ADOPTED by the Senate of the University of Tartu Regulation no. 6 of 24 April 2015 (effective as of 1 January 2016)

STATUTES OF CURRICULUM

Adopted based on clause 14 (3) 11) of the Universities Act, clause 2 (4) 6) of the University of Tartu Act, and clause 12 (2) 4) of the new Statutes of the University of Tartu adopted by the senate regulation no. 11 of 21 July 2014 and approved by the council resolution no. 18 of 29 July 2014.

I. General provisions

1. The Statutes of Curriculum (‘these statutes’) establish the requirements for the structure, content and quality of degree study curricula of the University of Tartu (‘the university’) and the procedure for opening, managing, changing and closing curricula.

2. The aim of these statutes is to ensure the conformity of the university’s curricula to the objectives of the university’s activities and to the requirements provided for in the legal acts of the university, the Republic of Estonia and the European Union.

II. Curriculum

3. Studies in the university’s degree studies are based upon curricula.

4. A curriculum is the source document of studies which defines the general objectives of studies, the learning outcomes, the standard period of study and the volume, language of instruction and other language(s) necessary for achieving learning outcomes, access requirements, the list, volume and brief descriptions of courses, the options and requirements for choosing courses, options for specialisation, graduation requirements, the titles of degrees conferred and the documents issued upon graduation, the profession awarded, and the faculty (faculties) where the curriculum is placed and the manager(s) of curriculum. The awarded academic degree depends on which study programme group specified in Annex 3 of the Standard of Higher Education the curriculum is placed.

5. The curriculum can be placed in one or several faculties. An inter-faculty curriculum is a curriculum jointly developed and implemented by two or more faculties. All faculties which organise studies in the amount of credit points worth at least 20% of the curriculum are faculties where the curriculum is placed. In case of an inter-faculty curriculum, one faculty is appointed as the coordinating faculty of the curriculum. If the curriculum is placed in several faculties, the tasks of the faculty council and dean are executed by the council and dean of the coordinating faculty.

6. The curriculum can have one or several managers. The manager of the curriculum can be the faculty (faculties) where the curriculum is placed, institute(s) or college(s). If the curriculum is managed by a faculty, the institutes or colleges of the same faculty cannot be appointed as manager of the curriculum. If a curriculum has several managers, one of them is appointed as the coordinating manager. In case of inter-faculty curriculum, the coordinating manager is the coordinating faculty or institute or college of this faculty. The manager and coordinator of management of a doctoral programme can only be a faculty or institute. If a curriculum has several managers, the tasks set for the council and head of the structural unit which is the manager of the curriculum are executed by the council and head of the structural unit appointed as the coordinating manager.

7. A joint curriculum is a curriculum jointly developed and managed by the University or Tartu and one or more other educational institutions. The educational institution participating in the joint
curriculum must be recognised by the competent authority of the respective country. The structure of the joint curriculum may differ from the structure of the curriculum established by these statutes.

8. Curricula are divided into the following levels:
8.1. bachelor’s curricula;
8.2. curricula of professional higher education;
8.3. master’s curricula;
8.4. integrated bachelor’s and master’s curricula;
8.5. doctoral curricula.

9. Learning outcomes of the curriculum and its parts are defined on the basis of the learning outcomes of the respective level of study described in the Standard of Higher Education. The learning outcomes describe the knowledge, skills and competences the student has acquired after the completion of the curriculum or its part(s).

10. A curriculum is composed of courses. A course is a structured unit of teaching and learning activities and of the assessment of learning outcomes in a given field of knowledge. Special forms of courses are practical training, graduation thesis and final exam.

11. Courses are divided into compulsory, elective and optional courses.
11.1. A compulsory course is a course which a student must definitely pass to complete the curriculum.
11.2. An elective course is a course that the student chooses from among courses designated in the curriculum or in the framework of an elective module.
11.3. An optional course is a course freely chosen by the student. Optional courses allow students to expand their overall knowledge and complement specialisation-related knowledge and skills.

