



We work together to build a sustainable world

Tampere University's Quality Manual

15 February 2023

Updates and revisions

Quality Manual version 1.0	The Quality Manual was prepared by Specialists in support services, and it has been processed by the bodies and management of the University.	President's decision on 3 May 2021
		Technical corrections on 22 November 2021
Quality Manual version 1.1	The updating and corrections of the Quality Manual have been done by the support services. The main changes are the additions on the quality management of faculties and service areas, as well as on the responsibilities for managing social interaction (table) and the quality cycle (Figure 11).	President's decision on 15 February 2023

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Introduction

Tampere University began operations as a foundation-based university through the merger of the University of Tampere and Tampere University of Technology in 2019. In Finland, universities have a mission to promote independent academic research, academic and artistic education, provide research-based higher education and to educate students to serve their country and humanity. Universities must also promote continuous learning, interact with the rest of society, and promote the societal impact of academic research findings and artistic activities. In its strategy, Tampere University has specified its mission especially as regards building a sustainable world by linking scientifically high-quality and high-impact research and education on technology, health, and society. Together with our partners, we are developing solutions to increase human well-being and health and the resilience of society and to build the sustainability of the natural environment. Our University contributes to scholarship by creating new knowledge and enduring expertise. The University's core values are openness, critical thinking, diversity, learner-centredness, courage, erudition, and responsibility.

The purpose of quality management is to support the University's core tasks and strengthen their impact in accordance with the strategic goals and values of the University. Tampere University is committed to adhering to international and national quality management principles and practices. The Quality Management Handbook, or Quality Manual for short, specifies the University's quality policies, the entire quality management system, and the procedures of quality management.

At Tampere University, quality management (QM) refers to the continuous improvement of activities in accordance with the so-called quality cycle (PDCA). Quality management consists of the systematic development of activities ('PLAN'), the implementation of plans ('DO'), the assessment of objectives and results ('CHECK'), and knowledge-based decisions and actions ('ACT'). The Quality Manual is divided into six chapters based on the PDCA cycle. The first chapter introduces the management system and quality management system, the second discusses strategic leadership and operations management, the third explores the University's organisational culture and personnel, and the next two focus on research and education and the final sixth chapter deals with stakeholder collaboration.

This Quality Manual is a source of information for everyone interested in Tampere University and the knowledge-based enhancement of its activities.

1 Management system and quality management system

Tampere University is the multidisciplinary academic community of some 25,500 students and employees. Research and education are undertaken at seven faculties which are Built Environment, Engineering and Natural Sciences, Education and Culture, Information Technology and Communication Sciences, Management and Business, Medicine and Health Technology, and Social Sciences. The operations and achievement of objectives are governed by the University's core mission, strategy, and values. The strategy, which covers the period until 2030, and the values have been drafted in a process led by the Board and in cooperation with the university community. The strategy is refined with the community and stakeholders, based on an analysis of societal needs and the context in which the University operates.

Quality management (QM) aims to support the University's mission, strategic goals, and the impact of its core activities, in accordance with the University's values. Tampere University is committed to adhering to international and national QM principles and practices. In developing its operations, the University uses the Deming cycle (PDCA) – the so-called quality circle – and utilises the European Foundation for Quality Management Model (EFQM2020). The model is committed to the European basic values and the UN's Sustainable Development Goals.

QM responsibilities are aligned with the management system. Tampere University adheres to the principles of good governance, subsidiarity and openness in administration and decision-making. The high standard of activities is based on functional structures, clear responsibilities, and community members' opportunities to influence and participate in decision-making. QM is integrated into day-to-day activities across the university community. All staff and students have a responsibility to maintain and improve the quality of activities based on their individual roles. University regulations, guidelines and procedures are made available to staff and students on the Intranet.

Tampere University's Management System

The Tampere University Foundation is acting as Tampere University and Tampere University of Applied Sciences (TAMK) form the Tampere Universities community. Tampere University has a management system that is in line with its legal status as a foundation. TAMK operates as a limited liability company with its own management and QM system. Tampere University coordinates the university consortia of Pori and Seinäjoki. University students are members of the student union (TREY), an autonomous organisation.

The Universities Act provides universities with an autonomous status, including independent internal governance. According to the Universities Act, the administrative bodies of a foundation university are the board, president, and the joint multi-member administrative body of the

university (Academic Board at Tampere University) and Faculty Councils. The Universities Act allows universities to establish other administrative bodies, which at TAU include Provost, Vice Presidents, and Deans. The **roles and responsibilities of administrative bodies** are described in the **University Regulations**.

The Academic Board appoints the Board, and the Board appoints the operative management. The Academic Board and Faculty Council members are appointed through an election among the university community groups (professors; other teaching and research staff; support staff). Student representatives are appointed by the student union.

The Board decides, among other things, on the University's strategy and regulations, matters concerning the University's operations and finances and other far-reaching plans. **The Academic Board** decides, among other things, on the general regulations pertaining to teaching and research. In addition, the Academic Board monitors the University's research, education and societal interaction and the impact and quality of these activities. **The Science Council, Education Council and Societal Interaction Council** prepare matters pertaining to research, education and societal interaction. **The Faculty Councils** assess and monitor the implementation of the faculty's operational and financial plans and develop the quality and impact of research, education, and the faculty's interaction with society.

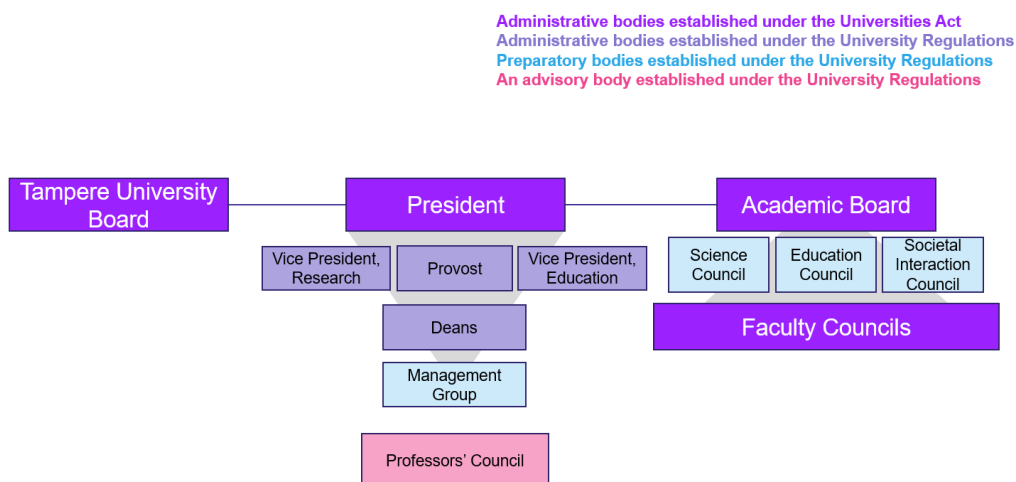


Figure 1 Tampere University's administrative bodies

The President leads the University, has overall responsibility for the economic, efficient, and productive performance of the University's tasks and oversees the implementation and development of its strategy. The President assembles a **Management Group** to assist in these matters. **Provost** is the principal academic head of the University and supervises the Deans. The President, Provost and **Vice Presidents oversee the service units and are responsible for their**

strategic leadership. Deans lead the faculties and are responsible for their financial performance. A management group supports the Dean at the faculty and there are other planning and development groups. **The Professors' Council** performs advisory functions and represents the scientific and artistic community.

