

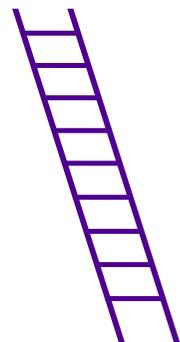
Quality from TAMK!

TAMK's quality manual



Contents

Quality is a joint matter	2
Impact as basis for operation	3
Quality policy	4
Quality system	6
Management and business planning	8
Strategy and its implementation	9
TAMK's annual planning	11
Feedback on operational development	12
Quality management in education	14
Quality management in research, development and innovation	16
Working life connection	18
Functioning processes, developing services	19
Healthy and competent community	20
Responsibility for quality	21



Quality is a joint matter

Quality management consists of everyday deeds, quality assurance practices and small daily development steps. Every TAMK community member has an important role in the quality system. The idea can be seen clearly in our quality work principles and in this quality manual which describes the quality system as a whole.

We are a multidisciplinary and working life oriented higher education institution which responds to the changing competence needs of working and business life by producing best professional higher education and innovations. Student and customer orientation, fluency of processes and operation and support of the whole TAMK community's wellbeing are considered in operational development.

Our quality system supports, guides and ensures our operational quality and impact. It is based on European quality management recommendations and national evaluation practices. The quality manual summarises the key elements of the quality system including the quality policy, quality management procedures and responsibilities. The detailed descriptions and guidelines can be found in intranet and internal systems.

Quality includes meeting the expectations of internal and external stakeholders, in accordance with the strategy and forecast data. At times, big leaps are needed in addition to small steps and we take them courageously for the best of our students, staff and stakeholders. Our encouraging operational culture, the TAMK spirit, characterised by openness and development together supports experiments and innovative openings. We create quality together at TAMK.

The quality manual was approved on the president's decision in August 2021.

Quality Management and Business Planning
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Impact as basis for operation

TAMK's operation is based on impact. It is achieved as a result of our basic tasks, namely education, research, development and innovation (RDI), with the support of services. It is ensured by close and multidisciplinary working life cooperation and need-based and proactive development.

Impact can be seen in development of the working life and region, such as new competence, operations models and technological innovations. It is manifested in positive changes of individuals, communities and societies both nationally and internationally. Experts and their competence, active interaction and participation in regional development are in a key role. Operations are supported by systematic cooperation structures, such as [advisory boards](#) and [partnerships](#).

Direction of impact

Objectives related to impact and regional and societal interaction are defined in TAMK's and Tampere Universities' [strategies](#). They direct our operation and allocation of investments and resources.

Objectives are concretised and applied into practice by discussing them in the TAMK community and considering them in setting of [annual planning](#) objectives and direction of development measures. Operations are implemented and developed in a sustainable and globally responsible manner.

Impact is created as a long-term effect of several factors. At TAMK, impact of the operations is followed through results, indicators, stakeholder experiences, feedbacks, reports and impact stories. Information is gathered and available in the [Valvomo portal](#).

The management's commitment strengthens our societal impact and interaction. Every TAMK member's contribution is important in achieving impact.

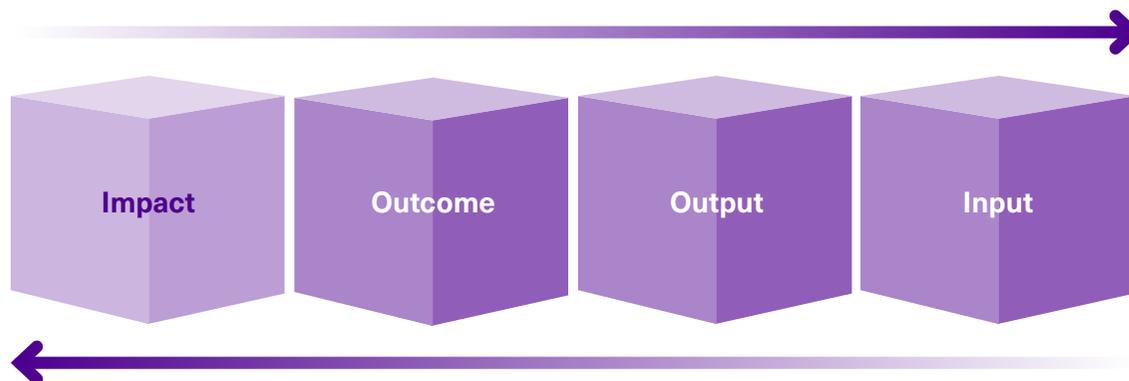


Figure 1. Impact as basis for operation.

Quality policy

TAMK's [quality policy](#) creates the basis for the quality system and crystallises its objectives, tasks and key principles. The quality system supports, guides and ensures realisation of the Universities of Applied Sciences Act and TAMK's ambition and objectives as an integrated part of the management system and daily operations.

The key quality management principle is continuous development, PDSA-cycle (P= Plan, D = Do, S= Study and Learn, A= Act). Operation is evaluated and developed based on feedback and follow-up data. Corrective action is taken in a need-based and customer-oriented manner as an integrated part of continuous and annual development of the higher education institution. The quality system enables knowledge-based management. TAMK is committed to [national](#) and [international](#) quality management principles.

A key quality management principle is continuous development.

The [quality system](#) includes procedures, processes and systems which TAMK uses to maintain and develop the quality of its operation. The quality system covers operations of the whole TAMK. Together with the management system and business planning systems, it ensures that the organisation achieves its strategic and expected results.

The quality system description and operational guidelines can be found in the internal communications channels and planning systems used by staff and students. Information for external stakeholders can be found on the [website](#).

