develop their communication and management skills which comply with the professional standard of documentation administrator. The given module also supports general and fundamental knowledge of a youth worker and in the module students improve their knowledge of civil society, management, human rights and society.

· Social pedagogue – to form general competences in the field of social pedagogy in order to work as a social teacher. Thus students receive knowledge in the fields of subjects and subject didactics, develop skills of creation of learning environment for motivating students, cooperation, self-analysis and evaluation skills which comply with the professional standard. The given module also supports general and fundamental knowledge of a youth worker and develops skills and personality characteristics.

Elective subjects (10 CP/15 ECTS) (6.25%) – to deepen the knowledge and skills in the speciality and to broaden students’ horizons. The aim of elective subjects is to support students’ personal preferences of career and specialisation with such speciality subjects which are additional to the compulsory subjects of the curriculum. A student who has completed the module acquires deep knowledge about a certain discipline and can establish connections with other fields or specialities.

Optional subjects (4 CP/6 ECTS) (2.5%) – to provide students with a possibility to improve their knowledge develop their skills and expand their horizons. Optional subjects can be chosen by students themselves from all the curricula of UT or other universities.

Graduation thesis (6 CP/9 ECTS) (3.75%) – a student demonstrates his/her readiness and preparation to begin working in the field of youth work or in the chosen minor speciality.
### Interconnection of Modules of Youth Work Curriculum

#### Language Studies (core module)
- P2NC.00.680 English for Specific Purposes
- P2NC.00.707 Penmanship in Estonian (written Estonian)
- P2NC.00.441 Phonetics and Spelling of Estonian Language
- P2NC.00.674 Estonian for Specific Purposes 1
- P2NC.00.506 Modern Russian language 1
- P2NC.00.507 Correctness and expressiveness of the Russian language

#### General subjects (core module)
- P2NC.00.252 Cross-cultural Communication
- P2NC.00.323 History of Estonian Culture
- P2NC.00.365 Introduction to Philosophy
- P2NC.00.676 Ethics
- P2NC.00.678 Introductory Sociology
- P2NC.00.700 Social Informatics
- P2NC.00.727 Estonian Legal System
- P2NC.00.361 Basics of Research Work

#### Pedagogy and Basics of Education (narrow field module)
- P2NC.00.085 Psychology of Communication
- P2NC.00.400 Psychology of Development
- P2NC.00.458 Social Pedagogy
- P2NC.00.685 Pedagogy and Basics of Education
- P2NC.00.686 Multicultural Education
- P2NC.00.687 Adult Education

#### Elective subjects
- P2NC.00.251 Russian Culture
- P2NC.00.193 Family Psychology
- P2NC.00.146 German Language
- P2NC.00.095 Theories of Development
- P2NC.00.425 Work with Family
- P2NC.00.459 Pedagogical Psycho-diagnostics
- P2NC.00.462 Introduction to Social Work
- P2NC.00.500 Designing an Individual Curriculum
- P2NC.00.731 Social Pedagogical Practice

#### Social Teacher (narrow field module of minor speciality)
- P2NC.00.090 Prevention and Correction of Problems of Puberty
- P2NC.00.100 Youth Psychology and Psychiatry I
- P2NC.00.460 Work with Children with Emotional-behavioural Difficulties
- P2NC.00.459 Pedagogical Psycho-diagnosics
- P2NC.00.462 Introduction to Social Work
- P2NC.00.500 Designing an Individual Curriculum
- P2NC.00.731 Social Pedagogical Practice

#### Basics of Youth Work (speciality module)
- P2NC.00.473 Basics of Counselling
- P2NC.00.681 Youth and Educational Policy
- P2NC.00.682 Youth Work Structures
- P2NC.00.683 Introduction to Special Youth Work
- P2NC.00.684 Management of Recreation Activities
- P2NC.00.839 Youth Work Methods

#### Practical Youth Work (speciality module)
- P2NC.00.405 Estonian Regional Studies
- P2NC.00.688 Career Planning
- P2NC.00.689 Working in a Youth Camp
- P2NC.00.691 Human Science
- P2NC.00.694 Drug and Criminal Prevention
- P2NC.00.728 Physical Education

#### Practice
- P2NC.00.287 Nature-and-Country-study Practice
- P2NC.00.703 Special Youth Work Practice
- P2NC.00.704 School Practice
- P2NC.00.705 Youth Camp Practice
- P2NC.00.706 Youth Work Practice

#### Structure of Society (narrow field module)
- P2NC.00.690 Public Speaking
- P2NC.00.695 Principles of Communications
- P2NC.00.699 European Union
- P2NC.00.711 Estonian Public Administration
- P2NC.00.717 Project Management
- P2NC.00.718 Non-profit Sector

#### Local Government’s Administration (narrow field module of minor speciality)
- P2NC.00.710 Introduction to Public Administration
- P2NC.00.841 Local Government
- P2NC.00.716 Organisation Theory
- P2NC.00.804 Microeconomics
- P2NC.00.805 Macroeconomics
- P2NC.00.831 State and Administrative Law
- P2NC.00.730 Practice in Local Government

#### Optional Subjects

#### Graduation thesis
3.6.2. Dynamics of the Youth Work Curriculum

The development of the curriculum is based on the feedback and suggestions of students, lecturers, practice supervisors and employers and our former graduates as well as changes in social and youth context of Estonia; comparative analysis of similar curricula in other European universities; the Bologna process recommendations. The cooperation networks of the College are described in subchapter 4.5, 8.1 and 8.3.

The development directions of the curriculum and the studying process have been as follows during the first four years:

· Modules and subjects of the curriculum are described based on learning outcomes, the conformity of the curriculum to the Youth Worker Professional Standard and professional documents of the minor speciality is analysed (see 3.5 for more detail);
· Creation of the minor specialities which support the speciality, facilitate additional working possibilities and integrate the Youth Work curriculum with the other curricula of the College;
· Promotion of the practice system whereat the development of practice guidelines has been an important stage;
· Development of the system of practice and career counselling;
· For the sake of the continuous development of the curriculum there has been established the Programme Council which involves both the teaching staff, students, alumni and employers (the Composition of the Programme Council in 1.1.2.2);
· Involving best experts of the speciality in teaching (see 7.1 for more detail);
· Field trips within Estonia and abroad (Finland, Russia) for making the studying process more varied and providing students with new experience;
· Facilitation of communication with the institutions of higher educations of the same profile in Viljandi and Tallinn, initiation of external connections for supporting students’ mobility and finding practice bases outside the local region and abroad;
· Development of study material by the teaching staff, development of e-courses. The materials designed in the College take into consideration students’ needs, provide the possibility for distant studying, introduce alternative study methods and also develop professional and methodological competences of the teaching staff.

The curriculum was amended in February 2007 (see Appendix 12: Proposal for amendment of the youth work curriculum). By this time the first students of the speciality had completed the speciality practice. Opinions of both future employers and students were taken into consideration in the process of making amendments to the curriculum. The biggest amendments were: the addition of the Basics of Youth Work module instead of the Introduction to the Youth Work module; the addition of the Polity module instead of the Management module. There were also amendments in the direction of the minor speciality – Social Pedagogue instead of Organisation of Social Work; the amendment allows continuing studies in the Master’s curriculum of the College. Amendments were also made to some subjects in the Language Study module and the module of Elective Subjects. The amendments helped to achieve a better conformity to the objective of the curriculum (in the case of each subject it was considered whether it facilitates achievement of the general objective of the curriculum and in what way), and a clearer and more logical structure (the present system of the clearly interconnected modules) was developed.

3.6.3 Strategy for future development

The basis for the development of the strategy is the opinions of the students, the teachers and the employers as well as the comparative analysis of the existing curricula in Estonia and abroad, the documents regulating the development of youth policy in Estonia and the development strategy of the University of Tartu.

The development of the content of the curriculum:

Aim – to increase the competitiveness of the students on the Estonian labour market:
- Paying more attention to the topic of international youth work by means of dividing the subject Youth work structures P2NC.00.682 4 CP, which currently includes this topic, into 2 parts, where one part of the course will be solely devoted to international youth work issues;

- Giving students more opportunities to get accustomed to the procedures and documentations rules a course of Records management P2NC.00.832 will be added to the list of electives;

- Increasing the amount of English language studies including the creation of opportunities for studying the language through inviting visiting lecturers and internationally recognised experts in the area of youth work and introducing English as the language of instruction in some subjects of the curriculum;

- Introducing a new practice course Learning Through Adventure in the amount of 2 CP at the expense of reducing the amount of Youth Work Practice P2NC.00.706 8CP. The aim of the amendment is to make the curriculum more attractive for potential students.

The development of Web-CT:

Aims: 
- to increase the flexibility in the system of education, to attract a new target group of potential students and to ensure the quality of education:
  - E-support for all the subjects of the curriculum by 2010;
  - E-study in no less than 30% of the subjects of the curriculum by 2010, but still taking into account the need for face-to-face contacts;
  - Joint courses of the full time lecturers with visiting lecturers and adjunct lecturers;
  - E-study training course for teachers and students.

Development of cooperation:

Aim to enhance the quality and attract new students:
- Cooperation with employers – suggestions for research topics in the areas which are of interest to employers, encourage the lecturers to carry out applied research;
- Organisation of in-service trainings – training for specialists in the area of youth work;
- Projects for organisation of practice; Learning Through Adventure project involving participants from Estonia, Russia and Finland; locations for practice in Estonia and abroad; field trips in Estonia and abroad.
- Student exchange – ERASMUS programme;
- Inviting visiting lecturers from other higher education establishments in Estonia and abroad, particularly specialists in the area of youth work;
- Participation in scientific conferences and seminars both in Estonia and abroad, organising youth forums and international student conferences in Narva;
- Joint seminars with the purpose of curricula development – inviting new partners for organisation of practice and development of the curriculum in Estonia and abroad;
- Providing more flexibility in the study process for both working students of Open University and day-time students;
- Training for the lecturers on methodology of teaching in a foreign, i.e. Estonian language, with the purpose of improving the students’ Estonian language skills through the studies of the subjects.

In order to bring the items of the future development plan to life, it is vital that the Marketing Plan is activated (see item 5.1.4).

The College also plans to take part in the ESF structure supports programme for the years 2008-2013 with an aim to enhance the quality of higher education. Opening of the programme is delayed but it should take place in October of the current year. In the framework of the measure „Advancement of human resources in research and development“ Narva College wishes to consolidate cooperation with employers, modernise and improve the content of curricula, improve the system of practical training and increase possibilities for practical training, support in-depth specialisation, incorporate more visiting lecturers and increase the mobility of the College lecturers, increase the proportion of foreign students in the first level studies and obtain and purchase more study and scientific literature. Besides all that, the measure also enables to train lecturers, research workers
and support personnel (e.g., training in the methodology of teaching foreign languages, the methodology in teaching in a multicultural environment).
3.7. Relations between Classroom, Practical and Independent Study in the Youth Work Curriculum and Their Efficiency. Creative and Research Objectives

3.7.1. Relations between Classroom, Practical and Independent Study in the Youth Work Curriculum and their Efficiency

The workload required to pass a subject is calculated in units of study, i.e. CP. One CP corresponds to 40 hours (one academic week) of student work including class attendance, practical and independent work as well as the assessment of learning outcomes. The duration of classroom work, lectures, seminars and practicums is 2 academic hours or 90 minutes. The course outlines establish the number of credit points and the corresponding amount of classroom or students’ independent work. Course outlines are written on the basis of the University of Tartu Course Outline (see Appendix 13: University of Tartu Course Outline Template). The volume of independent work within the frames of the curriculum is 49%.

The amount of the classroom work includes lectures, seminars and practicums. In the Youth Work curriculum the correlation between seminars, practicums and e-study is almost equal to lecture time - 16% and 17% respectively. In lectures, students are provided with theoretical knowledge about the subject; seminars and practicums are based on this knowledge. In seminars and practicums students learn to apply theoretical knowledge in practice, thus consolidating it. The variety of teaching methods used in seminars and practicums is important (see item 4.1).

Some of the subjects in the curriculum coincide with other College curricula. For instance, the Youth Work curriculum has the same core module: Language Study as the Local Government’s Administration curriculum. Besides, core module: General Subjects has the following common subjects: Cross-cultural Communication, Introduction to Sociology, Social Informatics and Estonian Legal System. A minor of Social Pedagogue is also offered in the Class teacher curriculum. In such cases lectures are held for the joint groups of students, yet seminars are organized for each group of students of certain major. On the one hand, the division of groups for seminars helps to focus on the specifics of one’s own speciality, on the other hand, some seminars are conducted without dividing of the groups, which helps to broaden students’ horizons and gain experience within the frames of a different speciality. The number of students within a group in a seminar is from 8 to 15 people.

Independent work supports the acquisition of theoretical knowledge, develops creative skills and competences of research work (including the skills of expression in writing) and provides preparation for both practice and graduation thesis. Students often account for their independent work in the form of an oral defence which develops public speaking skills. Independent work is accounted for within the frames of all subjects. Types of independent work also include e-learning which helps a student to develop independent work skills and computer skills, to analyse work of the group and to be in constant contact with teachers and other students of the speciality (see 4.1).

Practical training in real working environment lasts for 28 weeks in total (28 CP). The main aim of practice is to learn to apply one’s knowledge and to gain real skills and experience. Practice plays an essential role in promotion of teamwork and personality characteristics. In the course of practice students compile individual practice reports which, in their turn, develop the skills of independent work and improve understanding of theoretical subjects as well as their connection with real life. The practice report also facilitates the development of academic writing skills and analytical skills. After completing of each of the types of practice students receive feedback. The emphasis on the structure and format of the practice report is preparation for writing a graduation thesis (see 4.1).

The effectiveness of the studying process is facilitated by the following principles applied in the realisation of the curriculum:
· Emphasis on the development of students’ learning skills and individual supervision with the aim to increase the efficiency of studying. The development of learning skills is facilitated with subject Introduction to Studies P2NC.00.821 for first-year students; teachers’ analysis of results of tests and homework and commenting during a lecture or a seminar. During the whole subject course students have a possibility to receive a teacher’s consultation in the arranged form and at the arranged time. Teachers have regular office hours;
· Constant and systematic continuing education of the teaching staff within the College which enhances the teaching competence of the teaching staff; also support of teachers’ training in the speciality (7.2.2);
· Sufficiency of the technical means – possibility of teaching a subject with the electronic support through the SIS and WebCT, possibility to hold a video conference, the sufficient number of work stations with computers. Technical possibilities make the studying process more flexible, they allow to use the latest studying methods which support development of an independent learner;
· Topic-based studying excursions which enliven the studying process and allow introducing to students various areas of youth work in different places in Estonia (see 4.1).

3.7.2. Creative and Research Objectives within the Frames of Classroom, Independent Study and Practice

Creative objectives are achieved within the context of various subjects, in the case of classroom work – first and foremost in seminars and practicums. Students develop their creative skills in group work, presentation making, in the process of analysing management organisation, role play and while analysing field trips. A strong emphasis is placed on teamwork. In the corresponding activity teachers emphasise critical thinking, analytical skills, skills of information search and importance of activeness. See subchapter 4.1 for the studying methods in use.

The basis for accomplishment of research objectives is created within the context of subject Basics of Research Work P2NC.00.361 which provides students with fundamental knowledge about research work. Then students actively develop the acquired knowledge both by means of independent work and practice and, as a conclusion, they present their research in graduation theses.

Creative and research objectives are accomplished, first and foremost, through students’ independent work. Students demonstrate their skills of independent research work while writing practice reports and final thesis. The topics of the graduation theses of the first graduates of the speciality give an idea of the most popular areas of research: special youth work, extra-curriculum activity education, counselling, youth work structures, social pedagogy.

Creative and research objectives are also accomplished through independent research effort within the Students’ Scientific Society (SSS), which helps students realize their scientific potential. One of the priorities of work of the SSS is the organization of Narva College Students’ Scientific Conferences, which acquired international status in 2005.

One of the sections of the International Students’ Conference of 2008 covered the research conducted by the students in the field of Youth Work – „Youth Work – Possibilities and Bottlenecks“ – where 8 students of the Youth Work speciality made presentations:
· Ivan Tulženko, 3rd year student – Comparative Analysis of the Preferred Leisure Time Activities of Children from the Children’s Home and Two-Parent Families (on the example of a school in Estonia);
· Svetlana Chibina, 4th year student – The Idea of Family of 10-12-year old Children from Narva Children’s Home and One-Parent Families;
· Irina Tarakanova, 4th year student - Providing Young People of Narva with the Information about their Rights on the Labour Market of the European Union on the Example of Great Britain;
· Jekaterina Tihomirova, 4th year student – Possibilities for Development of Extra-curricula Activity Schools (on the example of Narva Children’s Art and Activity Centre);
- Jekaterina Andrejeva, 4th year student – Risk factors of Deviant Behaviour of Teenagers;
- Angelina Pällo, 4th year student – the Situation with Youth’s Extra-curriculum Activity in the Vaivara Parish.

Students of the Youth Work speciality also presented their research outcomes in the work section „Issues of Pedagogy and Psychology“:
- Tatjana Hütt, 4th year student – A Child with Special Needs in a Regular School;
- Olga Sadovina, 3rd year student – Methods and Problems of Socialisation in Work with Children with Special Needs.

Students can also develop their creative and research skills during their practice in the speciality by fulfilling specific practice tasks, as well as by presenting and defending their practice reports (see 4.7).

The teachers of the Youth Work curriculum actively support the students’ participation in lectures by use of various methods.
3.8.  Revision of the Youth Work Curriculum

3.8.1  Procedure for curriculum alteration

The process of curriculum title alteration, introduction or elimination of particular specialisation is regulated
by the Statute of Curriculum of the University of Tartu (Act No 9 of the Council of the University of Tartu of
the amendments concern more than 1/3 of all the compulsory subjects, a new curriculum is to be designed.
The process of making amendments or additions to the curricula is incited with the grounded proposal of the
Programme Manager, the curriculum self-evaluation, the propositions and suggestions of experts and members
of the accreditation committee. The amendment to the curriculum is adopted by the Council of Faculty of
Education. See subchapter 3.6.2 for the content of the introduced and planned amendments.

3.8.2.  Comparison to other Curricula in Estonian and Foreign Universities

The speciality of Youth Worker is offered in three higher education establishments in Estonia: at Tallinn Pedagogical College – Youth Worker curriculum; at the University of Tartu Viljandi Culture Academy – Leisure Time Manager-Teacher and Leisure Time Manager in Multicultural Environment; at the University of Tartu Narva College – Youth Worker. The comparison below has been done by scrutinising the curricula of all three education establishments.

Similarities with Estonian curricula:
- All of the Estonian curricula are offered on the level of applied higher education;
- Capacity of every curriculum is 40 CP a year;
- Eligibility for enrolment is granted to those who have completed secondary education;
- Upon graduation the students are granted an applied higher education diploma with a diploma supplement;
- Estonian is the language of instruction;
- Every curriculum has Basic module: General subjects;
- All the curricula support the Youth Worker Standard;
- All the curricula include the study of foreign languages; study of psychology and pedagogy; subjects in project management and camp work; and practice at school and practice in a camp;
- All the curricula end with writing a graduation thesis (Alas, only in Viljandi Culture Academy there is a choice between graduation thesis and examination);
- Upon graduation the students of all curricula have the opportunity of continuing their education at Master's level;
- All the curricula support cooperation between themselves and similar curricula abroad (all the curricula cooperate with Finland).

Differences with Estonian curricula:
- Length and capacity of the curricula;
- Aims of the curricula (the curriculum in Tallinn trains youth workers, the one in Viljandi - leisure me managers, Narva College trains specialists in the sphere of special youth work);
- Specialization of the curricula (the curriculum in Tallinn does not have any specialization, the curriculum in Viljandi has 3 specialisations (drama pedagogy, manager-teacher of culture, life pedagogy), in Narva the curriculum offers several minors, which widens the possibilities for employment of the graduates);
- Only Narva College curriculum emphasizes special youth work, taking into account the peculiarities of the region;
- Only Narva College curriculum has integrated the multicultural component into its study.
- Only Narva College has an extensive language learning part in the curriculum that covers the two most prevalent languages on Estonia – state language – Estonian, and Russian;
- Curricula in Tallinn and Viljandi pay more attention to international youth work;
As far as practice is concerned, only Narva College curriculum offers Special Youth Work Practice and Nature and Country-study Practice. Curriculum in Viljandi offers Learning Through Adventure Practice; Narva College students also participated in the project. Only Narva College offers Master’s study possibility in their own institution on the basis of the education received at the College.

Among the priorities for the development of the curriculum under accreditation is active support of cooperation with Finland and Russia. Thus, the curriculum Youth Work Organization of Lomonosov Moscow State University and the curriculum of Civic Activities and Youth Work of Finish HUMAK University of Applied Sciences have been chosen for comparison.

Similarities with foreign curricula:
- Enrolment is granted to those who have completed secondary education;
- State language instruction;
- Curricula in Narva and Finland are divided into modules, the Moscow curriculum is currently in the process of transfer to the Bologna system of education;
- All the curricula offer subjects in general studies;
- All the curricula support the study of foreign languages; study of psychology and pedagogy; and include basic subjects in youth work;
- Curricula of Narva and Moscow offer to study Career Counselling;
- All the curricula support multicultural education;
- All the curricula include practice; the Moscow and Narva curricula include school practice and Narva and Finnish curricula include social pedagogy practice, according to the chosen specialisation;
- Two of the three curricula (Narva and Finland) offer specialisation;
- All the curricula end with writing a graduation thesis;
- All the curricula support further education.

Differences with foreign curricula:
- Narva College curriculum grants applied higher education; the one in Finland offers Bachelor’s degree; the curriculum in Moscow grants Master’s degree;
- Length and the capacity of the curricula;
- Specialization of the curricula – only the Narva College curriculum offers minors;
- Only the Narva College curriculum offers training for working in a camp and counselling;
- In the curricula of Moscow and Finland a great share of the total capacity is devoted to the study of foreign languages;
- Only the Narva College curriculum offers Special Youth Work Practice and Camp Work Practice;
- Finnish curriculum offers Master’s level studies in the speciality of Youth Worker.

The comparative analysis of the curricula has revealed that the Narva College curriculum needs to develop the international dimension of youth work, and increase the amount of foreign language studies. The results of the comparative analysis have been taken into consideration while working out the Strategy for future development (see item 3.6.3). Valuable peculiarities in Narva are the system of specialization and the choice of minors; a great amount of attention is also given to the peculiarities of the multicultural society and counselling. For the complete comparative analysis see Appendix 14.
4. STUDYING PROCESS
General Data about Organisation of Studies

1. Number of weekly hours according to the timetable per term:
   Minimum – 0; average – 20; maximum – 52

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:
   Major speciality: minimum – 5; average – 19; maximum – 64
   Minor speciality:
   Local Government’s Administration (LGA): minimum – 9; average – 17; maximum – 29
   Social Pedagogue (SP): minimum – 17; average – 40; maximum – 59

5. Total number of independent written works: on average 67
   At the major speciality – 55
   At the minor speciality: Local Government’s Administration – 7; Social Pedagogue – 8
   Elective subjects – 18 (from the total number of the offered elective subjects, in the volume of 40CP)

6. Average period of the permanent timetable: term

7. Percentage of availability of textbooks:
   Youth Work speciality – at least one main textbook for each of the subjects;
   54% of compulsory literature is easily available to students in the library;
   100% of compulsory literature in foreign languages is available to 25% of students;
   100% of compulsory literature in the library is available to 20% of students;

8. Share of students who have exceeded the official nominal period of studies among the first graduates 2008: 45%

9. Numbers of graduates with honours: 0%
4.1. **Main Methods of Teaching and Learning and Ways of Their Implementation**

The forms of teaching applied in the studying process allow reaching the goals and fulfilling the tasks set up in the syllabus – there are lectures, seminars, practicums, field trips, practice, web-based courses and different types of independent work.

In the Youth Work curriculum classroom work comprises 33% of the overall study volume of the curriculum (lectures – 17% and seminars/practicums/e-learning – 16%). A lecture is used for forming basic theoretic knowledge and ideas and is applied when it is necessary to convey a large fragment of information in a short time, pose problems and suggest possible ways for solving them. Most lectures are supported with PowerPoint presentations, sometimes lectures are made more impressive with suitable video material. The duration of lectures, seminars and lab classes is 2 academic hours, i.e. 90 minutes. According to the results of the survey carried out among members of the teaching staff in June 2008, lecturers of the Youth Work curriculum do not generally use lectures in their pure form to introduce the content of the subject. During lectures they use such methods as discussion, brainstorming, Socratic elenchus, pair work or group work. The teachers often enrich their lectures with elements of seminars or practicums.

The aim of seminars is to analyse and discuss the material studied under the teacher’s supervision. The main methods used at seminars are: case study, project work, pair- and group work, role play, psychodrama discussion of compulsory literature, defence of results of independent work, video trainings, brainstorming, making presentations, discussion, analysis of video material. From time to time and according to the needs (for example, using on-line dictionary and search for data in the Internet as well as getting acquainted with data bases of legal acts of Estonia and the European Union) seminars are conducted in the Computer Laboratory where students can use Internet communication environment. The use of various methods helps to consolidate the material acquired in lectures, supports students’ self-analysis and allows to master different useful methods for future work. Both seminars and practicums develop students’ verbal skills which are especially essential in bilingual studying. As a rule, students’ attendance of seminars is compulsory which is specified in each course outline.

Practicums are used for activating learning activity of students, developing practical skills. Students apply knowledge they gained during lectures. The main methods applied during practicums are group work, project work, comparative analysis, role play, development of various plans and short projects, planning of excursion routes and events. Practicums are also used in language study. Attendance of practicums as in seminars is, as a general rule, compulsory.

Practicums also include field trips. Field trips within the curriculum are organized with the aim to broaden, deepen and illustrate knowledge students gained during lectures and other forms of classroom work. In the frames of different subjects (Introduction to Social Work P2NC.00.462, Introduction to Special Youth Work P2NC.00.683, Work with Family P2NC.00.425, Drug and Criminal Prevention P2NC.00.694, Basics of Counseling P2NC.00.473) the following field trips were organised: May 2005 to Tallinn Pedagogical College; December 2006 to information fair Teeviit; December 2006 to University of Tartu, the office of Tartu Postimees (local office of one of Estonia’s biggest daily papers), and Tartu Studio of ETV (Estonian Public Broadcasting); December 2007 to Drug Commune of the Vaivara Parish, and Jõhvi Rehabilitation Centre for Youth and Children; January 2008 to Tartu Prison; March 2008 to Russia, the Government of Pskov City and the Pskov Region, and Academy of Public Service; April 2008 to Porkun School (school for children with special needs).

Visiting various institutions of the field of youth work and social and public fields broadens students’ understanding of the choices they have in their search for employment. Some field trips allow students to establish contacts with local employers beforehand. For example, the students’ feedback from the visit to Tartu Prison showed that 5 students would like to work in the Prison system and as a result, one student of the fourth year has been working in Viru prison beginning from June 2008 and another student completed her Special Youth Practice there. In addition, one student has become an assistant for crime ward officer. Organisation of field trips within the frames of the curriculum will be paid attention to in the future as well.
Practical training is the last step in the long chain of preparation activities. The preparation of students for their future jobs begins with lectures where they receive basic theoretical knowledge. Seminars are focused on discussions and analyses to improve students’ skills of critical thinking. Practicums are about learning-by-doing and experiencing first-hand the different working methods that students have learned about in theory classes. The practical trainings are the last step before going and competing in the labour market. In the course of practical trainings, that is working along-side professionals and specialists, they enhance and perfect their skills and knowledge they have acquired so far. For a detailed description of practice see subchapter 4.7.

Web-based courses help students acquire new technological methods, and allow students to choose convenient studying regimen. These courses are interactive which raises the efficiency of learning. WebCT environment is used for development of web-based courses, and the access to the course is protected with a password. All members of the teaching staff have possibilities for designing a web-based course. The number of students who can take such courses is unrestricted and it allows making the studying process more flexible, especially for those students who are working. Within the frames of this curriculum learning through WebCT is supported by classroom work. The partially web-based organisation of the curriculum also provides students with the possibility to on occasion meet and communicate with teachers face-to-face.

All the members of the teaching staff have the possibility of delivering their courses also with e-support. A teacher can communicate with students registered for his/her subject in the Study Information System (SIS) which today is used for 100% of subjects. Teachers can also display and share their studying material in the SIS which is done in 52% of subjects. Web-based learning is now on the upgrade exactly because some teachers do not work in the College full-time. Use of web-based courses diminishes the problem that students have with visiting lecturers who concentrate their classroom load to a rather short time frame. For web-based courses at the speciality see 7.4.3

Independent work at the Youth Work curriculum constitutes two thirds of the overall study load.

The independent work includes the following activities:

<table>
<thead>
<tr>
<th>Type of independent work</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with scholarly literature, analysis of scientific theories, including preparing for discussion groups, taking notes and writing reviews etc.</td>
<td>16.4</td>
</tr>
<tr>
<td>Solving practical situations, analysis of different cases and situations</td>
<td>10.5</td>
</tr>
<tr>
<td>Planning and carrying out of various types of activities (including during practice)</td>
<td>10.1</td>
</tr>
<tr>
<td>Development of action plan and project</td>
<td>9.6</td>
</tr>
<tr>
<td>Composition of self-evaluation, reports and a studies portfolio</td>
<td>9.0</td>
</tr>
<tr>
<td>Preparing presentations, reviews</td>
<td>6.1</td>
</tr>
<tr>
<td>Solving written tasks/exercises</td>
<td>6.1</td>
</tr>
<tr>
<td>Preparation to seminars, colloquiums, discussions</td>
<td>5.7</td>
</tr>
<tr>
<td>Field trips (including the analysis of the visit, filling-in of the corresponding documentation)</td>
<td>5.2</td>
</tr>
<tr>
<td>Writing research projects (including preparation for and conducting of a research)</td>
<td>4.3</td>
</tr>
<tr>
<td>Writing essays and articles</td>
<td>4.3</td>
</tr>
<tr>
<td>Finding material on the Internet and using computer programmes</td>
<td>3.8</td>
</tr>
<tr>
<td>Preparing creative works</td>
<td>3.3</td>
</tr>
<tr>
<td>Studying legal acts</td>
<td>2.3</td>
</tr>
<tr>
<td>Group work, discussion in WebCT environment</td>
<td>1.9</td>
</tr>
<tr>
<td>Work with visual aids (video material, maps, diagrams, reproductions)</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Such variety of methods of independent work allows to consider the particularity of each subject, needs, possibilities and individual peculiarities of students, and it supports the development of professional skills of a youth worker.

The research component in the studying process, including the graduation thesis, is described in subchapter 3.7.2. The approach to practice is introduced in subchapter 4.7.
4.2. **Organisation of the Studying Process, Learner-centred Organisation, Information**

4.2.1. **Organisation of the Studying Process**

4.2.1.1. **The Academic Year**

In the University of Tartu the academic year is divided into two terms: the autumn term and the spring term. The studying process is organized according to the academic calendar which is adopted with annual decree of the Rector. Both the autumn term and the spring term consist of 20 academic weeks each. The academic calendar also defines the calculated beginning and end of the academic year, deadlines for students’ registration to subjects, holidays, terms. The College completes the academic calendar with the dates essential for regulating/supporting the studying process in the College. The completed academic calendar is adopted by the College Council and made available for all the College students and teaching staff at the College home-page (http://narva.ut.ee/uliopilasele/kalender.php).