12. The courses in the curricula are grouped into modules. A module is the unit of structuring the content of the curriculum which groups courses into a purposeful set. A module may comprise just one course.

13. The volume of a curriculum, module and course is calculated in units of study i.e. credit points of the European Credit Transfer and Accumulation System (‘credit points’ or ‘ECTS’). One ECTS corresponds to 26 hours of the student’s work including contact-based study, independent work and practical training and the assessment of learning outcomes. One academic year comprises 60 ECTS.

14. The standard period of study of a curriculum is the time prescribed in the curriculum description to complete the curriculum.

II.1. Bachelor’s curriculum

15. The standard period of study of a bachelor’s curriculum is three years, and the volume is 180 ECTS.

16. The bachelor’s curriculum is structured into modules. It consists of the following:
16.1. at least six modules of 24 ECTS, including:
16.1.1. two base modules, 24 ECTS each;
16.1.2. at least one narrow field module of 24 ECTS;
16.1.3. at least one specialisation module of 24 ECTS;
16.2. at least one elective module of 12 ECTS;
16.3. optional courses of 6–18 ECTS;
16.4. bachelor’s exam or bachelor’s thesis of 6–12 ECTS.

17. The curriculum is drawn up so that students admitted to the curriculum can choose at least six modules of 24 ECTS in the curriculum.

18. To achieve the learning outcomes of bachelor’s studies, the bachelor’s curriculum also contains:
18.1. courses (modules) taught in foreign languages;
18.2. course(s) developing oral and written self-expression skills in Estonian, at least to a value of 3 ECTS;
18.3. practical training.

19. A base module is a set of courses with a common objective designed to provide basic knowledge of the field. The curricula of one field may have one or more base modules in common.

20. A narrow field module is a set of courses with a common objective for specialisation within the field and/or curriculum. Prerequisite courses to a value of up to 12 ECTS may be set as a condition for choosing courses in the narrow field module.

21. A specialisation module is a set of courses with a common objective which provides the minimum knowledge, skills and competences required to work in a certain field or to continue studies at the master’s level of the field. Prerequisite courses to a value of up to 12 ECTS may be set as a condition for choosing courses in the specialisation module.

22. An elective module is a set of courses with a common objective, allowing the main field of specialisation or minor specialisation to be completed in full. An elective module can be a list of elective courses from among which a student has to choose courses to the extent prescribed in the curriculum. A part of the base, narrow field and/or specialisation module may also be considered an elective module.

23. Depending on the objective, modules may be drawn up for students of the same curriculum or students of other curricula so that by combining the modules of one or more curricula the student can acquire one or more main field(s) of specialisation or one main field of specialisation and one or more minor specialisations.

24. A main field of specialisation is a set of specialised skills, knowledge and competences which serves as a prerequisite for working in the respective field and on the basis of which it is possible to continue studies at the master’s level in the same field. One curriculum may comprise multiple main fields of specialisation. The volume of the main field of specialisation is at least 108 ECTS plus the bachelor’s exam or thesis. The main field of specialisation consists of two base modules, at least one narrow field module, one specialisation module, one elective module and the bachelor’s exam or thesis. If a curriculum allows choosing two or more main fields of specialisation, these main fields of specialisation must have common base modules.

25. A minor specialisation is a set of specialised basic knowledge and skills that allow fulfilling simpler tasks in the respective field and on the basis of which it is possible to continue studies at the master’s level in the same field. The volume of a minor specialisation is 60 ECTS. A minor specialisation comprises a narrow field module, a specialisation module and an elective module.

26. On the basis of a reasoned request from the council of a faculty, the senate may decide to change the proportions of a curriculum as prescribed in clauses 24 and 25 of these statutes.

II.2. Curriculum of professional higher education

27. The standard period of study of a professional higher education curriculum is 3–4 years, and the volume is 180–240 ECTS.

