

Development Plan 2014-2018 of Lääne-Viru College

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2 BASES

The development plan for Lääne-Viru College (further mentioned as college, LVRKK) is a strategic document determining the objectives of the college for the years 2014-2018. The college development plan is supplemented by the strategies and action plan for each year.

The development of the college is based on the statutes of the college, acts (Institutions of Professional Higher Education Act and Vocational Educational Institutions Act), regulations (Standard of Higher Education and Standard of Vocational Education), and the following important guidance documents:

Estonian Higher Education Strategy 2006-2015

The Internationalisation of Estonian Higher Education Strategy for 2006-2015

Research and Development and Innovation Strategy „Knowledge-Based Estonia 2014-2020“

Development Plan for the Estonian Vocational Education and Training System 2009-2013

Estonian In-Service Training Strategy 2014-2020 (project)

Development Plan for Education in Lääne-Viru County 2007- 2015

The development plan was compiled with the help of college members, advisors and partners.

Mission

We provide learners economic, management and social field knowledge and skills necessary for life and work, increasing this way their competitiveness and supporting the development of Estonia.

Vision

Lääne-Viru College is a recognised professional higher school in the field of economy, management and social work.

Core Values

CREATIVITY (in our organisation creativity means initiative, readiness to learn, innovation and development).

DIGNITY (meaning tolerance, honesty, trust, humanity, democracy, ethical behaviour, understanding each other, recognition of traditions, being demanding towards oneself and others).

APPLIABILITY (we count on the needs of interest groups in carrying out development activities and applied research project, being flexible rational and innovative).

COMPETENCE (a competent learner and employee is professional, reasonable, competitive, dedicated and goal oriented).

COOPERATION (meaning openness, readiness to serve the community, counting on the interests of different parties, transparency, coherence, synergy and involvement).

2. HISTORY AND DESCRIPTION OF CURRENT SITUATION

2.1 History

LVRKK is a state professional higher school in Mõdriku, Lääne-Viru County providing professional higher, vocational secondary, adult continuous education and retraining.

It has been an educational institution for 87 years under different names (starting from 1 January 1927). Accountancy has been taught since 1957 and Business Management since 1998. In 2001 Lääne-Virumaa Vocational Higher School was established on the basis of Mõdriku agricultural School and Rakvere Pedagogical School, which brought in social work speciality.

As a state professional higher school it started on 3 September 2007. Detailed overview of the history can be found on the school homepage (<http://www.lvrkk.ee/index.php/et/kooli-ajalugu>).

2.2 The Results of Development Plan 2008-2013

The objectives of the development plan 2008–13 were achieved in all fields, except some activities. At the same time important activities not described in the plan but providing sustainable development were carried out. The results in 2008-2013 were as follows:

Management

The college has a quality management system that consists of quality assurance activities, internal and external assessment. The development plan is related to the internally accepted benchmarks that have been collected and analysed systematically since 2011. To position the college, the most important benchmarks have been compared to those of other professional higher schools since 2008, and to those of other vocational schools since 2011. The main and supportive processes have been defined and described. They are corrected if necessary. Higher education curricula (4) have been internationally fully accredited and 2 curriculum groups have received the right to be taught without the time limit. Business Service and Commercial curriculum groups have been accredited for six years. In 2011-2012 we participated in the project “Quality Assurance in Higher School” and in several continuous quality projects.

The College has been Recognised as Follows:

The title “Act of the Year 2012 in Social Field in Lääne-Viru County”.

Special Prize for Eagerness in e-learning programme BeST in 2013.

The title “Workplace Health Promotion“ in 2013.

The title “The Most Training-Friendly Organisation in Lääne-Viru County in 2013”.

Membership

A motivation and mentoring system was implemented during the previous development plan period. All the employees could take part in professional training (table 1).

Table 1. Staff Professional Training 2008 - 2013

	2008	2009	2010	2011	2012	2013
Number of seminars	108	138	104	119	101	135
Academic hours	1720	3755	3918	3189	2383	2524
Expenditure €	22,152	26,140	40,712	61,024	53,450	31,477
	Percentage of participants					
Lecturers	95,2	100,0	96,0	86,4	87,0	91,7
Administrative and support staff	43,3	37,9	36,7	31,3	35,5	62,9

Beginner lecturers graduated the basic training for lecturers “Learning and Teaching in Higher School” (7 lecturers) and 7 managers a training for heads of divisions. For the first year students a course “Learning and Teaching in Higher School” was created (271 students passed the course during the previous development plan period), the “Student Guide” was published and trained tutors supported the freshmen (71 tutors trained during the period).