1.1 PLAN: Quality management aims to promote the core mission and the strategy

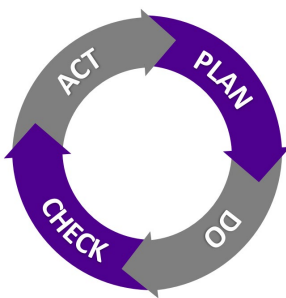
In 2030, Tampere University's strategic goal is to be a thriving university, an internationally esteemed research university, an educator of world-changing professionals, and an active societal influencer. The University aims to continuously improve the scientific quality and impact of its research and the quality and impact of its education in collaboration with stakeholders.

The purpose of **the quality management system** is to support the University's core tasks, strategic goals and the impact of operations in accordance with the University's values. The University's **Quality Manual** describes the goals, responsibilities, and procedures of quality management. For its part, the University's audit plan guides the implementation of internal and external audits. **Quality Management means the systematic and continuous development of activities, as illustrated by the PDCA quality cycle.** The frame of reference of the University's quality management (EFQM2020) supports leadership, the execution and impact of the core mission, highlights the significance of staff and encourages cooperation with stakeholders.



Figure 2 QM framework supports strategic management and the impact of core tasks (EFQM2020)

The EFQM framework makes the PDCA cycle concrete by asking: “What is our **direction**?” “How do we **implement** our strategy and carry out our core mission?” “What is the **impact** of our operations?” Quality management involves planning and setting objectives (PLAN - direction), implementing plans (DO - execution), monitoring and evaluating activities (CHECK - impact) and deciding on the necessary actions and their timing (ACT - specific direction and actions).



What is our direction (PLAN)?

- (1) What is the purpose, vision, and strategy of the University (operations or services)
- (2) What defines our operational culture? What are our competences and values?

How do we implement our mission and strategy? (DO)?

- (3) How does the university community and stakeholders participate in planning and developing the activities?
- (4) How do we create sustainable value in the core tasks?
- (5) How do the operations management and services support the performance of our core tasks?

What is our impact? (CHECK)

- (6) How do the university community and stakeholders evaluate the University's activities and results?
- (7) What are the results and impact **that we monitor and seek to continuously improve?** (ACT)

1.2 DO: Quality management covers all aspects of the University's activities

Practical quality management means acting to achieve common tasks and goals and the systematic, participatory, and knowledge-based improvement of operations. The University-level quality cycle (PDCA) gathers the most central plans, practices, monitoring and assessment methods and decision-making forums (Figure 3). The University's annual circular calendars guide the operations and practices of the faculty, service division and degree levels and complement the University-level principles and modes of operation. Complementary University-level guidelines and practices have been collected on the Intranet (development-oriented assessments, University's annual circular calendars, topical issues, the quality cycles of faculties and service units). Deans and Directors are responsible for the quality management of their faculty or service area according to their respective quality cycles.

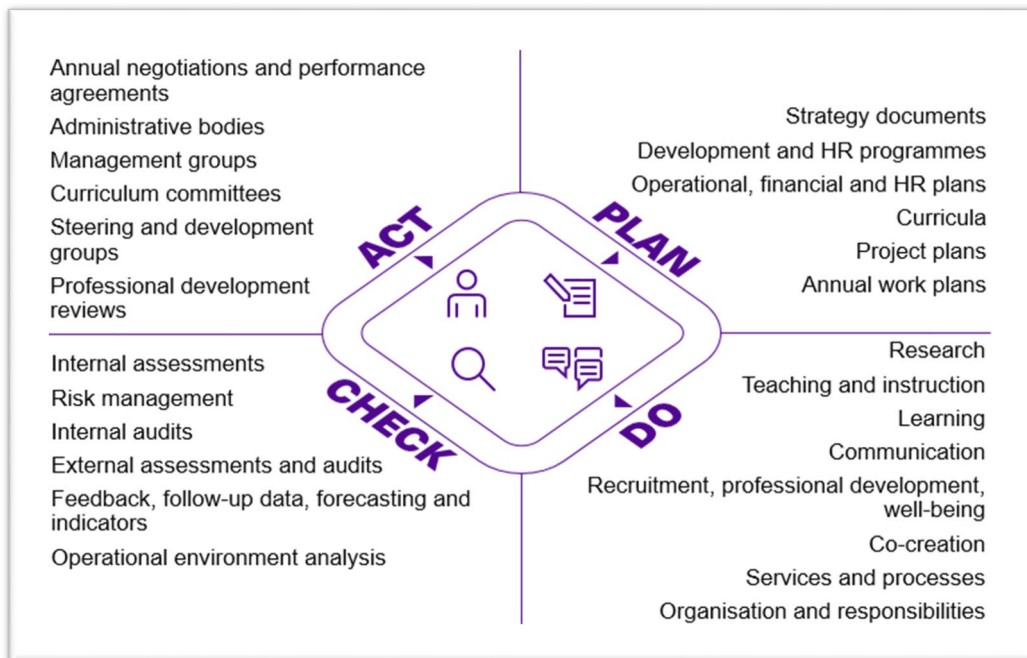


Figure 4 Tampere University's quality circle: planning of operations (PLAN), execution (DO), monitoring and assessment (CHECK) and agreeing on the goals and measures for the following period (ACT)

The well-being and competence of the community and the prerequisites of daily operations provide the basis for the University's research, education, and impact. The annual planning process links the operational goals and resources of the faculties and service organisation. The quality and impact of research are underpinned in particular by the research environments, interaction and collaboration, services for researchers, and the transparency, ethics and sustainability of research. The quality and impact of education are ensured especially through pro-active education provision that considers the changes in the operational environment, research-based and competence-based teaching, and services for teachers and students. These services are organised at the University or group level or procured from an external supplier in a way that is commensurate with the delivery, quality, and impact of the core mission.