28. The professional higher education curriculum is structured into modules and consists of:
28.1. modules of 24 or 30 ECTS, including at least 2 base modules;
28.2. elective courses to the value of at least 12 ECTS;
28.3. optional courses to the value of at least 6 ECTS;
28.4. graduation exam or thesis of 6–15 ECTS.

29. To achieve the learning outcomes of professional higher education, the professional higher education curriculum also contains:
29.1. courses (modules) taught in foreign languages;
29.2. course(s) developing oral and written self-expression skills in Estonian, at least to a value of 3 ECTS;
29.3. practical training which constitutes at least 15% of the total volume of the curriculum.

II.3. Master’s curriculum

30. The standard period of study of a master’s curriculum is 1–2 years, and the volume is 60–120 ECTS.

31. The master’s curriculum is structured into modules and consists of:
31.1. master’s studies in the volume of at least 45 ECTS in case of a curriculum of less than two years and master’s studies in the volume of up to 105 ECTS in case of a two-year curriculum;
31.2. master’s exam or master’s thesis of 15 ECTS in case of master’s curriculum of less than two years and of at least 15 ECTS in case of two-year master’s curriculum.

32. To achieve the learning outcomes of master’s studies, the master’s curriculum also contains:
32.1. courses (modules) taught in foreign languages;
32.2. practical training;
32.3. optional courses.

33. Prerequisite courses to a value of up to 60 ECTS can be set in master’s curriculum as an admission requirement for master’s studies. On the basis of a reasoned request from the council of a faculty, the senate may establish a higher credit value of prerequisite courses for a curriculum.

II.4. Integrated bachelor’s and master’s curriculum (‘integrated curriculum’)

34. To achieve the learning outcomes of studies based on integrated curricula, an integrated curriculum also contains:
34.1. courses (modules) taught in foreign languages;
34.2. course(s) developing oral and written self-expression skills in Estonian, at least to a value of 3 ECTS;
34.3. practical training.

35. Medical, dentistry and pharmacy studies and primary school teacher studies are based on integrated curricula.

36. The standard period of study of the curriculum of medicine is six years, and the volume is 360 ECTS.

37. The standard period of study of the curricula of dentistry, pharmacy and the curriculum of primary school teacher is five years, and the volume is 300 ECTS.

38. The curricula of medicine, dentistry and pharmacy are drawn up in line with the framework requirements established by the Government of the Republic of Estonia.

39. The curricula of primary school teacher are drawn up in line with the teacher training framework requirements established by the Government of the Republic of Estonia.

II.5. Doctoral curriculum

40. The standard period of study of doctoral curricula is four years, and the volume is 240 ECTS.

41. A doctoral curriculum consists of:
41.1. doctoral studies of 60 ECTS, including:
41.1.1. a module of specialisation courses of 36 ECTS, incl. specialisation courses taught in a foreign language;
41.1.2. a module of university-wide courses of 12 ECTS for developing transferable competences (e.g. management skills, project management skills, etc.), incl. practical training of 6 ECTS;
41.1.3. optional courses to a value of 12 ECTS;
41.2. research work to a value of 180 ECTS.
II.6. Teacher training curriculum

42. The curricula aimed at teacher training or which provide the opportunity to specialise in teaching are drawn up in line with the framework requirements for teacher training established by the Government of the Republic of Estonia. The level of the teacher training curriculum corresponds to a bachelor’s curriculum, professional higher education curriculum, master’s curriculum or integrated curriculum.

43. The curricula of teacher training contain professional training, the minimum division of volume between courses of the base module, practical training and field and course didactics and the list of courses of the base module and practical training of which must be approved by the council of Pedagogicum and the Academic Affairs Committee formed by the vice rector for academic affairs.

III. Opening, managing, changing and closing curricula

III.1. Opening curricula

44. The preconditions of opening a curriculum are the sufficient academic and material resources of the university and a justified need to open a curriculum. The precondition for opening a doctoral curriculum is the existence of a positively evaluated research field at the university which is related to objectives of the curriculum.