Studies

Continuous development of curricula took place and we successfully passed different transitional evaluations and accreditations (see also Management). During the period 2008 – 2013 three new curricula were started: Software Design (vocational), Assistant Manager and Management of Business Information Systems (professional higher). We started using a new Study Information System for professional higher schools and e-learning environment Moodle. A guide for practice was compiled and connective practice model is being implemented. In 2009-2013 our lecturers created 79 e-courses and 38 learning objects under the BeST programme

The amount of students increased during 2008-2013 by 6% but has stabilised in the last years (Chart 1).

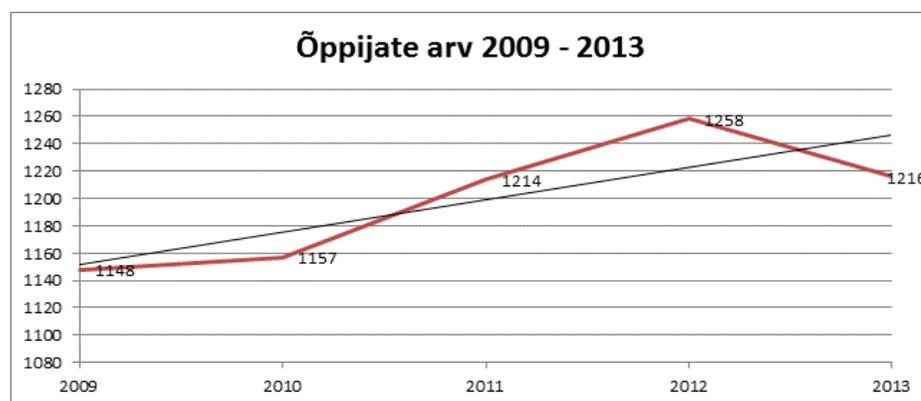


Chart 1. The Number of Students in 2009-2013 (as of 15 Nov.2013)

The number of graduates was higher than 300, except year 2009 (Chart 2).

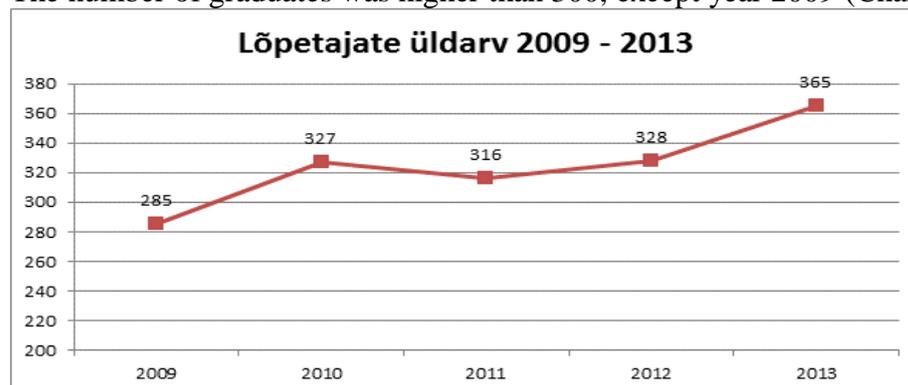
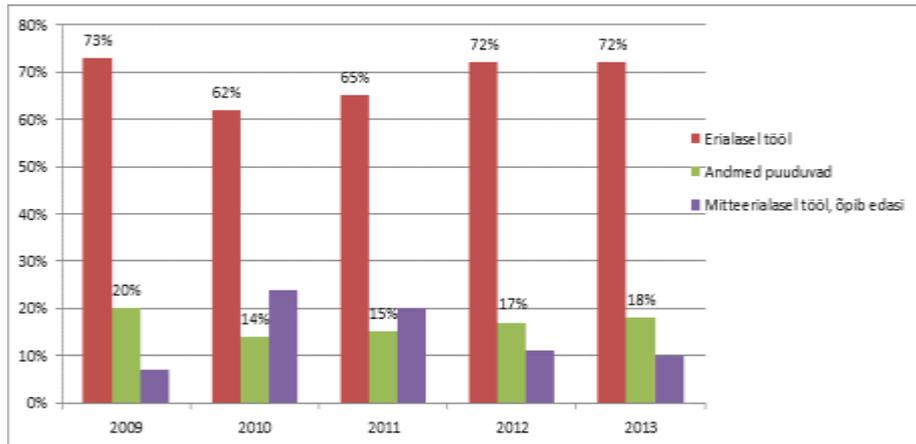