1.3 CHECK: Monitoring and assessments support developing the operations

The University uses internal and external assessments to improve the quality and impact of operations. The University's **assessment plan** guides the execution of internal and external assessments. Internal monitoring and assessment results are published on the Intranet. The University participates in the thematic and university-specific assessments carried out by the **Finnish Education Evaluation Centre**. The purpose of the national **audit framework** for higher education institutions aims to support the achievement of strategic and operational goals. The role

of **quality management procedures** is to strengthen the impact of operations by producing an understanding of the current situation and the actions that are required to achieve the goals.

The follow-up and reporting related to the agreement procedure between the Ministry of Education and Culture and the University encourage the University to strengthen the outcomes of operations. The Ministry gives the University feed-back on the progress made with development measures as part of interim overviews at few-year intervals.

The assessment of the quality and impact of research is based on an academic peer-review and international research indicators and principles (Research Assessment Exercise RAE, research funding applications, research results). Researchers' working and research conditions are monitored by the Human Resources Strategy for Researchers (HRS4R) programme. The quality and impact of degree education is assessed relative to objectives, Ministry of Education and Culture's comparative statistics and European quality management standards (ESG2015). The degree programmes are assessed at regular intervals as part of curriculum design. The University promotes the impact and societal responsibility of its operations by monitoring the views and expectations of stakeholders, such as ministries, partners, applicants, alumni, and the public. Stakeholders also bring their input through evaluations, administrative bodies, and advisory committees.

The purpose of **management's self-assessments** is to support the University's management and the performance of administrative bodies. The multi-member bodies (Board, Academic Board, Faculty Councils, Science, Education and Societal Interaction Councils) and the University's and faculties' management groups assess their operation at least twice during their term of office. The assessments identify strengths, things to improve and possible development ideas. The management is responsible for prioritising, scheduling, and communicating the development actions.

The **development-oriented internal assessments** support the knowledge-based development of the University. The three-year assessment plan guides the implementation of assessments at the faculties and the service organisation. The assessments also increase opportunities for community participation and networking and the sharing of good practices. In particular, they look at strengths and areas that need to be reviewed. The assessments also gauge development ideas. The development-oriented assessments make use of the EFQM framework, and their results are published on the Intranet. The responsibility for the planning and implementation of development measures is delegated according to the management system.

1.4 ACT: University Regulations govern decision-making and quality management

The **University Regulations** govern decision-making, and quality management responsibilities are assigned based on the management system. Members of the university community have a responsibility to maintain and improve the quality of activities according to their roles.

The Board and executive management regularly assess the implementation of the strategy, the outcomes and changes in the operational environment and agree on the necessary measures in connection to the annual planning process.

The University's Management Group is the steering group of quality management and assesses the entire quality management system and its functionality and development needs (**quality review**) and agrees on the necessary measures and their schedule (**assessment plan**). The President reports about the quality system and its functionality to the Board.

Quality management responsibilities (quality system)

Member of university community	is responsible for the quality of his or her actions and their development.
Quality management contact person	is responsible for the coordination and organisation of quality management at the faculty or service unit.
Quality Manager	is responsible for the maintenance and development of university-level quality management.
Faculty Council	assesses and monitors the implementation of the faculty's operational and financial plans, develops the quality and impact of research, education, and the faculty's interaction with the broader society.
Deans and Directors of a service unit	are responsible for the outcomes, quality and continuous improvement of activities following the University's principles and guidelines.
Academic Board	monitors the University's research, education and societal interaction, and the impact and quality of these activities.
Provost	leads quality management at the University level. Gathers the quality team to support the work to prepare, execute and coordinate University-level quality management.
University's Management Group	acts as the steering group of quality management, annually assesses the entire quality management system and its functionality (quality review) and agrees on the development measures and schedule.
President	is responsible for the quality management system and its functionality, reports annually to the Board on the quality management system and its functionality and adopts the University's Quality Manual and assessment plan.

2 Strategic management of operations and annual planning

National laws and regulations and agreements with the Ministry of Education and Culture govern the tasks and activities of universities in Finland. The Ministry and universities agree on national and institutional goals in a four-year cycle. In the agreements, the parties identify the profile, strengths, and new emerging fields of each university, define target degree numbers, and agree on state appropriations that are allocated based on the tasks and goals. At the same time, universities agree with the Ministry on the monitoring and assessment of progress towards the quantitative and qualitative goals.

At Tampere University, the term strategic management encompasses the systematic implementation and renewal of the University's strategy through the management system. The purpose of the management system is to create a structure, responsibilities, and procedures, and connect the organisation's tasks, mission, strategy, and goals with the outcomes.

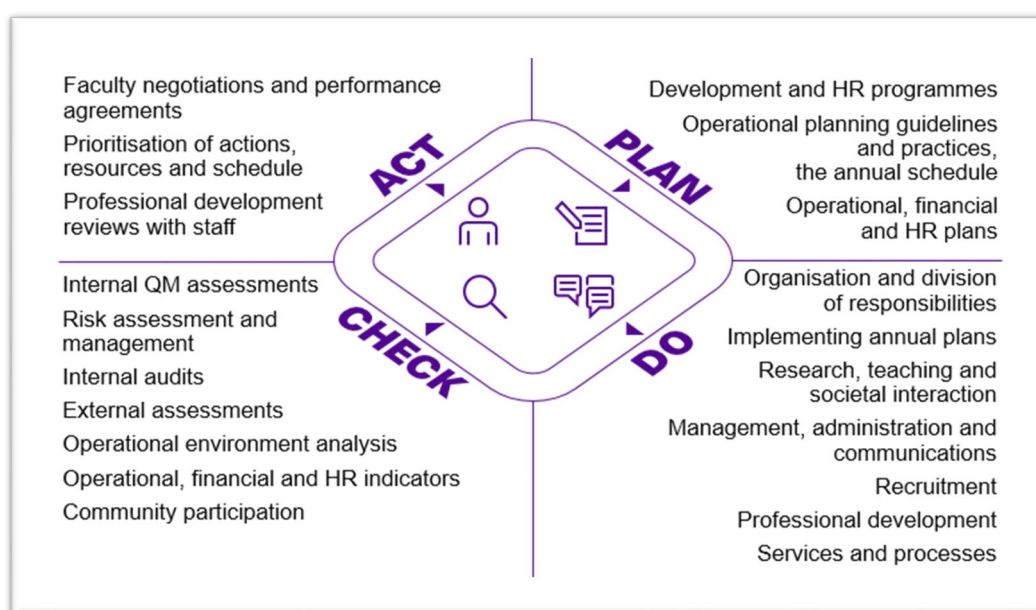


Figure 5. Operations management and annual planning; PCDA of operations, finances, and HR planning

Tampere University is committed to the principles of good governance. The principles include transparency, fairness, and equal opportunities for participation in the University's activities. Good governance also promotes effective day-to-day activities and supports the management of operations in the changing environment.