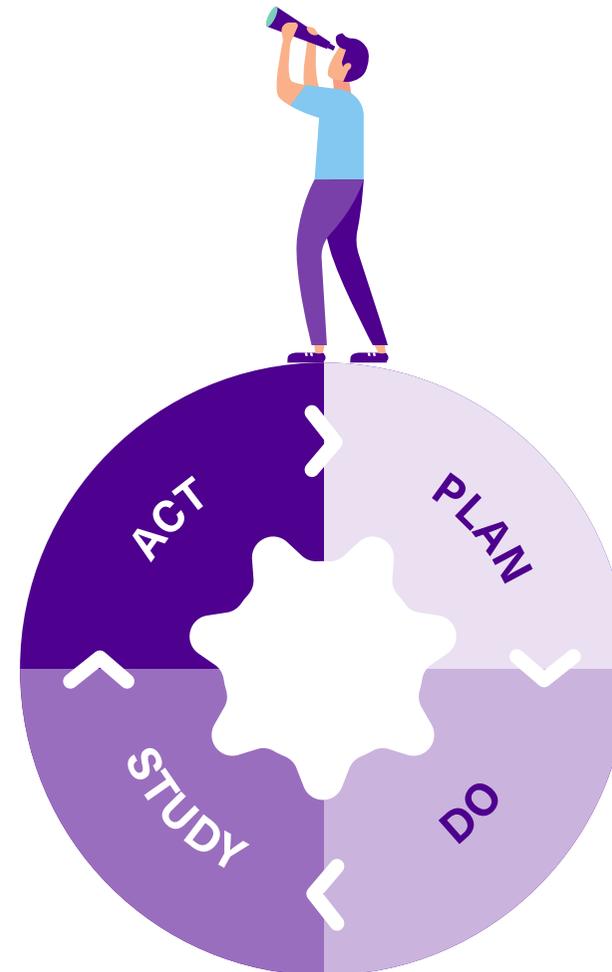
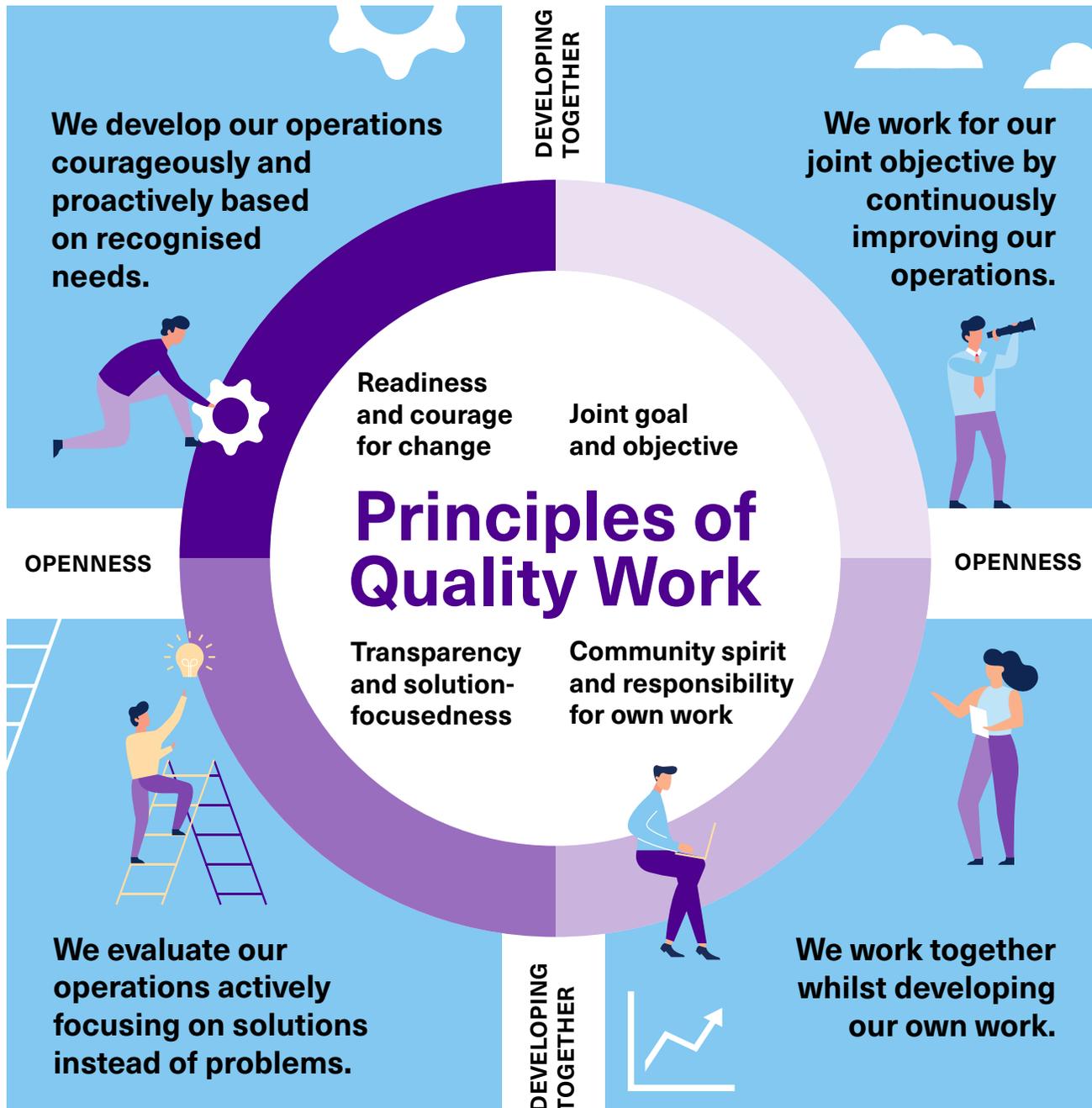


Figure 2. Continuous development (PDSA).



Quality work together

Quality management is an integrated part of the organisation's operation. All members of the university of applied sciences community participate in it. [Quality management responsibilities](#) are determined as a part of the quality system.

The quality system aims at establishing an operational culture which encourages self-evaluation, continuous learning and development as well as dissemination of good practices. Quality management supports TAMK's development as an expert organisation.

The quality work principles concretise TAMK's way of ensuring operational quality. The principles also make different players understand their role in the entity.

At TAMK, quality work and development are a part of everyone's work. They are based on open doing together.

Figure 3. Quality work principles.

Quality system

The [quality system](#) aims at enabling, supporting and ensuring the higher education institution's impactful operation. The PDSA cycle works as a reference framework in development of operations and quality management. The objective is operational development and learning as a continuous process. The key quality management procedures are described below. The detailed quality management procedures of education and RDI are described separately.