4.2.1.2. **Study Information System (SIS)**

SIS of the University of Tartu (see https://www.is.ut.ee/pls/ois/itere.tulemast) was designed in order to develop the learner-centred system and improve the availability of information. SIS is the official information-exchange environment of the study organisation in the University. A student automatically receives the user rights at the first logging to SIS. A student has the user rights only in the area of data related to him/her: the curriculum with syllabi of all the subjects which include the subject content, requirements and deadlines as well as lecture timetable and examination schedule. A student loses the user rights in case of dismissal or graduation from the University.

A teacher can use his/her SIS environment for making amendments to subject syllabi, adding materials and other information concerning the subject, contacts students who registered to his/her subject through the automatic e-mail-sending service, check students’ evaluation and feedback about the subject and submit annual report of the member of the academic staff.

The Programme Manager has all the above-mentioned rights in relation to the whole curriculum, besides he/she sees overall feedback from students about subjects and their performance in the frames of the curriculum.

A specialist in the organisation of study checks students’ performance, registers and supervises students’ performance, designs the timetable and examination schedule, draws up documents both about students and about organisation of study.

This work environment SIS is an essential part of the study organisation in the University as all the information is immediately available to all the specialists; and at the same time there is direct contact between the teacher and exactly the students who study his/her subject.

4.2.1.3. **Study and Study Load**

Study is organized according to the Study Regulations of the University of Tartu which is the base document regulating levels of study and study-related relationships and which establishes general areas and requirements of study arrangement, rights and responsibilities of both teachers and students in the University, including the College.
During one academic year students take subjects in the capacity of 40 CP, 20 CP each term (1 credit is equal to 1.5 European Credit Transfer System credit points (ECTS)). As a rule, a subject is completed within one term. A student is transferred to the next year of study if he/she successfully passed examinations in the corresponding subjects of the previous year. By the end of each year full-time students with full load and students at state commissioned places are to complete not less than 75% of the standard study load, which is at least 30 CP (Study Regulations items 66-70). About Study load see also item 5.3.1.

4.2.1.4 Regulation for Accreditation of Prior and Experiential Learning (APEL)

The accreditation of prior learning or learning work is regulated according to Study Regulations of the University of Tartu and by the Rector of the University of Tartu Decree No 29 „Procedure of Accreditation of Prior and Experimental Learning in the University of Tartu“ of September 28, 2006.

The APEL system is successfully applied in the College on the whole and in the curriculum being accredited in particular (see 5.3.1).

4.2.1.5. Timetable and Registering for Subjects

Study Regulations establish the procedure of registering for subjects and examinations which is connected with the timetable. The timetable is composed for the whole term (see Appendix 15: Weekly Timetable Template of the Youth Work Curriculum). Prior to registering for subjects a student gets acquainted with the curricula, study plan (year plan) and syllabi of the selected speciality on the Internet on the home-page of Narva College and in Study Information System of the University of Tartu. Students are informed about changes in the timetable through Student e-mailing lists or the timetable in Study Information System. Information about changes in the timetable is also displayed on the stand in the lobby of the College. A student independently registers for subjects proceeding from the above-mentioned information and according to the procedure established in Study Regulations. A student has the right to cancel the registration for a subject before 10% of the classroom work has taken place.

The study plan of each academic year is based on the logical sequence of courses. The curriculum includes prerequisites for many courses. Taking prerequisites into consideration, every student can make independent decisions about the sequence of courses. Courses for students generally take place from Monday to Friday. Within the frames of the minor speciality full-time students are to take some subjects in the Open University and they see this necessity to organize their study in a more flexible way both as a problem and as a challenge, see 4.4.2 for more detail. In the future the College plans to allow students to use flexibly both the form of full-time study and the Open University.

4.2.2. Information and Learner-centeredness

Both electronic means and direct communication (which is highly appreciated in a relatively small College) are used for securing of student-centeredness. Informing of students is taken care of by the Programme Manager, administration as well as students themselves. In the College informing and counselling of students are closely integrated; see also the subchapter about the counselling of students 5.2.

- In addition to SIS (see 4.2.1.2) the College has its own learner-centred system of information exchange: briefing hour is organized for the first year students before the beginning of study. During the first term the first year students attend lectures in the frames of the course Introduction to Studies (1 CP) where they get acquainted with organization of studies in the University, including Narva College, possibilities provided by the curriculum and study, principles of using studying equipment, library and SIS, requirements to execution of written papers and basics of research and scientific work;
- College home-page (http://narva.ut.ee/) displays all the necessary information: general information about the College, basic documents, structure and staff. Under a separate link – To Student; and Study – students can find all the needed documents, such as curricula, syllabi, early study plans, SIS-timetables, study regulations and forms, study-related guidelines and studying materials. The web-page also contains information about the College alumni, conferences, projects and events;
- Forum on the home-page of the College supports students both in study-related issues and in their student life. Most of the forum topics are supervised by students themselves. The main sections of the forum are: support for first-year students; work of the Student Council; questions to the administration; the studying process; employment possibilities; life in the hostel; organisation of events; sports; KVN (comedy club); cinema etc.;
- Information is also exchanged through various e-mailing lists, for example: noorsootoo@narva.ut.ee – information for students of the Youth Work curriculum, career@narva.ut.ee – for support and counselling of career planning of students of applied higher education;
- Students also have a possibility to deliver their questions to the administration Online via the link: Questions-Answers which is supervised by the secretary of the College Anastasija Ivankova;
- Information exchange through different mailing lists: e-ope@narva.ut.ee – e-courses and materials; press@narva.ut.ee – press releases about life of Narva College; sno@narva.ut.ee – the Students’ Scientific Society; tudengid@narva.ut.ee – information for Narva College students;
- College has its own student newspaper Dixi which introduces aspects of student life and is bilingual. The College also publishes information bulletins. Most of the information is available both in Estonian and Russian. Students of the Youth Work curriculum actively support the College newspaper (a student of the Youth Work speciality is the editor of the newspaper and every month students of the speciality write articles for the newspaper);
- Lecturers communicate with students individually during the teacher’s office hours (2 hours per week) or on appointment as well as by telephone and e-mails, or in SIS and WebCT environment;
- If students have any questions about organization of the study process, including social and financial issues (tuition fees, scholarships, allowances, etc) they can approach specialists of the Office of Academic Affairs;
- Students are provided with consultations and support in solving current problems by the Programme Manager Maria Žuravljoa, specialist of the Office of Academic Affairs Natalja Kravšenko, specialist of the Open University Maaria-Mai Łookene (the Office of Academic Affairs is open 8 hours a day and on Saturdays of the Open University it is open from 8.30 a.m. to 3.00 p.m.) and by tutor Jana Kondrašova;
- In the College there is the Students’ Studies Committee whose main activities are described in subchapter 5.5.

Proceeding from the results of the survey conducted among students of the speciality in May 2008, 86% of the students are content with the availability of information about the organisation of the studying process (see 4.6; Appendix 16: Analysis of the Survey of the Youth Work Curriculum Students’ Contentment).

The students’ participation in the development activity of the curriculum and the College is described more fully in the following subchapters. Subchapter 5.5 describes work of the Student Council and the Students’ Studies Committee on fostering of students in realisation of their possibilities and in organisation of events. Students are involved in development of the curriculum and counselling of their peers which is described in subchapter 5.2. The curriculum focuses on facilitating of the flexible organisation of the studying process, forms and methods of teaching are directed to achievement of the best results, see 3.7 and 4.1. The APEL system is applied, see 5.3.1.
4.3. Advantages and Shortcomings of the Studying Process and Development Strategy

4.3.1. Advantages of the Studying Process

- The students’ survey (please refer to section 4.6.1) shows that the students are satisfied with the organisation of studies. The students considered most important that they have the possibility to plan their studies independently and divide their studies between full-time study and Open University;
- The curriculum is implemented predominantly in the Estonian language by giving due consideration to the different proficiency levels of the students. Given the limited possibilities of practicing Estonian language skills in Ida Viru County the students like the fact that studies are conducted in Estonian (please refer to section 8.8.1). This helps them keep up the knowledge acquired in secondary school. In addition Estonian is used across the country for communication, so youth workers must be able to speak the language. Thanks to the Estonian language curriculum the students are considerably better versed in the language of youth work and the professional terminology in Estonian;
- The teaching staff of the College use different forms and methods of teaching, geared to achieving best results in the Youth Work specialty. Systematic training of the teaching staff and involving practitioners with lecturing experience are contributing factors. Practical exercises and study tours complement the theoretical knowledge, and provide an excellent opportunity to control one’s knowledge and compare the information received;
- The respective shares of class attendance, practical and independent work have been carefully balanced and complement each other. The students’ learning skills (Introduction to Studies course) and advice to students are given equal attention;
- The instruction is provided in small groups (19 students on average, even less in seminars and practicums), which facilitates interaction between students and the lecturer (as well as interaction among students);
- Practical training plays an important role in professional higher education; the system of practical training in the specialty to be accredited has been carefully planned and the students are given guidance and advice by various parties. Special guidelines have been drafted for practical training in Youth Work. The success of the activities to date is proved by the analyses conducted of practical training and can be measured by the high employment rate of the students both during studies and after graduation (see 4.7; 5.4). The funds of ESF are also devoted to the organisation and constant development of practical training;
- The College has a number of guidelines and other documents supporting studies: Guidelines for Written Work, Procedure for Preparing Final Theses in Narva College, the Procedure for Defending Final Theses in Narva College;
- Students have easy access to computers and the Internet. Since 2006 the College has followed the relevant Tartu University strategy for 2006-2010, pursuant to which courses must be at least partly web-based. Today 100% of the compulsory subjects of the Youth Work curriculum are furnished with e-support. These developments have been very useful for the College in helping to combine work and study of students attending both and providing them with the possibility of contacting their teachers at any time. The Internet also makes it easier to use teaching staff receiving hourly pay;
- The College recognises prior experience and learning. The system is based on the concept of flexibility of lifelong learning as expressed in the Bologna Declaration. The principle has been successfully implemented in this curriculum. 21% of the students have been using the APEL system of prior experience and learning;
- The support services (Department of Studies, the library, the computer laboratory and Estonian House with the multicultural education centre) provided by the College are well-developed, the College staff are highly qualified and well-motivated.
4.3.2. Shortcomings of the Studying Process

- The students are concerned by too frequent changes in the timetable. The problem arises from the tight and often changing schedules of renowned specialists (visiting lecturers and practitioners). Different specialties taught as minor specialties are joined and therefore instruction is partly conducted in the Open University system;

- The students' possibilities for communication with visiting professors or teaching staff in comparison with their regular teaching staff are limited and offered irregularly.

4.3.3. Development Trends for Studying Process

- Constant work on improving the organisation of studies and informing students thereof must continue. One example is the combination of the Open University and full-time study and the resulting work on weekends due to the availability of teachers. The following solution has been proposed: in the timetable of a long day study periods of varying levels of difficulty and nature alternate. In weeks when full time students have to work on Saturdays they will have the next two days (Sunday and Monday) free;

- Teachers receiving hourly pay may not be fully aware of all the arrangements concerning work in the university and are therefore in need of advice from the Programme Manager. This system has to be defined in clearer terms, developed and then put into work;

- The College has been successful in promoting e-support and e-learning. Both the students and teachers consider e-support an important source of information, means of assistance and communication, especially for students who work and study simultaneously;

- Open University form of study for Youth Work curriculum is going to continue;

- All parties admit that despite e-learning face-to-face meetings of students and teachers in the classroom have to be maintained as well. The methods of e-learning must be continuously explained to the students. The teachers who are not actively using e-support need additional training. A detailed action plan has to be prepared for the next three years;

- The whole teaching staff of the specialty requires training in the methods of teaching in another language. The plans are to organise such training with the help of the Ministry of Education and Research, and with funding from ESF.
4.4. Assessment of Learning Outcomes, Objectivity, Analysis of Outcomes

4.4.1. Regulation of Assessment of Learning Outcomes

Assessment of learning outcomes is regulated by the Study Regulations of the University of Tartu which establish examinations and preliminary examinations as forms of knowledge assessment and determines the procedure of their completion, rights of the teacher and the examinee, procedure of defending final thesis. The Study Regulations also determine the six-point scale for graduated assessment of learning and the procedure of implementation of the scale:

- grade ‘A’ or „excellent“ – given for outstanding and particularly profound knowledge of both the theoretical and applied aspects of the subject, creativity and effortless skill in applying learning outcomes, considerable independent work and versatile knowledge of speciality literature. The student has acquired 91-100% of the material referred in subject syllabus;
- grade ‘B’ or „very good“ – given for very good knowledge of both the theoretical and applied aspects of the subject within the limits of the subject syllabus and textbooks, very good skill in applying learning outcomes. The exam has revealed certain errors which are neither substantive nor serious. The student has acquired 81-90% of the material referred in subject syllabus;
- grade ‘C’ or „good“ – given for good knowledge of both the theoretical and applied aspects of the subject, good skills in applying learning outcomes. A certain lack of confidence and imprecision are apparent in the student’s answers pertaining to subject depth and detail. The student has acquired 71–80% of the material referred in subject syllabus;
- grade ‘D’ or „satisfactory“ – given for knowledge of basic theoretical and applied principles, facts and methods of the subject and an ability to apply these in typical situations. The student’s exam answers lack confidence and suggest considerable lacunae in his/her knowledge of the subject. The student has acquired 61–70% of the material referred in subject syllabus;
- grade ‘E’ or „poor“ – given for minimum knowledge of the subject, the application of which presents serious problems. The student has acquired 51-60% of the material referred in subject syllabus;
- grade ‘F’ or „fail“ – given in case of failure to show minimum knowledge of the subject. The student has acquired 0-50% of the material referred in subject syllabus.

4.4.1.1. Examinations: Forms, Procedure, Densities

The overall number of examinations in the major speciality of the Youth Work core curriculum is 33, at the minor speciality Local Government’s Administration – 7, and at the minor speciality Social Pedagogue – 6. The overall number of examinations in the Youth Work curriculum is 40 and thus 82% of the assessment is graduated. The assessment of practice is also graduated which is described more precisely in subchapter 4.7. A non-graduated assessment (or pass/fail evaluation) is a form of testing knowledge or current work, its positive result is defined as „Pass” and negative result as „Fail”.

Examinations are conducted in order to check students’ knowledge, they also signify the end of studying a subject course or a topical unit of subjects. Examinations allow assessing the depth and degree of consolidation of the studied material. Examinations are held during the examination period. To be allowed to sit an examination students are to fulfil different requirements. In case of the majority of subjects students are required to attend on average 75% of the course, 100% of seminars and practicums which is determined in the course outline. Each teacher has his/her own special requirements specified in the „tests and independent tasks” section of the course outline (see Appendix 13: University of Tartu Course Outline Template). The overview of the forms of independent work is presented in the subchapter below.
The final assessment is often based on the continuous assessment which secures the consistency of studying. For example, on the basis of participation in lectures (max 40 p), three home works (max 40 p) and the examination (max 20 p) or 20% for participation in lectures and seminars 80%. Various tests are also used in the continuous assessment which allows the teacher to assess the level of knowledge acquisition and, on the other hand, allows students to prepare for the examination. Types of tests are: written test, incident analysis, brainstorming. For example in the framework of the course Social Informatics the students take several tests such as – Data analysis in SPSS; Working with Excel – and so on.

The system and procedures for examinations (oral or written, conditions of admittance to examinations and repeating examinations, etc.) are determined in the syllabus. In case of the Youth work curriculum 67% of examinations are in written form, 10% are oral examinations and 23% are combined examinations – part of the final assessment is based on the combination of the written and oral forms. At the end of practice students are also to defend their practice report orally; both peer students and supervisors from the practice bases attend the procedure of the defence.

The written form of the knowledge checking includes both a multiple-choice test and answering to more difficult questions which presuppose a discussion. In case of an oral examination peer students also have a possibility to ask additional questions and listen to answers. The advantage of an oral examination is the development of communicative skills and improvement of expression skills in the Estonian language.

Results of examinations are registered in the examination report which is the basis for acknowledgement of a student’s learning outcomes. The examination results are entered in the Study Information System before the set deadline. In the term during which students are taking a subject they are allowed to choose between at least two regular examination dates. Receiving a fail grade at an examination or being absent from an examination does not preclude a student from taking examinations in other subjects unless the opposite is determined in the subject syllabus. In the event a student received a fail grade in both the regular examination and the rest, the student is to re-register for another course of this subject and fulfil all the requirements set for the completion of the subject. For objectivity of forms of control and feedback see 4.4.1.3.

4.4.1.2. Final Theses: Forms, Procedure

The requirements to the content and execution of final theses and also to the defence procedure are determined by the Procedures of Execution and Defence of Final Theses of NC (see Appendix 10: Regulations for Graduation Theses Defence at Narva College; Appendix 11: Requirements to Graduation Theses at Narva College) and agreed with Study Regulations.

Each lector of the Youth Work curriculum offers at least five graduation thesis topics which a student can, but does not have to use when choosing a topic for his/her graduation thesis. The best topic is the one that complies with a student’s interest and training, for example during practice or at work. Topics for graduation theses are often suggested by the practice supervisor from the practice bases, especially in case of the youth work practice, as this practice is scheduled for the last year of studying. For example, one of the graduates wrote her graduation thesis on the topic „Possibilities for Development Narva Children’s Art and Activity Centre“ which was suggested by Narva Children’s Art and Activity Centre. In the future the College is planning to cooperate with employers so that they would suggest necessary research topics. In September of the academic year 2008/2009 topics for graduation theses were suggested by 2 non-profit organisations (from Narva and Tartu) and also by the Ministry of Education and Research. All the suggested topics are offered to students during the seminar on graduation thesis when students also discuss the main rules and procedures of graduation thesis writing. The seminar is conducted at the beginning of the academic year which provides students with enough time to choose the topic and the supervisor and to submit the graduation thesis outline by the fixed time.

All the deadlines for submitting the outlines, preliminary theses, graduation theses as well as the dates of the pre-defence and defence are determined at the end of the previous academic year and registered in the academic calendar which is available on the homepage of the College (http://narva.ut.ee/uulopilasele/kalender.php).
Students write the graduation thesis outline following advice of their supervisors. The thesis outline signed by the supervisor is submitted to the Division by the deadline set by the academic calendar: if a student wants to defend the thesis in January, he/she is to submit the thesis outline by March 10 of the previous academic year and in case of the thesis to be defended in June, the outline is to be submitted by October 10. On the basis of the outlines the Head of the Division draws up a proposal on the basis of which the director approves the topics of graduation theses. Further on a student works in cooperation with his/her supervisor whom the student is to meet as often as at least once a month. E-mail is also an important means of communication which students can use to consult the supervisor.

For the pre-defence students submit one copy of the thesis to the Head of the Division one week before the date of the pre-defence. The pre-defence is carried out approximately one month before the final defence; at the pre-defence students present their research in front of the Panel consisting of the teachers of the Division. The students receive final recommendations about the content and format of their theses. Before a student can be allowed to the pre-defence, his/her 100% completion of the curriculum is confirmed.

The final theses are subject to oral defence; the defence is organized two times a year. Two copies of the final thesis are to be submitted to the Division and sent to the electronic address loputoo@narva.ut.ee at least 10 days prior to the defence. The thesis reviewers are appointed on the basis of the Head of the Division's proposal approved by the director’s decree. Reviewers are chosen according to the topics of the thesis; they can be both members of the teaching staff of the College and employers which allows receiving objective feedback from the latter. Reviewers receive one copy of the thesis; all the graduation theses are also available on the College Intranet. Reviewers are provided with the assessment instruction which includes the assessment criteria and where reviewers are to point out the advantages and shortcomings of the thesis and to present their questions. One copy of the thesis is kept at the Division so that the members of the Defence Panel could read the theses before the defence. The assessed copy with the reviewer’s report is to be at the Division at least 24 hours prior to the defence. Then the reviewers’ reports are available to the students which helps them to prepare for the defence.

Objectivity of assessment of graduation theses is based on the following principles: assessment is carried out by the panel consisting of at least 5 members; the Chair of the panel or one of its members must be from outside the College; the Chair of the panel must have an academic degree; results are assessed by each member of the panel individually; the final grade is traditionally calculated on the basis of the average grade. A representative of employers is also invited to the Panel. The Defence Panel of 2008 consisted of the Chair of the Panel Katrin Reinvere Cand.Sc, who is the Head of the Division, the secretary of the Panel Maria Žuravljova, who is the Youth Work Programme Manager, the Youth Work Assistant Argo Bachfield and from outside the College two teachers with hourly wages Urmo Reitav (UNICEF) and Lianne Ristikivi (Integration Found).

During the defence a student is to present a brief overview of the main points of his/her graduation thesis, then the members of the Panel ask questions and read the thesis reviewer’s report. After that the Panel discusses and decides on the final assessment of the thesis basing on the reviewer’s assessment and the defence itself. The final grade is registered in the protocol. In case a student does not agree with the grade, he/she has the right to make a complaint to the director’s name. For the Defence Procedure see also Appendix 10: Regulations for graduation theses defence at Narva College.

4.4.1.3. Objectivity of Learning Outcomes

A relatively large share of written examinations enables to ensure objectivity. In case of most subjects the final grade is calculated on the basis of both the examination grade and grades that students receive during the course. Other students, members of the teaching staff or experts in the speciality are involved in order to secure objectivity of the assessment in case of an oral examination.

If a student wants explanations about his/her grade, he/she can use the lecturer’s office hours (two hours per week) for it. Quite often the lecturers provide feedback in the following lecture, not mentioning any names. The
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students can ask the lectures comments on their grade via e-mail. As to WebCT courses, feedback is provided about the most critical shortcomings and outstanding results to all students at a time. Individual feedback is given when a student applies for it.

A student has the right to challenge the grade he/she received. The procedure of grade challenging is determined in Chapter „Challenges to Decisions in Matters of Organisation of Study” of Study Regulations.

At the oral defence of the practice reports the Panel consists of the lecturers of the Youth Work curriculum, and supervisors from the practice base. Peer students also participate in the defence. At the end of the practice seminar a student receives feedback about the defence of report both from the members of the Panel and from the peer students. The practice grade is decided upon on the basis on the grades given by the different parties (see 4.7). The previous subchapter discusses the objectivity of assessment of graduation theses in more detail.

On the basis of the reports of the curriculum for self-analysis (Appendix 17: Summary of the Evaluation of Subject Courses of the Youth Work Curriculum from SIS 2007-2008) students’ opinion about objectivity of the teaching staff is improving: (on the scale from -2 to 2): 2005/2006 – 0.92, 2006/2007 – 0.98, 2007/2008 – 1.07. The objectivity is indirectly proven also by the feedback from the first-year students: according to the results of the survey conducted in the academic year 2005/2006 86% of the students of the first enrolment were satisfied with the competency of the teaching staff, but beginning from the academic year 2006/2007 already 100% of the first-year students express their contentment with the competency of the teaching staff.

4.4.2. Analysis of Learning Outcomes

The majority of students of the speciality complete the curriculum. In some cases students even exceed the nominal number of credit points. It is connected firstly with accreditation of some subjects as prior and experiential learning (APEL) and secondly with the choice that students have in composing an individual study programme. One student successfully completed the whole curriculum and received both of the minor specialities. The incompletion of the curriculum is of individual character and it is connected with students’ academic leaves. For more detailed information about study load see item 5.3.1.

An Average Grade per Year of Studying

<table>
<thead>
<tr>
<th>Year of studying</th>
<th>Number of students</th>
<th>The average of all who completed the subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>15</td>
<td>2.2</td>
</tr>
<tr>
<td>2nd</td>
<td>16</td>
<td>2.79</td>
</tr>
<tr>
<td>3rd</td>
<td>12</td>
<td>3.07</td>
</tr>
<tr>
<td>4th</td>
<td>11</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>2.74</td>
</tr>
</tbody>
</table>

The data as of the date of 01.07.2008.

On the whole, students of the curriculum cope with the load and pass examinations. The results of the first graduation thesis defence were also good: 80% of the first graduates defended their theses with at least the result „good“. Their grades were one „A“, two „B“, one „C“, one „D“ and none of the students got an „E“. The average grade of the first-year students is lower which, according to opinions of the teaching staff, is influenced by the teaching in the Estonian language which students are not used to yet.
4.5. Advantages and Shortcomings of Assessment. Further Development

4.5.1. Advantages in Assessment

- A set of various guidelines and procedures has been developed in order to help students prepare for the forms of assessment of their knowledge;
- The multifaceted and carefully elaborated system of assessment of the knowledge of the students exists for the curriculum aimed at reinforcing the students’ knowledge and objectively assessing the learning outcomes. Great attention is paid to ongoing assessment, which motivates ongoing participation of the students in studies;
- The teachers’ feedback helps ensure the objectivity of exams and pass/fail evaluations;
- The criteria for assessing practical training have also been established, proceeding from the principle of objectivity.

4.5.2. Shortcomings in Assessment

- During the four years of studies under the curriculum two complaints have been filed about the assessment of practical training results. Having studied the reports on the practical training the Committee decided not to change the original assessment. Assessment criteria were developed after those complaints. They are being discussed during the first seminar introducing practical training.

4.5.3. Further Development in Assessment

- The College has established general criteria for assessing final theses, but they have to be further elaborated to take into account the particular specialty. As a result more reviewers can be involved in the assessment and the assessment will be more objective.
4.6. **Control and Analysis of the Studying Process and its Level. Ensuring Evenness of the Actual Learning Load**

4.6.1. **Procedure of Control and Data Analysis of the Studying Process and Level**

Similarly to the evaluation of the curriculum content and quality of lecturer’s work the evaluation of the studying process is carried out through questionnaires for students. The programme-based study regulations provide that it operates on the level of the Programme Council. At the moment the most precise information about each subject rests upon the anonymous web-based questionnaire that is completed by students. The aims and process of carrying out the evaluation of teaching and the subject courses themselves and the conducting data analysis is introduced in more detail in items 8.6 to 8.11 dedicated to quality.

In 2007/2008 students of the curriculum evaluated the organizational aspect of the studying process. Over 4500 evaluations of students of the curriculum were accepted on the basis of the following scale: absolutely agree (2) / agree in principle (1) / it is difficult to say (0) / disagree in principle (-1) / absolutely disagree (-2). The maximum scores were given to the following aspects: „Lectures/seminars/practices began/finished on time” – 1.48 and „All the lectures/seminars/practices specified in the timetable were delivered” – 1.46. It is also worth mentioning that students evaluated the subject courses with 4.31 points (on average) out of 5 points maximum. For the detailed analysis of the evaluation see Appendix 17: Summary of the Evaluation of Subject Courses of the Youth Work Curriculum from the SIS 2007-2008.

The comparison of this year’s results with the results of the two previous years showed that students’ evaluations have improved; the results from the first year students were lower. The evaluations improve every year, and every year there are only positive evaluations in all the categories.

Each year Narva College of the University of Tartu conducts a survey among first year and last year students in order to find out if they are satisfied with teaching and everyday life in the College (see Appendix 18: Results of Feedback from the First Year Students of the Youth Work Curriculum in the Academic Year 2007/2008). The questionnaires also contain questions about the organisation of the studying process.

The overall student body is satisfied with the organisation of the studying process. The per cent is higher in case of the first-year students of 2005 and 2006 years of admission (92% and 93% accordingly) than that of the first-year students of 2007 – 60% of them are content. The latter indicator is influenced by the large share of negative comments about work of the Computer Laboratory (all the first-year students of 2007 were discontent with the speed of operation of the computers). However, taking into consideration the fact that all the computers in the computer laboratory were updated in July 2008, it is possible to predict the increase of the per cent of contentment among the first-year students of 2008 (see 6.1.2).

The number of the positive comments of first-year students about the quality of work of the Department of Studies has increased from 86% - 2005 to 100% - 2007.

In addition, in May 2008 there has been conducted a survey among all the students of the Youth Work curriculum (Appendix 16: Analysis of the Survey of the Youth Work Curriculum Students’ Contentment 2008). In the academic year of 2007/2008 86% of students were satisfied with the availability of information about organisation of the studying process and 84% were content with the availability of information about subject courses. 94% of the students were satisfied with service of the Department of Studies. 87% of the students were satisfied with availability of electronic material. 3% of the respondents were absolutely discontent with the availability of information about organisation of the studying process, the availability of information about subject courses and the availability of studying literature in the library.

The main suggestions for improvement of the studying process and everyday life of the College that were made by the students are the following: the improvement of the quality of drawing up of the timetable which
is conditioned by the study regulations of the College which attempts to offer to students as wide choice as possible at the same time organising the study process as economically as possible in the financial sense. When commenting the studying process some students mentioned that working students find it inconvenient to study on weekdays. Some students also mentioned that they would like more information sessions about the Youth Work speciality. At the same time there were students who pointed out that they did not like the uneven division of the study load between the study weeks which causes more stressful and hectic periods.

Basing on the results of the surveys it can be claimed that students’ evaluations are improving which proves the positive dynamics of development of the studying process of the College. The shortcomings pointed out by students are taken into consideration in the everyday work of the College and in development of the curriculum (see 3.6.2.2).

4.6.2. Ensuring Evenness of the Actual Study Load

Evenness of the study load of the whole curriculum is ensured with a study plan where studies are divided by year in a logical sequence although students have enough freedom for composing an individual studying plan. Ensuring evenness of the study load which is emphasized by the College administration is essential. Facilitating of the even division of the main study load is that when at the very beginning of a course students are informed about the dates of submitting their independent work which helps students to plan their time. Along with ensuring evenness it is also important to divide the lecture load evenly. Another mode is the division of the final grade into small parts – homework, group work, tests, seminars and the like. Thus students have to work hard all the time, not only before an examination. For the assessment system of the curriculum see subchapter 4.4.1.

The results of the survey show that students do not consider subjects to be very difficult and the majority of students agree with the number of credit points determined for subjects. The results of the survey conducted in the SIS during the last three academic years illustrate that on average 70% of the respondents agree that the amount of credit points they receive for subjects comply with the load – the variation during the years has been 2.5 per cent. Basing on the data of the previous year 7% of students thought that they received more credit points than they should have, and 6% claimed the opposite that they should have been given even more CP-s. This is a relatively difficult and subjective question which is proven by the fact that the whole 17% of the respondents were not able to answer it.

Students of the curriculum do not consider the subjects too difficult; in the academic year of 2005/2006 the corresponding indicator on the scale from 2 (absolutely agree that it is difficult) to –2 (absolutely disagree) was 0.36, in the academic year of 2006/2007 it was 0.33 and in 2007/2008 this indicator was 0.38 (see Appendix 17: Summary of the Evaluation of Subject Courses of the Youth Work Curriculum from the SIS 2007-2008). The students’ completion of the curriculum is also reflected both by the feasibility of the curriculum and the students’ skills to take optional subjects in the amount and order they choose themselves, see 5.3.1 for more detail.
**4.7. Organization of Practice and Aspects of Professional Qualification**

**4.7.1 Types of Practice within the Youth Work Curriculum**

The capacity of practice of the curriculum of Youth Work is 28 CP/42 ECTS (24 CP in the major speciality and 4 CP in the minor specialities) and its total duration is 28 weeks (1CP = 1 week). The practice guidelines are a public document and is made available for both the students and the supervisors on the College's webpage (http://narva.ut.ee/uliopilasele/eekirjad_korrad/Noorsootoo_oppekava_praktikajuhend.pdf; available only in Estonian).