Chart 2. The Number of Graduates in 2009-2013

The most important fact is that at least 80% of graduates work in their professional field or have continued their studies (Chart 3).



Work in their professional field

No information

Work in other fields/
continue their studies

Chart 3. Employment of Graduates in 2009 -2013

In-Service Training and Retraining

The Centre of In-Service Training and Retraining has become a considerable centre for continuous training and counselling in the region. It provides continuous training and counselling to different target groups, including people at work as well as the unemployed. In 2008-2013 approximately 50 training courses per year were delivered that comprised 3361 lessons for 601 participants. In addition, 2,520 hours of psychological, debt, financial and entrepreneurship counselling was carried out.

Table 2. The Amount of In-service and Retraining (man hours) in 2008-2013

	2008	2009	2010	2011	2012	2013
The Amount of In-service and Retraining (man hours)	41,000	55,000	32,000	43,000	40,000	35,000

Developmental Activities and Applied Research

The college has carried out or participated as a partner in ten projects. 30 applied research projects were completed and 92 publications published.

Table 3. Publications (ETIS) and Applied Research in 2008-2013

	2008	2009	2010	2011	2012	2013
Publications	12	9	15	8	27	21
Applied research papers	0	1	1	5	9	14

In 2008 the college joined Erasmus programme. In 2008- 2013 eight bilateral cooperation contracts were made; 47 students studied or had practice in EU countries; 19 lecturers taught or gained experience in EU (Chart 4). Participation in the programme has a growing tendency.



Students

Lecturers

sisse = into
välja = out

Chart 4. International Mobility of Students and Lecturers in 2008-2013

Administration and Infrastructure

Renovation of all learning and work environment objects have been mainly covered by income from economic activities of the college (in 2008-2013 total €2,712,885), but in 2012 and 2013 unplanned resources of ESF (€227,000) and CO₂ (€1,844,604) projects were added. In 2012 videoconferencing equipment and lecture recording system were bought and a modern laboratory of social services and nursing was built, which enables to diversify learning options, practical learning included. In 2012 a lift for the disabled was located in building G and in 2013 a modern classroom for commercial studies was equipped. To optimise resources, the study laboratories are used by higher educational level as well as by vocational students and lifelong learners. Every fiscal year some new IT equipment has been bought. There are 150 computer work places (i.e. one per eight students). Average age of computers is two years. In 2010 fibre optic cable was installed in Mõdriku, which made the Internet connection a great deal faster. The college has a library of the best choice of resources in the field of economy and social studies in the region.

In 2012 and 2013 the buildings of the college were made energy efficient, we started using ground heating (except in Rohuaia 12, Rakvere) and solar panels in Mõdriku. It was funded by the CO₂ project.

2.3 Description of Current Situation and SWOT Analysis

According to the Statutes the college provides preparation of specialists in the field of health, welfare, social sciences, business, law, natural and formal sciences and service based on professional higher education and vocational secondary education curricula and master studies that have not been applied yet. In addition the task of the college is to carry out applied research and in-service training.

The college has academic, development and administrative structural units. The academic unit is compiled of the Chair of Entrepreneurship and Economic Accountancy, the Chair of Social Work and the Department of Academic Affairs. The development unit is compiled of the In-Service and Retraining Centre (located in Rohuaia 12 Rakvere), the library and the chairs that play a great role in development. The administrative unit is compiled of units being responsible for supporting the development and studies.

On 15 November 2013 there were 1,216 students in the college (table 4 and chart 1), out of which ca 70% studying on higher education curricula and 17.6% paying tuition fees.