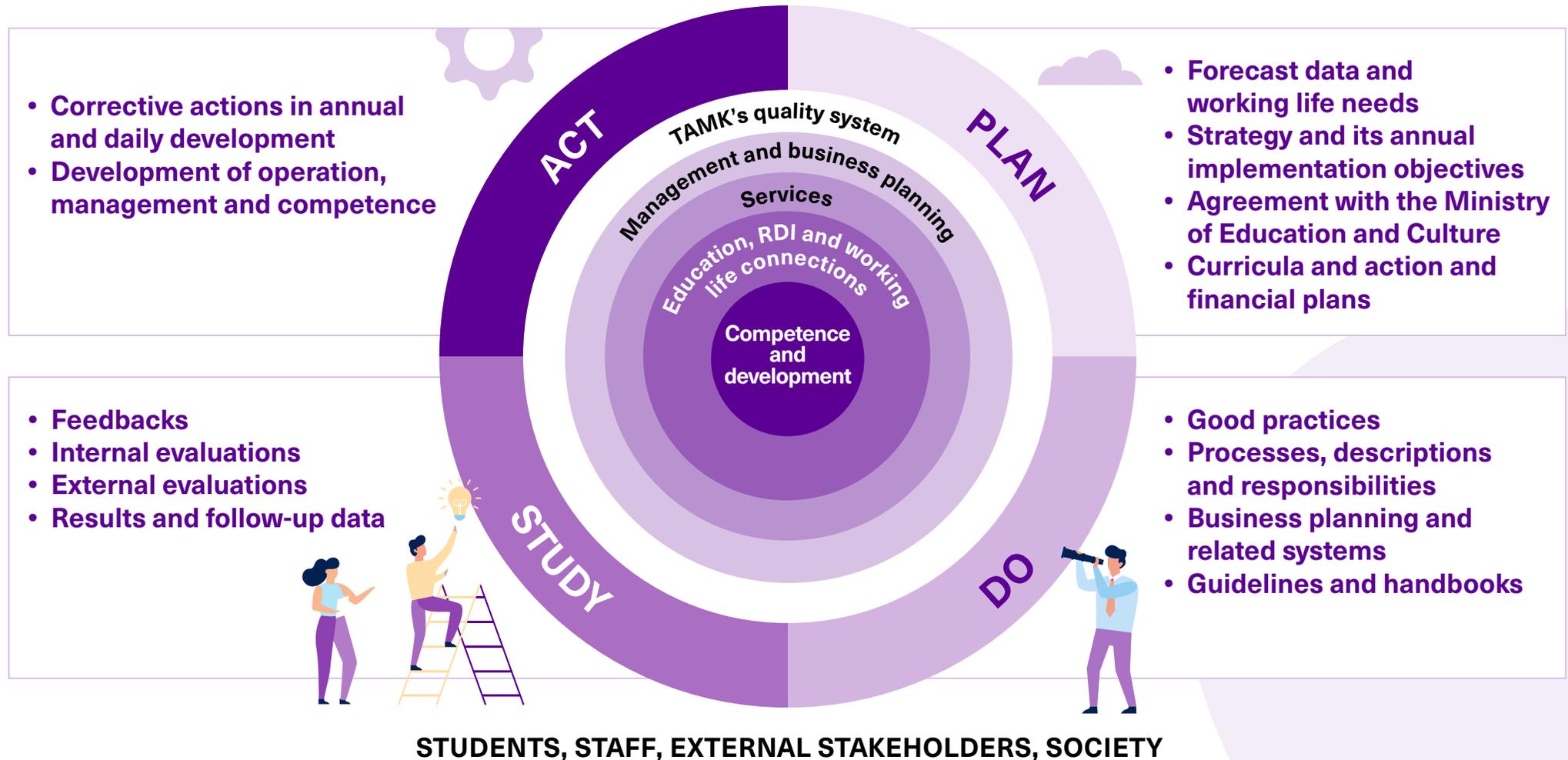


Figure 4. TAMK's quality system.

Quality system in practice

The quality system consists of procedures and processes with which TAMK

- steers its operation based on the higher education institution's valid strategy and objectives
- produces information on the needs of the society, region and stakeholders to support operational planning, development and knowledge management
- steers operation in such a way that stakeholder needs are responded in a proactive and socially impactful manner
- maintains and develops quality of operations
- enables evaluation and development of operation based on comprehensive feedback and follow-up data and
- describes quality responsibilities and quality management organisation in the higher education institution.

TAMK's quality system

- communicates key operational goals and objectives through the strategy, ambition, mission, values and principles
- describes operation as processes when needed
- steers practical operation with guidelines which facilitate and harmonise procedures to maintain quality
- determines instruments and target levels for key operations to describe related performance
- identifies feedback collection methods in all operations
- describes use of achieved results and received feedback in evaluation and development of operation and business planning and
- introduces good and functioning practices in the higher education institution.

The quality system is evaluated regularly by participating in [external audits](#) and using [internal audits](#) as support in the development work. Evaluation of the quality system, results and operation is a part of TAMK's [annual planning](#). Other evaluation is made based on needs. Development of the quality system is directed based on annual planning objectives and the [Working Group on Quality Management's](#) work. The progress of development is reported annually to the Higher Education Council.

The quality system includes the procedures, processes and systems with which TAMK maintains and develops quality of its operations.

Management and business planning

TAMK is managed by implementing the [valid strategy](#) in accordance with the board's guidelines and good leadership and administration practice. The management's and heads' general tasks and multi-member bodies' decision-making and meeting procedures are defined in the [regulations of Tampere University of Applied Sciences](#).

TAMK operates in accordance with the [organisation structure](#) responsibilities confirmed by the president. [Quality management responsibilities](#) comply with the management system. The objective is that the community has known, uniform and thus predictable management processes and support systems.

Management and decision-making information are open. Key executive and management groups' [meeting notes](#) can be seen and commented by TAMK community.

[Risk management](#) is a part of the management system, business planning and procedures. It is proactive, continuous and systematic operation: a joint process in which every community member has personal responsibilities.

Knowledge-based management

The information produced by the quality system is actively used in strategic and everyday management. The [key results and follow-up and feedback data](#) are available on Valvomo and Tampere Universities' joint TUNireports service. Power BI tools and reporting services support information production.

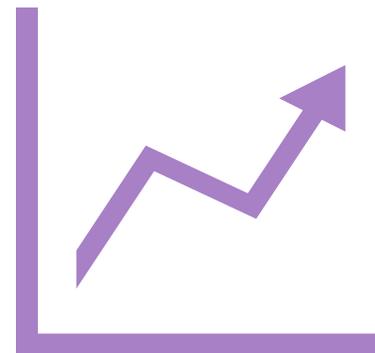
TAMK's executive group receives summaries and reports on the quality system in accordance with the business planning and quality management

timetables. The result reports are regularly discussed in the executive and management groups.

Development of management, active interaction

Management and leadership are developed systematically. Executive and management groups and advisory boards make regular [self-evaluations](#) and document their development measures. The staff survey includes questions on management and leadership. Team activities, which are important in organisation, are also developed through self-evaluations. Development needs of the management system are evaluated in connection with extensive changes.