Practice consists of six parts. There are five parts compulsory to everybody and these are on different topics. In coherence to the minor speciality student has to complete one more practice. Different types of practice are divided between all the years of study except for the first year when students receive knowledge to form the basis. Beginning from the second year of studying practice is organised as integrated which allows students to gradually develop knowledge and skills of the youth worker (see subchapter 4.7.2), on the principle of the support of theoretical knowledge through pre-conditional subjects and the previous practical experience. Students complete different types of practice in the determined order.

**The Schedule of Practice and Pre-Conditional Subjects of the Youth Work Curriculum**

<table>
<thead>
<tr>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature and Country-study Practice P2NC.00.287</td>
<td>Youth Camp Practice P2NC.00.705</td>
<td>Special Youth Work Practice P2NC.00.703</td>
</tr>
<tr>
<td>Youth Work Practice P2NC.00.704</td>
<td>School Practice P2NC.00.704</td>
<td>Youth Work Practice P2NC.00.703</td>
</tr>
<tr>
<td>Estonian Regional Studies P2NC.00.405</td>
<td>Cross-cultural Communication P2NC.00.252</td>
<td>Youth Work Structures P2NC.00.682</td>
</tr>
<tr>
<td></td>
<td>Principles of Communications P2NC.00.695</td>
<td>Introduction to Special Youth Work P2NC.00.683</td>
</tr>
<tr>
<td></td>
<td>Multicultural Education P2NC.00.686</td>
<td>Social Net for Children with Special Needs P2NC.00.259</td>
</tr>
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<td></td>
<td>Ethics P2NC.00.676</td>
<td>Estonian Legal System P2NC.00.727</td>
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<td>History of Estonian Culture P2NC.00.323</td>
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<td>Management of Recreation Activities P2NC.00.684</td>
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<td>Psychology of Development P2NC.00.400</td>
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<td>Pedagogy and Basics of Education P2NC.00.685</td>
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<td>Social Pedagogy P2NC.00.458</td>
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<td>Psychology of Communication P2NC.00.085</td>
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<td>Human Science P2NC.00.691</td>
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<td>Child with Behavioural Difficulties P2NC.00.692</td>
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<td>Drug and Criminal Prevention P2NC.00.694</td>
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<td>Working in a Youth Camp P2NC.00.689</td>
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<td>Career Counselling P2NC.00.468</td>
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<td></td>
<td>Public Speaking P2NC.00.690</td>
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<td></td>
<td>Basics of Counselling P2NC.00.473</td>
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<td></td>
<td>Youth and Educational Policy P2NC.00.681</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estonian Public Administration P2NC.00.698</td>
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<tr>
<td></td>
<td>Public Management P2NC.00.732</td>
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<tr>
<td></td>
<td>Project Management P2NC.00.697</td>
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</tr>
<tr>
<td></td>
<td>Adult Education P2NC.00.681</td>
<td></td>
</tr>
</tbody>
</table>

The first practice is Nature and Country-study Practice P2NC.00.287 2 CP. The duration of the practice is two weeks. This practice is scheduled for the beginning of the academic year which is directly connected to weather. The aim is to gain experience in creating an informal environment in nature. During the practice students are taught to create the informal environment for youth which is the basis of Youth Work. That is why this is the first practice which students complete. Students also improve their knowledge about the nature of Estonia which they gained within the frames of the subject Estonian Regional Studies.
The second practice is Youth Camp Practice P2NC.00.705 4 CP. This practice is divided into two stages. The first preparatory stage is carried out in spring when students gain the experience of developing a camp programme. The second stage is completed in a summer camp where students carry out the programme they developed. Students, having already gained experience, teach and develop youth in the informal environment during that practice. Before the beginning of the practice students complete a training course of the camp activity leader within the frames of the subject Working in a Youth Camp and take an examination in the qualification Camp Activity Leader which is valid for 5 years.

The third type of practice is Special Youth Work Practice P2NC.00.703 6 CP. Using the experience of working in the informal environment students work with young people individually and also organise group work and leisure time activities as the practice is scheduled for winter and includes winter school holidays and Christmas.

The fourth type of practice is School Practice P2NC.00.704 4 CP. This practice is scheduled for the time of celebration of three holidays in all schools so that the students could gain experience organising those celebrations. During this practice students get acquainted with the organisation of youth work within the education system. Having already received the experience of organisation of leisure time activities in the informal environment, at this practice students gain the experience of planning and carrying out extra-curriculum activities.

The last practice is Youth Work Practice P2NC.00.706 8 CP. Within the frames of this practice students who already have the experience of the previous types of practice and practical knowledge of creation of the informal environment, organisation of youth work in summer camps, within the education system and in special youth institutions get acquainted with organisation of youth work in the city and also gain practical experience of project work and teamwork.

The practice in minor speciality is scheduled for the third year of studying as in the second year students choose a minor speciality and acquire basics of knowledge. Within the frames of the minor speciality Local Government's Administration students complete Practice in Local Government P2NC.00.730 4 CP. During this practice students get acquainted with organisation of youth work at the local and national levels, the strategy of development of youth work in the city and the region and they also develop their records management skills.

Within the frames of the minor speciality Social Pedagogue students complete Social Pedagogical Practice P2NC.00731 4 CP. During this practice students gain the practical experience of working with youth in the social sphere. As a rule this practice is organised in the institutions which work with young people with behavioural difficulties. Within the frames of the practice students receive the practical experience of individual work, work with an incident and establishment of cooperation and networking.

4.7.2. Organisation of Practice and Cooperation with Practice Bases

In the first year of studying students are provided with general information about organisation of practice within the frames of the subject Introduction to Studies P2NC.00.821 1 CP. The practice schedule is drawn up at the beginning of the academic year and then it is made available for students. In order to complete practice students register for it in the SIS. Organisation of all the types of practice except for Nature and Country-study Practice, which is organised completely on the bases of the College, are based on one common principle – before the beginning of practice, the practice coordinator (the Programme Manager) organises an information seminar where students are acquainted with technical and content-based issues, including the aims and tasks of practice, the student's rights and responsibilities, accommodation, board and transport expenses. Students are offered to find themselves practice bases independently; the aim is to develop skills of finding employment in future. In case a student has problems with searching for the practice base, the practice coordinator of the College helps him/her to find it.

Students are not allowed to complete different types of practice at one and the same practice base. Students are recommended to complete the types of practice of a larger capacity in two different organisations which
helps a student to gain more experience and allows him/her to compare the systems. All the requirements are
determined in the practice guidelines. Students discuss their practice bases with the practice coordinator who
directs them to the primary interview and also controls drawing up of the contract that is signed by the student,
the College and the employer.

There are certain practice bases for each of the types of practice. In connection with the fact that the curriculum
of Narva College is orientated towards training specialists for the region of Ida-Viru, the main practice bases
are organisations located in Ida-Viru County. The majority of students choose their practice bases according
to the place of residence and the priorities of future employment. During four years the list of cooperation
partners in practice organisation has included 60 organisations, 59 – from Estonia and one from Norway. 35%
of organizations are from Narva and 36.5% of organizations – from Ida-Viru County. The College also has
partner organisations in Tallinn, Tartu, Lääne-Viru County and Pärnu County.

The College cooperates with all the practice bases. Once a year the College organises a practice seminar for
practice supervisors where the main directions of practice organisation, the practice schedule for the year
and ways of development of cooperation are discussed. In the academic year of 2007-2008 the seminar was
conducted on August 15, 2008 on the International Youth Day. During the seminar the College received feed-
back from the practice supervisors which was necessary for accreditation. The College constantly increases the
number of practice partners with the help of students through participation in various conferences, seminars,
through field trips. Some organisations contact the College practice coordinator on their initiative in order to
establish cooperation.

For the period of student’s practice the practice supervisor is appointed both in the College and at the practice
base. Responsibilities of the practice supervisor in the College include keeping contact with the student and
responsibilities of the practice supervisor at the practice base – visiting the practice base and supervising of the
student. The College practice supervisor checks fulfilment of the practice tasks, presents his/her review and
assesses the student. Responsibilities of the supervisor in the organisation include acquaintance with the prac-
tice guidelines and the curriculum. As a rule, this acquaintance takes place during common practice seminars.
The supervisor in the organisation also controls fulfilment of practice aims and tasks on the site and helps to
solve arising problems. The practice supervisor confirms the student’s record in the practice journal and fills in
the evaluation sheet.

During one week after the completion of practice students are to submit their practice reports. During the next
week the practice coordinator determines the time of the final practice seminar where students share experi-
ence they gained. The seminar is also participated in by the practice supervisors, the practice coordinator (the
Programme Manager) and the Head of the Division.

All the types of practice except for Nature and Country-study Practice end with an examination. The condition
for being allowed to take the examination is fulfilment of the practice tasks to the extent of 75%. The following
criteria are provided to ensure the objectiveness of assessment:
· Assessment of the supervisor at the practice base (the evaluation sheet signed and filled in by the super-
  visor in compliance with the form presented in the practice guidelines is to be submitted by the student to
  the College practice supervisor within one week after the completion of the practice);
· Student’s practice report (the practice report filled in compliance with the form presented in the practice
  guidelines is to be signed and submitted by the student to the College practice supervisor within one week
  after the completion of the practice);
· Student’s presentation at the final practice seminar;
· Review of the College practice supervisor.

Each student receives feedback with the final grade during three days after the final practice seminar. In their
reviews practice supervisors at the practice bases make their suggestions for improving the organisation of
practice (see Appendix 19: Analysis of Youth Work Curriculum Practice 2006-2008), which are then used to
improve the quality of organisation of practice and for development of the curriculum.
On the whole, practice supervisors at the practice bases evaluate practice as „excellent” or „very good”. As a rule, these evaluations were not changed in the process of final assessment, but in single cases the grades were either levelled down or improved depending on fulfilment of all the assessment criteria.

In order to build up a more extensive network of practice centres and arrange their better administration to achieve the maximum effect, a project „Establishing Integrated Counselling and Practice System in Narva College of the University of Tartu” financed by the European Social Fund under the State Development Plan measure 1.1 was carried out. The project’s duration was from May 1, 2005 until March 31, 2008. In the course of the project practice supervisors received training on different topics, including in supervision of practice. The training contributed to a better understanding of youth worker’s work and to ways of improving professional training. The project established closer relationships between the College and practice institutions, provided a less formal feedback on the students’ achievements and functioned as a kind of „thank you” for the students’ supervision (there is no pay for it). In the course of the project several field trips were organised to get to know different institutions of practical training. Even though the project has ended, communication with organisations has not.

4.7.3 Aspects of Professional Qualification at Practice

All the types of practice in the major and minor specialities meet the main requirements set to the specialities by developing students’ knowledge, abilities and skills in compliance with the requirements, see subchapter 3.5.1. For successful development of abilities and skills students fulfil both the general and special tasks of each type of practice.

The results of the analysis of practice (see Appendix 19) show that both practice supervisors and students consider the following personality characteristics and skills to be the best developed: work discipline – punctuality, accurateness; quality; responsibility, sense of obligation; decisiveness; and skills of communication with youth.

The results of the analysis reveal that in each type of practice (100%) students helped and supported the staff of the practice bases in fulfillment of their regular responsibilities, the majority of students also made an additional contribution for the practice base.

The analysis of all the types of practice also indicates that all the practice supervisors and students point out the insufficient level of the students in Estonian language and professional English language. The data of the analysis have been taken into consideration in the composition of the development plan where one of the priorities is knowledge of the English language, see subchapter 3.8.2. Some students also do not have skills of preventing and solving conflict situations. The data of the analysis was forwarded to the lecturers of the Division of Psychology and Pedagogy to facilitate further development of these skills within the frames of pedagogical and psychological subjects.
5. STUDENTS
General Data about the Students of the Youth Work Curriculum

1. Competition at Admission:

The applications were admitted in the form of competition only in 2004/2005, when there was 4.3 applications for one student place.

   **Fulltime study**

2004: Applications for state-funded student (SF) places 63, the number of matriculated students 15
   Applications for places not covered by state funding (NSF) 46, the number of matriculated students 0
   In the period of the last four years the applicants are admitted on other conditions – on the basis of threshold

2005: Applications for SF places 30, the number of matriculated students 22
   Applications for NSF places 6, the number of matriculated students 4

2006: Applications for SF places 13, the number of matriculated students 10
   Applications for NSF places 5, the number of matriculated students 1

2007: Applications for SF places 5, the number of matriculated students 5
   Applications for NSF places 0, the number of matriculated students 0

2008: Applications for SF places 7, the number of matriculated students 7
   Applications for NSF places 3, the number of matriculated students 0

   **The Open University**

2008: Applications for NSF places 12, the number of matriculated students 10

2. Number of Matriculated Students 2007:
   Students of full-time study: 5
   Students of part-time study: no

3. Number of Students Matriculated to Places not Covered by State Funding:
   Open University 2008: 10

4. Average Age of Matriculated Students (according to the data of the matriculation of 2007):
   in full-time study 20 years old
   women/men ratio: in full-time study 5/0

5. Average Number of Graduates of the Speciality: 5

6. Average Yearly Dropout: 4.25
   (on the basis of the data of the last 4 years regardless of the form of study and reasons for dropout)

7. Citizenship of Students (on the basis of the data of 2007):
   Full-time study: Estonian 86%, Russian 9%, no citizenship 5%

57 students study full-time at the Youth Work curriculum, 57 of them fill state-funded student places (on the basis of the data of 01.06.2008). The first 5 students of the speciality graduated from the College in June of 2008.
5.1. **Organisation of Admission and Analysis of the Level of Applicants**

5.1.1. **Admission and Advertising of Admission**

Admission is regulated by the Admission Rules adopted every year by Regulation of the Council of the University of Tartu (The University of Tartu Admission Regulations of 2008/2009 adopted by the Council of the University of Tartu Regulation No. 33 of October 26, 2007, amended by the Council of the University of Tartu Regulation No. 6 of May 30, 2008, effective as of 09.06.2008).

Admission is coordinated by the University on a centralised basis. The Vice-Rector for Academic Affairs forms the Lead Admission Commission, to monitor that the Admission Rules are adhered to and to resolve issues not regulated by the Rules. Narva College is represented in the Admission Commission by its Director. The College also has its own Admission Commission for organising entrance examinations and adopting admission decisions. The Vice-Rector for Academic Affairs approves the composition of the College Admission Commission as presented by the College Director. The Technical Commission is in charge of the actual process of accepting admission documents. In Narva College the Technical Commission also serves as advisor for applicants.

Admission is organised through open competition once a year in summer. Pursuant to the Admission Rules every person with secondary education has the right to apply for state-commissioned and non-state commissioned student places of University degree studies. State-commissioned students must undertake full-time studies. Students whose studies are not funded from the state budget may take either full-time or part-time studies. A more detailed discussion on full-time and part-time studies is found in item 4.2.1 and in Study Regulations (items 75-84; [http://www.ut.ee/livelink_files/1374177.htm](http://www.ut.ee/livelink_files/1374177.htm)).

Student candidates who have duly fulfilled the conditions for admission and submitted the required documents either in Tartu or at the College in Narva and/or through the Internet-based Admission Information System SAIS (www.sais.ee) are deemed admitted. SAIS is the unified university admission system throughout Estonia. SAIS enables applicants to submit electronic applications to study at higher education institutions participating in the system. The various ways of submitting documents have made undertaking studies fairly flexible for the students. The documents required for admission are the following: an application, a document certifying secondary education, a state examination certificate, an identity card or a passport.

Applicants for the Open University must first submit their documents either in Tartu or at the College in Narva and then take the entrance examination (aptitude test). These applicants have access to the electronic SAIS system. Admission for the Open University (i.e. submission of documents, entrance examinations) takes place once a year in August.

Narva College has in place a marketing plan, in which direct communication with student candidates plays a key role. Using different channels the College tries to make advertising as many-sided as possible. Printed materials are distributed during information days and fairs; posters, postcards and booklets are distributed in schools. The special edition of student newspaper „Dixi” is delivered to schools with Russian as the language of instruction throughout Estonia and to all schools with Estonian as the language of instruction in Ida-Viru and Lääne-Viru Counties. Upon the request of students of upper secondary schools the College organises for them excursions introducing the College and its work. If necessary, student candidates receive individual advice. In 2006 so called “pre-college” was launched in Narva College for last year upper secondary school students to gain some college experience from participating in the studies. Doors Open Days are held in March every year and all students of upper secondary schools are invited to take part in them.

In the course of preparation of this year’s advertising campaign the College paid more attention to better and more profound introduction of its specialities. Students of Youth Work speciality have actively participated in all the organised information fairs, distributed Youth Work information booklets which got into all schools, youth centres and local government offices of Ida-Viru County. Youth Work curriculum is also promoted at
speciality conferences, seminars, meetings as well as through mailing lists and the Internet, the role of the latter cannot be underestimated.

5.1.2. Admission Conditions

The admission conditions are set by the above-mentioned University Admission Rules, which are adopted during the autumn term, so as to make it easier for future student candidates to choose which state examinations to take. The requirements concerning the content of the entrance examinations are adopted by the College Council and approved by order of the Rector by December 1, at the latest. The requirements are made available at the University website http://www.ut.ee (or http://www.ut.ee/206260) and the College website http://narva.ut.ee/sa/.

Since 2005 the University has been using a threshold value based admission system. A threshold value is a minimum score required for enrolment to state-commissioned and non-state commissioned student places for each curriculum, which is made up of credits awarded for meeting the requirements established for a particular curriculum.

In 2008 the admission conditions for full-time study in case of Youth Work curriculum were results of state examinations (the essay in the mother tongue and examination in a foreign language). The admission threshold for a full-time state-funded student place was 70.0 and for a student place not covered by state funding 55.0.

During the last three years the admission threshold to Youth Work speciality has remained the same, in the first year it was 75 for state-funded student places and 60 for student places not covered by state funding. Such threshold would also allow to fill student places, but beginning from the year 2005 we have been using a lower threshold for the following reasons: 1) peculiarity of the type of studies – applied higher education, admission conditions in institutions of applied higher education are often more flexible, 2) as a rule school leavers of schools with Russian as the language of instruction get lower scores in the essay in the mother tongue and the examination in a foreign language than school leavers from schools with Estonian as the language of instruction, 3) the wish to set equal admission conditions for all the specialities of the College.

Admission Conditions for Full-Time Study 2008

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Examination</th>
<th>Share in per cent</th>
<th>Threshold for state-funded (SF) place</th>
<th>Threshold for non state-funded (NSF) place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Work</td>
<td>Essay in the mother tongue</td>
<td>50</td>
<td>70</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Foreign language</td>
<td>50</td>
<td></td>
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</tbody>
</table>

The passing of state examinations is not a mandatory condition for admission to the Open University. Applicants who have exceeded the threshold value of 60 points out of one hundred may undertake studies of their chosen profession.

Admission Conditions for Open University Studies 2008

<table>
<thead>
<tr>
<th>Open University Studies</th>
<th>Admission condition</th>
<th>Share in per cent, additional explanation</th>
<th>Threshold for non state-funded place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Work</td>
<td>Written test in the speciality</td>
<td>100</td>
<td>60.0</td>
</tr>
</tbody>
</table>

The written test in the speciality for applicants to Open University consists of four parts. This test helps to test/check an applicant’s awareness, logical thinking, mathematic skills of calculation and thinking as well as understanding and summarising of a text. Applicants are provided with certain time for answering 100 questions of the test where each correct answer scores 1 point. They are prohibited to use calculators during the time of the test. The requirements to the content of the entrance examinations to Narva College 2008/2009 were adopted by the Council of Narva College on November 26, 2007.
An important part of admission conditions is the admission limit or training capacity of the college which has been stable in the case of full-time study of the Youth Work curriculum: until 2008 – 25 student places at full-time study and beginning from 2008 – 25 student places in the Open University as well (the Council of the University of Tartu Decree No. 87 „Verification of the Total Number of Student Places in the University of Tartu in 2008” of December 21, 2007).

The number of state-funded student places is taken into consideration in the course of working out of the threshold and planning of the admission. In the case of this speciality the number of state-funded student places has been stable year by year – 15 student places. Every year the Ministry and the University agree on the number of state-funded student places (Agreement on the State Commission No. 3.4-4/1111 of July 10, 2008 between the Ministry of Education and Research and the University of Tartu).

Tuition fees are also fixed annually. During the 2005/2006 academic year the tuition fees for full-time study were 18 000 EEK, from 2006 – 19 500 EEK and 2007/2008 academic years are 22 000 EEK. Beginning from the academic year 2008/2009 the tuition fees for students matriculated in the period of 2006 – 2008 are 24 200 EEK per year and for students matriculated in 2005 the tuition fees are 23 560 EEK. The tuition fees established for the curricula of Narva College are in line with the region’s living standard and are fairly low in comparison with the University’s tuition fees in general. Last year the average tuition fees in the University were 30 000 EEK, the highest tuition fees were at the Faculties of Medicine and Law, 66 000 and 38 000 EEK respectively.

5.1.3. Analysis of the Level of Applicants

The level of applicants can be analysed only in the period of the last four years as before that applicants were admitted on other conditions, in the form of a competition. In the first year of admission the competition (in 2004) was 4.3 applications for one student place. As it has been mentioned above, since then the admission has been threshold-based.

In 2007 the average fulfilment of the threshold of students matriculated to the Youth Work curriculum was 76.6 points out of one hundred (76.6 at State Funded (SF) place), accordingly in 2006 it was 75.56 points (76.6 at SF and 65.1 at not-SF (NSF) place) and in 2005 – 74.2 points (78.2 at SF and 58.1 at NSF place). It is important to mention that in 2007 and in 2008 one school leaver who finished school with honours was matriculated to the Youth Work curriculum. In 2008 the average threshold for the Youth Work curriculum was 62.9.

Statistics of Applicants’ Admission to Full-time Student Places in the 4-year Period

<table>
<thead>
<tr>
<th></th>
<th>SF</th>
<th>NSF</th>
<th>SF</th>
<th>NSF</th>
<th>SF</th>
<th>NSF</th>
<th>SF</th>
<th>NSF</th>
<th>SF</th>
<th>NSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2005</td>
<td>95</td>
<td>46</td>
<td>36</td>
<td>6</td>
<td>13</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>2006</td>
<td>75</td>
<td>50</td>
<td>70</td>
<td>55</td>
<td>70</td>
<td>55</td>
<td>70</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>78</td>
<td>1</td>
<td>76</td>
<td>65</td>
<td>61</td>
<td>76</td>
<td>0</td>
<td>62</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>2008</td>
<td>25</td>
<td>30</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>25</td>
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The analysis of the level of applicants to full-time study is based on the above table which shows that the threshold-based admission has resulted in a considerably lower number of applications; however, the level of knowledge of those who did apply is high enough. An exception is the year 2008 when according to the Regulations of Admission of the University of Tartu vacant student places could be filled also by those applicants who did not fulfil the threshold. The average number for past 5 years of applicants per year matriculated to full-time student places not funded by the state is 1. The threshold is achievable for applicants interested in the speciality and there are enough student places. The economic situation in the region does not favour fee-based education.
The number of applicants matriculated last year indicates that the College has chosen the threshold adequately, although SF student places were not filled.

In comparison with the previous year 2007, this year, in 2008, there were more applications to full-time study (5 and 10 accordingly). 12 applications were submitted to the Open University. In total 17 applicants were matriculated to the Youth Work speciality (7 of them to full-time study) which in the long run allows to fill student places funded by the state. During the last years the application of Accreditation of Prior and Experiential Learning (APEL) has been an effective solution which has allowed filling 12 student places through an additional competition (See 5.3.1 for more detail).

All the applicants have been matriculated to full-load study as it provides a possibility to take a student loan and better social security (medicine, social and pension insurance, possibility to apply for student allowance) which motivate to fulfil the curriculum completely and to graduate within the nominal term of studying. The average fulfilment of the curriculum among students of Youth Work speciality is 92% out of one hundred and this spring 5 students out of 11 graduated within the nominal term. The rest of the students are planning to graduate in the nearest time (See 5.3.1 for more detail).

91% of applicants matriculated to the Youth Work speciality are from Ida-Viru County: 63% of them are from Narva, 16% from Kohtla-Järvelt and 10% are from Sillamäe. 9% of the applicants come from Tallinn, Tartu, Jõgeva County and Lääne-Viru County. It shows that the geography of applicants' hometowns is not limited with only the local region, the speciality attracted applicants from the whole of Estonia. It also indicates clearly that advertising should and must be directed outward the County in the future as well.

Out of 57 full-time students of the Youth Work speciality 16 students or 28% of the students finished upper secondary schools with Estonian as the language of instruction. The percentage of students from schools with Estonian as the language of instruction is an important indicator from the standpoint of organisation of the studying process in the Estonian language and inter-student communication.

The admission of applicants to the Open University is characterised with a lower threshold as compared to full-time study – 60% out of possible 100% for student places not funded by the state. There is enough interest towards the speciality due to, on the one hand, effective advertising campaign and numerous offers of continuing education just among youth who do not have a possibility to study full-time but have chosen the motto of life-long learning – to combine work and studies, first and foremost, close to one's home. On the other hand, work in Estonian public sector presupposes higher education.

5.1.4. Action Plan for Marketing of the Youth Work Curriculum and Filling Vacant Student Places

In the middle of September 2008 there are vacant student places at the Youth Work speciality, two places at the second year, one place at the third year and one place at the fourth year of studying, despite the effective advertising, productive cooperation with employers (See subchapters 8.1.1 and additional filling of vacant student places with young people working in this profession. Competition for filling of the vacant student places was announced again (09.09.2008). Preliminary information allows to conclude that the places are going to be filled.

The Council of the curriculum considers the following circumstances to be the main reasons why student places are not filled: young people want to study in larger cities such as Tallinn and Tartu, youth work is not popular among young people as the salary is not handsome and the job of a youth worker is stressful.

The Marketing Plan for next year is being developed and the Council of the curriculum is to meet again for a corresponding discussion during September. The following actions have been planned:
- to introduce the speciality both through the Internet and through a speciality booklet. To participate in an education fair and information days;
to emphasise while introducing the curriculum various areas of work and the need for specialists, also present minor specialities which raise employment possibilities;

to make an emphasis on school visits involving students of the speciality, including students who finished a corresponding school;

to start cooperation with school specialists in organisation of extra curriculum activities and with class masters/mistresses to provide individual counselling for pupils;

to create a youth forum for students interested in the speciality, and organise various training sessions;

to extend marketing activity in Tallinn (school visits; possibility to visit the College);

to market the speciality among students, for example during events that are directly connected with youth (International Children's Day, International Youth Day); carry out more projects and actions which are aimed at increasing of students' activeness and which awaken students' interest;

to communicate with media, to issue a separate press release for every activity in the field of youth work.

The following possibilities of rearrangement of admission to full-time study are to be taken into consideration: replacement of the English language examination with an interview. Applicants often do not take this state examination at school. The solution that has been used so far is matriculation of applicants through the Open University where state examinations are not required. At the same time it is necessary to improve English language teaching as this skill is rather weak among youth workers in Ida-Viru County (see item 1.1.4). A foreign language skill is also presupposed by the professional standard.
5.2. Advising and Counselling of Students

In order to be successful in College students must be well-informed both of their choices in studying the curriculum and of their rights and obligations as students. They need support in order to arrange the process and organisation of their studies better. An information and advisory system has been developed in order to achieve this aim. The system involves teaching staff, Programme Manager, College administration and fellow students. See more about informing students in subchapter 4.2.2. The peculiarity of the College advisory system lies in an individual approach to students and intense involvement of other students. The career counselling offered by the college has an essential role and its success can be measured with graduates' employment (see item 5.4 for more detail). Attention to counselling of applicants is paid already at the stage of admission and immediately on the beginning of studying all the first-year students take the course Introduction to Studies P2NC.00.821 which informs them about the different resources available.

All members of the teaching staff have fixed weekly office hours of at least two hours in duration, but they can also see students at other agreed times. The teaching staff provide advice to students in issues pertaining to studies and graduation theses. The College administration monitors the participation of students in the advisory work, especially regarding the writing of the graduation thesis. The students can contact the teaching staff via E-mail and in the WebCT environment.

The Programme Manager who is in the College during the whole working day provides students with necessary advice. According to the Programme Manager the following aspects of counselling are important: individual communication between a student and the Programme Manager, counselling of a student about curriculum-related questions. Students also receive advice in such questions as possibilities of working in the period of studying, choice of the topic and supervisor of the graduation thesis, problems with the teaching staff, etc. Sometimes students ask for comments about a certain practice site. Due to close connections with employers the Programme Manager can also take the role of a career counsellor. A mailing list – career@narva.ut.ee – is functioning through which the Programme Manager receives labour market news, links to various on-line tests. The Programme Manager also forwards new employment offers, practise and project offers and other pertinent information to the Youth Work speciality mailing list (noorsootoo@narva.ut.ee).

The career counselling of students was initiated with support of the project of the European Social Fund "Establishing the Integrated Counselling and Practice System of Applied Higher Education in Narva College of UT", in 2005-2008. Students are advised by the counsellor of the Faculty of Social Sciences of UT Signe Reppo in the Estonian language and by the College counsellor Natalja Zorina in the Russian language. Individual consultations are organised in the form of personal meetings or communication via e-mail. Besides consultations on career-related questions students receive psychological help and advice which encourage students and boost their confidence. This academic year the College continues this activity using its own means.

Students receive advice on questions concerning practice from practice supervisors in the College. They are Maria Žuravljova, Argo Bachfeldt and Aet Kiisla. Thanks to the ESF project there has been created a data base of various practice sites which are used for organisation of different kinds of practice. The advisory system of practical training is described in more detail in subchapter 4.7.

The Office of Academic Affairs, with its specialists in the organisation of studies offer back-up for the system. These specialists offer advice in general matters pertaining to studying at University (the process and organisation of studies, preparation of an individual learning plan, the system of allowances and study loans, travel allowance etc).

Advisory services are brought closer to the students by student advisers (tutors). The tutors are senior students who have undergone special training and who organise information meetings and offer advice to students of his or her own or related speciality. The competence of tutors mainly includes the organisation of studies, the rights and obligations of students and the Study Information System. The tutors are introduced to their fellow students at the opening event of the academic year. The tutors can be reached via e-mail, but they also have office hours once a week. 2007/2008 or this academic year there are 3 tutors in College, including Youth Work
speciality student Jana Kondrašova. The work of assistant advisers employed by the Divisions is essentially similar to that of tutors. There are currently 4 assistant advisers in the College. Students of the speciality communicate and support each other also through the mailing list noorsootoo@narva.ut.ee. See also 5.5 for information about the role of Students’ Studies Committee which plays an important role in deciding different questions regarding the students.
5.3. Analysis of Students’ Study Load and Progress. Dropout Reasons. Academic Mobility

5.3.1. Analysis of Students’ Study Load and Progress

The studying process is carried out on the basis of the approved curriculum. The study load required to pass a subject is calculated in units of study, i.e. credit points. One credit point (hereinafter ‘CP’ or ‘credit’) corresponds to 40 hours (one academic week) of work including class attendance, practical and independent work as well as the assessment of learning outcomes. The average study load is 20 CP per term for full-time study. In the European Credit Transfer System (ECTS) one credit point equals to 26 hours of student’s time spent on studying which means that 1 CP equals to 1.5 ECTS (see Study Regulations item 45, http://www.ut.ee/livelink_files/1374177.htm).

A student participates in the studying process either with full or partial study load. By the end of each academic year a student with full study load accomplishes at least 75% or 30 CP of the estimated volume of the curriculum. A student with partial study load accomplishes less than 75% of the curriculum’s estimated load by the end of the academic year. The minimum allowed volume of curriculum accomplishment is 50% (20 CP) of the estimated volume of the curriculum (see Study Regulations items 75-84 http://www.ut.ee/livelink_files/1374177.htm). There are no students with partial study load at the Youth Work speciality.