45. To open a curriculum, including a joint curriculum, the council of the faculty wishing to open a curriculum submits a preliminary proposal to the vice rector for academic affairs, setting out:
45.1. the objectives, learning outcomes and a brief description of the curriculum;
45.2. the reasoning for the need for the curriculum from individual and societal perspectives, an analysis of potential students, their interests and needs and the employment perspectives of graduates;
45.3. a cost calculation of the curriculum (except for joint curricula which are not coordinated by the University of Tartu);
45.4. a description of the required resources (the availability of academic staff with required qualifications, teaching materials, infrastructure etc. or the need to allocate resources);
45.5. in case of inter-faculty curricula, the approval of the councils of the faculties involved.

46. The vice rector for academic affairs:
46.1. evaluates the compliance of the preliminary proposal to open the curriculum with the requirements, incl. the need for and sustainability of the curriculum;
46.2. where necessary, consults other relevant structural units;
46.3. gives one of the following reasoned evaluations:
46.3.1. the preliminary proposal to open the curriculum complies with requirements;
46.3.2. the preliminary proposal to open the curriculum does not comply with requirements and it is advised that the council of the faculty modify or improve or withdraw the proposal.

47. On the basis of the preliminary proposal to open the curriculum and the evaluation of the vice rector for academic affairs, the faculty draws up a draft of the curriculum. The council of the faculty submits a proposal to open a curriculum to the Office of Academic Affairs or, in case of a teacher-training curriculum, to the Office of Academic Affairs and the council of Pedagogicum for reviewing. To open a joint curriculum, the council of the faculty submits a proposal together with the approval of the educational institutions involved.

48. The proposal to open a curriculum includes:
48.1. a draft of the curriculum, including syllabi meeting the requirements of the Study Regulations;
48.2. assessments of the potential target and interest groups of the curriculum (e.g. professional associations, ministries or future employers);
48.3. cost calculation of the curriculum together with a tuition fee approved by the head of finance (except for joint curricula);
48.4. in case of inter-faculty curricula, the decisions of the councils of the faculties involved;
48.5. in case of a joint curriculum, a draft of the cooperation agreement in line with the requirements provided for in the Universities Act, and, if the University of Tartu is the coordinating university, a cost calculation of the curriculum together with a tuition fee approved by the head of finance;
48.6. the comparison of the learning outcomes of the curriculum with the learning outcomes of the level of study as described in Annex 1 of the Standard of Higher Education and, if a professional standard exists, the comparison of the learning outcomes of the curriculum with the professional standard.

49. A curriculum taught in a foreign language can be opened in the first level of higher education only if there is an Estonian-taught curriculum in the same field of study. The preliminary proposal and proposal to open a foreign-language curriculum may be submitted in English. The senate approves the curriculum in Estonian.

50. In a joint curriculum, the credit points given by the University of Tartu must comprise at least 20% of the total volume of the curriculum.

51. The Office of Academic Affairs reviews the conformity of the proposal to open curricula with the requirements. Proposals to open teacher training curricula are reviewed by the Office of Academic Affairs and the council of Pedagogicum. A proposal to open a curriculum must be submitted to the Office of Academic Affairs and, in case of a teacher training curricula, to the Office of Academic Affairs and to the council of Pedagogicum, at least two months before the next session of the senate. If the proposal to open a curriculum meets the requirements, the Office of Academic Affairs submits it to the Academic Affairs Committee, which appoints a reviewer for the curriculum.

52. The Academic Affairs Committee:
   52.1. gives recommendations to improve and develop the curriculum to be opened;
   52.2. if necessary, seeks the opinion of the councils of other relevant faculties;
   52.3. makes one of the following reasoned proposals to the senate:
      52.3.1. recommends that the senate open the curriculum,
      52.3.2. recommends that the curriculum be supplemented or improved, and submitted for a new review,
      52.3.3. recommends not to open the curriculum.

53. After the discussion in the Academic Affairs Committee, the council of the faculty submits to the senate an application to open the curriculum along with an extract of the minutes of the meeting of the Academic Affairs Committee and a review of the curriculum.