Competence development and dissemination of good practices are important in management. Superiors' [joint leadership forum](#) supports competence dissemination and identification of good practices. TAMK's joint forums, such as TAMK days and info sessions, are channels for more extensive information dissemination. Leadership and related support are developed, also in cooperation with Tampere University.



Strategy and its implementation

TAMK's [strategy](#) describes the purpose, ambition, values, critical success factors and strategic objectives of TAMK's operation (see figure 5). The strategy is based on the Ministry of Education and Culture's steering, Tampere Universities community's joint definitions of policy, operational environment analysis and staff's, students' and working life representatives' views.

Annual planning is a key strategy implementation method which brings together definitions of policy, objectives, practical operation and economy.

The strategy is implemented through [annual planning](#). The implementation is supported by development programmes, internal and external communications and diverse working life cooperation. The management reports realisation of the strategic objectives regularly to the board. When necessary, the strategy is updated based on steering given to universities of applied sciences, anticipation data and operating environment changes.



TAMK's strategy 2030

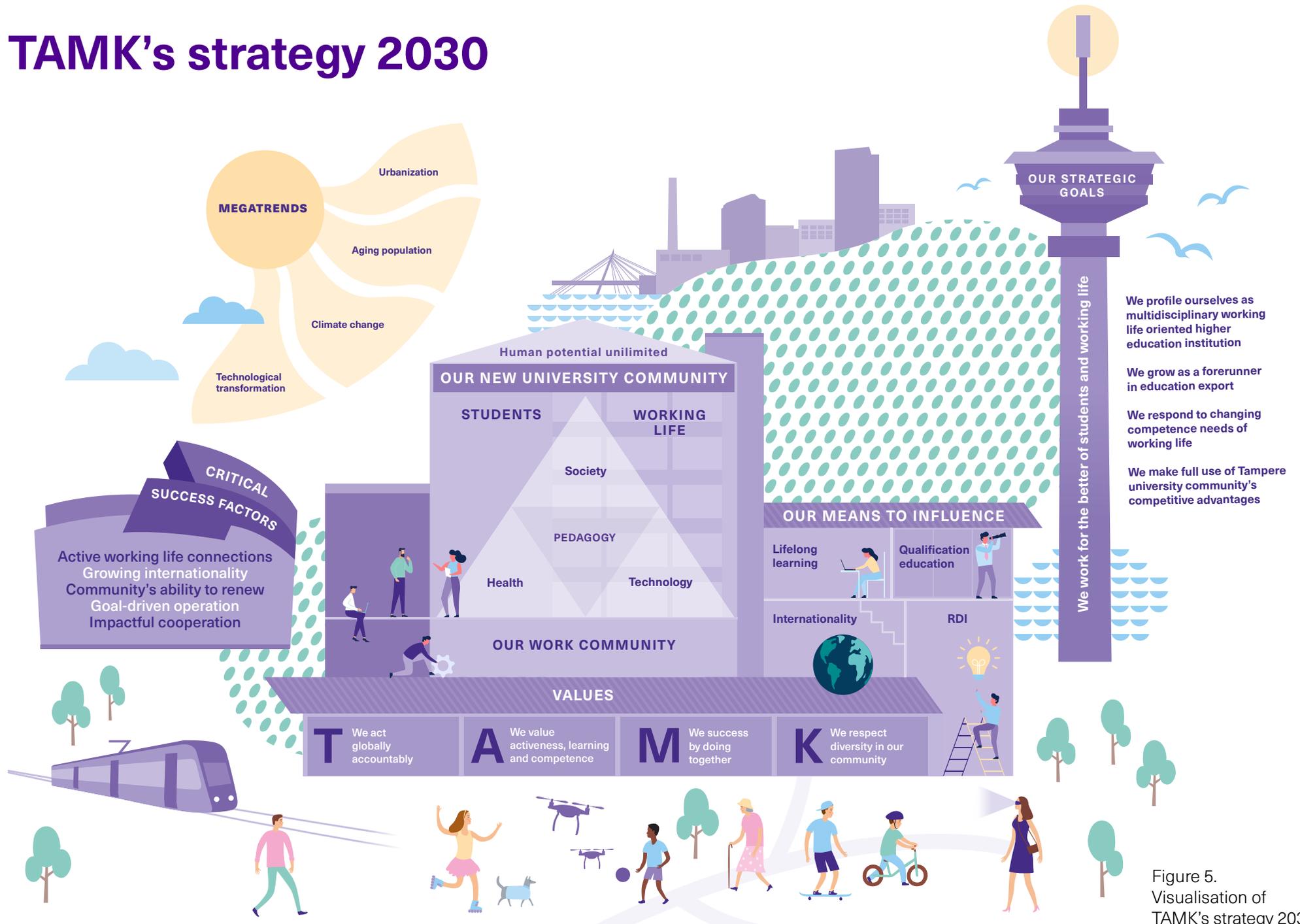


Figure 5. Visualisation of TAMK's strategy 2030.

TAMK's annual planning

[Annual planning](#) is closely connected to quality management and use of quality management information. It includes 1) setting of [strategic objectives](#) for schools and units in active cooperation with TAMK's executive group, schools and units, 2) reflection on earlier results in relation to objectives and learning from results (corrective measures, specification of objectives), 3) evaluation of results, quality and quality system, and 4) planning of investments, economy and staff resources based on objectives. Each year's annual planning process is developed together based on received feedback and identified development needs.