2.1 PLAN: Strategy and plans guide operations

The University's mission, strategies and values steer the strategic management of activities, the identification of areas of priority in research and education and goal setting within the faculties and service units.

Long-term **strategic planning** is supplemented and implemented in annual goals, activities, and resources. The University Board annually approves a four-year **operational and financial plan** at the University level. **Annual planning** encompasses the planning of operations, finances and human resources. The strategy is implemented with separate programmes where necessary, such as those for the development of Education, Research and Societal Interaction and the HR Programme. The **internal financial model** governs the funding allocated to core activities, services and strategic actions and supports anticipatory planning. The University's **reporting and forecasting practices** produce information for the needs of managing, planning and development.

The faculties and service units plan and assess their activities and outcomes as part of the planning of finances and human resources. The annual planning instructions specify the procedures. Supervisory work, annual work plans, and professional development reviews between employees and supervisors support the implementation of the strategy in daily operations.

2.2 DO: Undertaking annual planning

The strategy is put into practice through the University's core tasks. Annual planning has a key role in the implementation of the strategy. Tampere University has an annual planning process where the University's management, the faculties and service units assess the progress made in terms of operations and outcomes, discuss goals, priorities, and actions; and agree on the goals for the following year. The annual planning process includes the **planning and prioritisation of development** actions, preparing their schedule and **allocating resources** as well as long-term strategic HR planning. Annual plans describe the concrete actions that the faculties take to develop their education, research, and societal impact. Service units plan their operations to support the faculties' objectives.

2.3 CHECK: Procedures for assessing and developing operations and results

The University monitors and assesses the effectiveness, quality, and impact of its operations. Impact is created through scientific and artistic research, research-based education, and societal interaction. National and internal indicators and other financial and operational reviews

are monitored as part of Management Group work, annual planning and the Board's reviews of the finances and performance. The Academic Board monitors the state of research, education, and societal impact. The faculties and service units monitor and assess their activities and performance to prioritise, schedule and allocate resources to the necessary measures and actions. The implementation of annual plans is also monitored by the University's Management Group and the management group of services.

The implementation of the core tasks and strategic goals is supported by risk management and quality management procedures. The procedures provide situational awareness for the Board, the University's Management Group, and the units. **Risk management** is the process of identifying risks and the planning, taking, and monitoring of corrective measures. The task of **continuity management** is to ensure the continuity of strategic and operative activities in the event of any hazards and crisis situations. **Internal control and audits** are mechanisms for ensuring compliance with legislation and the University's regulations and guidelines. **Quality management** gathers the different measures. Information from different sources – such as feedback and follow-up data and the results of internal control and audits – is used to support quality management.

2.4 ACT: Strategy-driven operations management and development

In the **annual planning process**, the management, faculties, and service units set goals for research, education, societal impact, and the support services, identify areas for improvement, schedule activities and agree on the follow-up procedures. As a result of the process, the parties draw up a performance agreement that sets out the key actions the faculties or service units take to achieve the agreed goals. The actions develop research, education, societal impact, and occupational well-being in accordance with the University strategy. During the annual planning process, the faculties' budgets and the recruitment of new staff are agreed.

Quality management responsibilities (annual planning)

The Board	decides on the University's strategy, annual financial and operational plan and the budget.
President	leads the University's operations and has the overall responsibility for the economic, efficient, and productive performance of the University's tasks and for the implementation and development of its strategy; confirms the performance agreements of the faculties and service units.
Deans and Directors of a service unit	are responsible for the outcomes and quality of operations at their faculty or service unit in accordance with the University's joint principles and guidelines.

Faculty Council	assesses and monitors the implementation of the faculty's operational and financial plan, develops the quality and impact of research, education, and the faculty's interaction with the broader society.
Academic Board	monitors the University's research, education and societal interaction, and the impact and quality of these activities.
Director, Operations Management and Administrative Services	is responsible for operations management and the practical organisation of annual planning activities.
Other groups	The University's Management Group and the Service Directors' group monitor the implementation of the goals and outcomes of operations.

3 Towards a shared operational culture

Tampere University is building an international operational culture, straightforward daily workflows and processes that reflect its core values. Feelings of community and equality, and competence and well-being, are the starting points of our operations. Open and transparent processes, regular interaction and diverse opportunities for collaboration create the foundation for effective leadership and internal trust. The University and employees' representatives have signed **a cooperation agreement** to support the development of operations and provide opportunities for staff to participate in decision-making processes that concern their work and working conditions. The purpose of services is to support the academic operational culture and to produce professional support for research, education, and learning. Chapter 3 deals with the operational culture of the work community while Chapter 5 concentrates on students.