Five full-time students of this curriculum graduated from College within the nominal period of studies on June 19, 2008. They are the first graduates of this curriculum in the College which means 45.5% of fourth-year students have completed 100% of the curriculum (160 CP). The table which is given below shows that 100% of fourth-year full-time students accomplish the curriculum in the extent of over 75%, the average volume of received credit points is 102.7% or 164.25 CP. The main reason for not graduating mentioned by the students themselves is that they have not managed to complete their graduation theses due to working while studying. Six out of eleven students of the fourth year have extended their nominal period of studies which shows that all the students are planning to graduate.

100% – 75% of the curriculum is completed by 86.7% of the third-year students and 92.9% of the second-year and 75% of the first-year students. There are no students of the speciality who completed less than 50% of the curriculum which allows to conclude that the curriculum is feasible to students and their academic progress is good.

Statistics of Curriculum Completion by Full-time Students of the Youth Work Curriculum in the end of spring term (01.07.2008).

<table>
<thead>
<tr>
<th>Year of studying</th>
<th>Number of students</th>
<th>Average amount of received CP</th>
<th>Average% of curriculum completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>15</td>
<td>36.2</td>
<td>90.5</td>
</tr>
<tr>
<td>2nd</td>
<td>16</td>
<td>60.5</td>
<td>75.6</td>
</tr>
<tr>
<td>3rd</td>
<td>12</td>
<td>127.4</td>
<td>106.2</td>
</tr>
<tr>
<td>4th</td>
<td>11</td>
<td>164.25</td>
<td>102.7</td>
</tr>
</tbody>
</table>

In completion of the curriculum students actively use the possibilities of Accreditation of Prior and Experiential Learning (APEL). Thus, beginning from the introduction of the curriculum till July 1, 2008 students have accredited prior learning in the extent of 740 CP which is on average around 13 CP per student.
Accreditation of Prior and Experiential Learning September 1, 2007 – 1 July 2008:

<table>
<thead>
<tr>
<th>Full-time study</th>
<th>4th year</th>
<th>3rd year</th>
<th>2nd year</th>
<th>1st year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of applications for curriculum completion</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>of which with small capacity (up to 4 CP)</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>with average capacity (5-14 CP)</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>with large capacity (over 15 CP)</td>
<td>188</td>
<td>462</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Total number of transferred credit points</td>
<td>174</td>
<td>384</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>of which accredited as compulsory subjects</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>accredited as elective subjects</td>
<td>8</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>accredited as optional subjects</td>
<td>6</td>
<td>52</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

The above-given table illustrates that the number of transferred compulsory subjects (636 CP or 95%) is bigger than the number of elective and optional subjects (34 CP or 5%). It shows that those people who have come to study to the College either received higher education which does not satisfy requirements to youth workers or intermitted their study and are willing to complete it.

Use of APEL supports ideas of life-long learning and allows those interested in it to accomplish the curriculum successfully as well as to apply for and fill student places financed by the state. In 2007 there were 12 such students.

Both students who occupy state-funded places and students at student places not covered by the state funding can apply for student allowances. In 2008 the University distributes student allowances rateably to the number of state-commissioned student places of the curriculum. Basic allowance (1000 EEK) can be applied for by students who study with full study load or full-time at the curriculum which has state-funded student places. The allowance is divided among students in the order of best academic progress. The first aspect taken into consideration in evaluation of an applicant is the percentage of completion of study load and then his/her average mark is considered. Students who in addition to fulfilling of the above-mentioned condition live outside the region or local government where they are registered (according to the data from Population Registration Office) and outside the regions of neighbouring local governments where the educational institution is located are entitled to additional allowance of 500 EEK. Students who study full-time or with full study load have the right to receive economic subsistence allowance (1000 EEK) if their financial situation hinders continuation of their studies.

In the spring term 104 (17.8%) students out of 585 College students who have the possibility and right of getting the allowance received basic allowance, 92 (15%) students got additional allowance and 19 (3.2%) students received economic allowance. 26 students of the Youth Work speciality applied for basic allowance and according to their outcomes in the spring term of the academic year 2007/2008 17 of the students (3 students of the second year, 7 students of the third year and 7 students of the fourth year of studying) were entitled to the allowance. This is 65.4% of the total number of applicants and 16.3% of College students who received basic allowance. 10 students were entitled to additional allowance: 4 students of the first year, 1 student of the second year and 5 students of the third year of studying. The additional allowance was given to all the applicants (100%). 2 students of the speciality applied for economic allowance and were entitled to it.

5.3.2. Dropout Reasons. Academic Mobility

Analysing students’ mobility we have to admit that the rate of dropout of students of the Youth Work curriculum is high – 17 people during four years or 4.25 students per year. In addition 19 applicants who confirmed their willingness to study in College did not actually begin their studying which allows us to conclude that their decision to study the speciality was not considered carefully or taken seriously. In case of equal conditions young people often prefer to study in large cities which provide a greater number of possibilities for both studying and spending leisure time.
14 students of the speciality were deleted from the matriculation register on their motion and 3 students were sent down due to insufficient academic progress. The students explained their dropout with financial and family reasons such as getting married, changing of the place of residence, finding employment. Beginning from this year we offer students a possibility to continue their studies in the Open University as a solution to the situation.

The development of inner-Estonian mobility is a challenge to the College first and foremost for improving of the Estonian language skills of students and for getting and comparing of ideas about various fields and situations of Youth Work. Short-term field trips are important along with longer studies in a university of the same profile or practice completion outside Narva and the County. All the three areas are appreciated in the College. The list of field trips is presented in connection with development of the many-sidedness aspect of the studying process in subchapter 4.1. The College has begun student exchange with Viljandi Culture Academy; students of the Youth Work curriculum have completed their practice in the speciality outside Ida-Viru County in Viljandi, Rakvere and Jõhvi (see subchapters 8.1.2 and 4.7 respectively) for more detail.

The first experiences of foreign mobility of the curriculum have been in Russia and Austria. From now the College has taken the direction for promotion of foreign practice involving possibilities of European Youth Movement. International mobility is described in subchapter 8.3 and 8.5.
5.4. Analysis of Professional Employment Opportunities of Graduates

So far applied higher education in this field has been offered by Tallinn Pedagogical College and Viljandi Culture Academy of UT but their curricula are different from the one of the College, see Appendix 14: Comparative Analysis of the Youth Work Curricula with Similar Curricula in Estonia and Abroad. Young people studying in Narva are provided with training of wide-based pedagogical and socio-scientific background where practice and primary work experience play an essential role. Training of youth workers fulfils requirements of Category IV of the professional standard. It is essential to mention that the curriculum emphasises special youth work and it also pays attention to counselling and training of camp activity leaders. Students are to choose between two minor specialities which increase their competitiveness at the labour market: social pedagogy or local government’s administration.

The meetings for the self-analysis of the Youth Work curriculum which were held in the period of 2005 – 2008 prove that professional perspectives of graduates are evaluated very highly both by students themselves and by supervisors of their practices. Practice supervisors give positive feedback about students’ preparation which is backed up by supervisors’ references and evaluations of students. See Appendix 19: Analysis of Youth Work Curriculum Practice 2006-2008.

High regard for students is also proved by the high employment rate of students of this speciality already during their studies. Now 35 students out of 57 (62%) students of the Youth Work speciality are employed, 22 of them – thus around 40% – work in the field of speciality. The students work in Jõhvi Youth Centre, Kohila-Järve Youth Centre, Narva Children's Art and Activity Centre, Jõhvi Treatment and Rehabilitation Centre for Youth and Children, Narva Orphanage, NGO „You will not be left alone“, Viru prison, Narva Young Mariners’ Club, Department of Social Care of Narva City Government.

In June – July of 2008 the College conducted a telephone survey among graduates in the course of which the majority of graduates – 4 out of the first 5 – claimed that they had been employed already by the time of receiving their diplomas. Viktoria Raževa works as a secretary in the Culture Department of Narva City Government (she was offered the job during her student practice there), Tatjana Hütt works as a secretary in the Architecture Department of Narva-Jõesuu Town Government, Irina Tarakanova occupies the position of Estonian language teacher in Narva-Jõesuu kindergarten „Karikakar“, Jekaterina Tihhomirova works as assistant in Narva College of UT. All the students were offered their positions after successful completion of their practice. It proves that both minor speciality and Estonian language skills were helpful in obtaining of employment.

The results of the questionnaire conducted among first-year students and graduates of the Youth Work speciality in the spring of 2008 show that 80% of the respondents want to study and work in the acquired speciality and 20% of the students have begun studying with the primary wish to receive higher education.
5.5. Student Council and Studying Process

The Student Council began to operate upon the establishment of the College in 1999. The Student Council is to represent and defend the interests of students with the College administration; its other tasks include organisation of extracurricular activities and implementation of projects. The students participate in the management of the College via the College Council, the body where all major studies related matters are considered. The students are entitled to 1/5 of the total number of the College Council members, i.e. 3 students are represented in the College Council. The students have a say in and can make proposals concerning all items of the agenda of the College Council meeting. The students elect their representatives annually in May and their powers take effect as of the beginning of the academic year following the elections. The representatives from the Youth Work speciality in the College Council are Jana Kondrašova and Anna Romanenko.

The Student Council operates through its working parties, which are dealing with studies, culture, sports, public relations and student accommodation. In order to better perform their tasks the Student Council has a separate office at their disposal. Active students are one of the priorities of the Student Council – this is achieved through organising various events, including the improvement of sporting facilities and possibilities. The Youth Work speciality is represented in the Students Council by the following students: Jana Kondrašova, who is responsible for the field of public relations and who is also the editor of student newspaper „DIXI”; Olga Sadovina, who is responsible for the field of sport activity and Anna Romanenko, who is a member of the Student Council of the University of Tartu and a supporting member of the Student Council of the College. Cooperation with former members of the Student Council is considered very important. Two years ago the student newspaper DIXI was launched, so as to store and communicate information better.

The Students’ Studies Committee established in cooperation with the Student Council and the administration plays a key role for studies. Among the members of the Committee there are representatives of the Student Council, students from every study group, tutors, assistant advisers, heads of programmes and divisions, specialists in organising studies. The Student Studies Committee discusses the organisation of studies, seeks solutions to problems, disseminates information, introduces and gathers feedback on changes/improvements/innovations concerning the organisation of studies.

The Studies Committee meets on the third Wednesday of every month beginning from 2003. The main items on the agenda of the 2007/2008 academic year were the following: resetting of exams, deadlines for defending final theses, language learning possibilities, subject studies in Estonian, organisation of the work of the Students’ Scientific Society and the scientific conference for students, planning of elective and optional subjects and their schedule, development issues pertaining to the library, filling of vacant student places, distribution of student allowances.
5.6. Advantages and Shortcomings of the Student Body and Development Strategy

5.6.1. Advantages of the Student Body

- As an important development Open University is launched this autumn. The Youth Work specialty of the College is a flexible possibility for studying for youth and adults interested in the specialty. The level of applicants is good, students are orientated towards graduating from the College and working in the specialty, which is proved by the results of the survey among students and graduates;
- Since 2004 the state has commissioned a stable number of state-funded student places from Narva College: 15 full-time student places for the Youth Work curriculum full-time study; The number of graduates commissioned by the state is sufficient;
- The rules and process for student admissions of the College are adequate;
- Studies in this specialty are organised in a student friendly manner. Along with a well developed Study Information System, individual approach to every student plays an important role. A comprehensive information and advisory system has been established for the students, which brings together the various parties and operates in a variety of different formats. In a small college, such as Narva College, communication is close between the students and teachers but also among the students themselves. Along with the traditional Study Information System, mailing lists, the College website and information disseminated on paper, and direct communication play a key role. The students have easy access to both the Programme Manager and teachers. Peer communication is important as well; the activities of the Student Studies Committee support such communication between students;
- Special mention should be made of consulting and supporting student candidates; as a result vacant state-funded student places have been filled (refer to section 5 for more details). Freshmen also get significant help from taking the course Introduction to Studies;
- Around 30% of Estonian-speaking youth study at the specialty which contributes to the development of studying and communication in the Estonian language at the specialty. Thanks to effective Estonian language teaching Narva College facilitates access by the Russian-speaking young people to state-funded higher education and provides them with Estonian language skills essential at the labour market. Around one-third of the University students who finished schools with Russian as the language of instruction study in Narva;
- The College supports students’ mobility especially through promoting short-term field trips and the practice system (see 4.1, 8.3, 8.4);
- There is a comprehensive system of receiving feedback from students. The students are wholly involved in the process of developing the curricula and organisation of studies in their speciality; this is achieved through the Student Studies Committee, which has representatives from all study groups, the Student Council and the Programme Council. The opinions of the students are always taken into account, as is also proved by this report (see 8.8);
- Through close cooperation with the Student Council and the College Council students of the Youth Work specialty actively take part in the organisation of traditional College events and in the College development activity: Citizen’s Day, Tatyana’s Day on 25 January, Student Days, the DIXI newspaper, the Students’ Scientific Society, Student Theatre and Sports Club. Supported by the College administration these student initiatives have made student life considerably more active.

5.6.2. Shortcomings of the Student Body

- In the last years the number of applicants for the threshold-based admission has been insufficient. Student places are filled with candidates whose earlier study and work experience has been assessed through APEL. In mid-September 2008 there were four vacancies in the curriculum;
· The City of Narva and the Ida-Viru County are characterised by being a somewhat closed community. Students should be especially encouraged to take up studying both in other educational institutions of Estonia and abroad;
· The large number of students working during the studies is becoming a threat and constitutes new challenges: how to balance their studies even more flexibly between full-time study and the Open University.

5.6.3. Development Strategy for the Student Body

· Given the insufficient number of student candidates, it is necessary to prepare new marketing plans for both the College and the specialty. The College should employ a marketing specialist. The marketing activities of the College must be brought under strong management, they should be conducted in a systematic manner and throughout the year. One of the tasks of the programme manager is also marketing the specialty. The geographical scope of marketing should be extended, in order to bring in students from outside the Ida-Viru County, especially from Tallinn. More attention should also be paid to engaging Estonian speaking student candidates;
· Active organisation of student exchange programmes within Estonia and creating more favourable conditions for participation therein are priorities for the College. Support should also be given to organising practical training outside the Ida-Viru County. The above activities are to be included in the application for participating in the new ESF Programme for Developing Curricula for Professional Higher Education;
· Given the nature of their studies Youth Work students should be involved in the College development projects and such participation should be combined with the curriculum.
6. STUDY ENVIRONMENT
General Data about the Learning Environment

2. The total number of the lecture rooms used for the needs of the curriculum: 11 lecture rooms
3. The total number of laboratories for the curriculum: there are no special laboratories, there are 2 computer laboratories with 32 work stations
4. The total resource of the work stations with computers with free access: 70.5 hours/week (for the needs of the students of the given curriculum)
5. The total area of the rooms used by the teaching staff of the curriculum is 168.45 m2 (the total room resource of the teaching staff teaching the subjects of the curriculum)
6. Copied/published written information material of the studying activity per learner: 500 pages/year
7. The total amount of literature in the library (as of the date of 01.01.2008):
   - Total number of items – 31 569 copies; Magazines – 65 titles;
   - Books connected with the curriculum – 1748 copies; Magazines – 18 titles
8. The number of the Internet pages related to the curriculum: 3
9. The cost of one credit point at a student place not covered by the state financing: 770 EEK
10. Relative economic indicators (% of the total volume of the last budget):
    - Expenses on salaries – 64.6%
    - Expenses on books – 2.4%
    - Stationery and administrative expenses – 13.6%
6.1. Analysis of Sufficiency, Condition and Equipment of Lecture Rooms

6.1.1. Sufficiency and Condition of Lecture Rooms

The building of Narva College of the University of Tartu is located on the territory of the centre of Narva town. This location is convenient as it ensures easy access both for pedestrians, users of public transport and users of personal transport.

The building of the College was erected in 1964 as a polytechnic school. The College premises consist of two joined buildings, the building of the gymnasium and the additional building which was erected for workshops of Narva Polytechnic School. The net area of the building is 6457.1 m². The two buildings of the College are 3-storeyed and have a basement. The students’ cloakroom, the canteen rooms as well as utility and storage rooms are situated on the basement floor of the building. The offices of the College administration, Divisions and lecture rooms are located on the first floor. On the second floor there are computer laboratories, lecture rooms and offices of Divisions. The College library is situated on the third floor. Lecture rooms of the third floor are not renovated and they are not actively used for holding lectures.

The College uses 11 lecture rooms for everyday teaching. Six of these rooms seat 25 people, one room is for 35 people; two rooms are for 50 people each, one seats 80 people and one auditorium is for 100 people. The condition of Narva College lecture rooms, offices of Divisions and administration as well as the commonly used rooms correspond to the norms recommended by the Rector of the University of Tartu Decree No 8 “Regulation of Use of Buildings and Rooms of the University of Tartu and Recommended Surface Norms” of April 4, 2007.

The lecture rooms that are mainly used for holding lectures were renovated in 2000-2005: the windows and the floor covering were changed, the walls were painted and the appropriate lighting was installed. The lecture rooms were equipped with necessary furniture. The College has a sufficient number of lecture rooms and their condition is normal, according to the financial possibilities of the College. The building has not undergone a major renovation since the time of its erection. By the present moment the construction of entirely new College premises has begun on the territory of the Old Town which is to be completed by the beginning of the year 2011 (see 6.6 for more detail).

6.1.2. Equipment of Lecture Rooms

The lecture rooms of the College have necessary modern equipment. Eight of the lecture rooms have Internet connection via LAN cable, but additionally in all the lecture rooms it is possible to use WIFI connection. WIFI connection is also available in the whole building of the College and in the hostel which allows unrestricted free-of-charge access to the Internet.

All the lecture rooms and the computer laboratory are equipped with overhead projectors (there are 12 OH projectors in total). There are 9 data-projectors in the College, 5 of them are fixed-site in lecture rooms. The other four projectors can be installed in lecture rooms in case of necessity and on request of a teacher. All the lecture rooms have fixed-site chalkboards.

The College also has 5 TV-sets, 3 VHS recorders and 6 DVD-players that can be used by the teaching staff. This equipment is installed in lecture rooms according to the schedule determined by the lecture timetable. The Administrative Director is responsible for the availability of the studying equipment. The College IT manager bears responsibility for the condition and working order of the equipment.
In addition to the studying equipment that is applied in everyday studying process, the College also uses IT means that enable data exchange (servers) and the conference equipment for holding seminars and conferences over distance (video conference equipment).

In the summer of 2008 Narva College invested 1 854 910 EEK in renewal of IT means with the support of the Ministry of the Interior of the Estonian Republic and Enterprise Estonia. With this support the College purchased 54 new desktop computers and monitors, 18 laptops, 3 new servers, a modern video conference system and 22 work station licences of Sanako Study 1200 language learning laboratory.

On the whole there are 125 computers in Narva College. 93 computers are used by the College staff outside the computer laboratory; work stations of all the members of administration are accommodated with computers. The total number of computers at the Divisions is 22, which is the same as the number of full-time working teachers. All the computers have access to the Internet. As the result of the investment in IT means which was made in the summer of 2008 15 outdated desktop computers at the Divisions were exchanged with new desktop computers. In the course of the renewal of the computers supply each Division received one new laptop in addition to the desktop computers, which provides an opportunity to increase mobility of teachers when preparing for and delivering lectures.
6.2. Development Strategy and Analysis of the Technological Level of Special Equipment for Laboratories and Lecture Rooms

There are no special laboratories in the building of Narva College. The only room with special equipment is the computer laboratory. The College computer laboratory has 32 desks and it is divided into two rooms with a glass wall. The bigger room is for 18 people and the smaller room has 14 desks. In the course of renovation works, the under-floor net and electricity system was installed, the ventilation system was renewed, new lighting were installed; new furniture, corresponding to the requirements of a computer room, was purchased and installed. There is a separate server’s room. Only legal software is used in the computer laboratory, as well as in the whole College.

The College computer laboratory is open 5 days a week from 8 a.m. till 8 p.m. On Saturday it is open from 9 a.m. till 2 p.m. The computer laboratory can be used by all students of Narva College and the University of Tartu, participants of courses of continuing education and retraining. The working time of the College computer laboratory and the library overlap in order to provide students with opportunities for working in the computer laboratory with necessary sources from the library. In case of any questions or problems users of the computer laboratory can approach the manager of the computer laboratory who is present in the laboratory during its working hours. Traditionally, College students work in the computer laboratory part-time.

The investment in IT means which was made in the summer of 2008 allowed to exchange all of the 32 computers in the College computer laboratory with new computers and monitors. Within the frames of the same investment the computer room for 18 people was turned into a language learning laboratory. The language learning laboratory provides a possibility to use Internet-based studying materials for both learning languages and studying other subjects. The language learning laboratory allows to support development of students’ skills and improvement of their knowledge by using virtual environment.

The discontent with the technical equipment of the computer laboratory which became obvious from the results of the survey conducted among students of the Youth Work speciality (1st – 4th years of studying) is justified (see 4.6.1; Appendix 16). The computers in the computer laboratory were simply outdated. The situation is has changed fundamentally beginning from the autumn term of 2008 as the whole supply of the computers of the laboratory has been replaced. Today the conditions of use and the opening hours of the computer laboratory meet the learning needs of its users.

Students are provided with printing, copying, scanning and spiral-binding services. Students can use 3 copying machines where they can print out documents from any computer of the computer laboratory. Each student has a numerical code or a card with a user limit used for printing or making copies. Printing or making copies of one page costs 0.75 EEK. Scanning is free of charge. The scanning service is provided by the computer laboratory, where students can also use spiral-binding service at a modest price.
6.3. Condition of the Library and Development Plans. Availability of Study Materials

6.3.1. Condition of the Library and Development Plans

The aim of Narva College library as a speciality library is to provide all members of the College team with information necessary for research and teaching activity and to create good learning environment. The College library occupies rooms of the total area of 426.6 m²: the hall of book registration and periodicals, two halls with accessible open shelves, the reading hall, and the bookstore. In the summer of 2003 almost 300 m² of the library area underwent renovation and the rooms were improved to the required condition. On the whole there are 56 working seats in the library. In the August of 2006 one stage of the first Development Plan of the library was fulfilled – since then the library has WIFI area which allows to use laptop when working in the library. Beginning from the autumn term the library also has 10 new work stations accommodated with laptops. These new work stations encourage students to work individually in the library.

As of the date of 01.01.2008 the library had 1086 registered readers, 31 569 copies (books, magazines, manuscripts) of the College library have been registered into the electronic catalogue ESTER of the University of Tartu. The safe-keeping of books in the library is ensured by the electronic protection system.

The amount of money which is allocated from the College budget for completing the library has grown year by year. In 2008 this amount was up to 0.5 million EEK. In conformity with the Development Plan the library is included in the projects carried out in the College. Purchase of new books is financed additionally from various College projects connected with studying and training activities. In 2007 this amount was 88 000 EEK. In 2008 the financial support for purchase of books coming from projects is comparable with the sum provided in the year 2007.

Book donations, first of all the campaign „Estonian Book to Narva“ initiated in 2000, have greatly assisted in the enlargement of the library fund. The biggest donation at the overall cost of 60,000 EEK was done by Robert Bosch Fund form Germany. The donations of this fund include 25 titles of books connected with subjects of the Youth Work speciality. The library fund has been substantially enlarged with donations of various Faculties and teachers of the University of Tartu, teachers of Narva College and visiting lecturers, as well as with the books given by publishing houses, different institutions and organisations. In 2004 the library was given 504 copies, in 2005 – 1020 copies, in 2006 – 629 copies and in 2007 the library received 430 copies.

The peculiarity of the Youth Work speciality is the large share of donations of books in the Estonian language among literature essential for the studying process. In the main, the compilers and donators of publications in the Estonian language on the issues related to youth work are the Estonian Youth Work Centre, the Estonian Ministry of Education and Research, and Eesti Noorte Koostöökoda (Cooperation Workshop of Estonian Youth). The publications compiled by these organisations are available also as full texts in the ESTER catalogue.

Beginning from the autumn term of the academic year 2005/2006 the staff of the library consists of the librarian, client server (part-time) and the Head of Library who has a corresponding higher education. The task of the Head of Library is development of the work of the library. In April of 2008 the Council of Narva College adopted the Development Plan of the library „Narva College of UT Library in 2007-2010“. The following changes of the library environment were paid special attention to in the process of working out of the new Development Plan: the library as a strategic partner of the College (teaching skills of information letter-writing, support of producing digital studying materials) and the library as a reader-centred institution (co-existence and integration of virtual and physical library). The annual Action Plan is developed for fulfilling the Development Plan. The Action Plan of 2008 first and foremost includes the following actions related to the speciality being accredited: marking of the books connected with the speciality with location reference and completing of registration of location references in the electronic catalogue; providing students with training and corresponding practical sessions on use of electronic data bases of the speciality available through the homepage of the library of the University of Tartu.
6.3.2. Availability of Study Materials and Servicing Readers

6.3.2.1. Servicing Readers

The library is open for readers on weekdays from 9 a.m. till 8 p.m. and on Saturday from 10 a.m. till 4 p.m. which allows students of the Open University and participants of retraining courses to work in the library as well.

The College library started electronic servicing of its users in the autumn term of 2002. Libraries of the University of Tartu and Narva College issue a reader’s card that is integrated in right and responsibilities. Beginning form the autumn term of the academic year 2006/2007 it is possible to use services of the library with ID-card as well. Books are lent to the teachers and students of the College, and, on the basis of the corresponding agreement, to students and employers of other educational institutions. Other people are allowed to use the books only in the reading hall. The books are lent for the following terms: 24 hours, 7 days, 14 days, 30 days and for one term to teachers. The rules of lending are in agreement with the corresponding rules of the University library.

The number of copies of books for the speciality of Youth Work is sufficient, thus the majority of these books can be lent for 30 days. Problems arise with availability of literature for general subjects (Pedagogy and Psychology) as these books are lent for shorter terms. The reason lies in the necessity of this literature to students of different specialities. The library staff in cooperation with teachers have tried to manage the situation so that use of the textbooks would not overlap at different specialities. In order to secure availability of compulsory literature one copy is kept for use in the library.

Narva College library has its own scope in the electronic catalogue ESTER which allows to search only the sources of the College library. The electronic catalogue ESTER allows the reader to search for necessary sources, order books on-line, check the lending deadline and extend the deadline. Beginning from the autumn term of the academic year 2008/2009 students of the speciality of Youth Work will be able to use an innovation of the ESTER catalogue: they will have access to course papers on the speciality. In the ESTER catalogue a student can open lists of compulsory and recommended literature of a subject. With a mouse click on a title a student chose he/she opens an entry which shows the availability of the book and its location in the library. If a teacher has electronic study material, it can also be opened the same way. In future the staff of the library plans to put books from course papers on separate shelves the way it is done in the University library.

In accordance with the Development Plan of the library and proceeding from the information needs of various groups the task of the library is to guarantee to students availability of literature necessary for studying, doing homework, writing course papers, graduation theses and projects from scientific libraries in Estonia and abroad. Thus registered readers of the College library can use the RVL-service (ILL – Interlibrary Loans) free of charge and through this service they can use all the scientific and special libraries of Tallinn and Tartu. The need for scientific literature in the College has increased: in 2005 readers received 193 books through the RVL-service, in 2006 – already 249 books and in 2007 readers ordered and received 262 books. The relatively large amount of students’ independent work has increased the importance of the library as a supporter of the studying process which is proven by yearly growing number of borrowings (in 2004 – 14 139, 2005 – 19 385, 2006 – 26 808, and 25 370 in 2007).

In order to enhance the effectiveness of information service and book supply the College library cooperates with Narva Central Library: the latter offers free access to text data bases of scientific journals in the Russian language that are published in Russia and purchases new books taking into consideration the specialities taught in the College.

The work on development of the library has born fruit which is proven by the results of the survey of Youth Work speciality students being satisfied with the College – 97% of students of the speciality of Youth Work (1st – 4th years of studying) were satisfied with the service of the library (see 4.6.1; Appendix 16: Analysis of the Survey of the Youth Work Curriculum Students’ Contentment 2008).
6.3.2.2. Availability of Study Material

The order of completing of the book resources of Narva College is regulated with the College Director's Decree No. 233 NC of October 6, 2004. The priorities in purchase of new books for the College library are literature for the compulsory subjects of the College curricula, reference literature and dictionaries. Due to its location in Russian-speaking environment the College library is to play an important role as the provider of course books in the Estonian language and also modern Estonian fiction. The library purchases publications both of the basic information level and of the level supportive of the studying process and its management. The former level includes a limited choice of general literary works, monographs and reference works, important periodicals. The latter level contains a larger choice of monographs and reference works of more general content and a limited choice of monographs and reference works of more specific content, magazines from the fields corresponding to the specialities taught in the College.

Constant purchase of new literature ensures systematic information in the taught fields and satisfies readers' needs in the extent of Bachelor's and Master's curricula as well as the curricula of applied higher education of the College. The College languages of teaching are also considered when ordering compulsory literature which means that the library purchases literature both in Estonian, Russian, English, German and other languages.

The order of compulsory literature and periodicals in the speciality is decided upon by the Committee which consists of Heads of the Divisions and Programme Managers. Work of the committee is supervised by the Director of the College. The needs of the speciality of Youth Work as a new speciality are considered a priority in the purchase of new literature and most attention is paid to special publications in the Estonian and English languages. In order to increase the number of copies of compulsory literature the library deals with re-ordering. Each year the library fund is enriched with studying material and compendiums composed by members of the teaching staff and the College's publications. College teachers have compiled 6 study material sets for the needs of the Youth Work curriculum which are available in the library. The following study material composed by College teachers for the needs of the Youth Work speciality is also available in the library:

- J. Ivanova. Methodological material for the lecture course “Designing an Individual Curriculum”;
- V. Semenov. Manual “Students' Independent Work”;
- K. Vanamölder. Supplementary material “History of Estonia”;
- M. Vihman. Textbook-workbook „Plants of Lahemaa”;
- J. Nõmm. Studing material „Theory and Practice of Cross-Cultural Communication”.

There is at least one textbook for each subject of the Youth Work curriculum. 53.1% of compulsory literature in the speciality is easily available to students in the library. 100% of compulsory literature in foreign languages is freely available to 25% of students. 100% of compulsory literature in the library is easily available to 20% of students. See Appendix 20: List of Compulsory Literature Required by the Youth Work Curriculum.

89% of questioned students of the Youth Work speciality (1st-4th years of studying) are content with the availability of literature necessary for studying in the library (see Appendix 16). The results of the survey showed that students would like to have a wider choice of literature in the speciality. Following this suggestion the library has purchased more special literature in the English language than it ordered before.

Students' graduation theses and course papers which received the marks „excellent” and „very good” are also kept in the library. From the first graduation theses in the speciality of the year 2008 the following papers are available in the library: Jekaterina Andrejaeva „Deviantsete riskitegurid noorte hulgas” (Risk Factors of Deviant Activities Among Youth), Tatjana Hütt „Erivajadustega laps tavakoolis” (Children with the Special Needs in School), Irina Tarakanova „Narva noorte teavitamine õigustest Euroopa Liidu tööturul Suurbritannia näitel” (Providing People of Narva Town with the Information about Their Rights on the European Union Labour Market on the Example of Great). Students' graduation theses are registered in the electronic catalogue ESTER, and the lists of students' graduation theses are available at the library home page. Full texts of graduation theses are also available in the electronic form.
Taking into consideration the Youth Work curriculum the College library has ordered the following magazines and journals in the speciality: *Haridus* (Education), *Sotsiaaltöö* (Social Work), the magazines about management: Director, and general interest magazines such as *Pere ja Kodu* (Family and Home), *Märka last* (Notice the Child); of speciality magazines published outside of Estonia the College library has ordered: Yong: Nordic Journal of Youth Research, Journal of Social Work, The British Journal of Social Work, European Psychologist, Intercultural Education. The library also receives the youth work newspaper *Aken* (*The Window*). In the case of periodicals in foreign languages, the College library, like the University library, prefers publications which are available in the electronic form so that they could be read on any computer with Internet access.