III.2. Managing curricula

III.2.1. Programme-based management

54. The management of a curriculum is programme-based. The programme-based management includes curriculum development, the organisation of teaching and studies, financial development, auxiliary support services, etc.

55. The aim of programme-based management of the curricula is to ensure the quality of teaching, to react flexibly to the needs of society and to ensure the consistent development of the curriculum.

56. The dean is responsible for the organisation of programme-based management of the curriculum in the faculty. The dean may task the vice dean with the organisation of programme-based management of the curriculum.

57. The dean appoints the programme director of the curriculum on the proposal of the council of the structural unit appointed as the manager of the curriculum. In case of a teacher training curriculum, the appointment of the programme director must be coordinated with the council of the Pedagogicum. The programme director
57.1. coordinates studies and teaching according to the curriculum as well as the development of the curriculum and exchange of information;
57.2. can make proposals on financial matters related to the management of the curriculum to the head of the structural unit appointed as the manager of the curriculum;
57.3. helps in marketing activities related to the curriculum;
57.4. ensures the efficiency and quality of programme-based management of the curriculum.

58. The programme director reports to the head of the structural unit appointed as the manager of the curriculum.

59. The dean approves the members of the programme council on the proposal of the programme director and the head of the structural unit appointed as manager of the curriculum. The programme council comprises representatives of employers, students and all structural units appointed as manager of the curriculum. If necessary, the programme council can include external experts in its work. The programme director is the chair of the programme council.

60. The programme council advises the programme director, evaluates the effectiveness of the programme-based management of the curriculum and makes proposals to the council of the structural unit appointed as manager of the curriculum and the council of the faculty where the curriculum is placed.

61. The head of the Office of Academic Affairs coordinates the development of, counselling on and monitoring of the programme-based management of curricula across the university.

III.2.2. Quality assurance

III.2.2.1. Ensuring the quality of teaching and learning

62. In ensuring the quality of teaching and studying, the university follows the Universities Act, the Standard of Higher Education, the quality assurance standards and guidelines of the European Higher Education Area, as well as the strategic plan and bylaws of the university.

63. The measures to ensure the quality of teaching and learning are the following:
63.1. creating the necessary prerequisites and conditions for teaching and learning and constant development of the teaching and learning environment and materials;
63.2. improvement of teaching, learning and assessment methods, incl. advancing the recognition of prior learning and professional experience;
63.3. use of highly qualified teaching and research staff and practitioners in the teaching and learning process and encouraging continuous in-service training of teaching staff;
63.4. systematic and continuous development of curricula through programme management;
63.5. development of support services of the teaching and learning process (incl. Study Information System, student counselling, organising practical training, etc.);
63.6. support, development, counselling, supervision and monitoring of teaching and learning, programme management and curriculum development;
63.7. regular internal evaluation and taking the results of evaluation into account in curriculum development;
63.8. asking regular feedback from students, graduates, employers and other target groups and stakeholders, analysis of feedback and taking the results into account in curriculum development, programme management, etc.;
63.9. development of the international dimension of teaching and learning.

III.2.2.2. Quality assessment of teaching and learning

64. The quality of teaching and learning is regularly assessed through internal and external evaluation.
65. Internal evaluation is a systematic and regular process of monitoring and analysis of teaching and learning and their outcomes that enables outlining the strengths and areas of improvement of
teaching and learning, and which ends with the planning, implementation and monitoring of development activities.

66. External evaluation is evaluation of the quality of study programme groups by the Estonian Higher Education Quality Agency or, in coordination with it, by a competent foreign quality agency.

III 2.2.2.1. Internal evaluation

67. Internal evaluation takes place on the basis of curricula.

68. Internal evaluation is conducted according to the Procedure for Internal Evaluation of Curricula established by the rector.

69. The results of internal evaluation serve as the basis for planning the activities of curriculum development.

III.2.2.2.2. External evaluation

70. The quality of a study programme group is evaluated in line with the requirements and procedure established by the Estonian Higher Education Quality Agency.