Table 4. Number of Students

Courses	Professional higher education curricula						Vocational secondary						Total	
	Business and Administration					Social Services	Business Services				Commerce	IT		Health and Social Services
	Accountancy	Commercial Economics	Business Administration	Administrative Assistant	Business Information	Social Work	Accountancy	Business Administration	small Entrepreneurship	Secretarial Work	Sales Management	Software Design		Care Worker
Total	22	149	151	60	1	246	88	62	25	43	61	60	30	1216

The college issues nationally recognised diplomas and certificates (Ch. 2.2).

Today the vocational secondary curricula graduates can continue their studies on curricula of higher education that provides best graduates smooth educational paths and economy of resources. The prerequisites are comparability of curricula, quality assurance and VÖTA system.

On 1 January 2014 there were 66 employees (57.5 posts), the average age of them is 49.2 years and 28 academic staff members (24.8 posts), with the average age of 45.2 years. There were 34 authorisation agreements (4.3 posts). There were 42 students per one academic post.

The most important partners are as follows: Ministry of Education and Research, Foundation InnoVe, National institute for Health Development, Estonian Accountants Board; Estonian Traders Association, Estonian Social Workers Association, Estonian Nurses Association, Association of Estonian Adult Educators Andras, Lääne-Viru County Government, Rakvere city, Vinni Rural Municipality, main employers for graduates of all curricula and practice bases, Estonian professional higher education institutions, vocational school and partners abroad.

Table 5. SWOT Analysis of the College

STRENGTHS	WEAKNESSES
Successfully passed external accreditations	Not very well known in Estonia
Competent and qualified personnel	Limited resources for applied research
Up to date and unique learning environment, incl. special resources library	We have not used the potential of providing counselling services for the community
Stable membership	Staff members' knowledge of English
Learner-centred: functioning learning, social and psychological counselling	Involvement of visiting lecturers in the development work
Effective use of resources	Dropout of the first year students
High level of graduate employment	Few lecturers with PhD degree
The only institution providing higher education in commerce and applied social work	Few modules in the curricula that can be delivered in English
Good partnership, close cooperation with professional associations, involvement of professionals	Little participation in international networks
Application of connective practice model	
Long experience in economic education	
Popular professions	
Successful in-service and training centre	

Good opportunities for self-improvement	
OPPORTUNITIES	THREATS
Development of international and national cooperation and participation in projects	Demographic situation
Personnel development, including opportunities of traineeship, doctoral studies and in-service training, development of IT skills	Unfavourable political decisions, including reorganisation of higher education
Involvement of graduates in school development	Officially non-prioritised specialities
Serving community in the region, including a wider use of the manor complex	Insufficient activity support
Teaching modules in English, integrated teaching of foreign students	Students' economic problems hindering them to take part in study process and their progress
Integrating applied research into studies and needs of the region, collaboration contracts with companies	
Development of counselling services for the community	

3 OBJECTIVES OF DEVELOPMENT PLAN 2014-2018 AND THEIR IMPLEMENTATION

The period of the development plan is 1 January 2014 to 31 December 2018. The development plan is based on the results of the previous development plan, SWOT analysis compiled by the employees of the college (table 5), different strategies, national demographic trends, feedback from interested parties, national and specific needs and opportunities, possible risks and performance targets set up by the Ministry of Education and Research. Theme groups formulated the vision and mission of the college, upgraded the key values, agreed upon the performance indicators, including key results (table 6). The level to be achieved (2018) was formulated according to the results of the previous development plan (2013) final results. Two parallel activities were carried out, namely description of the activities and the results of the development plan and seminars with partners, where the results of the previous development plan and the objectives of the new one were introduced (e.g. in curricula councils, cooperation seminars with vocational schools and practice bases). On 3 January 2014 traditional employees' development plan general meeting was held where the group leaders introduced the most important results of the last period and the objectives of the forthcoming period as well as the operational programme for 2014. The project was publicised in the college intranet and was discussed in the advisors board. The development plan was approved in the College Council on 18 February 2014.

The objective of the college is to be recognised in Estonia and internationally as an educational institution having up to date learning environment and providing economic, management, entrepreneurship, service and social field training. At the same time it helps to improve the entrepreneurial and innovative awareness of the community, provides life-long learning and conducts applied research and developmental activities in the areas taught.