6.3.3. Availability of Information Networks

A part of material necessary for the studying process at the speciality of Youth Work is available in Internet data bases (legislation, statistics, data bases of full texts of periodicals in the Estonian language).

Internet is easily accessible to College students in the computer laboratory, library, in WIFI area in the whole College building and in the hostel.

As a library of a higher education institution the College library pays attention to training of both teachers and students. Intimation of the role of the informational competence has succeeded at the levels of administration. Trainings in the informational competence started with trainings for teachers in 2005. Beginning from the autumn term of the academic year 2005/2006 students of the first year are taught the course Introduction to Studies P2NC.00.821. The content of the course is aimed at development of skills of using the library, books and electronic data bases. Along with introduction of ESTER and RVL catalogues the students are acquainted with the bibliographic data base of articles in Estonian periodicals ISE, bibliographic data base of pedagogical literature HARIDUS, data bases of Estonian legal system RIIGI TEATAJA and ESTLEX, statistics data base Eesti STATISTIKA, and electronic catalogues of central libraries. Students are also acquainted with e-services of the library: checking and extending deadlines of their lending through MINU ESTER, ordering books, receiving an e-mail notification about availability of the ordered book or the termination of the lending deadline. The teaching staff and librarians have effectively co-operated to improve the training in the field of the informational competence. In the spring term of the academic year 2005/2006 there was added a web-based training for all first year students in the use of EBSCO full text data base of scientific journals and of the course paper data bases of social sciences available in the network of UT.

The close cooperation with the University library in Tartu has secured the representation of e-magazines and data bases. The following data bases corresponding to the speciality of Youth Work are accessible in the network of the University of Tartu: data bases available through the EBSCO data base are: ERIC, PsycInfo, PsycCritiques. The data bases accessible under Cambridge Scientific Abstracts are: Sociological Abstracts, Social Services Abstracts, Linguistics and Language Behavior Abstracts. Blackwell Synergy Blackwell Synergy (collection of e-magazines of Blackwell publishing house which consists of 755 e-magazines in nature studies, medicine, social sciences and humanities); Cambridge Scientific Abstracts; Directory; the archives of electronic magazines JSTOR; Oxford Reference Online (Oxford University Press information portal which includes various dictionaries, and biological lexicons); e-magazines of Oxford University Press; Sage Journals Online; Science Direct (access to 644 electronic magazines of the publishing house Elsevier). Springer Link; EBSCO data bases: Academic Search Premier, and MasterFile Premier. Data bases of e-books library and Oxford Scholarship Online are also accessible.

In order to enhance the effectiveness of information service and book supply the College library cooperates with Narva Central Library: the latter offers free access to text data bases of scientific journals in the Russian language that are published in Russia and purchases new books taking into consideration the specialities taught in the College.
6.4. Adequacy and Level of Service Units
(Meals, Hygiene, Recreation, etc)

The College Department of Services consists of 15 employees responsible for the condition, cleaning and security of the College building and territory. The College rooms are cleaned everyday before the beginning of lectures. During the day the cleaner on duty checks the conditions of the rooms and cleans them. Two times a year the floors in all the rooms are thoroughly scrubbed and waxed. The windows of the College building are cleaned from the inside and outside two times a year. The caretaker is responsible for the condition of the territory of the College.

The College has a hostel including 150 places. The hostel allows to provide students with accommodation. The hostel was erected in 1969 and needs a major renovation. By means of projects and self-financing the College has carried out renovation works which ensure that the hostel is in the proper-for-living condition. 50% of the windows were changed; supply lines and shower rooms were renovated. The rooms of the hostel are furnished.

The College has a canteen for 40 people which is situated on the basement floor of the College and follows all the requirements of health care, hygiene and nutrition. The choice of food is large and the prices are modest. On the basis of the corresponding agreement the rooms are rented to the firm AS Mann Grupp which uses the rooms according to their purpose and ensure continuous work of the canteen. The canteen is open on weekdays from 9 a.m. to 5 p.m. and on Saturday from 9 a.m. to 3 p.m.. There are free drinking water tanks for students, teachers and administration workers which ensure availability of high-quality drinking water.

In the halls of the first to floors of the College building there are benches for sitting, on the staircase of the second floor there is a resting centre where teachers and students can read latest newspapers. The College library is equipped with corresponding upholstered furniture, available to everybody CD-players with headphones. Students’ possibilities for recreation are raised with the gymnasium of the area of 400 m².

The College ensures the best level and adequacy of service units possible with the financial sources it has.
6.5. Sufficiency of Financial Sources for Development

6.5.1. College Budget and Involvement of Projects of the European Social Fund in College Development 2004-2008

Up to the year 2004 the College budget was increasing rapidly primarily due to successful project activities and increase in providing paid educational services (Appendix 21: Fulfilment of Budget of Narva College in 2005-2007 and Budget for 2008). The peak rise of the year 2004 was followed by a stable and even budget increase in 2005-2007. In 2007 the yearly budget of the College was 19.4 million EEK. The magnitude of the budget of 2008 is the same as that of the year 2007. The budget stability is ensured by the growth of the sums of the state commission and tuition fees which is connected with the increase of the base tax of the national curriculum and sums of tuition fees.

Beginning from the year 2005 a number of new lines have been added to the „income“ part of the College budget. The budget line „continuing education“ was added in 2005 and the sums received through this budget item in 2005, 2006 and 2007 showed a moderate but steady increase tendency. The new budget line ETF grants was added in 2005. Beginning from the year 2006 the College budget includes a line for sums received from European Union Structural Funds. In the period of 2005 – 2008 the College was allocated 8.5 million EEK from these funds. The increase in the budget has allowed to allocate bigger sums on trainings and trips of the College staff. In the autumn term of 2008 the College participates in the new rounds of applying for projects carried out with the support of European Union Structural Funds. Financing of the European Union is a necessary addition to the College budget.

The increased budget has also allowed to ensure stable and motivating increase of salary. Salaries of the teaching staff of Narva College correspond to the standards set in the University. The average salary in Narva College has grown from 8155 EEK to 9179 EEK or by 12.6% in the period of 2006 – 2007. In 2007 the average basic salary of a member of the teaching staff of the College was 10 493.36 EEK per month and the salary in total was 14 493.09 EEK per month in which extra pay was 1295.70 EEK monthly or 14.5%. At the same time the average gross salary of the third quarter of 2007 in Estonia was 10 899 EEK. Beginning from 01.01.2008 the minimum rates of salary levels of University employees were increased by 11 – 15%. The same rate of salary rise was applied by Narva College as well.

Proceeding from the University Development Strategic Plan 2008 and principles of the wage policy the aim in the case of academic positions is to be the leader of the Estonian wage market and to increase the average income of a lecturer and assistant/teacher to the one corresponding to 2 or 1.7 of the average salary in the country. In the case of non-academic positions the aim is to provide salary which would be competitive at the labour market. With regard to general changes in the Estonian wage market the rate of increase of University salaries is still too low as compared to the rate of increase of the average salary. In order to increase salaries it is extremely necessary to increase income, plan the staff better and to practise income-oriented management. Along with the University the College applies the same principles.
6.6. College’s Biggest Development Project – New College Building in Narva Old Town

In 2003 in order to improve the studying environment of the College it was decided to erect a new building of Narva College. The new premises are to be built on the territory of Narva Old Town next to Narva Town Hall.

In 2004 the Government of the Republic of Estonia decided to support the building of the new College premises with 48 million EEK from the means of Structural Funds of the EU and the Republic of Estonia. The necessary planning was done and pre-constructional and archaeological researches were conducted on the territory of the new building. The state architectural competition for the architectural design of the new building was announced in result of which the appearance of the new College building was approved. 2/3 of the design work of the building project was done.

In the course of preparation for the construction works there appeared disagreement between Narva Town and the University of Tartu in the correspondence of the construction project to the conditions of detailed planning and preservation of historical sites. These issues were considered by the Administrative Court of Tartu County which made a decision in favour of the University of Tartu at the end of 2007. However, before that, at the beginning of 2007 the University had to refuse from the means of the European Union due to being behind the schedule. In February of this year the parties came to the agreement as a result of which Narva City Government issued to the University of Tartu the building permit for the erection of the new College building at the address Raekoja plats 2.

The plan of investment in the infrastructure of learning and working environment of research and development institutions and universities was adopted with Estonian Republic Government Decree No. 247 of May 30, 2008. On the basis of this plan Narva College of the University of Tartu was allocated 115 million EEK (7.3 million euro) for the construction of the new College building. Suspended design works are to begin in November of 2008 and finish in March of 2009. Then the College is to announce an international competition for finding a building company and according to the schedule the construction of the new premises of Narva College is to begin in July of 2009. The studying process can be begun in the new premises in the autumn term of 2011 at the latest. The construction project of the new College building was designed considering, first and foremost, the social and humanitarian direction of studies in Narva College. The construction project of the new building is characterized, differently from the present College premises, by the well-planned size and functionality, student and teacher-centred concept of rooms. The studying environment will become more efficient, the opportunities for recreation will be raised.
6.7 Advantages and Shortcomings of the Study Environment and Proposed Action Plan for Eliminating the Shortcomings

6.7.1. Advantages of Study Environment

- Positive budget, constant increase of the College's income (including means of the EU and various projects, promotion of continuing education). The task of the College administration is to adhere to conservative budget policy;

- Library has an operating development plan; funds of the library are constantly enlarged through involvement of different means and according to the plan. Attention is paid to study materials designed specially for the Youth Work curriculum. The course papers compiled by teachers which improve convenience of use of the library are good support for students. It is remarkable that 89% of students of Youth Work specialty are satisfied with the availability of literature necessary for studies;

- Building of the new premises of the College will improve the quality of the studying environment. Pre-construction phase works and 2/3 of designing works were been completed, the local government has issued a building permit for the erection of the new College building, the Government of the Republic has allocated 115 million EEK (7.3 million euros) for construction; designing works are being finished and the competition for finding a building company is to be announced;

- Lecture rooms are well-equipped with modern studying equipment; new projects for purchasing new equipment are developed in order to maintain this level;

- Computer laboratory corresponds to the requirements; financial possibilities for further development of the computer laboratory into the linguistic laboratory (in the spring term of 2008 the College invested 1.8 million EEK in IT means); WIFI Internet connection in the College building and in the hostel; in the spring of 2008 the College purchased new servers and updated software which secures availability and quality of Internet connection;

- College has a hostel for 150 people which needs major renovation. The College plans to apply for additional finance by means of projects in order to carry out urgent renovation works.

6.7.2. Shortcomings of Study Environment

- Present premises of the College have high maintenance expenses and it is inconvenient due to its age;

- College hostel needs updating which is to be done through major renovation of the hostel;

- College spatial possibilities do not allow for further expansion of the library;

- Decrease in the number of students throughout Estonia can result in the decrease of state financing.

6.7.3 Development Strategy for Study Environment

- Construction of the new building for the College in the historical Town Hall Square. Construction is scheduled to commence in 2009 and the building should be completed in 2011. The new building will meet the needs for developing both the study environment and the library;

- The College budget should include also resources derived from continuing education and retraining, the funds from the ESF programming period of 2008-2013. Successful application for funds from the ESF Programme for Developing Curricula for Professional Higher Education is of key importance;

- Developing the library: the share of professional literature in foreign languages should be increased; offers for materials devoted to multicultural issues should be obtained through interlibrary loans, secondary school students should be given broader possibilities of using the library.
7. ACADEMIC AND SUPPORT STAFF
General Characteristics about Academic and Service Staff

1. By means of public competition the number of lecturers teaching in the Youth Work speciality is 16 (13 are chosen in Narva College and 3 are chosen in the University of Tartu). The number of lecturers who teach courses of the curriculum is 31. Visiting professor Ekaterina Protassova, and visiting lecturer Aleksander Wolters worked on the curriculum.

2. Structure of permanent position lecturers’ workload for the Youth Work curriculum: full-time – 78%; a half and higher workload – 22% (see more 7.1; 7.5)

3. The average age of the lecturers is 41 years; working period in a higher education institution 8,5 years; the average practical professional work experience: 15 years

4. Qualification of permanent position lecturers in the curriculum: PhD: 5; MA, MSc: 10; higher education: 3


7. Study material written for the curriculum: 6; on-line study materials: 37; e-courses: 8. (See item. 7.4.3)

8. Administrative support staff: 27

9. Data listed about all lecturers teaching all courses of the curriculum (Appendix 24: Data about the Staff Teaching the Subjects of the Youth Work Curriculum)

10. Correspondence of the academic staff to requirements set to the Standard of Higher education (Appendix 25: Conformity of the Academic Staff of the Youth Work Curriculum to the Standard of Higher Education)
7.1. Analysis of Sufficiency, Suitability and Qualifications of Lecturers

The number of teachers in the Youth Work curriculum is sufficient for conducting studies on a high level. 31 teachers are involved in the Youth Work curriculum, for 58% of them Narva College is their primary employer (permanent position staff), 16% work for the University of Tartu and 26% are adjunct lectures. The aforementioned is pursuant to the provisions of §5 of the Standard of Higher Education – at least 50% of the study load determined in the curriculum shall be taught by the members of the teaching staff who work with a work load of at least 51% in such educational institution or in an educational institution that has entered into a contract between curricula or educational institutions.

In regards to qualifications we put emphasis on the education level of the teaching staff, the existence of a doctoral or master’s degree. In assessing the suitability of teachers to the job it is important to assess their practical experience in youth work and their experience as teacher. In order to raise the profile of practical work experience six teachers are also currently employed in the field of youth work (Argo Bachfeldt – part-time; Sergei Džalalov, Vladimir Kirejev, Urmo Reitav, Lianne Ristikivi, Natalja Umarova – hourly wages). The youth work experience of the teachers is in correlation with their age and ranges between 5 – 38 years. They teach one-fifth (20%) of the study load of the curriculum, which constitutes 44 CP. They also account for 14 CP of supervised practical training (Argo Bachfeldt, Natalja Umarova). All teachers act as supervisors of students’ graduation theses.

§15 of the Standard of Higher Education establishes the following requirements for teachers: 100% of the subjects determined in the curriculum shall be taught by teaching staff with higher education or a qualification equal thereto, whereas 75% of the subjects determined by the curriculum shall be taught by teaching staff with Master’s degree or a qualification equal thereto. The teaching staff who teach practical subjects relating to specialities must have at least higher education or a qualification equal thereto, and at least three years’ professional experience. These conditions are met in the curriculum under review, while 50% of the subjects determined by the curriculum is taught by teaching staff with Master’s degree (or a diploma equal thereto; 16 staff members) and 26% of the subjects determined by the curriculum are taught by teaching staff (9 staff members) with doctoral degree (see Appendix 26: Teaching Staff’s Studies for Obtaining Academic Degrees for further details).

Every member of the teaching staff at the College has the command of either Estonian or Russian as their first foreign language, most of them also speak a second and third foreign language and have an experience of working in a multi-cultural environment, which is important for the curriculum under accreditation but also inescapable if working in Ida-Viru County. There are both teachers whose native language is Estonian and whose native language is Russian. It is important to involve teachers who speak Estonian as their native language in order to improve the Estonian language skills of the students.

The average length of service in an institution of higher education of the lecturers is 8.5 years and the duration of their practical professional experience amounts to 15 years on the average. Their practical experience is predominantly in the field of youth work, social work or general education.

The Programme Manager for Youth Work is the full-time assistant of the College Maria Žuravljova, Diploma (Social Work). She has six years of practical experience with children and adolescents in special youth work. Her teaching work includes reading Basics of Counselling; in cooperation with Natalja Umarova also Introduction to Social Work; and practice supervision and coordination. The Programme Manager is scheduled to defend her Master’s thesis “Probation Research in Estonian Science” in the University of Tartu in 2009. Please refer to Appendices 26 and 27.

Assistant in Youth Work Argo Bachfeldt, Diploma (Youth work), has nine years of practical experience in youth work, he is currently also a trainer in the European Youth Initiative. He teaches the following subjects: Working in a Youth Camp, Management of Recreation Activities, Physical Education; and he also acts as a supervisor for practice and graduation theses.
Lianne Ristikivi, MA (Pedagogy), currently works in the Integration Foundation, she was the former Programme Manager for the Youth Work curriculum in Narva College and assistant in 2005-2007. She teaches the following subjects: Youth Work Methods, Child with Behavioural Difficulties, Introduction to Special Youth Work. The research work of Lianne Ristikivi is focused on scouts and other similar youth organisations.

Urmo Reitav, Higher Education (Religious Pedagogy), former project manager and adjunct instructor in Narva College, one of the creators of the curriculum to be accredited and a former full-time lecturer in the University of Tartu Viljandi Culture Academy (2005-2008). He is currently Programme Manager at UNICEF Estonia. He teaches Youth and Educational Policy, Youth Work Structures, supervises final theses and participates in the Graduation Theses Defence Panel. Urmo Reitav has embarked on postgraduate studies and is scheduled to defend his doctoral thesis „Model of Integrated Youth Policy, Its Suitability and Applicability in Estonia“. The research and development projects of Urmo Reitav are predominantly focused on school culture and the status of leisure-time managers.

The curriculum is developed with particular emphasis on special youth work and therefore the relevant specialists and practitioners from Ida-Viru County and beyond have been invited to participate and also act as supervisors of practical training. These teachers have been teaching on and off in the College since its foundation in 1999. The subjects taught are the following: Introduction to Social Work and Social Network for Children with SEN by Natalja Zorina and Family Psychology taught by Natalja Umarova, CandSc (Educational science). She supervises practice of students of Youth Work and jointly with Maria Žuravljova she supervises practice in socio-pedagogy. In 2006 Natalja Umarova defended her doctoral thesis „Establishment and Development of Socio-Educational Aid Centre for Problem Families“. Her relevant work experience amounts to 23 years and she is the Director of the Centre “Home for Every Child“ in Narva. This is an organisation that offers socio-psychological help for children and families in need of such help.

Sergei Džalalov, Diploma (Psychology), has been working in the field of psychology since 1995. He teaches the following subjects: Prevention and Correction Problems of Puberty, Pedagogical Psychodiagnostics, Work with Family, Drug and Criminal Prevention. Sergei Džalalov taught full-time in the College from 1999 to 2003 and thereafter took up employment in the local rehabilitation centre. Vladimir Kirejev, Higher Education (Doctor-Psychiatry), is a child psychiatrist and existential psychotherapist, he has 24 years of experience and he teaches Youth Psychology and Psychiatry.

The Youth Work curriculum is closely related to educational science and the aspects of multiculturalism are given special attention. The teachers of the relevant field are involved in implementing the curriculum. Bases of Research Work, Psychology of Development, Multicultural Education, Theories of Development, Work with Children with Emotional-Behavioural Difficulties, Cognitive Psychology and Ways of Behaviour, Theories of Development, all of the above are taught by Anna Džalalova, MSc (Psychology). The principal research fields of Anna Džalalova include applied psychology, priorities and principles of teachers working in conditions of multicultural educational environment. She is scheduled to defend her doctoral thesis „Value Priorities of Teachers in Multicultural Environment“ in 2008/2009. Anna Džalalova was in charge of developing the minor specialty of Social Pedagogue within the curriculum under review. She has long-term experience as youth counsellor.

Jelena Nõmm, PhD (Russian Literature), was elected Docent of Intercultural Communication as of September 1, 2008. Her research is focused on Russian-Estonian cross-cultural relations: The history of the Formation of the Estonian culture image in Russian Culture. Her subjects are Intercultural Communication and together Ekaterina Protassova also Bases of Cross-cultural Communication. Since 2005 she has been holder of the Estonian Scientific Foundation grant devoted to the same subject.

Visiting professor from Helsinki University Ekaterina Protassova, CandSc (Pedagogy), participated in carrying out the curriculum in 2006-2008. During this academic year she taught Social Pedagogy; in cooperation with Jelena Nõmm she read Cross-Cultural Communication; together with Anna Džalalova they taught Multicultural Education. The main fields of her research: Language acquisition in monolingual and multilingual settings,
Russian language in diaspora. Ekaterina Protassova together with Anna Džalalova were leading a research project at the College about multicultural issues of teacher training (see 7.4.1).

All members of the teaching staff of the Division of Psychology and Pedagogy have been assigned some work load for conducting studies in this speciality. Marge Grauberg, MSc (Sports and Exercise Sciences), is involved with the Human Science and Basic of Healthy Mode and Prevention of Diseases curriculum. She has eight years of experience as teacher; she has been a specialist working in the Ida-Viru County Government for nine years. Her main areas of research include interconnections of physical activity, health and life style. Her doctoral thesis is about youth health and risk behaviour in 10th and 11th grade schoolchildren. The subject is directly related to the curriculum, in which the main emphasis is on special youth work. The thesis is scheduled to be completed in 2009.

Natalja Zorina, Diploma (Psychology), is assistant in pedagogical psychology. She has eight years of experience as family psychologist, and she is in charge of the following subjects: Career Counselling, Family Psychology. For the past three years Natalija Zorina has been a career planning counsellor and lecturer in the College. She is also working on a doctoral thesis dedicated to cooperation of teachers and parents in multicultural environment.

Jelena Ivanova, Higher Education (Logopaedics and Pedagogics, Methodology), is very experienced in working with children with special needs. Her subjects in this curriculum include Designing an Individual Curriculum and Introduction to Special Education.

Adjunct lecturer Arne Piirimägi, Higher Education (Physics), teaches Psychology of Communication in the College for hourly pay. His daily job is in the Ministry of Education and Research as Coordinator of State Schools in Viru County. He has been trainer and researcher since 1977.

The teaching staff of the Division of Civic Studies is also involved in carrying out the curriculum. Senior Lecturer in Economics Katrin Reinvere, CandSc (Economics), teaches Project Management, Micro- and Macroeconomics, Organisation Theory. She has had the most experience in teaching (since 1976). She has been leader of many groups of applied research; a member of teaching staff in academic institutions; she has experience in organisation and project management. Her main fields of research: renovation of houses and data base of buildings (technical, architectural and environmental aspects). The doctoral thesis was titled Methodical Questions in Development of Strategic Plan of Buildings’ Renovation on the Example of Estonia. In recent years her research activity is mainly devoted to teaching in multilingual and multicultural environment.

Lecturer Kaarel Vanamölder, MA (History), and Assistant Maret Vihman, Higher Education (Biology and Geography), teach Estonian Culture and Estonian Studies. Kaarel Vanamöder reads History of Estonian Culture, Ethics and Introduction to Philosophy. Kaarel Vanamöder is also a first year postgraduate student and the title of his doctoral thesis is “Communication (and Information Exchange) in Estonia in the First Half of the 18th Century”.

Maret Vihman has wide experience in teaching Life Sciences and in working as a guide. She is author of many study materials. Her work in the College is focused on Estonian Regional Studies and she also supervises practice in Estonian Studies. In research work she is devoted to studying the methods of teaching Estonian nature. Her Master's thesis is “Learning about Nature and Natural Environment through Field Practice, Hikes and Excursions” and she plans to defend the thesis in 2009.

Visiting Lecturer Aleksander Wolters, MA (Eastern European History), worked in Narva College from 2004 to 2006 on a Bosch-Siftung scholarship. His subjects included European Union, German Language, German for Specific Purposes. Alexander Wolters left Narva to act as teacher and researcher in Kyrgyzstan.

Aet Kiisla, MSc (Public Administration), is currently in charge of the following subjects: Public Management, Non-Profit Sector. Aet Kiisla is Programme Manager for the Local Government’s Administration curriculum. She also organises the development and implementation of the relevant minor specialty and supervises practice.
in this field. She has higher education in pedagogy and has been working in higher education for two years. Her doctoral research is dedicated to operation of local government in multicultural environment.

Given that the minor specialty of Local Government’s Administration has a practical bias many local and regional specialists with vast experience in the relevant field have been brought in. Local Government issues in the framework of the subject Local Government are taught by Ants Liimets, Higher Education (Engineer), who works full-time as Narva City Secretary and Aid to the Mayor (since 1993), i.e. his length of service in local government is 15 years. He is about to finish his graduate studies in Tallinn University of Technology. His Master’s thesis deals with the processes of democratisation upon transition from a totalitarian society, characterised by emerging entrepreneurship, rehabilitation of large enterprises, freedom of choice among urban dwellers etc. The thesis is based on the examples from the City of Narva.

Kristi Klaamann, Higher Education (Methodology of Pedagogy and Early Years Training). Subjects taught are Estonian Public Administration and Introduction to Public Administration. She is employed in Jõhvi as the Assistant Rural Municipality Mayor and has also been member of the city council. Her total service in local government amounts to 12 years. She has also been working as teacher of English since 1988. She pursues graduate studies in the University of Tartu, EuroCollege and her Master’s thesis deals with public administration and more specifically, with comparative employment analysis.

The staff of the College language module has long term experience in practical language teaching, in particular to adults. They have been working in multicultural environment and are actively involved in research, with subjects ranging from language and literature to foreign language learning and methods thereof.

Lecturer Vjatšeslav Konovalov, MA (English Language), is teaching the following subjects: English for Specific Purposes. He has been teaching English in a multicultural environment for 16 years, and been in charge of developing English language learning in the College since its beginning. He is the author of the idea of organising a conference of foreign languages in the College. His research interests are focused on comparative language studies. In 2009 he will defend a doctoral thesis in the University of Tartu, the topic is „Comparative Analysis of Styles in Academic Writing”.

Lecturer Diana Maisla, MA (Education Sciences), is teaching the following subjects: Pedagogy and Basics of Education, Estonian Conversational Language and Public Speaking. Work experience as a teacher of Estonian – 15 years. She carries out research in the field of teaching Estonian to Russian-speakers. She is currently working on her doctoral thesis entitled “Regularities of Acquiring of Skills of Grammatically Correct Expression in Estonian as a Foreign Language on the Example of Past Tenses Verb Forms”.

Sirje Annik, Higher Education (Philology), has been working as teacher of Estonian in the College since 2006 and in this curriculum she teaches practical Estonian. Sirje Annik has worked as teacher and teacher of foreign languages for 20 years. Her subjects are Penmanship in Estonian (written Estonian), Phonetics and Spelling of Estonian Language, and Estonian for Specific Purposes I.

Lecturer and docent (since September 1, 2008) Olga Burdakova, PhD (Russian Language), teaches Russian Conversational Language. She has a total of 10 years work experience as a Russian teacher in a higher education institution and as a teacher at short language courses (Summer School in Russian). She is the author of articles and a monograph on theoretical Russian grammar useful for practical applications in teaching Russian. She also has the qualifications of a tester in the framework of the Russian state system of testing citizens of foreign countries in Russian as a foreign language. She is an examiner for international Russian language certificate, which certifies the mastery of Russian as a foreign language.

Lecturer and docent (since September 1, 2008) Vadim Semenov, PhD (Russian Literature), teaches Correctness and Expressiveness of the Russian Language, Modern Russian Language, Russian Culture. He has 10 years of experience in teaching Russian as a foreign language. He is also the author of articles and a monograph on Russian literature of the 20th century. He also has the right to be an examiner in the framework of the Russian state system of testing citizens of foreign countries in Russian as a foreign language.
Leading specialists from the University of Tartu are also teaching within the framework of the curriculum. Indrek Koolmeister, CandSc (Law), a renowned lecturer and judge of the Supreme Court is a visiting professor from the University of Tartu, teaching the Estonian Legal System, and State and Administrative Law under this curriculum. Senior Lecturer in media studies Maarja Lõhmus, PhD (Media Studies), teaches the Principles of Communications within the framework of the module of Polity. Mari Karm, PhD (Educational Science), is one of the leading experts in adult education in Estonia and she organises a course devoted to Adult Education. Liina Kääär, Higher Education (Social Work), is teaching in the University of Tartu Pärnu College and within the framework of this curriculum she reads Introduction to Sociology. Andu Rämmer, MSc (Psychology), is lecturer of the University of Tartu, Faculty of Social Sciences. He has three years of experience in psychology and he teaches Social Informatics in the College.
7.2. Analysis of Selection, Upgrading and Renewal Procedures of Lecturers

7.2.1. Election of Lecturers and Renewal of Staff – Procedure and Analysis

The election of permanent staff lecturers is administered in accordance with Regulations of the University of Tartu Academic Staff Election Procedures (approved by decree No 1 of the University of Tartu Council on January 30, 2004). Assessment, the competence of the candidate for fulfilling the tasks set in the job description is evaluated and the suitability of the candidate is estimated on these grounds (see Guidelines for Evaluating Candidates to Positions of the University of Tartu Teaching and Research Staff, http://www.ut.ee/orb.aw/class=fi le/action=preview/id=44614/quidelinesforevaluatingcandidates.html). The competence categories include teaching, research activity, methodological work and other tasks, e.g. in-service training, participation in boards and committees etc.

The College Council administers the election of permanent staff teachers, teaching assistants, lecturers and associate professors. The assessment of suitability of the first three is prepared by the Head of Division. The suitability of the candidate for the associate professor’s position is assessed by a 3-member committee that has 2 outside members. All permanent staff members of the College have to conform to the requirements set by the University of Tartu. Academic staff is contracted depending on the position (teachers and teaching assistants are contracted for 3 years, lecturers for 4 years and associate professors for 5 years). Elections to academic positions are carried out twice a year (at the end of the spring and autumn semesters).

To motivate colleagues a system has been established where colleagues have been elected to a higher academic position (primarily from a teaching assistant to a lecturer) before the existing contract has expired. In announcing the new position development and research activity is taken into account (significant methodological contribution, successful doctoral studies, etc). Five lecturers have undergone this procedure in the above mentioned curriculum – Marge Grauberg, Diana Maisla, Anna Džalalova, Vjatšeslav Konovalov, Kaarel Vanamölder.

By the autumn of 2008 12 members of the teaching staff of the curriculum to be accredited have been re-elected to their positions: Marge Grauberg, Diana Maisla, Nīna Raud, Vjatšševs Konovalov, Anna Džalalova, Natalja Zorina, Kaarel Vanamölder, Marge Grauberg, Maret Vihman, Olga Burdakova, Vadim Semenov, Jelena Nõmm. For the purposes of re-election the results of the previous contract period and research activities are taken into account, especially in the case of re-electing lecturers and associate professors.

Based on the above it could be stated that the college has a stable academic staff and the majority of positions are filled through public competition and election that conform to the procedures and requirements set by the University of Tartu. The latter serves as the assurance of quality. The position of Youth Work lecturer in the Youth Work specialty still needs to be filled. The relevant competition will be announced in the winter of 2009.

7.2.2. Upgrading of Lecturers – Procedure and Analysis

The College has worked out an upgrading and support system. The most important is upgrading in postgraduate studies, first and foremost doctoral studies. Seven lecturers are doctoral students (Anna Džalalova, Marge Grauberg, Ana Kėsia, Vjatšševs Konovalov, Diana Maisla, Kaarel Vanamölder, Natalja Zorina) and three are involved in Master’s studies (Maria Žuravljova, Maret Vihman, Sirge Annik). In the last year one doctoral thesis (Olga Burdakova), one Master’s thesis (Kaarel Vanamölder) have been successfully defended. The members of the teaching staff have received support in paying tuition fees, they have been given the opportunity to use official travel for meetings with the supervisors, working in libraries in Estonia and abroad.