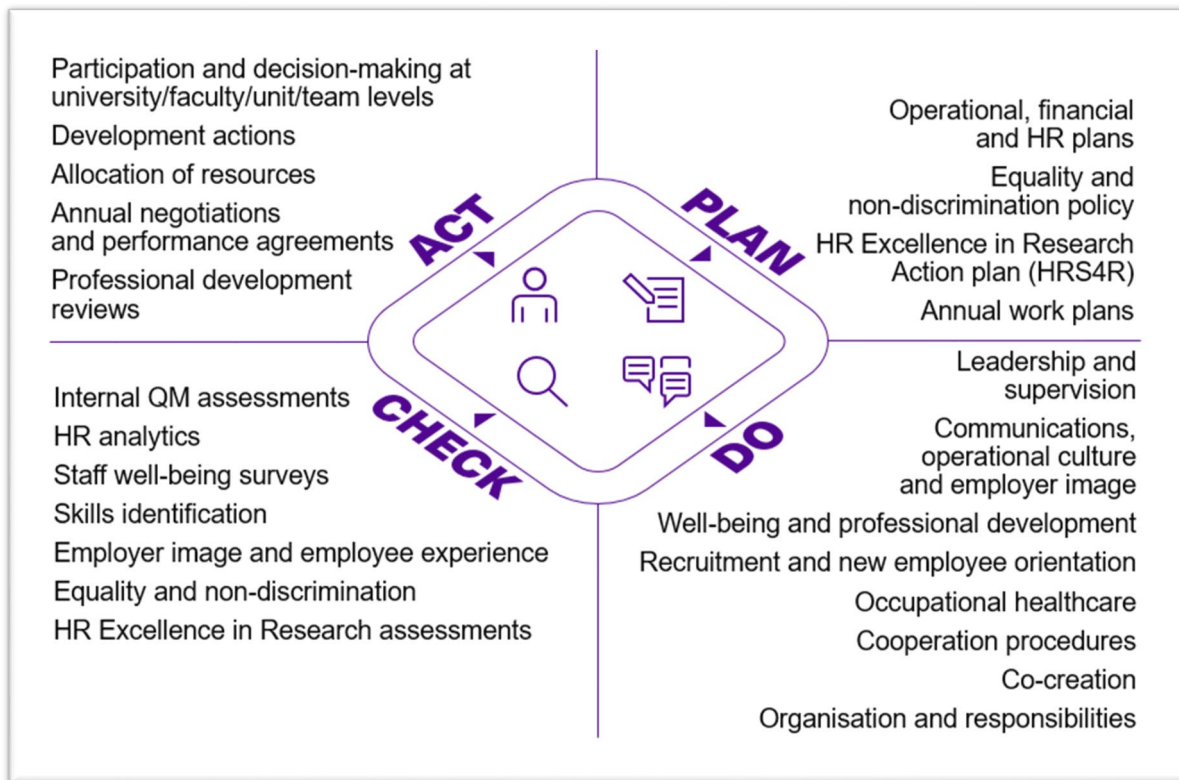


Image 6 Staff as a valuable resource and fostering a joint operating culture

The goals of the University's HR Programme are to increase the effectiveness of day-to-day workflows and processes, build a sense of community, improve occupational well-being and promote internationalisation. The aim is to establish a long-term HR policy, support personal career advancement and continuous learning among staff and support the integration of grant researchers into the university community. The goals of the HR Programme are promoted with the **work community development plan**. The plan is being prepared in close cooperation with the staff. The University is committed to providing a high-standard working environment for researchers and to develop an open, responsible, and high-impact research culture in accordance with the HR Excellence in Research quality label granted by the European Commission. To enhance and support the competence of staff, the University has, among other things, the Doctoral Schools, Teaching and Learning Centre (TLC), Tampere Institute for Advanced Study and human resources development services.

3.1 PLAN: Operational culture is built on collaboration

The faculties' and service areas' **human resources planning** are part of the annual planning process of operations and finances. By making the planning processes a coherent whole, it is

possible to anticipate changes in the personnel structure, identify professional development and training needs, increase employment stability, and promote strategic recruitment.

Work plans help managers to lead work and plan the division of labour at the units. Teaching and research staff have **total annual working time** and draft an annual work plan. In the work plan, working time is divided into education, research and societal impact, tasks in the university community and one's own capacity building.

The University's Equality and Non-discrimination Policy supports the achievement of the equality and non-discrimination objectives and helps to ensure that no member of the university community is put at an unfair disadvantage based on prohibited grounds of discrimination. The policy also sets out joint principles for the University's non-discrimination work. The Equality and Non-discrimination Policy, the guidelines for student assessment and the HR-related and operative goals promote equality and non-discrimination at the University.

The **Accessibility Policy** gathers a description of the current situation and identified development needs and measures to improve accessibility. The aim is that each member of the university community can feel included and equal regardless of their personal characteristics or life situation.

The **HR Excellence in Research Action Plan** serves as a roadmap for improving researchers' working conditions and operational culture. The Action Plan covers, among other things, open and transparent recruitment practices, the continuous improvement of researchers' working conditions and prerequisites, and the building of an open, influential, and responsible operational culture. The key measures include, for example, improving the flow of information with a 'researcher's desktop', and developing recruitment practices based on applicants' feedback.

3.2 DO: Towards functional daily workflows

The faculties and services organise the **structures and joint practices** that support the operations of their community in a way that enables community members to be heard and included in decision-making. Day-to-day work and occupational well-being are improved by streamlining processes and investing in leadership skills and the preconditions for teamwork. The staff is provided with continuous learning opportunities for professional development and career advancement. The University fosters the **international dimensions** of the community through recruitment activities, clear career paths and mobility support.

When academic staff is recruited, the University adheres to the principles of responsible researcher evaluation and the University's Equality and Non-discrimination Policy. The University is committed to the DORA declaration (San Francisco Declaration on Research Assessment)

and signed the Agreement on Reforming Research Assessment of EUA. The University is also involved in the CoARA (Coalition for Advancing Research Assessment) coalition which develops the assessment of research. To promote the recruitment of international-level talents, the marketing of vacancies and integration services, such as a network to support the employment of spouses, are developed.

The digital induction programme for new employees covers an introduction to employment relationship matters and the organisation and an orientation on supervisory tasks. Induction also includes the orientation supervisors provide for the employees on their specific tasks, and job-specific inductions on laboratory safety issues as well as an introduction to doctoral studies and teaching at the University. Orientation is offered to new employees, grant researchers and employees who return from abroad. Professional development reviews are conducted between the employee and supervisor once a year. The reviews support the planning of tasks, professional development, and well-being, and aligning individual professional goals with the University's strategic objectives. The university supports employees to **maintain their occupational well-being and working capacity** by offering coaching, sports and culture vouchers, and access to preventive occupational healthcare services. Family leave, other types of leave and flexible work schedules help employees maintain a balance between work and family life.

3.3 CHECK: Responsible monitoring and assessment

Evaluation of occupational well-being and leadership. Regular occupational well-being surveys provide valuable information on well-being, supervisory work and leadership and the development of results for internal and national comparisons with other higher education institutions. The survey results are discussed at different organisational levels. Based on the discussions, a university-level action plan is drafted.

The **Equal Opportunities Committee** monitors compliance with the Equality and Non-discrimination Policy and reviews feedback to improve the activities and respond to problems when necessary. Every two years, the committee carries out interviews and analyses data to assess the achievement of goals. **Faculties and services units** assess their human resources, personnel structure, recruitment needs and the achievement of goals when they update their annual HR plans. The HR plans are annually updated as part of the planning of operations and finances. **Professional development and reviews** are conducted to monitor progress towards the professional goals, set future goals and track well-being. The fluency of the recruitment process is assessed with a regular **applicants' feedback survey**.

Researchers' working and research conditions are regularly assessed as part of the HRS4R process. Researchers are included in internal self-assessments. Experts at the European Commission assess the action plan and its implementation at regular intervals.