The objectives set up in the Statute are carried out in the following areas:

- Membership
- Studies
- Developmental Activities and Applied Research
- Serving Society
- Management and Communication
- Learning and Work Environment

Table 6. LVRKK Key Results 2017-2018

KEY RESULTS	2017	Results 2017	2018
Dropout not more than (%)	13	12,6	13
Graduates professional employment minimum (%)	72	80	78
Applied research ordered by companies/organisations (number)	2	6	5
Increase of sales revenue per year in In-Service and Retraining Centre (%)	5,0	8,1	5,0
Student mobility minimum (%)	4,0	2,4	4,2
Number of students per curriculum minimum (average)	140	158	150
Ratio of students to teaching staff minimum	35	38	35

3.1 Membership

Objective: Students are purposeful, entrepreneurial and ready for in-service training. Counselling services supporting academic progress and management in the college are available for all students.

The employees are professionally competent, cooperative, result-oriented and as an example for students. In developing the membership its welfare, competitive and work ability is supported.

3.1.1 Students

Activity	Result 2018
Development of students counselling services	Counselling service evaluated at least 3.4 (4-point scale, in 2013 it was 3.33).
Development of first year students' support, incl. tutor training	Functioning first year students' support system, incl. tutors. The dropout is below 12%.
Support for student activities/initiatives, incl. Student Board	Students' evaluation of the activities of the Student Board is 3.3 (4-point scale, in 2013 it was 3.28).

3.1.2 Employees

Activity	Result 2018
Possibilities for employees to have training courses	35% of the staff has improved their skills in English Administrative and support staff have the ability to communicate in English. At least 12 lecturers have participated in professional conferences each year. Employees' satisfaction on having training courses is 4.5 (5-point scale, in 2013 it was 4.43).
Delivering time for doctoral studies	For a year 200 hours are dedicated for doctoral studies. 10% of lecturers have a PhD.
Development of lecturers' IT skills	Students' satisfaction with lecturers' IT skills is 3.5 (4-point scale, in 2013 it was 3.35).
Development of employees' motivation system	Employees satisfaction with management is 4.0 (5-point scale, in 2013 it was 3.97).
Support to employees' professional practice (time and money)	20 staff members have practiced in foreign universities and companies and in national institutions.
Enhancement of visiting lecturers in the development work	50% of the visiting lecturers whose workload is at least 2 ETCS have participated in college development activities, incl. curricula development.
Development of mentoring	New employees have mentors who have passed the training and who have been allotted time for mentoring.

3.2 Studies

Objective: Curriculum development is continuous, sustainable and considering counterparts, the best practices are used, incl. international. Organisation of studies is flexible and learner-centred. Graduates are competitive in labour market and they have prerequisites for In-Service Training.

Activity	Result 2018
External assessment	Vocational curricula have been successfully accredited.
	The quality of curricula groups has been assessed.
Regular monitoring and analysis of studies	Satisfaction with study management is 3.3 (4-point scale, in 2013 it was 3.2).

Monitoring academic progress	Dropouts in higher education no more than 13% and on vocational level no more than 25%.
	Stable number of students (1,100-1,200).
Curriculum development and creation of new curricula together with interest groups	Curricula are in compliance with the needs of real work life and are sustainable.
	The percentage of graduates' professional employment is at least 72%.
	At least 10% of graduates have continued their studies.
Application of connective practice model	Module based grading considers learning outcomes.
	Every curriculum has had at least one training per year for practice supervisors.
	All curricula have applied the connective practice model.
Use of innovative technological solutions	65% of students consider the activity of college on the organisational side of practice very good (in 2013 it was 59.9%).
	15 e-courses, 10 e-objects and 10 lecture recordings have been created.
Development of entrepreneurship and initiative	Using the possibilities of videoconferencing three outside lecturers have been involved in teaching.
	there is an entrepreneurship module in every curriculum.
Development of entrepreneurship and initiative	Once a year a week of entrepreneurship and a competition of ideas have taken place.

3.3 Developmental Activities and Applied Research

Objective: Membership and interested parties have been involved in the development activities and applied research. Applied research is based on the existing competencies of the college and they are innovatively combined with companies' competencies to contribute to the mutual transfer of knowledge. Considering the demographic situation, needs of labour market, making use of the existing competence and infrastructure and cooperating with different counterparties, the college has become a centre of competencies in the field of social work, nursing, accountancy and commerce.