Research work is supported by the system of sabbaticals and flexible work schedule that allows working in Tartu and Tallinn libraries. According to §111 of the University of Tartu Statute every full-time lecturer of the
University has the right to apply for a full-paid free-of-duties semester every five years in order to upgrade or finish one's studies. The applications are reviewed and the decision is made by the College Council. The College has given preference to those finishing their doctoral theses. In 2007/2008 three of the lecturers of this curriculum have taken sabbatical leave: Anna Džalalova, Jelena Nõmm and Marge Grauberg. Jelena Nõmm has already defended her doctoral theses and was elected docent in spring 2008. Anna Džalalova and Marge Grauberg are working towards defending their doctoral theses in 2008-2009. Of the teaching staff of this curriculum Natalja Zorina and Diana Maisla are on sabbatical leave in the autumn term of the 2008/2009 academic year.

The Assignment system supports making presentations at international seminars and conferences as well as international communication. The lecturers can also start their personal scientific network. One should also note that the College supports degree studies also financially enabling work in foreign libraries, meetings with supervisors, both in Estonia and abroad. If necessary, the person's tuition fees have been paid. The support given by the College for self development of the members of the teaching staff is important, since this enhances the quality of studies.

According to the Framework Requirements for Teacher Training each member of the teaching staff must take a 4 CP course in pedagogy of higher education. Most of the teachers in this curriculum meet this requirement.

The College has a training plan that guides in-service training until 2009. It focuses mainly on fields that support teaching; these fields are determined by the Development Plan of the College. In accordance with the training plan there are 2 up to 3 day courses that bring together academic and administrative staff. The following joint seminars took place in 2006/2007: Self-assertive Lecturer (February 2-3, 2006); Guiding Adults in the Learning Process (October 13-14, 2006); Communication Skills of Teacher Trainers (February 5-6, 2007); Curriculum Development Based on Learning Outcomes (August 27-28, 2007), Creating a Positive Environment Through Self Development (May 14, 2008). The last trainings have been supported by the ESF project No. 1.0101-0211 “Raising the Competitiveness of Graduates through Quality Rise of Teaching and Initiated by the University”.

The four days of training in August 2008 were devoted to renewal of the College Development Plan.

The support system of members of the teaching staff has been carefully elaborated in the College, allowing scientific cooperation, scientific discussions with peers, development of degree studies, official travel abroad and self development as a teacher. Nearly all members of the teaching staff are involved in these activities. The number of doctoral theses defended during the past years or about to be defended in the coming few years is a good performance indicator in this respect. Three teachers among the full-time staff of the College have defended their doctoral theses during the years of existence of the College and the above-mentioned seven are about to do so in the near term. Such teachers constitute two-thirds of the total number of full-time staff.
7.3. Principles of Allocating the Workload and Assigning Administrative Extra Tasks

7.3.1. Principles of Allocating the Workload

Work assignments and the working load of lecturers is regulated by the job description of the academic staff (Resolution of the University of Tartu Council No. 53 from June 25, 1999, http://www.ut.ee/orb.aw/class=file/action=preview/id=44610/Job_Descriptions.html). It lists the job assignments of lecturers, including the number of classroom work hours, types of work assignments, the volume of research and developmental work, forms and volumes of teaching, methodological work, rights and responsibilities. The assignments of lecturers are also determined in the competition instruction.

Allocation of classroom work hours is compiled by the Head of the Division for one academic year. The norms of workload and curriculum classroom work hour volume serves as the basis for allocating the classroom work hours. The number of classroom work hours can differ from semester to semester (or weekly). Workload is reviewed together with the lecturer and approved by the director of the College. The minimal workload is determined in the job description of the academic staff being 246 classroom work hours for the docent, 317 for the lecturer, 352 for the teaching assistant and 493 for the teacher. The workload also included tasks other than those related to teaching, e.g. supervising the Students’ Scientific Club, compiling study material, editing college publications, editing scientific articles, interpretation, project management, organizing conferences etc.

An allowance is paid for additional assignments like supervising more research papers than assigned, supervising practice, compiling study material, administering in-service training sessions, etc. Staff members can also get extra pay for participation in college projects (according to the project budget). For significant results and contribution in developmental work or teaching, a bonus might be paid. The proposal is made to the Director by the Head of Division. Last year the bonuses and allowances comprised 14.5% of the salary of lecturers.

7.3.2. Performing Additional Administrative Assignments

Administrative assignments are performed by the Heads of Divisions or the Programme Manager.

The Heads of Divisions are responsible for the general state and development of the Division and are accountable to the Director of the College. The rights and responsibilities of the Heads of Divisions are approved by the Decree of the Director of the College (October 6, 2004; No. 231NC).

The Head of Division is responsible for directing the teaching and scientific work of the Division, setting up the development tasks, raising the qualification of the teaching staff, getting feedback from the Division, taking part in drawing up curricula within the Division and syllabi for courses within curricula, developing relationships with Estonian and foreign university professors in a given field etc.

The post of Programme Manager is an additional task that a lecturer may be given and then the work assignments of the Programme Manager are added to the job description of the lecturer. The responsibilities of a Programme Manager are running the curriculum, coordinating and developing it based on feedback received from students, employers, alumni, and quality assurance specialist. Programme Manager coordinates the studies within the curriculum: makes the study plan for courses which is used for drawing up the timetable, oversees the creation and updating of syllabi for the courses read within the given curriculum, directs the work of the Programme Council which is set up in order to develop the curriculum and make proposals for changes. In addition the Programme Manager has to deal with public relations and organise the dissemination of information in cooperation with the Office of Academic Affairs.

Programme Manager for the Youth Work curriculum is Maria Žuravljova, she works as an assistant in the Division of Civic Studies. The Head of Division of Civic Studies is lecturer Katrin Reinvere.
7.4. **Analysis of Results of Research and Creative Activity of Lecturers**

7.4.1. **Scientific Publications of Lecturers**

The permanent position teaching staff is actively engaged in research work. Their work has been published in scientific publications in Estonia and abroad. From 2005 to 2008 98 articles have been published (47 publications in 2007 – august 2008) in Estonia and beyond its boundaries (see Appendix 22: Scientific Works of the Permanent Position Teaching Staff Involved in the Youth Work Curriculum in 2005-2008). 36 articles were published in Estonia, and 26 of those in College publications.

Preparing for doctoral and master’s theses comprises an essential place in the College research work, all the topics are presented in subsection 7.1. At present lecturers of the curriculum are engaged in 7 doctoral dissertations and 3 master’s thesis. Research areas are mainly concerned with various aspects of education and language studies in multicultural society and some are also directly related to Youth Work (Marge Grauberg, Urmo Reitav, Maria Žuravljova, Maret Vihman). Short summaries of master’s and doctoral theses themes are presented in Appendix 26; research areas of full-time lecturers are mentioned in CVs of respective lecturers in Appendix 27.

In research work of the lecturers working on the Youth Work curriculum the main emphasis is placed on multicultural pedagogy (Anna Džalalova, Ekaterina Protassova) and intercultural and inter-linguistic communication and its challenges (Jelena Nõmm, Ekaterina Protassova).

First steps have been taken in launching joint projects of the College lecturers and other Estonian researchers working on similar topics. In 2006-2008, in the framework of the European Social Foundation measure 1.1 project “Improvement of the quality of study and research work in multicultural education of teacher training” a 10-member working group, conducted by visiting professor Ekaterina Protassova, was actively engaged in research; among them were 5 College lecturers (Jelena Ivanova, Igor Kostjukevitš, Diana Maisla, Anna Džalalova, Niina Raud), three of them working on the curriculum under accreditation. In the framework of this project a number of seminars were conducted and an international conference in April 2008 took place where 61 researchers from 13 countries participated. The results of the work are presented in the College series of publications, all in all four issues devoted to instruction, education and research of multicultural education module (see 7.4.2). The project also resulted in first joint articles (Ekaterina Protassova and Anna Džalalova) and in the increase of publication activity of colleagues.

Multiculturalism in various spheres of life including education (Anna Džalalova, Jelena Ivanova, Diana Maisla, Katrin Reinvere, Natalja Zorina, Ekaterina Protassova), local government administration (Aet Kiisla) and intercultural communication (Jelena Nõmm, Vadim Semenov) is becoming the main research area of the College.

Urmo Reitav is interested in the topic of quality, various methods and financing of Youth Work, Lianne Ristikivi researches the development and research of scout work (more specifically the impact of a scout-type youth organisation on identity formation). Likewise career planning and counselling are an essential area of research from the viewpoint of modern youth work (Natalja Zorina).

The College staff also researches the psychology and practice of child development, emotional regulation in the adult-child interaction (Jelena Ivanova, Natalja Umarova), work with family and child fears (Sergei Džalalov, Natalja Umarova). The sphere on drug abuse prevention is also studies (Sergei Džalalov, Liina Käär).

The topic of special youth work in the curriculum is supported by research on special youth work with street kids, criminal probation, families with social problems and how to help them (Maria Žuravljova); also problems of nurture, youth psychiatry, including problems accompanying self-destructive behaviour (Vladimir Kirejev).
Health topics are addressed by Marge Grauberg: interconnections of physical activity and health, interrelation of physical activity and hormonal changes, influence of physical condition on psychic condition, connections between health and life style factors of pregnant women, physical condition and individual complaints.

Language lecturers are interested in Russian and comparative linguistic studies (Olga Burdakova, Vjatšeslav Konovalov). Language teaching at the College is supported by studies of foreign language acquisition and treatment of learning in a foreign language (Vjatšeslav Konovalov, Ekaterina Protassova, Katrin Reinvere).

7.4.2. College Publications

In 2002 college peer-reviewed collection of articles *Acta et commentationes collegii Narovensis* was initiated in order to develop research and provide colleagues with the primary experience of research and publishing. The collection is compiled once a year as a rule and it includes articles by the academic staff as well as students. There are three types of collections all of which are peer-reviewed. Firstly, collections of academic articles of the College teaching staff; secondly, materials of pedagogical conferences (the traditional College conferences held for school teachers); thirdly, materials of the traditional International Students’ Scientific Conferences.

From 2002 to 2008, 8 collections have been published. There are 9 articles from the lecturers teaching in this curriculum: Olga Burdakova (2 articles), Jelena Ivanova (2), Vadim Semenov (2) and Vjatšeslav Konovalov, Jenena Nõmm, Diana Maisla are each represented by one paper.

In the near future, *Acta* X and XI on multicultural education are to be published (currently in prepress). It will issue three articles produced by permanent staff lecturers of the curriculum (Jelena Ivanova, Natalja Zorina, Anna Džalalova), focusing on teacher personality and students with special needs in multicultural environment.

In 2009, a collection of articles *Acta et commentationes collegii Narovensis* XII will be published and it is completely dedicated to the theme of Local Government in Multicultural Environment. The articles deal with the subject from different angles that guarantees an overall and thorough overview. The collection is going to include articles from the lecturers working in the frames of Polity and Local Government module: from Katrin Reinvere, Aet Kiisla, Maret Vihman, and Ants Liimets. In this collection Youth Work is addressed by Urmo Reitav in his article “The Funding of Youth Work on the Level of Local Government”. Likewise, the collection Acta XIII is about to be compiled focusing on pedagogical and methodological research by lecturers. There are 7 lecturers connected to Youth Work curriculum who are going to be published in the collection. From the aspect of Youth Work, the most interesting articles will be on the topics of drug abuse prevention (Sergei Džalalov) and career counselling (Natalja Zorina).

In 2004, the first book in the College monograph series *Studia Humaniora et Paedagogica collegii Narovensis* was published. The collection was entitled „Narva und die Ostseeregion. Narva and the Baltic Sea Region“. It is a collection of articles dealing with the issues, history and modern days of border regions. The second issue of the publication was published in December 2007 and consists of the conference presentations from the 2006 International Conference that dealt with Russian-Baltic cultural contacts (see 7.4.4). There are 4 articles from the lecturers of the curriculum included in that collection.

The third issue of *Studia Humaniora et Paedagogica collegii Narovensis* will contain the selected articles written by a Protassova’s research group. Those articles were also presented at the international conference held in April 2008. The articles by Ekaterina Protassova, Anna Džalalova, Sirje Annik, Jelena Ivanova, Diana Maisla and Jelena Nõmm will observe multicultural education and intercultural interaction as well as multicultural aspects in language acquisition.
7.4.3. Study Materials Designed by Lecturers

Lecturers compile study material for full-time and Open University students on a regular basis in order to support their learning. Availability of study material makes study work more flexible and supports multilingual study work model, also compensated for developmental needs of the library. From 2005 to 2008, lecturers in the Youth Work curriculum have prepared 37 on-line courses, accessible in the SIS, and 8 WebCT courses.

The curriculum also enjoys 6 courses available at the College library, see 6.3.2.2. There are guidelines for practical trainings and writing graduation theses (see 4.4.1.2 and 4.7).

E-courses related to the Youth Work curriculum are Cognitive Psychology and Ways of Behaviour – Anna Džalalova, Natalja Zorina; Development Psychology – Anna Džalalova; Cross-cultural Communication – Jelena Nõmm; Human and Health Science – Marge Grauberg; Organisation Theory, Project Management, Microeconomics, Macroeconomics – Katrin Reinvere.

20 lecturers of this curriculum have created all in all 37 electronic materials. The most active authors have been youth work lecturers Argo Bachfeldt and Maria Žuravljova. E-support in each course is well accessible for students via the SIS, all lecturers make use of the possibility (see 4.1).

For successful implementation of information and communication technology, the College created the position of an Education Technologist whose responsibility is to organise e-learning activities including trainings and dissemination of information. Since 2007 the position is occupied by Oleg Švets who systematically organises e-learning trainings at the College, lecturers attended respective courses also outside the College. Development trends in the area of e-learning are introduced by the curriculum strategy in section 3.8.2.

7.4.4. Performance of Lecturers at Seminars and Conferences

Active participation of lecturers has helped to establish new contacts and networks with specialists and institutions of other countries and has offered opportunities for sharing experience with colleagues working in similar curricula. Research results of the lecturers in the curriculum have been presented at international conferences and seminars in Estonia as well as abroad (Finland, Latvia, Russia, Norway, Denmark, Slovenia, Slovak Republic, Germany, Italy, see Appendix 23: Presentations at Scientific Conferences and Seminars of the Permanent Position Teaching Staff Involved in the Youth Work Curriculum in 2005-2008).

In sum, within 2005 – 2008 permanent position lecturers of the curriculum have made 89 presentations. More active speakers were Ekaterina Protassova (25 presentations; mostly about multiculturalism and bilingualism), Jelena Nõmm (12 presentations; crosscultural communication, particularly between Estonians and Russians) and Anna Džalalova (10 presentations; multicultural education and teachers’ multicultural competence).

Within 2007-2008, permanent position lecturers made 34 presentations, among which 3 were more specifically about Youth Work (Maret Vihman, Marge Grauberg, Maria Žuravljova), 6 were on social pedagogy (Anna Džalalova, Marge Grauberg, Jelena Ivanova, Maria Žuravljova) and one on organisation of local government (Aet Kiisla). In the field of pedagogy 15 presentations were made. More important presentation topics by the permanent position lecturers of the speciality involved were multicultural education; teacher in multicultural environment; problems of multilingualism and theory of foreign language acquisition; multicultural environment and intercultural interaction; stress and depression in childhood; possibilities for health promotion activities at school on the example of prevention of drug abuse; emotional regulation in adult-child interaction; and psychological theories and practice of children’s development.

Similarly, hourly paid part-time lecturers of Youth Work take an active part in international scientific conferences, first of all Urmo Reitav and Natalja Umarova. In recent years Urmo Reitav has primarily focused on an introduction of Estonian youth workers’ training system and Natalja Umarova on the work with risk-group children.
The college has held many international conferences where the teaching staff related to this curriculum has also presented their work. Since 2003, the College has organised international conferences on the Russian-Baltic intercultural relations. The topic of the conference of 2004 was mentioned already above, the 2006 conference entitled „Ethnic Perceptions and Stereotypes – Where Is the Border Line? (Russian-Baltic cross-cultural contacts) “ was dealing with issues of cross-border cooperation. The process of formation of perceptions about another ethnicity and its culture was investigated using different sources. A number of presentations were devoted to the problems of formation of ethnic identity. Four lecturers directly related to the curriculum made presentations at the last conference (Anna Džalalova, Ekaterina Protassova, Jelena Nõmm, Vadim Semenov).

In April 2008, the international conference „Issues of Multiculturalism and Multilingualism in Modern Education System“ took place at the College. Presentations were made by lecturers of the Youth Work curriculum – Ekaterina Protassova „Ida-Virumaa Teachers’ Experience on Interculturality“, Natalja Zorina „Professional and Personal Qualities of Prospective Teachers as a Component of Readiness for the Pedagogical Interaction in a Multicultural Educational Environment“, Sirje Annik „Intercultural Pedagogy in Everyday Work of Narva College Teaching Staff“, Anna Džalalova „Structural Components of Teacher’s Multicultural Competence“, Marge Grauberg: „Multiculturalism and Human Studies at Schools with Russian as the Language of Instruction“, Diana Maisla: „Greetings and Farewells in Multicultural Interaction“, Jelena Nõmm: „Socio-cultural Aspect of Teaching Russian as a Foreign Language to Estonians“. The list assures that research supports the development of lecturers’ competence in carrying out teaching in multilingual and -cultural environment.

In the springs 2006 and 2008, Narva hosted conferences devoted to foreign language teaching which focused on language teaching in multicultural environment. Lecturer Vjatšeslav Konovalov on this curriculum made both methodological and comparative-linguistic presentations at the conferences.

All above-said confirms that permanent staff lecturers of the College perform actively among international scientific public and that Narva College excels in consistent organisation of thematic conferences on its two basic competences: multicultural society and education as well as methods of foreign language teaching.

Within 2005-2008, permanent staff lecturers of the curriculum made 151 conference travels in connection with their participation in various seminars and conferences. These events are equally useful for making new contacts and networking. Countries represented on the list are Estonia, Russia, Germany, Latvia, Lithuania, Norway, Slovakia, Slovenia, Finland, Italy, Hungary, Ireland, Greece, Denmark, Poland, Holland, Belgium and Macedonia.

7.4.5. Participation of Lecturers in Research and Development Projects

The lecturers of the College participate both in research and development projects. The participation facilitates research work, enhances professional competences of colleagues and supports the formation of cooperation networks. In the case of development projects, the needs of the Narva community are taken into account.

Since 2005, two lecturers have been working in the frames of the Estonian Science Foundation project „Russian-Estonian intercultural relations: history of the origin of Estonian culture“ (grant No.6469). The outcome of the project consists in an impressive number of research papers and presentations at conferences – 8 and 13, respectively.

In the framework of the project „Improvement of the quality of study and research work in the multicultural education of teacher training“, Ekaterina Protassova from the University of Helsinki worked in Narva College from the autumn 2006 to the summer 2008 as a visiting professor, took part in curriculum development and carrying out pedagogical continuing education, also consulted students and colleagues in her speciality. The aim of the project was to improve the quality level of education in teacher training, related to continuing education and re-qualification programmes in Bachelor and Master’s studies for the education of multicultural teacher training. In the course of the project a working group was formed to enhance research work and, as a result, four publications are forthcoming (see 7.4.1).
The project of Narva College and the European Social Fund Measure 1.1. „Establishing the Integrated Counselling and Practice System of Professional Higher Education in Narva College of UT” is directly addressed to the development of the curriculum under observation. The project lasted from May 2005 to March 2008, with the participation of lecturers Maria Žuravljova, Aet Kiisla and Natalja Zorina. The project supported reinforcement of the systems of practical training and counselling in applied higher education curricula of the College, also in the development of the course on career planning. The project has been addressed in greater detail in sections 4.7.

The lecturers on the curriculum take part in a number of subject areas focusing on methodology of foreign language teaching, intercultural communication and multicultural education. The language module lecturers Diana Maisla and Sirje Annik take part in an international language studies project „The Second Language – Key to Society“ (2006-2008), in the frames of which language teachers share their experiences and get directly acquainted to various aspects and methods of work. The aim is to find out how in various countries minorities are integrated into society using the state language. Through the Grundtvig programme of life-long learning partnership relations were established with colleagues from Sweden, Norway and Italy.

Lecturers, related to the curriculum (Diana Maisla, Sirje Annik, Katrin Reinvere, Maret Vihman, Kaarel Vana-mölder) participate as trainers in a number of European Social Fund Projects directed to the promotion of local life: „Preparedness for Re-training of Unemployed Teachers from Narva Schools with Russian as Language of Instruction. Pilot Course of Re-training in Narva College“ and “Raising teachers’ competitiveness in foreign-language school environment” (all of them in 2006-2008; see 8.1.1).

The academic staff is also included into applied research work alongside other establishments of higher education. Katrin Reinvere, for example, takes part in Tallinn University of Technology and The Estonian Credit and Export Guarantee Fund KredEx project „The Mapping of Apartment Buildings Assembled of Reinforced Concrete Details on the Basis of Type Projects, the Evaluation of the Construction-technical State, and Determining the Assessments of the Inhabitants“ (2008-2009). A colleague Marge Grauberg takes part in a number of projects of the Health Improvement Institute. In recent years the Programme Manager Maria Žuravljova has actively worked in the projects directed at local youth.

7.4.6. Participation of Lecturers in Professional and Scientific Committees

Members of the academic staff are active in their professional associations on the international, Estonian and local levels, they also belong to university, municipal and College decision-making and advisory boards. From the curriculum point of view, bodies set up for its development are essential.

Urmo Reitav took part in working out the development plan for 2004-2008 for Youth Work in Ida-Viru County as well as in elaborating Youth policy and Youth Work strategies for 2006-2012. He was also a member in the working group for working out youth workers’ 3rd, 4th, and 5th vocational categories (2005-2006). Lecturer Lianne Ristikivi is a member of the national special youth work round table acting at the Estonian Centre for Youth Work, also a member of the national round table for the Youth Work training (in both since 2002). The latter board includes also Urmo Reitav as a member. Maria Žuravljova is a member of the working group for elaborating juveniles’ risk assessment methodology at the Ministry of Law and belongs also to the Estonian Association of Social Workers. Sergei Džalalov belongs to the Estonian Association of Existential and Humanistic Therapy.

Lecturer of the University of Tartu Maarja Lõhmus is a member of All-European Association of Sociologists, BAMR International Association of Media and Communication. Marge Grauberg belongs to the Estonian Society of Health Education, Estonian Society of Health Improvement, Estonian Society of Physiotherapists and to the Society "Alcohol-free Estonia". Lecturers of Local Public Administration Aet Kiisla and Katrin Reinvere belong to NISPACEe (The Network of Institutes and Schools of Public Administration in Central and Eastern Europe), Ants Liiimets is general secretary of the Estonian Association of Secretaries of Parishes and
Municipalities. Lecturer of Sciences Maret Vihman belongs to the Society of Guides of Viru Counties and the Board of Geography Competition for School Youth in Lääne-Viru County.

Language teachers are active in their own spheres of speciality. Diana Maisla is a member of Applied Linguistics association; Vjatšeslav Konovalov is a member of the Estonian Association of English Teachers. Jelena Nõmm and Vadim Semenov belong to the Council of the Centre for Testing Russian at Narva College.

Several colleagues are active on the level of the university and Narva. Thus Natalja Umarova is a member of the Commission for children protection and youth work of the City council, also chairperson of the Commission of juvenile affairs. Lecturer Anna Džalalova is a member of the working group of basic module for bachelor's curriculum of educational sciences of the University of Tartu as well as a member of the Narva city government expert commission for assessment of the suitability of candidates for headmasters’ position. Acting director Jana Tondi is a member of the Council of the University of Tartu, a member of the Commission of issues related to teacher training at the University of Tartu as well as that of the Board of studies of the University of Tartu, also a member of the leading board of admission to the University of Tartu, a member of the quality assurance commission APEL. Lecturer of the curriculum Jelena Ivanova is a member of the Ministry of Education and Research expert group for pre-school children's day care centre, docent of Russian Olga Burdakova is chairperson of the Russian language competition for school youth in Narva.

The College Council includes Olga Burdakova, Vjatšeslav Konovalov, Diana Maisla, Anna Džalalova and Katrin Reinvere as academically elected representatives of the curriculum. The lecturers with PhD academic degree are members of the editorial board of *Acta et commentationes collegii Narvovensis*. Chairperson of the APEL commission is Olga Burdakova, the members are Vjatšeslav Konovalov, Anna Džalalova and Katrin Reinvere. The members of the defence panel of graduation theses of applied higher education are Maria Žuravljova, Argo Bachfeldt, Katrin Reinvere, Ants Liimets, Lianne Ristikivi and Urmo Reitav.

In Narva College within the academic year 2007/2008 the curriculum of Youth Work involved the following decision-making boards. The admission board included as its members the lecturers of the youth work curriculum the lecturers Maria Žuravljova, Olga Burdakova, Sirje Annik, Argo Bachfeldt, Anna Džalalova, Aet Kiisla, contract-based lecturers of the curriculum Lianne Ristikivi and Natalja Umarova. The board of self-analysis and development of the curriculum of Youth Work involved Maria Žuravljova, Lianne Ristikivi, Aet Kiisla, Anna Džalalova, Vladimir Kirejev, Argo Bachfeldt, Olga Burdakova, Jelena Nõmm, Katrin Reinvere. The requirements for the defence panel of graduation theses on Youth Work were worked out by Maria Žuravljova and Argo Bachfeldt.
7.5. **Proportion and Working Arrangements of Part-time Lecturers**

The teaching staff working on the curriculum consists of 31 employees. There are 18 permanent position lecturers of the College and 5 lecturers who are engaged in other units of the University of Tartu, i.e., in all there are 23 lecturers, making up 74.2% of the total number of lecturers. Among 23 full-time lecturers 16 or 70% are elected full-time permanent staff employees, 7 lecturers (30%) work part-time (0.5 load and higher). 8 lecturers’ (29%) work is contract-based or less than 0.5 load.

8 contract-based lecturers are all acknowledged specialists in their field, among them the best practitioners as can be seen in subsection 7.1. Contract-based lecturers have to teach 17% of all compulsory courses. Lecturers of the University of Tartu are in charge of 12 CP of compulsory subjects.

The majority of contract-based lecturers have entered into a lasting partnership with the College, through a number of academic years. Several colleagues worked earlier full-time at the College (Sergei Džalalov, Lianne Ristikivi, Urmo Reitav), from 1999, with intervals, Natalja Umarova has worked as a contract-based lecturer. Employees of local governments Ants Liimets and Kristi Klaamann are related to the youth work at the College from 2005. Likewise, the College has at least a three-year contract with lecturers working full-time at the University of Tartu.

According to the subjects in the curriculum, the workload of the part-time staff is divided between 2 terms and every staff member is consulted individually on his/her work schedule. The programme manager is in charge of record-keeping, the specialist of the department of studies calculates classroom working hours. Part-time lecturers are welcome to participate in the development work of the curriculum.
7.6. Analysis of Selection, Duties and Training of Support Staff

The college administration consists of 27 employees. Two of them are service providers, 2 skilled employees, 2 officials, 14 specialists, 5 senior specialists and 2 managers of structural units. Department of services consists of 15 employees (see Appendix 3: Structure of Narva College 2007).

Decree No 13 of April 23, 2001 of the Rector of the University of Tartu states the procedure of employing non-academic staff. Non-academic employees are hired and the accountability for results is held by the head of the structural unit, in this case the Director of the College. Necessary support service in this area (announcement of public competition or directed search, evaluation of candidates, etc.) is provided by the personnel department of the University of Tartu. The tasks of a personnel specialist at the College are carried out by the College secretary who organises personnel work locally and communicates with the University personnel department.

In order to find suitable candidates, public competition is announced or directed search is exploited. Prior to that, the project job description is compiled. Two assessment stages are used. In the first assessment stage conformity to the requirements of all the candidates is assessed. The decision is made on the basis of the documentation presented. If necessary, additional information is gathered in the way that does not mar the interests of candidates, self-respect or reputation of the University. In the second stage the candidates on the shortlist are interviewed in order to determine the suitability of the candidate for the position and into the working team. The decision is made by the committee that consists of the College Director and the immediate supervisor. If necessary, the third committee member is invited.

The work assignments of the support staff are determined in the job description that has been signed by the employee, immediate supervisor and the College Director. Job description is an inseparable part of the contract that specifies necessary prerequisites of performing assignments, the essence of duties and the indicators of work efficiency.

College administration supports professional in-service training of employees and academic studies. The latter is one of the priorities of the young administration where the average age of the employees is 45. One person from the administrative staff is involved in doctoral studies (Local Government’s Administration Programme Manager Aet Kiisla), 4 in Master’s programmes (Academic Affairs Specialist Ljudmila Prima, Secretary Anastassija Ivankova, Academic Affairs Specialist Tatjana Babanskaja, Chief Specialist for Multicultural Educational Projects Urve Aja). Students are studying on state funded study places or are funded by Narva College. A training contract is signed with an employee. The latter is a significant contribution into self-development from the College.

Professional training is offered on the basis of the University of Tartu personnel documentation „Principles of personnel training” and „Quality standard personnel training” (https://www.is.ut.ee/pls/ois/tere.tulemast). The College itself provides training seminars to meet the need for the advancement of quality of operation: (2005/2006 Service valuing clients, Using study information, marketing, 2006/2007 Communication psychology). 2007/2008 These trainings are directed to the administrative staff. The support service personnel that is involved directly in studies has to participate in joint trainings that take place in winter and in summer. The College offers any other necessary schooling as well, e.g. computer and study specialists had the opportunity to participate in in-house job-related courses. In 2006 the schooling budget for the academic and non-academic personnel (together with business trip allowances) made 490,000 EEK (cf.: in 2003 – 276,700 EEK, 2002 – 218,800 EEK) and in 2007 - 413,600 EEK.
7.7. **Advantages and Shortcomings of Academic Personnel**

7.7.1. **Advantages of Academic Personnel**

- Ten teachers involved in this curriculum are studying to acquire an academic degree: five of them have embarked on post graduate studies (Anna Džalalova is scheduled to defend her theses in 2008, Natalja Zorina 2008, Vjatšeslav Konovalov in 2009, Diana Maisla in 2009, Kaarel Vanamölder in 2011, Aet Kiisla in 2013) and three on graduate studies (Sirje Annik 2008, Maret Vihman 2009, Maria Žuravljova 2009). All teachers without an academic degree are working towards acquiring a degree. The teachers are highly motivated towards self-development;
- One half of the subjects of the specialty are taught by renowned practitioners from Ida-Viru County and beyond. All of them have at least three years of experience in the field of youth work or in social work, but also in lecturing and academic research (Argo Bachfeldt, Sergei Džalalov, Urmo Reitav, Lianne Ristikivi, Maria Žuravljova). Most of the teachers-practitioners are studying to defend their master’s or doctoral theses;
- The College has also experience in engaging visiting lecturers on a short-term and long-term basis. For further details please refer to section 7.1;
- All teachers employed on an hourly basis have been doing so over a longer period of time and are thus informed and partly participate in the study and development activities of the College;
- The College is pursuing a common field of study: the various aspects of multicultural and multilingual issues (Ekaterina Protassova, Anna Džalalova, Aet Kiisla, Jelena Nõmm), supported by an international network of cooperation;
- The academic research of the teachers is focused on themes related to the curriculum and the particular subjects they are teaching. Please refer to section 7.4.1 for further detail;
- The College has developed a system of holding regular international conferences, with themes ranging from identity and multiculturalism to foreign language teaching. Students also hold international conferences on a regular basis. The same applies to publications; the College publications serve as a source for the teachers to publish their scientific work;
- In addition to research work all teachers prepare study materials, including those to be used for e-learning purposes. Developing study materials is essential for the competence of the teaching staff;
- The teachers are actively participating in the development works of the College, they sit on different committees and decision-making bodies, develop the curriculum and the learning process, for example establishing and successfully launching a number of continuing education courses;
- Among the teachers are both Russian and Estonian speakers, thus promoting multilingualism in studies;
- The College supports the teachers’ efforts towards self-development (research, participation and making presentations in conferences), and once every five years the teachers are entitled to sabbatical leave during one semester. Five of the full-time teachers in this curriculum have made use of this possibility;
- The College has established a system of in-service trainings for lecturers; the main focus is on joint schooling. Lecturers upgrade their qualifications regularly in the field of teaching in higher education and take various in-service training courses;
- The students rank highly the competence of their teachers, but they also praise their tutors for their friendliness and helpfulness. Please refer to section 8.8.1 for more detail.