Internal development-oriented assessments on the **operating culture, leadership and staff** are conducted in accordance with the University's joint processes and schedule. Development-oriented assessments (EFQM) highlight the effect and impact of an organisation's operating culture and the staff's key role in the quality and impact of operations.

Occupational health and safety are monitored at the University and unit levels. Workplace reports compiled by the occupational health services support the development of operations at the units. In the regular assessments of the operations and work-related occupational safety hazards map the physical and mental burden of work and the work environment. The University's Health and Safety Committee regularly monitors and assesses the occupational health and safety measures.

3.4 ACT: Knowledge-based improvement and recognition

The University's core tasks, University Regulations and strategy steer decision-making and the annual planning process within the faculties and service organisation. The management of faculties and services are responsible for the implementation of annual plans, including HR plans. The Equal Opportunities Committee monitors compliance with equality and non-discrimination principles and decides on necessary measures. The President decides on the Equality and Non-Discrimination Policy.

Indicators and development measures on leadership, supervisory work and occupational well-being are regularly monitored at different levels of the organisation. The results of occupational well-being surveys are processed on the University, faculty, team, and unit levels. Based on the indicators and development proposals, plans are drawn up to prioritise and schedule the practical measures to develop the operations. The University's Management Group and the management group of services monitor staff well-being and the progress of the agreed development actions. The goals of the HR programme have been included in the Work Community Development Plan that is drafted in close cooperation with staff. There is a regular dialogue between the employer and employees based on the Work Community Development Plan.

The **HR Excellence in Research** (HRS4R) group monitors the implementation of development actions relating to the HR Excellence in Research initiative and reports to the HR Excellence in Research steering group and Provost's quality team.

The University awards and recognises commitment and excellent quality. Prizes are awarded, among other things, for major contributions to societal impact and outstanding teaching. In addition to university-level recognitions, the faculties have their own rewards policies for teachers, researchers, and thesis writers.

Quality management responsibilities (operational culture)

Employee	all members of the university community have a duty to maintain and develop the operational culture.
Immediate supervisors	are responsible for having professional development reviews with staff each year and for implementing development actions.
Deans and Directors of service units	are responsible for the occupational well-being of staff in their faculty/unit and for implementing development actions.
Director of HR Services	is responsible for the outcomes and quality of operations at their faculty or service unit in accordance with the University's joint principles and guidelines.
Director, Operations Management and Administrative Services	is responsible for cooperation between employer and employees and for organising occupational health and safety measures.
Directors in the service organisation	lead and develop the services as a whole, monitor the building of the operational culture and daily workflows based on feedback and issue proposals to support their development.
HRS4R group	leads the HRS4R development work and monitors the implementation of operational plans
University's Management Group	monitors occupational well-being and the implementation of development actions.

4 Research creating a sustainable future

The mission of Finnish universities is to promote free research and academic and artistic education and, while carrying out their mission, to enhance the impact of research results and artistic activities in collaboration with society. Tampere University's strategy emphasises the building of sustainable world through research. "Together with our partners, we are developing solutions to increase human health and well-being, societal resilience and environmental sustainability." The University aims to undertake research that meets high standards of excellence and delivers significant impact for society.

The management defines the strategic goals of research together with the university community by considering the changing operational environment, stakeholder expectations and the results of internal and external assessments. The University is committed to central national and international policies and recommendations on the responsible assessment of researchers and research. Quality management supports the goals set for the University's research activities and promotes the continuous improvement of activities in line with the PDCA cycle. The quality of research is assessed by the international scientific community by peer-review (research funding applications, filling vacancies, promotion reviews, publications, and separate external assessments).

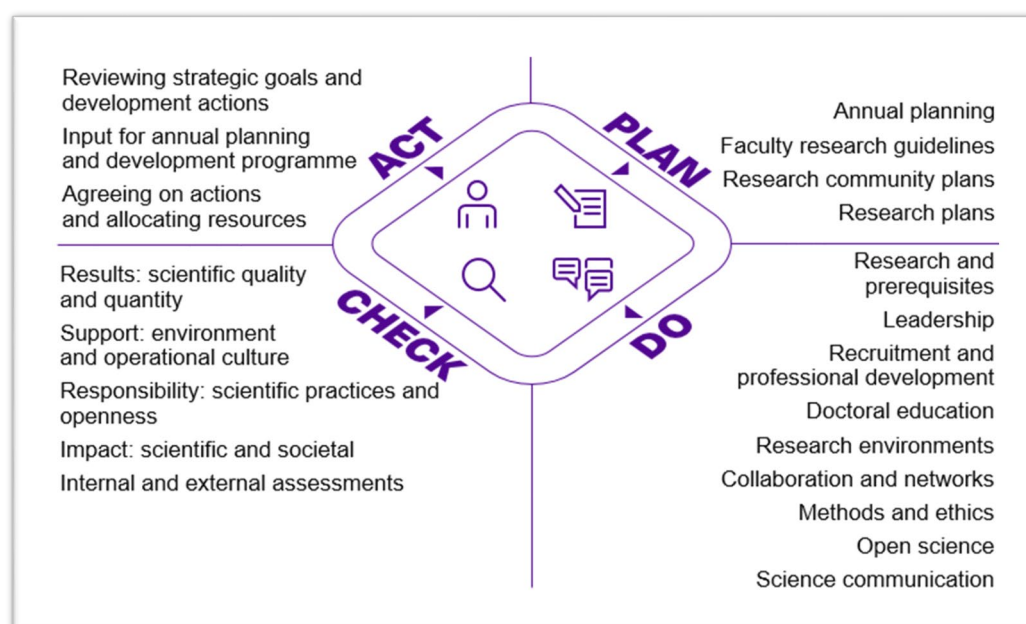


Figure 7 PDCA cycle of research prerequisites

To maintain progress towards the strategic goals, the University implements the Research Development Programme, leads and organises research and the conditions for doing research,

and strengthens the international attractiveness of its scientific community. The practical steps taken include the setting up and strengthening of the research platforms and Tampere Institute for Advanced Study, the development of researchers' career path, promoting international cooperation and maintaining and administering a high-level research infrastructure.

4.1 PLAN: Building a more sustainable world through high-quality research

The University's core tasks, and strategy documents govern the definition of goals for research activities and the progress made is monitored by the University's management on all operational levels. The strategy is put into practice especially by **annual planning and research development programmes**. During the annual planning process, faculties define and prioritise their goals for research and development areas. University and faculty management follow indicators, procedures, and **principles of responsible evaluation** to achieve the strategic goals and research strategy goals set by the University and the achievement of goals agreed with the Ministry of Education and Culture. Operations management is responsible for supporting the University's goals in line with Finland's higher education policy.