There is functioning cooperation (incl. project-based cooperation) with other Estonian and foreign universities and schools and other partners.

3.3.1 Developmental Work and Cooperation

Activity	Result 2018
Annual renewal of the operational programme of the development plan	The operational programme corresponds to the objectives and developments of the development plan.
	All the membership has been involved in the development plan process.
Cooperation with different partners (incl. future employers, local municipalities, professional boards, universities and vocational schools).	10 cooperation agreements to continue studies smoothly have been signed. 6 cooperation agreements with future employers to develop curricula and transfer knowledge have been made.
Participation in at least two Interreg programme projects; EU structure fund programmes and projects according to the college priorities, developmental needs and possibilities.	The higher educational curricula have been compared with the curricula of the partners from abroad.
	Every curriculum has its international partner for international mobility.
	Cooperative applied research papers with partners from abroad (at least two).
Participation in projects supporting the development of the centre of competencies in the field of social work, nursing, accountancy and commerce.	Updated study materials.
	Functioning centre of competencies in the field of social work, nursing, accountancy and commerce.

3.3.2 Applied Research

Activity	Result 2018
Support of the development of the college curricula by applied research	Every year eight research papers and ten publications have been issued.
Support of enterprises/companies by applied research	In cooperation with future employers and professional bodies at least 30 research papers have been carried out.
Development of lecturers' skills of research and coaching	Students' satisfaction in the final paper coaching process is 3.8 (4-point scale, in 2013 it was 3.8).

3.3.3 Internationalisation

Activity	Result 2018
Implementation of a module in English in both chairs in cooperation with Estonian /foreign universities	Modules in foreign languages have been implemented.
	Growing participation of academic staff in international mobility and in-service training.
	The mobility of outgoing students is not less than 1.6% of the total amount of students.
Participation in international networks	Every curriculum participates in at least one international network.
	Five employees have participated in international mobility and in projects broadening administrative activities.
International cooperation	The number of international cooperation projects and applied research is in correlation with the resources of the college. The results of cooperation projects and applied research have been presented.
International marketing	In cooperation with Estonian universities a long term marketing plan that considers peculiarities of different regions and target groups has been created and implemented.

3.3.4 Graduates

Activity	Result 2018
Incorporation of graduates in the development of the college	Graduates have been incorporated in the marketing of the college, in study process, including practice coordination.

3.4 *Serving Society*

Objective: College as a socially responsible institution has contributed to the wellbeing of the community through popularisation of its main activities, in-service and retraining and public activities.

The college has defined the marketing principles and directions to keep and promote the image and the position of the college in Estonian academic area.

The college has a centre providing regionally required in-service training, retraining and counselling, where long life learning and counselling services are provided to different interest groups.

3.4.1 Popularisation of Main Activities and Marketing

Activity	Result 2018
Introduction of the main activities of the college to interest groups using different media	The college has annually taken part in Estonian (3) and local (4) fairs and information days. Speciality promotion days have been organised and schools visited.
	Admission campaign has been carried out in media and social media, concentrating on the needs of target groups.
Organisation of public relations	Images of different target groups have been mapped (in 2-year intervals).
	The mean value of the first year students is higher than 4.5 and the rest of the

	students is higher than 5 (7-point scale, in 2013 it was 4.9).
	Marketing communication message has been defined, acknowledged by the membership and forwarded to the target groups through the means of communication media.
	Marketing research has been carried out regularly and according to the needs.
	The choice of the communication media depends on the target groups.

3.4.2 In-Service Training and Activities for Community

Activity	Result 2018
Organisation of in-service and retraining, counselling and incubation service	The volume of in-service and retraining in man hours has been stable (≥ 30000 man hours).
	Counselling services have been provided in eight areas.
	Incubation service has been implemented, eight incubants have been serviced.
	The volume of trainings aimed at specialists has a growing trend.
Involvement of visiting lecturers and different funding to carry out in-service training and retraining	Four curricula have been renewed and one created to develop the key competencies of adults, incl. the elderly. There have been three key competence training sessions annually.
	Lecturers from other universities have been involved in in-service training (2). Different funding has been used for in-service and retraining on different target groups: The Unemployment Agency, Ministry of Education and Research, EU structural funds, etc.
Community and its members' development	Seven informal training modules a year have been organised for target groups.
	Existing facilities of the college (library, sports facilities, the manor house and classrooms) have been shared with the community.
	Conferences, fairs, public lectures, etc. (15 events a year) and trips to introduce the manor (ten trips a year) have been organised.
	At least ten employees have participated in the work of professional associations and in social councils and decision-making bodies.