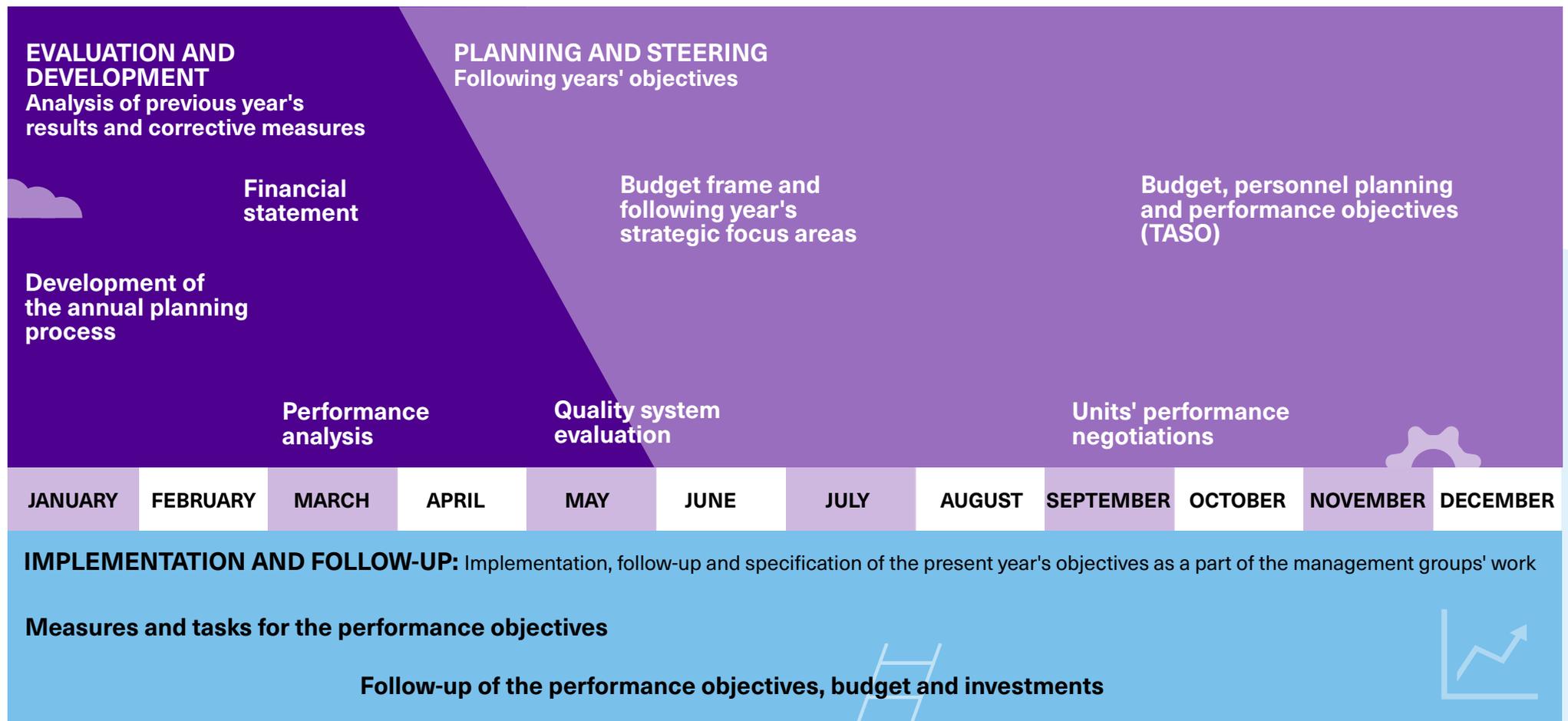


Figure 6. TAMK's annual planning.

Feedback in developing activities

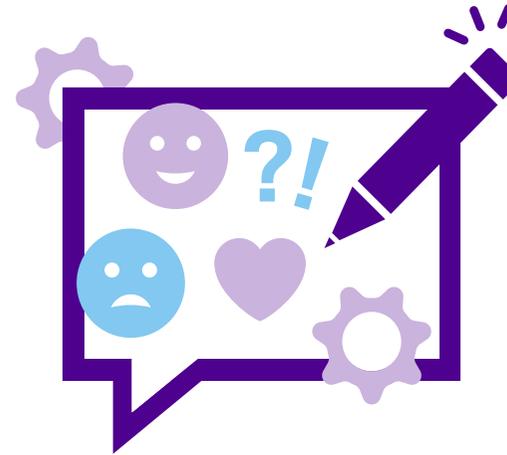
Feedback from students, staff and stakeholders is an important part of TAMK's quality system and operational development. Feedback collection, use and documentation are defined. Realisation of objectives and need for corrective measures are evaluated based on the received data. The results are published on [Valvomo](#).

Student feedback

Teaching, courses, education and services are developed through [student feedback](#) (see figure 7). Continuous interaction with students and the student union [Tamko](#) is important. In addition to surveys, feedback is also received through pedagogical solutions. Planning and supervision discussions give information on students' study ability. The TAMK community's [Feedback and Thanks! -channel](#) gives more free-form feedback. Changes and corrective measures are taken immediately when necessary.

Feedback is responded and completed development measures are communicated. For example, degree programmes organise annual [feedback sessions](#) where they go through the received feedback and measures taken based on prior feedback, agree on future measures, document them and inform students.

Special features of professional teacher education and continuous learning are taken into consideration.



Staff feedback

[Staff feedback](#) covers all phases of the employment relationship.

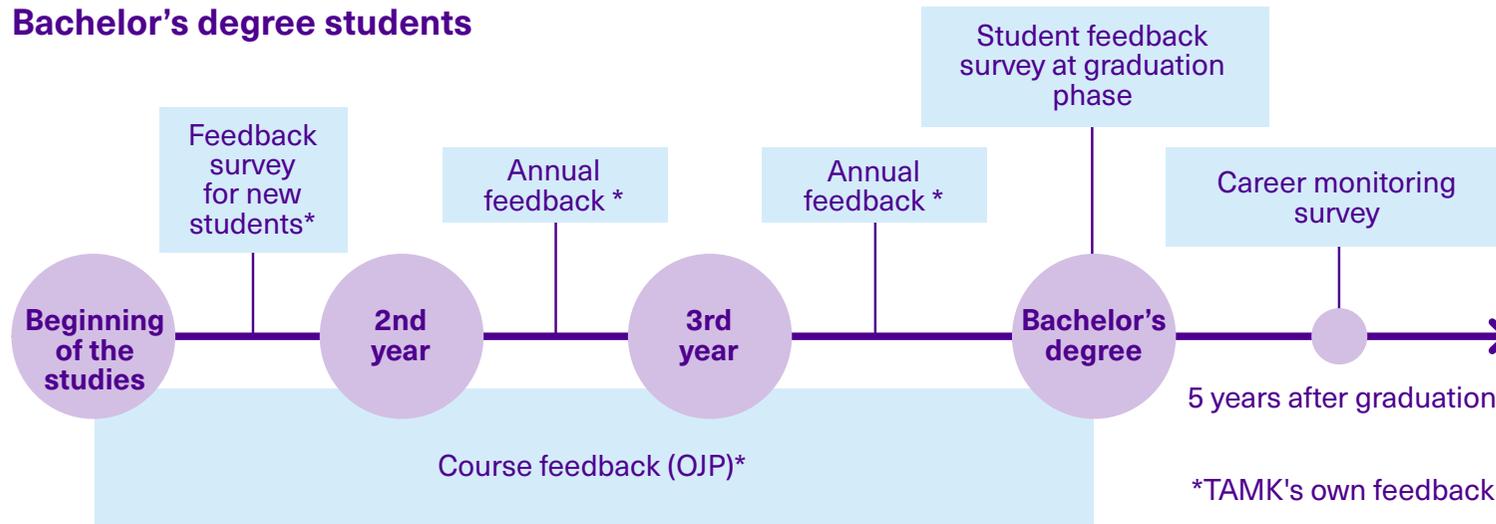
Development is supported by the orientation survey, resignation survey, development discussions and staff survey, which is made every other year. Feedback is also given spontaneously in joint events and group work. Staff is encouraged to present development suggestions on a low-threshold basis.