The University supports achieving the strategic goals of research with university-level development programmes. Vice President, Research leads the drafting and implementation of programmes. The topics chosen to be included in the research development programmes reflect the University's strategy, external research assessment and other development needs. The development programmes support the strategic planning, leading, implementation and monitoring of research and its prerequisites.

4.2 DO: Maintaining and improving research prerequisites

Tampere University's management facilitates the achievement of strategic research goals by creating, improving, and governing the prerequisites for research. The **Vice President, Research** leads the development of research and research support services. The Vice President is supported by the **Science Council**, which comprises Vice Deans, Research and researchers appointed by the faculties. The Science Council prepares and shares information between the faculties and decision-making bodies and promotes the implementation of the Research Development Programme. **Deans** are members of the University's Management Group. Deans and Vice Deans are responsible for leading research at their faculty in accordance with their division of labour. **Researchers** work in research groups, research programmes, research centres, research platforms, the Tampere Institute for Advanced Study, and externally funded projects. **The Doctoral Education Coordination Group** is a collaboration platform for the doctoral

programmes at the faculties and the steering committee of the Doctoral School of Tampere University.

The University is committed to adhering to the key national and international principles of **open science and research ethics**. The University has an open science policy and action programme and guidelines on research ethics processes (ethical review, research permits, data protection and procedures for handling breaches of Responsible Conduct of Research. RCR). The University actively participates in the drafting of national policies and recommendations.

Tampere University invests in the **prerequisites for research** at several levels. A special emphasis is placed on the development of strategic research environments at the University and faculty levels. Besides the faculty structure, the University maintains multidisciplinary research platforms for researchers and stakeholders from the private, public and third sectors. The aim of research platforms is to support high-quality research with significant societal impact, responding to important societal questions and to enable new external funding. Top researchers from all fields across the world can apply to the Tampere Institute for Advanced Study.

The mechanisms promoting professional growth include doctoral education, the tenure track career system, international mobility, and international recruitment. Students can orient to a research career already during their bachelor's and master's degrees. **The general research prerequisites** include research resources, research competence, research environments (infrastructure, including data), research architecture (organisation), research management and communications and services that support research. **The special prerequisites for research** are based on the University's strategy. They include multidisciplinary and cross-disciplinary collaboration across organisational boundaries, collaboration with businesses, responsible conduct of research (instruction in and adherence to good scientific practice and research ethics and the systematic promotion of open access to research), and support services that are adequately resourced and tailored to support the achievement of strategic goals (especially Research and Innovation Support, Laboratory Services, University Library, IT Services, and the Finnish Social Science Data Archive FSD).

4.3 CHECK: Responsible monitoring and assessment

The University is committed to improving the working conditions of researchers and promoting responsible, open, ethical and high-impact scientific research in accordance with the principles of the Human Resources Strategy for Researchers (HRS4R) launched by the European Commission. The schedule and procedures for following up on the implementation of the HRS4R action plan are agreed with the European Commission.

Tampere University ensures its alignment with the DORA declaration (San Francisco Declaration on Research Assessment) and the CoARA agreement (Coalition for Advancing Research Assessment) and complies with the national and international codes of best practice for assessing research and researchers. The University and the faculties comply with the **principles of responsible research monitoring and assessment**. These principles place an emphasis on respecting the differences between scientific disciplines, the pertinence of assessment procedures, reliability, strategic alignment, cost-effectiveness and the University's societal responsibility and interaction with society. Research impact is monitored and assessed in many ways by considering the entire research process and the University as a research environment.

The management of the University and faculties assess the quality and impact of research as part of **planning the strategy and annual planning**. The **Science Council**, which supports Vice President, Research, **assesses** the achievement of the strategic goals of research and the progress made towards achieving them. **The Academic Board, University's Management Group and the Board** annually process a current review of research. The **Science Council and Education Council** assess the progress made with research and education cooperation in joint meetings. The organisation, implementation and impact of research activities and prerequisites are assessed in **internal development-oriented assessments** by applying the EFQM model.

At regular intervals, the University conducts **external research assessments** and participates in external assessments as required. The external assessment of entire research (Research Assessment Exercise, RAE) is conducted at the units through self-assessments and expert panels (previous assessment in 2022, next one in 2029). The University's research and research impact are also regularly assessed by the Research and Innovation Services (progress made with innovation activities), Science Council and Societal Interaction Council (societal interaction and impact), Doctoral Education Coordination Group (doctoral education) and the steering group for open science (progress made with open science) and Science Council (all aspects).

4.4 ACT: Decision-making based on internal assessments

The core tasks of a university defined by legislation, University Regulations and the strategy guide decision-making and operations. The University's management, faculties and service units agree on research goals, development areas, the schedule and follow-up procedures and research support services during the annual planning process. The necessary actions are prioritised, scheduled, and resourced as part of the annual planning process. Operational decisions on resources, structures and procedures are made by the President at the University level and

by Deans at the faculty level. The services units prepare the plans for decision-making in co-operation with the University's management and the Science Council.

Quality management responsibilities (research prerequisites)

Researchers	are responsible for complying with ethical standards, delivering impact through research, adhering to the principles of good scientific practice, maintaining progress as agreed with external funding agencies, and reporting on their research.
Heads of research communities	are responsible for quality management and the continuous development of activities within their research community.
Deans and Vice Deans, Research	are responsible for performing their assigned duties relating to the overall management and continuous development of their faculty's research activities to meet the agreed results.
Faculty Councils	monitor and develop the impact and quality of the faculty's research.
Directors of service units	are responsible for the delivery of professional services to support research.
Science Council	discusses the strategic development of research and prepares research-related matters for the Academic Board
Provost	serves as the academic President of research and education, supervises Deans and acts as the rapporteur of the Academic Board.
Vice President, Research	is responsible for the strategic alignment of research activities and leads research services
Academic Board	decides on the general regulations pertaining to research and monitors the University's research activities and the quality and impact of research.

5 Education creating sustainable expertise

In Finland, universities have a mission to promote independent academic research, academic and artistic education, and to provide research-based higher education and to educate students to serve their country and humanity. The University's tasks, strategy and values are the foundation for the provision of education. The strategy identifies learner-centredness and flexibility as aims for developing education. The seven faculties of Tampere University provide education in ten fields of study in Finnish and in English. There are approximately 100 bachelor's degree and/or master' degree programmes, of which some 25 are conducted in English. The University has approximately 25 doctoral programmes. The Universities Act and the University's strategy documents, University Regulations, Degree Regulations and guidelines, and the agreement with the University and Ministry of Education and Culture steer the implementation and organisation of educational activities. Continuous learning is discussed in Chapter 6.