3.5 Management and Communication

Objective: The management of the college is transparent, democratic and purposeful, it covers academic, developmental, administration and financial sphere and is based on the principles of quality management, meaning it is learner centred, initiated, result oriented and process-based. It is described by continuous learning and development, enhancement, development of cooperation and social responsibility. The management supports and initiates the membership in achieving the goals.

The college has a functioning financial management system that is based on the financial strategy of the college according to which principles of budget design/monitoring/compliance and appropriate cost accounting system are implemented.

Interested parties have the necessary and adequate information that is a prerequisite to high level cooperation and stable and motivated membership.

3.5.1 General and Quality Management

Activity	Result 2018
Revision of the management structure and clarification of the fields of responsibilities	Clearly defined areas of responsibility of the heads of structural units.
	The results of the analysis of the management/development of curricula groups and curricula have been presented to the College Council.
	Evaluation to the support of the management is 4.3 (5-point scale, in 2013 it was 4.29).
Involvement of students in the compilation of the development plan, in curriculum councils and various commissions	Evaluation to the involvement of students into the school management is 3.3 (4-point scale, in 2013 it was 3.28).
	At least one student has been involved in every curriculum council.
the process of internal	The results of the internal assessment are the basis for planning the

assessment	improvement activities.
Mapping of support processes	Electronic quality guide.
Comparison of the key results and quality indicators of the college with other higher and vocational schools	Defined improvement areas and implemented improvement activities.
	Successfully passed external assessments.

3.5.2 Financial Management

Activity	Result 2018
The application of the financial strategy and broadening of the revenue base	A budget and cost-accounting system enabling expedient/effective use of finances, accrual basis budgeting has been applied.
	A broadened revenue base supporting development (incl. operating support, income from economic activity and projects).

3.5.3 Information management

Activity	Result 2018
Development of internal and external communication	Better information flow and its availability (developed OIS, Web site, intranet, record management).
	Employees' evaluation to the availability of the information is 4.2 (5- point scale, in 2013 it was 4.1).
	Students' evaluation to the availability of the information about admission is 4.7 (5- point scale, in 2013 it was 4.67).

3.6 Learning and Work Environment

Objective: The college has modern, supportive learning and work environment. Everyday operations and management of the college are based on nature protective and sustainable management principles.

Activity	Result 2018
Modernisation of the learning environment according to the development of curricula and the needs of students	Satisfaction of students with the learning environment is 3.5 (4-point scale, in 2013 it was 3.4).
Equipment of the library with necessary professional resources, periodicals and up to date IT capability	Satisfaction of the library service is 3.8 (4- point scale, in 2013 it was 3.71).
Improvement of work environment and equipment, meeting the requirements of occupational health	Employees' satisfaction with the work environment is 4.3 (5- point scale, in 2013 it was 4.2).
	The college has a required occupational health system. The principles of health promotional work place network are followed.
Updating IT equipment and software licencing	Updated IT equipment and hardware and safe functioning IT system. A software development and digital solutions laboratory has been created.
Renovation of student hostels	Modern student hostels.
Establishment of the home for the elderly (renovation of an old building for study purposes)	A modern study complex to support the specialities taught.
Sustainable use of (natural) resources	Sustainable use of resources, incl. energy.

4 IMPLEMENTATION AND RENEWAL OF THE DEVELOPMENT PLAN

To implement the development plan, the heads of the structural units compile an annual operational programme that is reviewed by the Advisors' Board and approved by the College Council. The prerequisite of approval is the analysis of the execution of the operational programme of the previous period and its presentation to the membership. If necessary, the strategies and the development plan of the college will be changed and supplemented in order to reach the objectives. An updated development plan is approved in the College Council.