Stakeholder feedback

[Stakeholder feedback](#) and views on working life changes are discussed actively. A comprehensive stakeholder survey is implemented at regular intervals. The image survey focuses on stakeholders' images and views. The career monitoring survey maps alumni's experiences and employment. It also gives information on operational impact. Feedback is also given as a part of continuous interaction and in connection with studies and other cooperation, such as practical training, theses, RDI projects and advisory boards.

Student feedback system in TAMK

Bachelor's degree students



Master's degree students

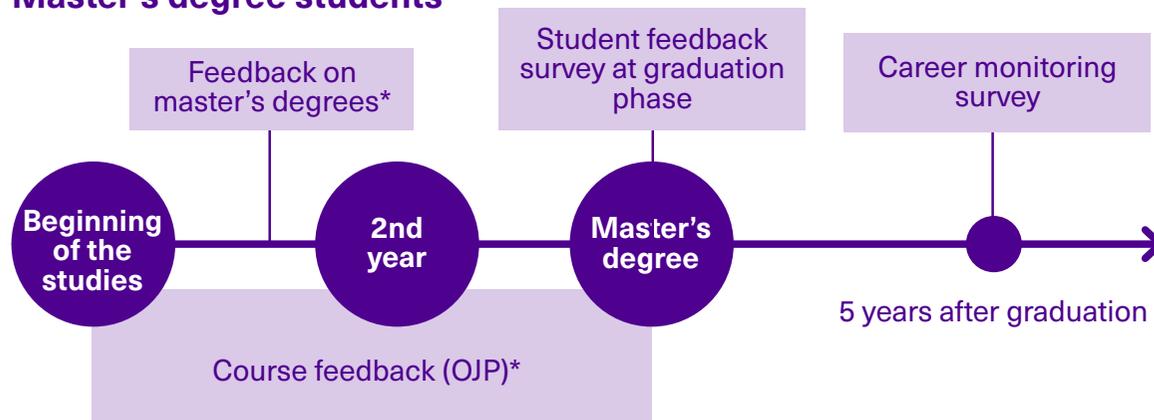


Figure 7. Student feedback system in TAMK (degree education).

Quality management in education

TAMK's ambition is to produce best professional higher education and innovations as a working life oriented higher education institution. It includes support of students' professional growth in close working life cooperation. The quality system supports this with continuous development procedures (see figure 8).

Planned activity, flexible implementation

TAMK's strategy, educational responsibilities, [Ministry of Education and Culture's agreement objectives](#) and Tampere Universities community's [education strategy](#) create the basis for planning of education. The [curriculum work](#) with its joint principles is in a key role.

Planning of education provision progresses in accordance with the education timetable and includes evaluation of education and prediction of educational demand. Integration of RDI and artistic activities is considered in [curricula](#) and [annual planning of teaching](#). The quality system includes procedures for selection of teaching methods and pedagogical approach.

Student equality and process transparency are considered in [student admission](#). Implementation of education is supported by joint regulations (eg [degree regulations](#)) and guidelines. Uniform procedures, such as [personal study plans](#), [recognition of prior learning](#) and cross-institutional studies, as well as [practical training](#) and [thesis](#) processes support academic progress and flexible implementation as do student-oriented services and wellbeing services.

Students' active participation in learning is emphasised from the orientation studies. Students' participation in education planning, implementation, evaluation and development is ensured with [student representation](#) in all key working groups.

Evaluated competence and education

Students' competence development is followed by using the course [assessment criteria](#). Field-specific working life practices are emphasised in the feedback students receive on their learning.

Quantitative education objectives are followed and analysed regularly. The education results, follow-up data and [student feedback summaries](#) are discussed widely in connection with performance analysis in the spring. Development measures are directed by [annual planning](#). Immediate development measures are taken when necessary.

Learning and competences are also supported with [continuous learning](#), such as working life needs based specialisation studies, diplomas of higher education and paid continuing education including education export.

Good student experience is at the heart of the student feedback system.