71. If the Estonian Higher Education Quality Agency finds shortcomings in the quality of a study programme group, the deans of the faculties where the curricula belongs submit to the vice rector for academic affairs, within two months of receiving the decision of the Estonian Higher Education Quality Agency, an action plan to rectify the shortcomings. The head of the Office of Academic Affairs monitors the implementation of the action plan.

III.3. Changing curricula

72. The senate approves on the proposal of the council of the faculty where the curriculum is placed
72.1. the addition or closure of a specialisation;
72.2. the change of the name of a curriculum or specialisation;
72.3. the change of the name of a degree to be granted;
72.4. the change of the council awarding a degree in case of is placed;
72.6. the change of the faculty coordinating the curriculum;
72.7. the addition or removal of one language of instruction in case of doctoral curricula with several languages of instruction;
72.8. the change of proportion of the volume of main field of specialisation and minor specialisation specified in clauses 24 and 25;
72.9. the increase of the value of prerequisite courses specified in clause 33;

73. The faculty council approves
73.1. the change of manager of curriculum;
73.2. the change of coordinating manager of curriculum;
73.3. the change of modules and/or the addition, replacement and closure of courses;
73.4. the addition or change of the profession to be granted upon completing the curriculum.

74. In case of inter-faculty curricula, the changes set in clauses 73.1–73.4 must be previously approved by the councils of all faculties where the curriculum is placed. The addition and replacement and closure of courses in the university-wide module of elective courses of doctoral curricula must be previously approved also by the Academic Affairs Committee.

75. If the manager of the curricula is an institute or college,
75.1. the council of the institute or college submits a proposal to the council of the faculty where the curriculum is placed about the change of modules and/or the addition, replacement and closure of courses specified in clause 73.3;
75.2. the council of the institute or college can submit a proposal to the council of the faculty where the curriculum is placed regarding the changes specified in clauses 72.1–72.9 and 73.1–73.2.
76. If several structural units are the manager of the curriculum,
76.1. the councils of all structural units appointed as manager of the curriculum submit their opinion to the council of the faculty where the curriculum is placed about the change of modules and/or the addition, replacement and closure of courses specified in clause 73.3;
76.2. the councils of all structural units appointed as manager of the curriculum can submit their opinion to the council of the faculty where the curriculum is placed regarding the changes specified in clauses 72.1–72.9 and 73.1–73.2.

77. The amendments and changes specified in clauses 72.1, 72.8, 72.9 and 73.3 can be made for each academic year; the amended curriculum is the version of the respective academic year. The new version of the curriculum will apply to newly admitted students if the amendments to the curriculum have been approved and entered into the Study Information System by 15 April. The amendments and changes specified in clauses 72.2–72.7, 73.1–73.2 and 73.4 will apply to the students of the curriculum immediately, unless specified otherwise in the decision to amend the curriculum.

78. If the language of instruction (except in cases of clause 72.7), standard period of study and volume, objectives or learning outcomes of a curriculum are changed significantly, a new curriculum is opened.

**III.4. Closing curricula**

79. Closing a curriculum means terminating admission, teaching and learning based on the curriculum. After the decision to close the curriculum, there is no admission to the curriculum.

80. The curriculum is closed with the decision of the council of the faculty where the curriculum belongs.

81. In case of closing a curriculum, the university, if necessary, in cooperation with the Ministry of Education and Research, ensures the opportunity for students to continue their studies at the same or another university in the same or a similar field of study.

**IV. Implementing provisions**

82. The Statutes of Curriculum approved by the Senate of the University of Tartu Regulation no. 11 of 27 April 2012 and amended by the Senate of the University of Tartu Regulation no. 22 of 21 December 2012 and Regulation no. 13 of 28 December 2014 are repealed.

83. The statutes take effect on 1 January 2016.

84. The senate aligns the curricula with clauses 4, 5 and 6 of these statutes by 1 January 2016 the latest.