7.7.2. **Shortcomings of Academic Personnel**

- The teachers have participated in different development projects, but in the future their efforts should be more dedicated to applied research and development projects in the specific field of Youth Work;
- The development of the curriculum has been compounded by the frequent changes among the programme managers and leaving of young teachers (Lianne Ristikivi, Urmo Reitav) due to moving to other locations or finding more suitable positions in Tallinn/Viljandi. Narva serves as a springboard.
Development Strategy for Academic Personnel

- Regular evaluations should be organised for teachers, and teachers should have individual development plans. All regular teachers should be subjected to evaluations, and should receive support in pursuing their individual development plans. It is of paramount importance to ensure and maintain a stable teaching staff for the College;
- Two assistants (Argo Bachfeldt, Maria Žuravljova) are teaching Youth Work in the College with the total work load of 1.5. In the future another full-time lecturer should be employed for Youth Work and visiting lecturers should be engaged on the long and short term basis;
- Cooperation among the teachers should be promoted in order to make better use of the scientific potential of the existing staff in developing interdisciplinary research in fields directly related to the Youth Work curriculum. Applied research should be undertaken in cooperation with employers, if necessary involving the teachers of the College in the research projects;
- Teachers should be encouraged to pursue international contacts through participating in seminars and conferences. The tradition of English language learning among teachers should be carried on in order to improve their language skills;
- The teachers of the curriculum should be more active in applying for grants and European funds for financial support of their research projects, development of study supplementary materials, and the curriculum development in cooperation with different partners. The College participates in the call for applications in the ESF programme for developing professional higher education curricula in the autumn of 2008;
- The quality of the College publications should be further enhanced, by putting together an international editorial board for both the Acta collection of articles and for Studia Humanioria.
8. FOREIGN RELATIONS AND QUALITY ASSURANCE
8.1. Cooperation with Representatives of Different Institutions, Professional Associations and Employers

8.1.1. Cooperation of Narva College in Narva and Ida-Viru County in General and in the Area of Youth Work

The College and the community need a constant link. That is why at the beginning of the history of the College a special body was established – the College Board of Trustees. The members of the Board represent various occupations, but they all are somehow connected either with the field of education or the Ida-Viru region. The Board makes suggestions to the College’s director regarding the future of the College.

The task of regional colleges is to support regional development. For this purpose Ida-Viru County Government and the University of Tartu signed the Cooperation Agreement in 1996 (amended in January 2001 and December 2004). The Agreement establishes cooperation in the area of the College development, considering the needs of the county. The document also confirms the willingness of the University to participate in the development of the county (taking part in the working out of the Development Plan, organisation of trainings etc.).

The College played a leading role in the working out of the Development Strategy of the County for the period of 2007-2010. Ida-Viru County as one of the largest counties in Estonia with its population of 180 000 people refers to Narva College as a higher education institution which has become the centre for Estonian culture in Narva, the venue for international conferences, exhibitions and seminars, and the place where young people meet to spend their time in a resourceful way (Ida-Viru County Development Plan 2004+ http://www.idavi-rumaa.ee/blocks/development/arengstrateegia/kava_2004_pluss.pdf). In the framework of the development plan of the county youth work, in 2005 the then curriculum coordinator Marika Markus supervised the working group for the structures and promoting activities of interest in youth resource work.

The University of Tartu and the City of Narva signed the Cooperation Agreement (signed in May 1996, amended in November 1999, November 2004 and May 2005). The Agreement states that the University of Tartu and Narva Municipality will join their efforts in the process of the College’s development. The Agreement also emphasises the connection between the development of the College and the needs of Ida-Viru County and the City of Narva in the field of education. To this end, a new challenge appeared for the College – to provide continuing education (including requalification) in non-pedagogical fields.

In order to support the progress of one of the largest industrial cities in Estonia – Narva – and one of the most industrial counties – Ida-Viru – the project „Specifying Preparedness for Re-training of Unemployed Teachers from Narva Schools with Russian as Language of Instruction. Pilot Course of Re-Qualification in Narva College” (2006-2008) financed by the ESF was launched. As a result of successful completion of the project in April 2008, within two years 40 persons were offered requalification in the fields of project management and social work. Positive experience encourages initiation of new large-scale continuing education projects. In the frames of the project’s pilot retraining course such courses as project management and social work were offered.

Another project which included lecturers connected to the curriculum under accreditation was „Raising teachers’ competitiveness in foreign-language school environment”. It lasted for over two years (2006-2008) and was financed by the European Social Foundation with the capacity of 1.3 million EEK. It educated 97 persons and was locally of a major importance. The aim of the project was to prepare general education schools with Russian as the language of instruction to the transition into bilingual instruction in the gymnasium stage of studies, beginning in the year 2007. The project also included training counsellors for foreign-language schools and continuing education for the teachers who had to begin teaching a number of subjects in Estonian.

In addition to courses and longer-period continuing education in the framework of various projects, the College also offers more general and specific survey courses mainly, but not only for in-service specialists. Target groups for continuing education involve, e.g., teachers and headmistresses of nursery schools, social workers, youth resource educators as well as employees of the local government. Narva College actively cooperates with
the employers of the mentioned target groups to find out what types of continuing education they consider as necessary to offer to their employees.

Earlier, more general courses were carried out which definitely proved necessary also for youth workers, such as Team Work (capacity of 40 hours), Introduction to Team Work (1 CP), Effective Communication (80 hours), How to Manage Stress and Cope with Problems (80 hours). Besides those mentioned, within the past four years the College has offered 19 various courses that all were directly meant for youth workers and social pedagogues. The volumes of various courses extend from 4 hours to 10 CP (400 hours). The topics of courses vary from tolerance to career planning as well as violence in the family and behavioural disturbances. A few examples about the courses offered: Behavioural and Emotional Difficulties of Schoolchildren: Ways to Cope (80 hours), People with Special Needs: Peculiarities of Working Together (40 hours), Psychology of Communication with the Youth (40 hours). Besides, the College offers courses of continuing education to improve specialists’ language skills, both in Russian and Estonian, in the area of their speciality.

It appears in the 2005 report „Competence and the Development of Competences in the Field of Youth Work“ commissioned by the Ministry of Education and Research that in Estonia there are numerous areas of education in which Youth Work employees would wish further training but which are not on the market as yet. The above report also mentions that new specialised methodologies are not on offer. Problems related to crisis management and work in a conflict situation are also requested trainings and these are the topics which have actually been offered by Narva College although not specifically to youth workers. It also appears that on a broader level, the courses on communicative skills and in the field of psychology and pedagogy are not sufficiently on offer and this is where the College could have a more direct perspective on the market.

For the regional College of the University and for the speciality of Youth Work the regional contacts both in Narva and the whole of Ida-Viru County are crucial. The College has developed an efficient and systematic cooperation with the county local governments and their association. The purpose is improving the curriculum and the system of practical trainings for the students. Regular meetings and instructions for supervisors of practice have taken place in the framework of the project „Establishing the Integrated Counselling and Practice System of Applied Higher Education in Narva College of UT“, more specifically touched upon in 4.7. The cooperation network includes both smaller and larger local governments in Ida-Viru County (e.g., Jõhvi, Kohila-Järve, Narva-Jõesuu, Sõmeru and Vaivara), likewise, non-governmental organisations for Youth Work (NGO „You will not be left alone“, NGO „Home To Every Child“, NGO „TK Romashka“) and practice bases (Narva Orphanage, Narva Children’s Shelter, Youth Resource Department at Viru Police Station, Department of Criminal Probation at Viru Prison, Department of Social Care of Narva City Government).

Versatile cooperation with employers, repeatedly described in the report, is one of the corner stones for a successful curriculum development. At the seminar held on August 15, 2008 in the framework of the International Day of Youth, in the course of discussion about current organisation and problems of practical training, eight representatives of practice bases present revealed that they all were interested in continuing cooperation with the College. In addition, Narva Juvenile Police are interested in organising a course of assistant police-force for the students of Youth Work speciality; schools propose students to cooperate in their project and Narva Youth Centre offers students a possibility of obtaining practical skills in project management in their organisation.

Local cooperation network is also made up of the persons who have been co-opted to the College Board of Trustees and the Programme Council. In the latter there are three local representatives of the Youth Work organisation (manager of the NGO „Home To Every Child“ – Natalja Umarova, the acting director of Narva Youth Centre – Anna Konovalova, manager of the NGO „Narva Youth to Youth“ – Janna Laanemann). A number of initiatives launched by the College evoked a broader response. In 2002 the College opened the Estonian Home in Narva, where one can have consultations on the state language and citizenship examinations. The Estonian Home opens its doors to every inhabitant of the town, including the students of the current curriculum. The Estonian Home initiates the celebrations of the Estonian Language Day, Citizen’s Day and Independence Day. The students at these events are not only the participants but also organisers. For instance,
in 2008 7 students of Youth Work and their programme manager organised a variety of events in Narva on the Children's Day, June 1, in the framework of the project „Let's Be Together“.

As part of its society-directed activities in the academic year 2007/2008, Narva College has launched a novel project in Estonia that is firsthand addressed to the junior school age. The project is entitled „Children's University“. In autumn 2007 the Children's University was opened with the support of the Estonian Gambling Association. In the Children's University respected scientists of Estonia have agreed to deliver lectures on interesting scientific topics to children (of 7-12 years of age), for example, „Why is blood red?“, „Do wizards really exist?“ Lectures are to be delivered in the both Estonian and Russian languages. Currently the Children's University has over 100 students and it is set to continue in 2008/2009. The manager and initiator, Aet Kiisla, Assistant and Programme Manager for the Local Government's Administration Curriculum was formally acknowledged for the work on the project and awarded the Prize for Popularising Science that is given annually in cooperation by the Ministry of Science and Education, the Estonian Academy of Sciences and Archimedes Foundation.

The above descriptions are directly related to the projects and events organised in the region, however, it is essential to once again emphasize the envolvement of the College in local development activity. By means of various European projects, tens of millions of EEK have been introduced into local life, similarly, the College is a remarkable organiser of local conferences and seminars.

The College is also actively engaged in the development of the City of Narva and its public space. For example, the new building of Narva College is to be situated next to the historic Narva Town Hall. In the design process the architects took in consideration the look of the buildings which were situated next to the town hall before being demolished in the World War II. The new façade can be considered homage to the old Stock Exchange building. It is a huge project that makes a contribution to the visual image of the town. This is particularly important now as there is no clear vision on the local authorities’ part of what the town will or should look like (see 6.6).

8.1.2.  Cooperation with Youth Work Organisations and Other Similar Higher Education Institutions All Over Estonia; Creation of All-Estonian Cooperation Network for Promoting the Speciality

The management of studies on the speciality of Youth Work has coopted practitioners both from Ida-Viru County and beyond its bounds. Thanks to cooperation close contacts have been established with various Estonian youth organisations. The lecturers connected to the speciality also work in the following institutions: the adjunct lecturer Natalja Umarova from Narva College is the manager of NGO Home To Every Child; Lianne Ristikivi is project manager for Integration Foundation dealing with youth work and extracurricular language learning. Urmo Reitav is representative of the UNO Children's Foundation UNICEF in Estonia and independent expert-researcher at the Estonian Institute for Youth, and Sergei Dzalalov is in the drug addicts' and alcoholics rehabilitation centre NGO „You will not be left alone“ (more detailed information about the teaching staff is in 7.1).

Curriculum coordinators have actively participated in managing all-Estonian youth work. In 2005 the coordinator of the speciality Marika Markus took part in round-table meetings of the structures of youth work of the Estonian Centre for Youth Work as well as in working out vocational standards for youth worker and specialist in extracurriculum education. The assistant lecturer of Youth Work Lianne Ristikivi focused on the area of youth with special needs. She continuously participated in round-tables for special youth work, including in working out a plan of activities for reduction of juvenile delinquency. In 2005-2006 she participated in working out the methodology for the programme of School Peace. In 2006 the programme manager took part in working out the conception for the Estonian Academy of Young Researchers.

Not only programme managers and lecturers take part in all-Estonian youth events, so do naturally also students. Within the last year the participation in events can be illustrated as follows – on 27.03.2008 both
programme manager Maria Žuravljoa and three Youth Work students Anna Maksimova, Ljudmila Bauer, Olga Sadovina took part in the Tallinn Third Forum of Youth Work.

This spring, on May 9, 2008, the College helped to organise a very significant event – a youth forum „I Care and Participate“ – in which the students of the College and this curriculum – Ivan Tulženko, Jana Kondrašova, Natalja Bošakova participated. The College was represented by the Programme Manager of the Youth Work programme Maria Žuravljoa, Chief Specialist for Development Mai-Liis Palginõmm and Programme Manager of the Local Government Administration Aet Kiisla. The last two were also members of the organising committee.

In June 2008 a meeting with the representative of NGO European Movement took place where the activities of the NGO were introduced, it also appeared that the named NGO was interested in cooperation with UT Narva College. The aim of Narva College is to offer its students in cooperation with the NGO European Movement such a possibility that the voluntary work done by them in Europe would be considered as part of their practical training. Such an arrangement of things would offer students a good foreign experience in the field of youth work. Within the autumn term of 2008/2009 the representatives of the NGO European Movement will visit the College to carry out an information session for the students. As a continuation of the June meeting the Programme Manager Maria Žuravljoa attended a seminar in Macedonia on 31.08. – 07.09. 2008, the aim of which was to give additional information to participants about the sub-programme 2: European Voluntary Service of the European Union education programme Youth in Action, and thus to enhance awareness about the youth work in the area of South-Western Europe. The main topic of the conference involved the development of voluntary work: which possibilities of voluntary work there are in Macedonia, how to write various projects to draw money from various foundations of the European Union.

The topics concerning possibilities of practical training have led to meeting local governments also beyond Ida-Viru County. e.g., in May 2005, meetings with the representatives of the City Government of Tartu to find out about possibilities of practice for youth workers at the City Government. Last year the stress became more on the local governments situated abroad – this spring meetings were conducted with the town of Pskov about the possibilities of having our students do their practical training there.

From the viewpoint of the development of the speciality, contacts with the Ministry of Education and Research as well as the Estonian Centre for Youth Work (headed by Anne Kivimäe and Edgar Schlümmer) involve discussions about more general development of the area of activity and educating, in particular. The curriculum coordinator has established close contacts with the Integration Foundation (in 2005 – participation in the assessment of the projects of family-based Estonian Language learning of the EU Phare programme, the same year – counselling the research on opened youth centres, in 2006 – participation in the preparatory work of projects, addressing youth work, in commissioning the Norwegian/EMP financial mechanism).

The College has invited the public at large to discuss its development. In May 2007 a new tradition was established: representatives of different organisations (16 in total), including the Parliament, the Ministry of Education and Science, the Estonian Television, and the Estonian Radio gathered to brainstorm the perspectives of the College’s development. In the light of the curriculum under observation it was suggested that Narva College could use smaller Ida Viru local governments who are in need of a youth work specialist, as practice bases. The need for fostering students’ field trips was emphasised, so to date seven trips have already taken place. In this year within the framework of the rewriting of the development plan we are keeping this tradition alive and plan have more such meetings also in the future.

Similarly to other curricula, in the speciality of Youth Work it is also regarded as important to establish cooperation with other higher education institutions, especially with our alma mater, the University of Tartu. The help of Tartu University lecturers, particularly those from the Faculties of Social Sciences, has been used for the development of syllabi and delivering lectures in those subjects where the College does not have its own lecturers. The involvement of the University staff is presented in detail in item 7.1.
The College has initiated cooperation with other higher education institutions in Estonia which teach Youth Work. Prior to the launching of the Narva curriculum, the specific features of each current curriculum were discussed in cooperation with Tallinn Pedagogical College and Viljandi Culture Academy. Numerous consultations have taken place about the development of the curriculum. Mutual students’ visits and discussions took place in the autumn 2005. The organisation of such study tours has somewhat slowed down lately but it is planned to resume the tradition. Over the years the most active communication and cooperation has taken place with Viljandi Culture Academy. Within 2006-2008 a joint project was undertaken in the framework of the ESF measure 1.1 in which two students of Narva College – Marina Potapõtševa and Ivan Tulženko – could participate in the autumn term 2007 in adventure education training that was conducted by a visiting lecturer from Finland: practical training was carried out both in Estonia and Finland. Of the two students one left the programme for valid reasons but continued her studies in Narva College, the other, Ivan Tulženko passed the programme successfully, got good experience and also continues his studies in Narva College. Part of the cooperation means that as Ivan Tulženko will proceed to practical training in the current academic year 2008/2009, he is to put the learnt and obtained methods of adventure education into practice. His practical training consists in the programme he is going to carry out with children and the lecturers of adventure education from Viljandi Culture Academy will be there to observe and comment on.

Also in 2008/2009 Luule Press, the Head of the Youth Work Department in Tallinn Pedagogical College will read a course of Basics of Youth Work. Narva College is also considering further cooperation with Tallinn Pedagogical College in using their lecturer for General Culturology Niyas Galimov (MA) from the Moscow State University to read optional subjects. Further cooperation plans in connection with Viljandi Culture Academy and Tallinn Pedagogical College from Estonia and Finland as well as Russia on the other hand will be described in 8.3.
8.2. Advantages and Shortcomings of Local Cooperation and Development Strategy

8.2.1. Advantages of Local Cooperation and Development Strategy
- Ida-Viru County cooperation network of employers. Employers should always be involved in curriculum development, and cooperation with the sites for practical training is of particular importance to make such training more effective and useful for both the students and employers. The network of practice bases is constantly evolving and seminars and training events are organised for the local employers to serve this purpose. EU funds are used for improving cooperation with practice bases;
- The College participates actively in local development activities, including the promotion of youth work, both in the City of Narva and in Ida Viru County. The College plays a leading role in offering continuing education, especially through various project-based training activities.

8.2.2. Shortcomings of Local Cooperation and Development Strategy
- There is a certain lack of continuing education in the area of Youth Work, something that should be offered by Narva College, as it is the most important institution teaching Youth Work in the region;
- Estonian-wide cooperation has not been pursued too actively in recent years.

8.2.3. Development Strategy for Local Cooperation and Development Strategy
- As of next year more emphasis shall be put on marketing the existing general courses to youth workers, e.g. teamwork. Further plans include special training events for local youth workers in order to improve their professional knowledge;
- The new Programme Manager has breathed new life into curriculum related cooperation and there are plans to restore close connections with Viljandi Culture Academy, especially in teaching adventure education.
8.3. Connections with Foreign Organisations and Higher Education Institutions

Foreign relations of the College are based on the Action Plan and the Development Plan of Narva College. The first covers the period until 2008 and second till 2010. Main trends include long-time mobility of lecturers as well as facilitating students’ studying and taking their practical training abroad. The College appreciates cooperation both in directions of East and West. Foreign cooperation has been promoted also for the specialities of applied higher education which's more practical orientation makes it indispensable to share in other countries' experience in connecting theory and practice as well as proportions.

Owing to its geographical position on the boundary of Russia and the European Union, Narva has attracted numerous groups of students. Narva College has hosted several groups of students, who met local students, including students from the curriculum under accreditation. In April 2006 the College welcomed students from Etelä-Pohjanmaan school of Ilmajoki, Finland; in September 2006 the College received media students from Södertörn University Stockholm, Sweden, to mention just a few. The foreign students from EuroCollege of the University of Tartu have come to Narva several years in a row now.

Since the College is located on the border, and taking into consideration the fact that many locals have the same native language as the people on the other side of the border – Russian – the contacts between the College and the neighbouring country are considered to be important. The contacts are valuable to both the students and the academic staff. This vector of the College’s foreign relations can also be considered exceptional, as Estonian institutions do not usually have very close contacts with Russian educational institutions. The University of Tartu and the College have signed framework agreements with Pskov Pedagogical University (signed on May 19, 2000), Russian Herzen State Pedagogical University (signed on May 5, 2003), both of which promote exchanges of the academic staff and the students. To this end, steps have been taken for the development of cooperation with Pskov University.

Namely, on March 11, 2008 the first study visit to Pskov took place where 8 students of the Youth Work curriculum participated. During the visit the students got acquainted with the structure of the City Government of Pskov, how the responsibility for different issues is divided. They also had a meeting with the local officials from the field of youth work, local youth workers, and some of the more active youth. During the study visit there were negotiations on exploring the possibilities of Narva College students to have their practical training in Pskov. Such practical training will give the students an overview of the practices implemented by the youth workers in the ‘near abroad’. In return, the students from Pskov will be provided with the same opportunities in Narva. Working together will allow the students from both countries to collect the comparative data for their graduation theses. Youth organisations of Narva, e.g., cooperation partners of the Youth Work curriculum – the Centre for Narva Youth and Public Centre for Narva Youth RLK – have agreed to provide places of practical training and improve cooperation with Pskov youth organisations through the College. Since the youth organisations of both countries have principally agreed to the exchange, the next step to take is to bilaterally establish with Pskov how the exchange would formally take place and draw up a concrete plan of activities.

In the field of youth work the College enjoys close contacts also with the other neighbouring country – Finland. In November 2005 a Finnish delegation of the members of Youth Work Vocational Chamber was introduced to the speciality of youth work of Narva College; at the same time invitation to the Finnish Kanneljärvi School was handed over. In accordance with cooperation protocol of the youth area between the Finnish and Estonian respective ministries four representatives of Narva College (students Anna Romanenko and Ivan Tultsenko, assistant lecturer Lianne Ristikivi, curricula coordinator Marika Markus) took part in the seminar on Youth Work in Kanneljärvi, Finland. Cooperation with Finns is active and continuing – in December 2007 a subsequent meeting took place in Estonia where Narva College was represented by Argo Bachfelt, assistant in Youth Work, and in the current year (September 15-17) the Programme Manager Maria Žuravljova and Mai-Liis Palginõmm, Chief Specialist for Development, accompanied representatives of the Estonian Centre for Youth in Finland.
The key issue of the meeting this year was, first of all to introduce our curricula to partners and discuss possibilities of further cooperation. Maria Žuravljova reported on the Youth Work curriculum of Narva College, focusing on the multi-cultural aspect of the curriculum – what it consists of, how it is developed and why it is necessary. A particular interest was raised by the discussion about Master’s curricula to be opened in Finland. In addition, two higher applied education programmes and two university curricula were introduced. Further cooperation plans were deliberated. Student exchange in the framework of ERASMUS and visiting lecturers’ schedules were considered. In consequence of earlier deliberations, it was decided to start preparations for a joint three-year adventure-education project which besides the network of Finnish youth work education establishments and three Estonian education institutions engaged in youth work would also involve Russian youth work institutions. It was agreed that the following regular meeting supported by the Finnish-Estonian interministries cooperation protocol in the area of youth work would be hosted by Narva College.

The third cooperation trend for the College is related to the Baltic countries. In April 2006 the Estonian delegation, via the Estonian Centre for Youth Work, included assistant Lianne Ristikivi visited Vilnius and Kaunas in Lithuania to discuss the methods for developing the quality of education offered to youth leaders and youth workers. The aim of the visit was to compare the state of the art in the education offered to youth workers in four countries – Estonia, the Flemish community of Belgium, Latvia and Lithuania. Getting acquainted with the systems of other countries, their specific problems and solutions to the problems was priority of the meeting; also, share in their experience in the education related to youth work. The knowledge obtained was used in developing curricula in Narva College.

8.3.1. Mobility and Visiting Lecturers

In addition to the cooperation on the level of organisations, it is also vital to provide opportunities for teachers’ mobility. The teachers of the speciality actively participate in scientific conferences and seminars, which are directly or partially related to the curriculum (see 7.4.4 and Appendix 23: Presentations at Scientific Conferences and Seminars of the Permanent Position Teaching Staff Involved in the Youth Work Curriculum in 2005-2008). Beside their study work, several lecturers of Narva College are engaged in practical youth or social work (see 7.1) to keep updated what really happens in the city and so not to become excessively theory-centered, and to be able to give students examples of everyday life. Therefore they have set up their own network, including both Estonian and foreign youth workers.

The College enjoys both long-time and short-time traditions of visiting lecturers. Long-time visiting lecturers who have worked at the College came from Russia, Finland, Germany and Great Britain. In connection with the compulsory subjects of the curriculum Alexander Wolters (period of work 01.04.2004. – 31.08.2006) should be mentioned who gave courses on the European Union P2NC.00.699 (course was given in English) and German P2NC.00.146; P2NC.00.679; likewise Ekaterina Protassova (01.09.06. – 30.06.2008) who lectured on Social Pedagogy P2NC.00.458 and also on Multicultural Education P2NC.00.686, the latter course was attended also by 13 students of the speciality.

The students of the curriculum under accreditation are eligible for attending the lectures on optional subjects delivered by visiting professors. In the frames of the project „Improvement of the quality of study and research work in the module of multicultural education in teacher training” which lasted from March 2006 to June 2008, public lectures in Narva were delivered by visiting lecturers, e.g., from Belgium, Great Britain, Germany, Finland, Russia. A few examples about the lectures and topics – in April 2008, Els Bertrands from the Katholieke University in Leuven delivered a lecture on „Multiculturalism and Equal Opportunities in Belgium”; in December 2007, Associate Professor Natalia Grash from Hertzn University gave a presentation on the topic „Possibilities of Teaching Children with Special Needs in Multicultural Education Environment”; in November 2006, Ekaterina Protassova from Helsinki University delivered a public lecture on the topic „Language Policy and the Russian Language in Finland”. In the framework of the current project the visiting professors delivered lectures in the capacity of 1 CP, on an average. Ekaterina Protassova’s course on multicultural education was
mentioned earlier, likewise, in May-June 2008 Inci Dirim from Hamburg University conducted the course on „Multilingual Society and Education” P2NC.00.577.

Among foreign lecturers who delivered lectures in Narva was Hinori Komori from Japan who happened to come to Estonia in connection with a research project that was connected to the Baltic area – Estonia, Latvia and Lithuania. In September 2007, Hinori Komori delivered lectures on „The Japanese Language and Culture” P2NC.00.859 in the capacity of 1 CP that was attended also by one student of the curriculum under observation.

Inviting foreign lecturers to Narva College gives students an opportunity to widen their world-view, compare the Estonian youth work system to those of other countries, to improve their analytical and language skills. We plan to continue with the ERASMUS programme. September 2008 we had an ERASMUS guest lecturer Petra Hartleben-Baildon who came from Hannover Germany, from the University of Applied Sciences and Arts and gave 18 hours of lectures to the students of the curriculum within the course of Basics of Counseling P2NC.00.473 where she introduced the youth work system in Germany, the demands for youth workers and typical methods used. Her presentation consisted not only of theory, half the time was used for practical exercises using role plays and group work.

There have also been other public lectures that are not connected to any specific project going on at the College. Public lectures have been integrated into the study process in Narva College, which correspond to the objectives mentioned earlier. In the period from 2006 to spring 2008 the following public lectures took place: the Austrian Ambassador Dr. Jakub Forst-Battaglia made a presentation „Austria and the EU” in February 2006; a member of the Estonian Parliament, academician Olav Aarna talked about Estonian politics and his ideas of what it takes to be an active member of society in November 2006; the Swedish Ambassador to Estonia Mr. Dag Hartelius made a presentation entitled „Estonia, Sweden and Europe” in February 2007; Prof. Eric Sandeen from the USA talked on the topic of „The Cold War: the American perspective” in April 2007 and the Estonian Minister for Population and Ethnic Affairs Mrs. Urve Palo gave a public lecture in November 2007 about how to be a good citizen of one’s country. In April 2008, Diana Eerma, a researcher and lecturer of economics in the University of Tartu, spoke on the topic „The EU Regional Development, its Monitoring and Influences; European cooperation and possibilities of subvention”.

It is important to involve the students into the foreign relation network of the College. The students’ participation in international conferences gives them an opportunity to broaden their perception of the world, to gain experience of public speaking and make contacts with other students from abroad. Some of the Youth Work curriculum students have also taken advantage of the possibility to go abroad and acquire new experiences. The Youth Work curriculum students started first to attend various events abroad in November 2005 when two students visited Kanneljärvi, in Finland, mentioned above (8.3). In addition, Jekaterina Andrejeva was a foreign exchange student in the Sokrates/Erasmus framework in the autumn term of 2005/2006 in Vienna Pedagogical Academy. In February 2006, a first-year student Sergei Jakovlev took part in the course of educating youth leaders in Moscow. The students’ mobility also presupposes willingness and being active. It demands continuous motivating activity from the programme manager. Future plans are to continue organising study trips in order to get a clearer overview of the advantages of studying abroad. The College should encourage the students to spend some time abroad, studying in a foreign education institution.

The international conferences which are organised on a regular basis at the College are deemed extremely important for the promotion of international networking. The College has developed its tradition of international conferences in two directions: identity and multiculturalism on the one hand and teaching English to various audiences, on the other. The conferences are open for participation for both students of the College and the academic staff. The conferences also present a wonderful opportunity for establishing initial contacts with international partners. The teachers of the curriculum under accreditation have been actively involved in the conferences, both as organisers and presenters. Some of those conferences are listed below:

1. Narva and the Baltic Sea Region; II International Conference on Political and Cultural Relations between Russia and the Baltic Region States – May 1-3, 2003;
2. New Approaches to Teaching English in a Multicultural World; International conference – March 31 - April 2, 2006;
3. Ethnic Images and Stereotypes — Where is the Border Line? (Russian-Baltic Cross-Cultural Relations); International scientific conference – October 20–22, 2006;
4. Secrets of Teaching EFL; International conference for the teachers of English working at schools and higher education institutions – March 17-18, 2008;

It is also essential here to mention the international Students’ Scientific Conference that has taken place eight times already and has thus been turned into a tradition by the College. Essentially it is a possibility for the students of Narva College, other Estonian students as well as foreign students to make a presentation in front of their peers and get their first experience of speaking at a scientific conference. In addition, the College Proceedings Series „Acta” is dedicated to the students’ scientific international conference and so they can publish their reports and articles in it. To date two Actas dedicated to the students’ scientific international conferences have been issued; the edition of 2008 published presentations of the conferences of 2006 and 2007. 8 students from the Youth Work curriculum were active participants with their own presentations in the conference of April 2008 (see 3.7.2).
8.4. International Dimension of the Youth Work Curriculum

The Estonian Higher Education Internationalisation Strategy for 2006-2015 (http://www.hm.ee/index.php?popup=download&id=5617 in Estonian) states that science and higher education are inherently international and that the participation in international academic life is vitally important to the Estonian higher education, students and teachers. Estonia has integrated itself into the European higher educational landscape and aligned its curricula and degree qualifications with the rest of Europe.