Quality management in education: key procedures

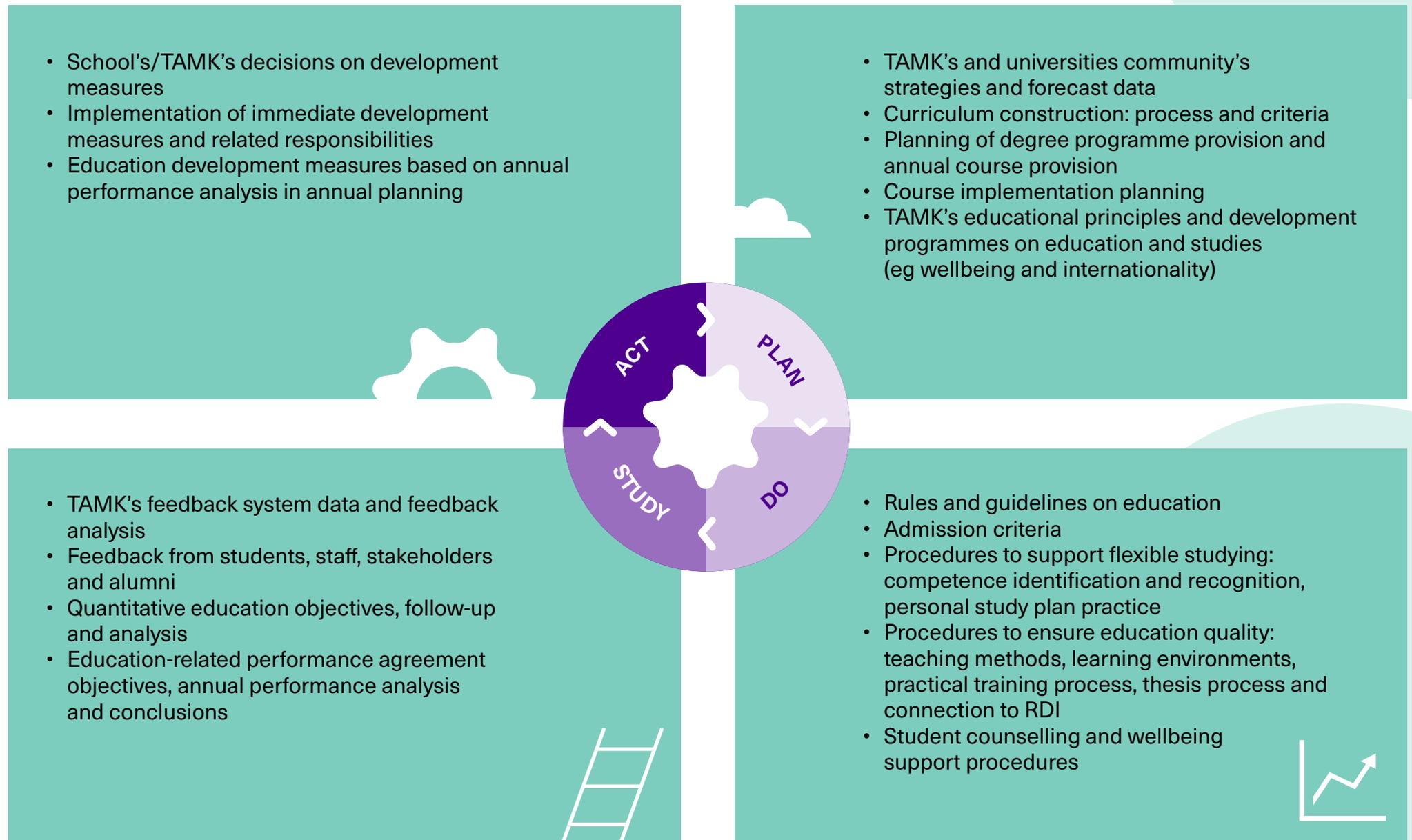


Figure 8. Key quality management procedures in education.

Quality management in research, development and innovation

In accordance with [TAMK's strategy](#), RDI are based on the needs of working life and society. Identified competence and development needs are processed through applied research and development to new competence, business and solutions. Innovations are often created through experiments and thus TAMK encourages brave openings and experiments in all its activities.

RDI are based on TAMK's strategy and the [Tampere Universities community's research strategy](#). Operation is steered by annual planning objectives considering the economy and staff resources in the three strategic [focus areas](#):

- Learning capabilities in modern work environments and international networks
- Adaptation of emerging technologies
- Ecological innovations and sociocultural challenges

The quality system includes procedures for quality assurance and development of internal operation as well as good-quality planning and implementation of working life and stakeholder projects (see figure 9).

Open and impactful projects

Working life need orientation, operational impact, communications, internationality, sustainable development, broad-basedness and measures' connection to the strategy are already considered in project preparation with the help of the Oiva system's [project idea process](#).

RDI are developed in continuous cooperation with customers, financiers and partners based on feedback.

Project planning and implementation are supported by different models, templates and guidelines as well as with RDI and related communications expertise. Key guidelines can be found in [intranet](#).

Integration of education and RDI is a part of project planning: teaching staff implement RDI and artistic activities and students are offered many participation channels. Impact is strengthened by active communication which is supported by open publication, open science and research policy, guidelines, systems and diverse publication channels.

The RDI process quality from the viewpoint of funding, results and impact is ensured on TAMK level and through project-specific intermediate and final assessments and feedback. This is connected to wider strategic cooperation with regional operators on allocation of funding. RDI competence is continuously developed through education and learning from one another.

Quality management in RDI: key procedures

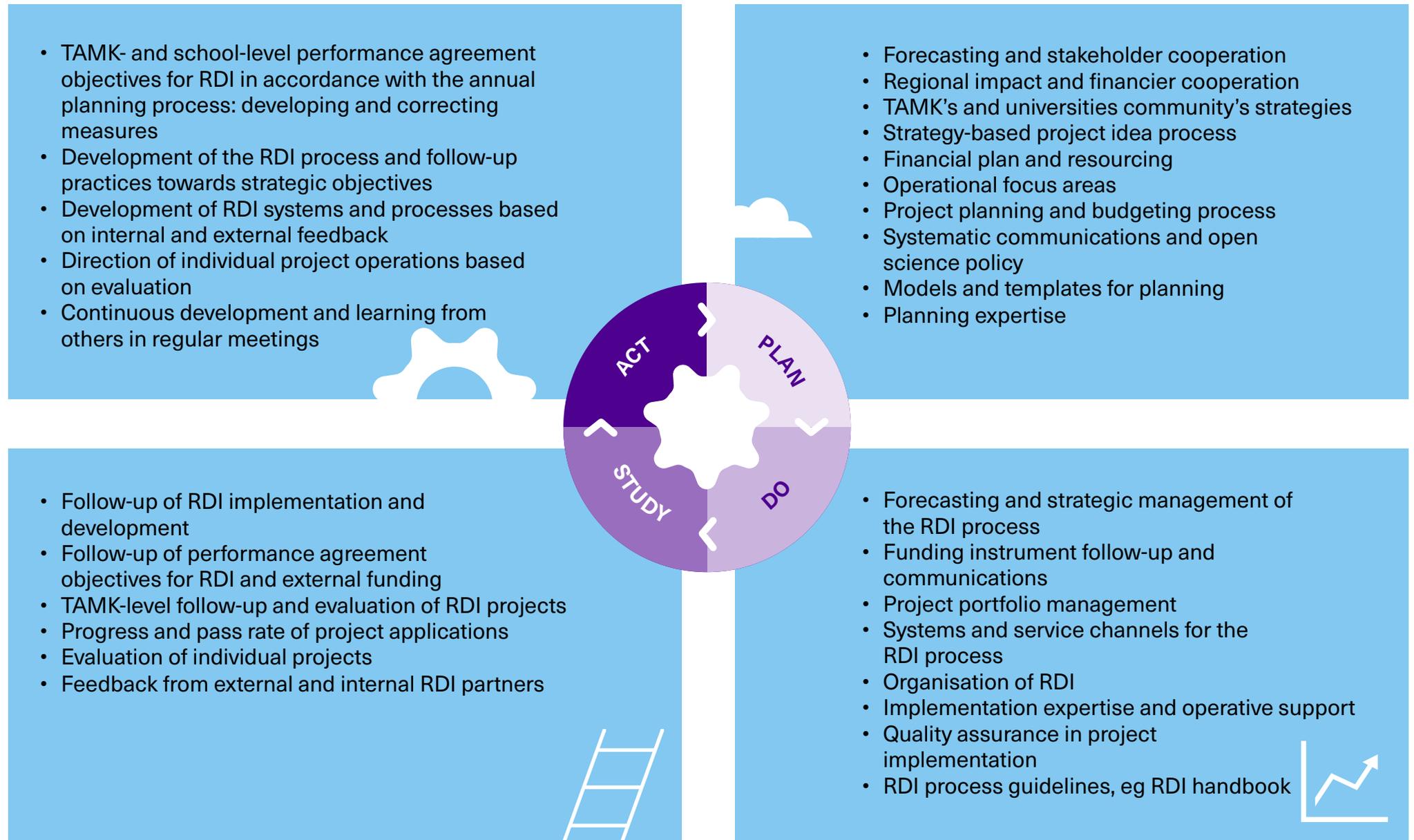


Figure 9. Key quality management procedures in RDI.