The curriculum under accreditation meets the European Union Standards of Higher Education according to the Bologna Process (Bologna, July 19, 1999) and the Communiqué of the Meeting of European Ministers in charge of Higher Education – „Towards the European Higher Education Area“ (Prague, May 19, 2001). The structure of the curricula, the system of credit points, the proportion of lectures and individual study, mobility of the students and the teaching staff and the opportunity for modification are in agreement with the aforementioned documents. The College system of accreditation of prior and experiential learning also complies with these acts.

The College curriculum also observes the Lisbon strategy which states that research areas in Europe have been fragmentary and acted separately, they should be better mutually coordinated and integrated. The European Commission has also suggested that the mobility of researchers should be increased in Europe. Narva College fully facilitates foreign partnership projects of the teaching staff, the project „Improvement of the quality of study and research work in the module of multicultural education in teacher training“, financed by the ESF, is an excellent example about it.

The curriculum of Youth Work of the College is in compliance with the three basic trends revealed in the White Paper „New Incentives for the European Youth“ issued in 2004 by the European Commission and the European Youth Pact (2005) and are as follows: first, being an active citizen (four priorities: information, participation, voluntariness and better knowledge about the youth); second, social and occupational integration (priorities: employment and social involvement, education and training, balance in working and private life); third, the youth dimension in other policies (priorities: health, culture, anti-racial and anti-discrimination struggle). Students will be trained how to address those topics in their work with the young. The syllabi reveal that emphasis has been given to the youth counselling, special youth work, the involvement of the young. The structure of the curriculum and syllabi are dealt with in greater detail in 3.6. The foreign relations of the college are discussed in 8.3, which describes the most important items from the point of view if the speciality.

International dimension of the Youth Work curriculum was evident already in the process of working it out: namely, this curriculum was compared to other similar curricula in other countries – in Russia and Finland, whose experiences and mistakes could be taken into account. Comparisons among similar foreign curricula can be found in Appendix 14. Comparisons to other similar curricula assure that the peculiarity of Estonia is expressed in a large block devoted to state language and language teaching, caused in turn by a large number of the population speaking other than state language in Estonia and in Narva, in particular.

International and multicultural dimension in the curriculum is reflected on the list of subjects:

Cross-Cultural Communication P2NC.00.252, Multi-Cultural Education P2NC.00.686, European Union P2NC.00.699, History of Russian Culture P2NC.00.251, see Appendix 7: Youth Work Curriculum. At the students’ request, an additional subject is going to be integrated into the curriculum: International Youth Work. So far the respective topic was addressed in the framework of various other subjects. The subjects of the curriculum are more closely dealt with in Section 3.

The curriculum devotes much attention to foreign languages instruction, English in particular, which can be acquired along direct language seminars also by means of lectures delivered by English-speaking visiting professors; besides, language studies are also supported by compulsory reading matter in English. As a rule, the College presents lists of compulsory and recommended literature in a number of languages. Likewise, lecturers of Narva College have worked out study materials in Estonian, Russian and English (see 6.3). To support foreign
language learning, it is worth mentioning that compulsory courses have also been read in English – European Union P2NC.00.699 in 2004/2005.

However, as students see it, language teaching is not yet sufficient. One of the reasons is definitely in the fact that the level of students on entering the College varies and rather low in some students, therefore problems may arise both in language classes and later when working through the obligatory literature (for the development plan to tackle these problems see 3.6.3).

It is quite obvious that staying in a language environment provides immensely for language studies, so the perspective of the College to develop cooperation with the NGO European Movement (8.1.2.) is essential for the students to take their practical training on speciality abroad. In addition, the College facilitates studying abroad in every way, forwarding all scholarship offers to the students’ list and introducing possibilities of the ERASMUS student exchange at the course Introduction to Studies P2NC.00.821, annually, in spring, at an information day other student exchange programmes (besides ERASMUS) are addressed. Also, the College is willing to consider the subjects taken and passed abroad as part of their Youth Work curriculum (through the APEL process).

Since the thematics of the students’ graduation theses is not confined to the Estonian context, including a respective circle of internationally-related topics into students’ research papers facilitates expanding their knowledge about the international situation and practice. Students can analyse the youth work done here in comparison with that in any other country. It is important to note here that out of five first graduates in the speciality, two included international dimension into their graduation theses. The graduates of the last spring analysed the internationally-related topics such as „Awareness of the Youth Attending Narva Youth Centres About Possibilities of International Youth Exchange” and „Providing People of Narva Town with the Information about Their Rights on the European Union Labour Market on the Example of Great Britain”.

International dimension is also expanded by inviting visiting lecturers from different foreign countries (e.g. Finland, Russia and Germany; see 8.3.1). The further development in this area is considered a priority. Narva College also participates in various European Union projects which allow to apply international experience effectively; from now on the students of the curriculum should be more involved in international projects. The students participate in various international exchange programmes, including ERASMUS exchange programmes. Further development of this direction of activity is one of priorities of foreign relations of the College since the figures describing students’ participation in student exchange are not as high as we would wish them to be.

The College also plans to use the ESF structure supports programme for the years 2008-2013 in order to develop the Youth Work curriculum (see 3.6.3).

To develop international dimension in the curriculum in the College it is of utmost importance that the lecturers would actively participate in the process. The lecturers of Narva College use the experience they obtain via international projects, seminars and conferences in the teaching process. The participation of the lecturers in the events mentioned is a priority for the College. The lecturers are also obliged to share their experience with colleagues at the College.
8.5. Advantages and Shortcomings of Internationalisation. Development Strategy

8.5.1. Advantages of Internationalisation

· Exchange programmes. Given the remoteness of Narva as a border area in Estonia, it is all the more important to pursue contacts with others, go visiting abroad and invite guests to Narva College. The first steps towards increasing mobility have already been taken. The share of short-term visiting lecturers is remarkable. Visitors have come from both the west and the east. Our students also have experience in studying abroad and going on study tours to other countries;

· International communication is a priority of the Narva College Development Plan. One of the closest aims is to increase the participation of teachers and students in EU projects. Participation in projects aimed at developing border regions and improving the quality of education (mobility of teachers and students, teacher training, postgraduate courses) are of special significance;

· International cooperation projects. Cooperation plans aimed at organising student exchange within the framework of the Youth Work curriculum discussed at the beginning of this year in Pskov will be taken further. Work is also underway for developing a three year cooperation project between Estonia, Finland and Russia, aimed at adventure education. As a result students will have the possibility to take practical training in Finland and Russia;

· Study tours. Study tours have taken students to places in Estonia but also abroad. Experience to date shows that such mobility provides students with ample fruit for thought and expands their view of the world. Further efforts should be made to continue study tours;

· Summary: the curriculum puts a strong emphasis on and supports internationalisation. This takes the form of involving visiting lecturers from abroad, mobility outside Estonia, plans for pursuing practical training abroad, international curriculum related cooperation projects, and last but not least language learning and multiculturalism.

8.5.2. Shortcomings of Internationalisation

· Short term and long term student exchange programmes require further development, especially in the light of the intention of starting practical training in adventure education abroad. Joint study tours would serve as an important motivator here, allowing the sharing of positive experience and different possibilities among peers. The students need additional advice and support for foreign visits;

· Improving foreign language learning, especially English language learning. This is especially pertinent in the light of increased internationalisation in the future;

· Teachers’ mobility, especially long-term mobility, needs support as well. The curriculum allows for short-term foreign assignments, but long-term possibilities are in need to be developed;

· It is necessary to support long term visits to Narva by foreign lecturers. More visiting teachers are required to develop the speciality. Given that there are no problems in bringing visiting staff in on the short-term, efforts should be directed towards long term visitors.

8.5.3 Development Strategy for Internationalisation

· As an innovation there are plans to allow practical training to be undertaken abroad. This particular practical training is not compulsory, but the College intends to give every support to such visits abroad. Clearly not everyone can afford to go for financial or family/work related reasons and therefore this practical training is voluntary;

· There are plans to combine practical work and internationalisation by involving the students in international projects carried out by the College and doing so both in the project preparation and implementation phases. The objective is to give the students’ works in different subjects, e.g. Project Management real practical value. The project written by a student should be so well designed from the very beginning that
it could and should be implemented. Project writing is but half the experience, the other half, certainly not less important, is implementation of the student’s project. Thus the College intends to support student initiatives in project writing and implementation;

- The College has gained vast experience in using the ESF money, this process will continue in the future, especially for the purpose of developing projects with the help from the funds of the new programming period.
8.6. Principles and Organisation of Quality Assurance at the University of Tartu

The University of Tartu regards the assurance of the quality of educational work as one of its strategic tasks. The Development Plan until 2008 emphasises that the University of Tartu assures a high level of education in all the forms of study by applying an integrated quality control system, offers new well-prepared courses, constantly updates the contents of the teaching materials, improves the study environment and employs modern methods of study.

The University involves new target groups by creating flexible study opportunities for foreign students and students’ undertaking self-education in traditional and new forms of study. Among other things, the Development Plan emphasises the need for introducing an integrated quality assurance system and, based on that, compiling a quality assurance manual. In the evaluation of the work of the academic staff it is deemed necessary to give more consideration to the quality of the educational work, including student opinions on the subject courses.

By the decision of the Council of the University of Tartu on October 27, 2000 document „Foundations of the System of Quality Assurance in Educational Work at the University of Tartu“ was adopted. The document presents an overview of the principles of quality assurance in educational work in general, stating the most important activities, based on which the quality of educational work and the means used is evaluated to assure the quality. Based on the above, the UT Council adopted a decision on March 28, 2003 „Accreditation of Study Programmes at the University of Tartu“. The document envisages the setting up of sub-commissions of the Educational Commission in the fields of study (humaniora, socialia, medicina, realia) in cooperation with the faculties in order to analyse the annual accreditation results obtained from these fields and make improvements in the educational process, including the study programmes. Each commission also includes a representative of the students.

Given that quality assurance is deemed an integral part of the studies in the University, both documents were made part of the new Curriculum Statutes, which prescribes under the Quality Assurance section the general principles of assuring and assessing the quality of studies, as well as the rules of internal and external evaluation of the curricula.

In the framework of the curriculum development and quality assurance, the University of Tartu established learning outcomes based study work in the academic year 2006/2007. Each curriculum or programme consists of different outcomes the achievement of which is the measurement of the success of the programme. The aim of the programme- and outcome-based learning is quality assurance, more flexible response to needs of society and continuous development of the curriculum.

The Study Regulations provide that on a regular basis (each term) an opinion poll „Evaluation of the teaching and the subject courses“ is conducted among the students (more in 8.8; 8.10). Based on the results of the poll the Office of Academic Affairs will prepare a corresponding report. The results of the poll are used for curriculum development and for the purpose of re-electing teaching staff. Starting from the 2006/2007 academic year the „Best Teacher of the Year“ awards have been granted by the University on the basis of the results of evaluating the teaching staff and subject courses. The aim of the award is to enhance the importance of quality in studies and recognize the teachers who received the highest marks from the students. Under the Statutes for the Best Teacher of the Year Awards the awards are granted in all four main research areas humaniora, socialia, realia et naturalia and medicina.

Of vital importance in the assurance of the quality of educational work is the academic level of the teachers. More about the procedure of filling academic positions is in 7.2; the system of developing the teaching staff and sabbaticals is in 7.2.2 and motitioring the teaching staff is described in 8.9.

In addition to the activities on evaluating the quality of the educational work internally, the University also considers it important to get feedback from its graduates and their employers. The Career Service conducts
annual polls among the former students of the University who by the time of the poll have worked approximately six months. The graduates evaluate their initial coping on the labour market, the relevance and level of the knowledge and skills gained at the University and make suggestions on how to improve what has been done so far. The results of the poll are made available to both the faculties and the wider public (via the Internet). The feedback system for Narva College’s own graduates and their employers is described in more detail in Item 8.7.

The University quality assurance system is in constant development. The LÜKKA Project to Increase the Competition Capacity of University Graduates through the Development of the Quality of Study Activities was launched upon the initiative of the University in August 2005. The project is supported by the European Social Fund and is the largest inter-university project in Estonia to date (almost three years in duration, 15 partners and project cost of 32 million EEK). One of the sub-projects under the umbrella of LÜKKA, is aimed at developing a quality culture in the universities (http://www.ut.ee/lykka/166036). The activities under the subproject include revision of the procedure of self-analysis of the curricula in the University; as a result the exercise which so far has been conducted only every seven years in connection with accreditation, becomes an annual part of the programme based management of the curricula. The University Quality Manual was also renewed within the framework of the sub-project. Narva College is in the process of building the experience gained so far into the general University framework.
8.7 Organisation of Quality Assurance of Study Activities in Narva College. Participation of Staff in Quality Enhancement

In the quality assurance process the College proceeds from the Quality Assurance Agreement of Estonian Public Law Universities of June 11, 2003 (Included in OECD Thematic Review of Tertiary Education http://www.oecd.org/dataoecd/22/48/37746099.pdf) and University of Tartu quality assurance principles (available only in Estonian and on the universitas intranet), using the Quality Assessment Manual (Prof Kaps, 2004). Quality is primarily seen as correspondence to the principal goal. The principal goal of the College quality management is to increase the competitiveness of the graduates on the labour market.

In line with the principal goal, the College aims at increasing its share in the market for preparing youth workers, enhancing the competitiveness of its curriculum on the Estonian education market, building confidence among the students on the level of the education offered and increasing satisfaction of the students and the staff with the organisation of study activities. The same principles lay the basis of the Development Plan of Narva College, see Appendix 4.

The College quality management system is student-centred. Quality assurance is seen as a constantly evolving systematic process. Attention is mainly paid to the curricula and the academic staff, organisation of studies and study environment. In order to guarantee the systematic development of the quality system a part-time quality specialist was employed in 2005 (currently on maternity leave).

The College launched the internal evaluation process of curricula and the related discussions four years ago. The first internal evaluation report for this curriculum was compiled in 2005. Beginning with 2006, in connection with the change in the Curriculum Statute, the curriculum has to be annually assessed. The process is conducted by the Programme Manager and the Programme Council, with an aim to bring out both strengths and weaknesses of the curriculum, threats and possibilities across the whole curriculum and put forth a further plan of activities to overcome the drawbacks. The internal assessment plays an essential role in quality assessment, since that report is an important input in drawing up an accreditation report.

Under the system used at the College within the new analysis the performance of the plans of activities, formed during the preceding analysis are studied as well. The self-evaluation reports are compiled regardless of the international accreditation cycle. In order to prepare a self-analysis report for an intra-College curriculum, a committee is established as ordered by the College Director. The members of the committee include teaching staff, students, a representative of the administration, as well as employers. In the College guidelines for self-evaluation a special attention is given to the problematic areas that a small institution may have: having stable, full-time, highly qualified teachers in the curriculum, making use of the best local practitioners, research in the programme-related field, a comparative analysis of the best practices implemented in the institutions which have similar programmes, both in Estonia and abroad. The next self-evaluation to be done on the College level will also evolve from the last report.

The system described above and the meetings held during this process provide opportunities for involving every single staff member. The administration and the teaching staff are in constant contact with each other thanks to the small number of employees as one of the advantages in case of small-numbered collectives – it allows much interpersonal communication. (For the process of the development of this report see 1.2; for the curriculum development see 2.3; 3.6.2; 3.8.1).
8.8 Feedback on Quality from Students Studying on the Youth Work Curriculum, Graduates and Potential Employers

The anonymous evaluation of all subjects given by the students every term carries the most weight among the surveys conducted by the University. The poll „Evaluation of the teaching and the subject courses“ is part of the process to include different opinions and make the evaluation in order to give an objective picture of the real situation. The evaluation forms are filled in the Study Information System. (To see the questions in the evaluation questionnaire see Appendix 17: Summary of the Evaluation of Subject Courses of the Youth Work Curriculum from SIS 2007-2008). The A-part of the questionnaire includes questions about a concrete course and the respective lecturer and the respondent can choose among a number of variants for responses; the B-part contains open-ended questions and enables the respondent to express his/her opinion in a free form about the teaching of the particular course. On the basis of it a corresponding report will be prepared by the Office of Academic Affairs (see also 8.10).

The College participates in the process of selecting recipients for the University Best Teacher of the Year Awards, and has also been handing out the Narva College Best Teacher of the Year Award since 2006. The Teacher of the Year in the College is elected by students by secret ballot, with each student making and justifying their choice. The teacher who gains the most votes is the winner. According to the last year results, Jelena Ivanova and Vjašeslav Konovalov and for the applied higher education curricula Olga Burdakova were awarded with the title. The award is presented each spring, at the College's birthday celebration. At the same event the staff and administration award the most outstanding student of the year. Every member of the academic staff can make a suggestion for such a student, and the best students are confirmed for the nomination by the Director’s order.

From the autumn semester 2007, students will be asked to provide also feedback on the curriculum they are enrolled in.

Since 2003 the College has received regular feedback by way of annual surveys conducted among the first and last year students. The survey is anonymous. The questionnaire deals with the curriculum, the studying process, the studying environment, student motivation, student life, and in the case of last year students – with career planning (see Appendix 18: Results of Feedback from the First Year Students of the Youth Work Curriculum in the Academic Year 2007/2008). In addition to the surveys among the first year students, the students of this curriculum were questioned anonymously in 2008, all together 37 students out of 57 answered). The questions were similar to those asked in the feedback forms and were connected with the contents of the curriculum, the studying process, and the service of different administrative offices of the College (Appendix 16: Analysis of the Survey of the Youth Work Curriculum Students’ Contentment 2008). Analysis of questionnaires are given in section 8.8.1.

As the College has just had its first graduates in the speciality of Youth Work, it is not yet possible to yield the information on how contented the graduates and their employers are at this point. Since it was essential to receive opinions of our graduates about the curriculum, the College initiated a questionnaire to new graduates. More important and interesting results of the questionnaire are offered in section 8.8.1.

In the beginning of 2007, a survey among employers was conducted to find out their expectations towards graduates’ competences and how graduates of a three-year bachelor’s programme cope at the labour market. Without doubt, employers need to be involved to a greater extent than before in the preparation of the curricula, in particular in the widening of the practice possibilities but also in the conduction of the educational work in general. It is therefore necessary to do more thinking over how to enhance employer interest in the processes going on at universities. The responsibility for cooperation with employers in the development of the curricula lies with the College and the Programme Manager.

The university considers the existence of a student counselling system a prerequisite to the assurance of the quality of educational work. A counselling service concerning the general organisation of the educational work and the related documentation is provided by the college in the Department of Studies. Narva college has also
completed the ESF project „Establishing the Integrated Counselling and Practice System of Professional Higher Education in Narva College of UT” that aimed to developed a two-fold practice system that on the one hand gives career counselling to the students in their mother tongue and on the other hand develops a network of practice bases that receive the students of the curriculum.

Feedback by the employers on the quality and corrections into the curriculum is offered by the Programme Council, set up for each curriculum separately (see 2.3).

At the end of the students’ practical training the future employers fill in a form assessing the students’ performance. In the same form the employers make suggestions on how the organisation of practice may be improved. Item 4.7 provides detailed information about the mostly positive feedback the College’s students have received from their supervisors.

It is important to continue the contacts with potential employers as they provide invaluable advice on the curriculum improvements. In turn, the College organises courses, which are attended by the students, the staff, youth workers, and employers. These courses also serve as an excellent opportunity to feel the bond between all the stake-holders in the process of education. The College considers it a very positive result when the trainees are offered a real job in the institutions after the completion of their practical training. All the graduates of last spring are working (09.2008), four of them in the sphere of Youth Work.

8.8.1 Results of Feedback from Students of the Youth Work Curriculum

Based on the questionnaire of contentment, administered to the students of the curriculum of Youth Work in 2008 (see Appendices 16; 18), four students out of five are very content or fairly content with the structure of the curriculum and the order subjects are run. Discontent is higher among senior students – 2/5 of the fourth-year students were fairly or very discontented. It could be explained that in comparison to its initial years, the curriculum has been changed to a certain extent already, and changes were introduced on the basis of the students’ feedback; at the same time senior students did not yet experience the changes but felt their need. A similar tendency could be observed also in the questionnaire administered to the first graduates on the curriculum – the lowest marks were given to the curriculum and the computer laboratory.

Speaking about the feedback on the speciality competence of the lecturers all the respondents – 37 students of various years, which equals to 65% of the total number of students, were very or fairly content; and the estimations were practically fifty-fifty – 46% were very contented and 54% were fairly contented with the speciality competences of the teaching staff.

In various questionnaires each sub-theme allows room for traditional comments or open-ended questions. Students’ comments on subjects, lecturers and other areas related to studies enable to observe the following: students like the fact that the curriculum is in Estonian, e.g., the first graduates (in all 5 graduates and 5 respondents) graded the requirement for Estonian with 9 on a 10-grade scale. Students praise partnership between lecturers and students and are appreciative that lecturers offer to help the students with a poorer knowledge in Estonian. They are also thankful that lecturers find ways to help working students, as almost half the students of the curriculum are studying and working simultaneously. More generally, students comment on lecturers’ friendliness, obligingness and qualification, particularly their way of connecting theory with practice. Students’ counselling is highly estimated as well as variety of the choice of subjects.

On a negative note the students feel that the lecturers should follow the language requirement of the lectures more firmly and not stay to using Russian. The students resent the arrangement when many lectures of the same subject fall on one day – it happens more frequently when dealing with a short-time visiting lecturer, it has also been the practice with the lecturers who come to the College especially to deliver lectures on their particular speciality in a maximally short time. The students expect all lecturers to receive home assignments by e-mail, but some lecturers still demand submission of „papers on paper”. They also find that the end of June is far too late for exams and lectures as they would prefer to start their vacations and leave for abroad.
Some students find that there are too many general-educational subjects in the curriculum and in some cases students of several specialities are scheduled to one lecture that makes the lecturer speak in a more generalised way without examples on the specifics of Youth Work. The students are not happy when in the timetable elective subjects coincide with compulsory subjects. In addition, the students mentioned that there were many highly qualified lecturers at the College whose lectures they would love to attend.

Elective subjects such as languages (English, German), psychology, international Youth Work, book-keeping and games for the young are estimated most highly. It should be mentioned that the first-year respondents (8 respondents) more than 60% are interested in language studies and 4/5 among them are interested in English and 1/5 in German. When students were asked what should be done to enhance instruction in Estonian, 2/5 responded – teach more Estonian, and as many as 75% of first-years students said so also. This could be explained by the fact that during the first year the language learning is in the centre and thus it is also more in the people’s minds. 1/5 suggested that practical trainings should be taken in Estonian-language institutions, facilitate student exchange with Estonian schools and organise more extra-curricular activities in Estonian.

Similarly, 4/5 of Youth Work curriculum students are interested in extra-curricular activities, about the same number finds that there are sufficiently such activities, and suppose that it is the task of the College to organise extra-curricular activities. Comments in free hand added that students are interested in international student exchange, getting acquainted with Youth Work experience as in Estonia as well as abroad. Besides, traditional events of the College like Tatjana’s Day, also competitions, public lectures and outings are of great interest to students.

Additionally, first-year students are asked whether their expectations for Narva College corresponded to reality. More than a half responded that the College met their expectations, and some were positively surprised but also some were disappointed. Therefore when asked, the latter would not choose Narva College again but more than a half of the students confirmed their choice.

The main proposition made by the first-year students concerned the language – on the one hand they would prefer to take their exams in Russian but with the curriculum in Estonian it is not possible. On the other hand, they expect an increase in teaching Estonian and foreign languages. Students would also favour evening classes, obviously with an intention to take up a job in the daytime. They propose technical improvement in the computer laboratory (done by now) and more titles at the library.

A few interesting nuances were revealed in the questionnaire to those who had just graduated. First, on entrance, four students out of five were sure they wished to go to work in their speciality. After their graduation only one remained who wished it. The question – what had changed their motivation – received different responses: low wages, does not correspond to the level of education and qualification; it is not surprising, that the rise in wages and better possibilities of career would bring them back to the speciality; besides, the rise of general prestige of the speciality would also facilitate choosing work in the speciality.

The graduates advised the College to pay more attention to language teaching (both Estonian and foreign languages); more to consider students’ opinions; add variety to the curriculum, at the same time remaining in the bounds of Youth Work; update study materials more often.
8.9 Procedure of Monitoring Narva College Teaching Staff

Of decisive importance in the assurance of the quality of educational work is the high academic level of the College. The monitoring of teaching and study is based primarily on the system of fixed-term contracts and election of the teaching staff (staff selection is discussed in 7.2.1), and on the student surveys described above. If necessary, senior colleagues with more experience visit the classes of junior teaching staff. The Department of Studies is monitoring the organization of studies (timely submission of syllabi in the required format, timely conducting of classes, carrying out the complete study programme).

Other important areas which require monitoring are the research and development activities as well as continued self-education of the teaching staff. The analysis of the research activities is based on the annual report to be submitted by the academic staff by February 1st. The analysis provides a year-by-year overview of their achievements. The academic staff submit a summary of their scientific, teaching and administrative work, international cooperation, social activities and any awards received for the previous calendar year. The report is filled in, submitted and stored in a standard format in the Study Information System. The report serves as a basis for evaluating the performance of the staff.

On a regular basis, refresher training is conducted for university teachers on the possibilities of using new teaching methods (incl. the web-based learning environment WebCT).

College also supports the personal development of its staff. In 2005 first development interviews were introduced in the College. The last round of development interviews was scheduled and took place in the autumn of 2007. Each member of the teaching staff prepared an individual three-year development plan, which included both teaching and scientific research, as well as participation in the College development. The purpose of the development interviews is to support lecturers, contribute to better planning of sabbaticals, planning the College’s publications, business trips, training funds and the joint training at the College. The interviews were conducted by Heads of Divisions and the Director. More on upgrading the teaching staff is available in 7.2.2.
8.10 System of Implementing Quality Related Proposals and Improvements

The teaching and course evaluation system must also comprise a system of results notification and comparison. The only one who has access to the SIS B part of the student questionnaire the students fill out after each course is the teacher of that course and even he/she has the access after the results of preliminary examinations/examinations have been announced. The Department of Studies uses part A of the questionnaire to prepare comparative analyses by teachers, curricula and the whole College. The College results are also compared against the overall University results. These results are used by the teaching staff to enhance the quality of teaching and to improve the content and format of the subject courses. The data serve as a basis for taking decisions on amendments to curricula. The data are also used in accreditation of the curricula, evaluation of suitability of applicants for teaching or academic positions and for carrying out development interviews.

The results of the analysis are presented to the Studies Committee, which is mainly made up of Heads of Divisions and Programme Managers. The College Director or Head of General Department chairs the Committee. The Committee discusses the analysis results and decides on the further course of action. Feedback and development proposals concerning the summaries of the surveys are sought from the Divisions. The survey results also serve as a basis for establishing committees to promote studies, for preparing new documents for the organisation of work, for revising curricula, for setting new development goals. Curricula are rearranged in Programme Councils, new development goals are considered at the General Meeting of the College.

There are different commissions functioning at the College, which deal with specific issues outside the scope of competence of separate divisions and programmes. Generally the commissions are headed by the members of the academic staff, not administration. The results of the commissions’ work are approved by the College Council.

The joint development seminars and training courses held for the teaching staff and administration play an important role in improving quality. The College Development Plan and its action plans for different areas of activity are a direct outcome of this work. Programme Managers have participated in a seminar, whose topic was preparation of self-evaluation reports. Although the teaching staff has a high teaching load through giving lectures, attending courses of continuing education as well as additional administrative tasks, they still manage to deal with the issues of quality striving to keep it at the highest possible level.

The College enjoys the advantages of a small organisation in its quality assurance. The College has built the atmosphere of confidence between the teaching staff, administration and the students. The results of the survey conducted at the joint meeting of the College Studies Committee and the Students’ Studies Committee are proof of this trust. The Students’ Studies Committee, with representatives from all study groups was created in order to receive immediate feedback, notice challenges in a timely manner and react in a flexible way.
8.11. Advantages and Shortcomings of Quality Assurance and Strategy for Further Development

8.11.1. Advantages of Quality Assurance

- The College has a well functioning quality assurance system, consisting of regular internal assessment and surveys aimed at the students, graduates and employers;
- The students are also part of the quality assurance system, this is achieved via the University of Tartu system of assessing subjects, which was launched in the College in 2004/2005. Since then students have been assessing all subjects. Assessments are anonymous. In 2006 it became possible for programme managers to view the assessment results via the Study Information System. The purpose of the assessments is to enhance the quality of the curriculum;
- Given the small size of the College, fast feedback is also possible informally. Personal close contacts with practice bases can be commended for ensuring rapid feedback;
- The system of making changes aimed at improving the quality is carefully elaborated and transparent. Students, teachers and employers, all have a say about quality vis-à-vis the Programme Council;
- The organisational structure of the College has a position for a quality specialist, whose task is to carry out ongoing quality control and assessment. The Programme Manager, as a person directly involved with curriculum issues also plays an important role in quality assurance;
- A lot of attention is paid to the individual development of teachers, both in the form of evaluations and allowing them to take sabbatical leave during one term (please refer to section 7.2.1 for further detail). The latter is meant as a measure for in-depth self-improvement for the teaching staff;
- The Teacher of the Year Award has been established to recognise and motivate the teachers of the College.

8.11.2. Shortcomings of Quality Assurance

- The quality specialist is currently on parental leave and no direct replacement has been hired for her, rather, the tasks have been redistributed among the rest of the staff;
- Changes based on feedback should be introduced faster in the curriculum. To date this process has been relatively lengthy, which may not necessarily be a bad thing altogether, allowing a carefully considered decision to be made. However, the student surveys have indicated that the students would like to have their proposals taken into account sooner rather than later.

8.11.3. Development Strategy for Quality Assurance

- The rapid turnover of specialists is the biggest problem of quality assurance. The College management ought to pay more attention to ensuring continuity, which shall be a priority for the years to come. The surveys conducted among students and employers are a useful tool. However, the full potential of the Programme Council still needs to be put into service for quality assurance purposes. This is another important goal for the coming years.
SELF-EVALUATION REPORT FOR THE ACCREDITATION OF CURRICULUM

80010 YOUTH WORK (PROFESSIONAL HIGHER EDUCATION)

Approved by:

Head of the Working Group

Maria Zuravljova

Signature

Date

Acting Director

Jana Tondi

Signature

Date

Vice Rector for Academic Affairs

Prof. Birute Klaas

Signature

Date

Narva 2008
APPENDICES

22. SCIENTIFIC WORKS OF THE PERMANENT POSITION TEACHING STAFF INVOLVED IN THE YOUTH WORK CURRICULUM IN 2005-2008


24. DATA ABOUT THE STAFF TEACHING THE SUBJECTS OF THE YOUTH WORK CURRICULUM

25. CONFORMITY OF THE ACADEMIC STAFF OF THE YOUTH WORK CURRICULUM TO THE STANDARD OF HIGHER EDUCATION

26. TEACHING STAFF’S STUDIES FOR OBTAINING ACADEMIC DEGREES

27. CURRICULUM VITAE OF THE PERMANENT POSITION TEACHING STAFF INVOLVED IN THE YOUTH WORK CURRICULUM
SELF-EVALUATION REPORT FOR THE ACCREDITATION OF CURRICULUM

80010 YOUTH WORK
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