Working life connection

TAMK's purpose is to produce new competence for working life. Active working life connections ensure this – impact is created in interaction.

Working life competence and development needs are responded through multidisciplinary RDI. Cooperation is made in research, development and innovation projects, living lab environments, national and international networks and publication. Impact of artistic activities is promoted through cooperation with creative field representatives.

Degree programmes' working life connections are especially connected to practical training and theses but students also participate in RDI and projects, company visits and alumni cooperation. Continuous learning, such as continuing education, specialisation studies and open university of applied sciences, are other ways to agilely respond to working life needs.



TAMK cooperates actively with working life to identify its competence needs.

Systematic cooperation structures and procedures

Impact of cooperation is supported by systematic structures and procedures. For example, [advisory boards](#) are a future-oriented cooperation and development structure between TAMK schools and their stakeholders. They evaluate their work regularly.

[Regional higher education activities](#) are one way of creating regional impact. Regional impact is also promoted through diverse cooperation with Tampere Region municipalities, Council of Tampere Region and other regional influencers (eg anticipation cooperation).

Impact is strengthened through [partnership agreements](#) and structured cooperation made by TAMK independently and together with Tampere University. Cooperation results are evaluated regularly with partners.

Cooperation is supported by TAMK's national and international networks and partnerships. Key [stakeholders](#) are identified and working life connections and networking are developed based on feedback and follow-up data.

Functioning processes, developing services

TAMK's basic tasks are implemented with core processes of education and RDI, which have their subprocesses and support processes. Process responsibilities are defined and key processes described taking appropriateness and identified development needs into consideration.

The process description is linked to [enterprise architecture](#) which consists of processes, data flows, information systems and supporting technologies. The objective is to create an entity whose parts support each other.

[Processes](#) are made smoother in the spirit of Lean by eliminating unnecessary phases. Processes are also developed in cooperation with the Tampere University.

Guidelines are made on processes and services which call for uniform practices. Guidelines available in internal channels facilitate operation and increase transparency.

Development of services

In accordance with the continuous development principle, key quality management procedures, such as evaluation and feedback collection mechanisms, are identified in services. Services are developed in a customer-oriented manner based on feedback and follow-up data.

The [annual planning process](#) also concerns services, as do the performance analysis and quality system evaluation. In the performance analysis, feedback data is put together and the needed development measures are raised. Objectives which support the basic operations and strategy are agreed on annually.

TAMK strengthens its competitiveness as a part of the Tampere Universities community. Some services are produced together with Tampere University. The key objective, indicators and quality level are [agreed on for each service](#). Service quality and customer satisfaction are monitored regularly and developed based on needs. The aim is to achieve impact together.



Healthy and competent community

[Wellbeing of students](#) and good study experiences are at the heart of operation. The universities community has a student wellbeing programme which is implemented in student cooperation. Competence-based curricula and consideration of diverse learners create the basis for wellbeing. Wellbeing is affected by promoting students' experience of involvement and engagement in the community through accessible student counselling, strengthening of study skills and support services.

[Accessibility](#) applies to all operation. Functioning student counselling processes, roles and academic progress monitoring with needed support measures facilitate graduation. Equality is a key principle which is supported by a [plan](#).

Staff wellbeing and competence management

A critical success factor of TAMK's strategy is a developing community which includes continuous competence development and holistic staff wellbeing. Competence needs are identified in TAMK's strategy, annual planning and [development discussions](#). Competence is supported by the [staff development plan](#), orientation of new employees and working hour

planning. Development is also directed with programmes which support TAMK's strategic objectives, such as the [internationalisation development programme](#).

Substance competence is strengthened through education, teaching staff's working life periods, projects and networks. Dissemination of good practices, openness and development together are an important part of a healthy community; staff's role is essential in competence dissemination. Staff also have the responsibility and possibility to plan their work appropriately.

The TAMK community's holistic wellbeing is promoted with uniform practices. Operation is planned and directed based on regular [feedback](#). Staff are offered proactive and low-threshold services to maintain their functioning ability. [Early intervention and support models](#) are also used. Wellbeing and competence are strengthened by doing together.



Responsibility for quality

Quality management is a joint matter at TAMK. All community members participate in it as regards their work, studies or other activities. The table describes the quality management responsibilities related to specific tasks or roles. They are based on TAMK's management system. More detailed responsibilities, such as student's, staff's and superiors' responsibilities, are described in [Intranet](#). They are also defined in different regulations, such as [Tampere University of Applied Sciences rules](#) and [degree regulations](#).

ROLE	QUALITY MANAGEMENT RESPONSIBILITY
Board of Tampere University of Applied Sciences Ltd	Decides on key objectives, strategy and direction principles as well as follows their realisation.
President, managing director	Is in charge of economical, effective and profitable management of the university of applied sciences' tasks and implementation of TAMK Board's and Higher Education Council's decisions. Is in charge of the higher education institution's main quality management definitions, operational quality and development.
Higher Education Council	Decides on quality management principles and curricula.
Service director, Community Services	Is in charge of quality management and business planning in TAMK's executive group.
Quality Management and Business Planning	<p>Is in charge of</p> <ul style="list-style-type: none"> • quality system development in accordance with TAMK's strategy, joint definitions of policy and regulations, • coordination of and provision of guidelines on quality system development for units and • quality system documentation, communication and reporting at TAMK level. <p>The responsibility area reports on functionality of the quality system annually to the Higher Education Council.</p> <p>The development manager is in charge of the responsibility area's operation and works as the chair of the Working Group on Quality Management.</p>
Working Group on Quality Management	<p>Has a key role in integrating TAMK's quality management practices into TAMK's operation. The group works as an expert group which evaluates, coordinates, prepares and supports the quality system and its development.</p> <p>The working group members are called quality coordinators.</p>



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