Quality management in degree education aims to anticipate future competences required in education, research, and society and at ensuring that degree education provides the skills and professionals needed by society and employers. Quality management procedures enhance the

impact of education by building an understanding of the current state and the measures to be taken to achieve the goals.

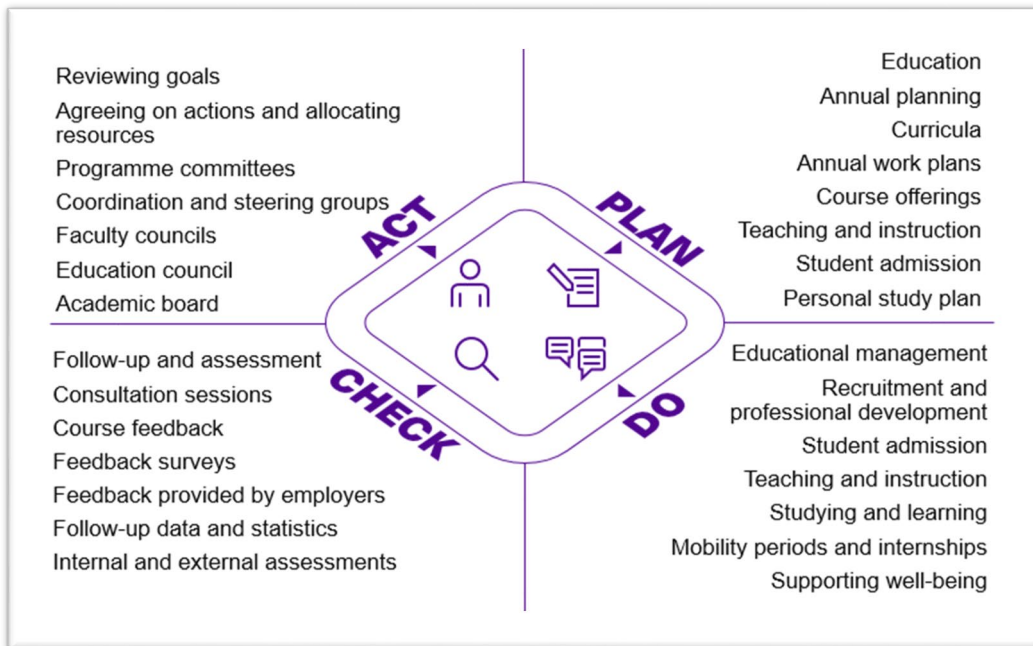


Figure 8 The PDCA cycle of degree education

Quality management in degree education comprises planning, implementation, assessment, and development (PDCA). It seeks to support **students** in developing their skills and competence, in growing into academic experts, and in promoting their well-being, sense of inclusion and effective academic progress; to support **teachers** in their work and provide them with tools, procedures and training for developing their teaching, to support **heads of degree programmes** in their work and build an understanding of the strengths of degree programmes, good practices and necessary development actions, and to support the **faculty management and the University management** with leading educational activities and to provide them with an understanding of the strengths, good practices and measures needed to further improve education.

The quality management principles of degree education apply to bachelor's degrees, master's degrees, and doctoral degrees, including English-language programmes. Joint principles provide a framework that is supplemented by faculty-specific and programme-specific guidelines and practices.

Quality management of education is integrated into the roles of the university community and stakeholders. Education is led and developed both according to specific roles and positions and administrative bodies and in collaboration with colleagues and students. Operations

management integrates quality management and the development of degree education into the strategic management of the University. The key process for managing the quality of education is the **curriculum design process**, and the key document is **the curriculum**.

5.1 PLAN: High-quality and high-impact study opportunities

The University's core tasks, strategy documents, annual planning process and Education Development Programme steer educational activities and the setting of related goals. The agreement between the University and the Ministry of Education and Culture sets the framework for identifying goals and planning the operations. Tampere University's strategy underlines high-quality, high-impact research-based education. The goal is to ensure the high quality of teaching and pedagogical solutions that support learning, students' opportunities for smooth and effective academic progress, good learning, and building strong competences. The faculties' annual goals and actions are defined during the **annual planning process**. **Resources** for teaching and study guidance are allocated in connection to operational, financial and HR planning with a clear link to curriculum design. The University has a policy for supporting and providing equal opportunities for staff and students and preventing discrimination and a work community development plan. Tampere University and TAMK have a joint well-being programme for students.

The University has principles for the **establishment and discontinuation** of degree programmes. If a degree programme is discontinued, students are always offered the opportunity to complete their degrees within a reasonable transition period.

The **Degree Programme Committees** draw up **curricula** and **teaching schedules** as part of the curriculum design process. Curriculum design is a collaborative process that entails the planning, implementation, assessment, and development of education according to agreed principles and practices. During this process, the educational task is assessed, the skills, competences and knowledge provided by the programmes are defined, and learning activities are organised to ensure that the expected learning outcomes can be met. Curricula are designed in collaboration by faculty staff, students, the Doctoral School, service units, TAMK and external stakeholders. Curricula and teaching schedules are made available on the University's public website for students and others interested in them.

Curricula are designed to enable students to make smooth and effective academic progress and graduate within the target time. The curricula include information on teaching, study planning and academic guidance, smooth and effective academic progress, student assessment, and the recording of credits. The curricula are competence-based and aligned with the European Credit Transfer System (ECTS), and the Finnish National Framework for Qualifications

and Other Competence Modules. When curricula are designed, the gradual accumulation of research skills and transferable skills and the achievement of the common learning outcomes of Tampere Universities are considered. The curricula enable students to spend a period either working or studying abroad and acquiring skills for sustainable development.

The common learning outcomes at Tampere Universities comprise learning abilities and critical thinking skills: ethics; employability skills; information technology and digital skills; development and innovation skills; interaction and communication skills; economic and management skills, and societal understanding, international outlook, and global responsibility.

The University's **guidelines for student assessment** and guidelines for the **recognition and accreditation of prior learning** govern the assessment of students' learning. The assessment criteria are based on the expected learning outcomes as described in the curricula. The **ethical principles and practices** that apply to teaching, learning and the conduct of research govern ethically sound and responsible learning and teaching.

Courses and learning environments are designed to enable students to maintain effective academic progress while completing the studies in an expedient order. Careful planning evens out the workload of teachers and students during individual periods and the entire academic year. Careful planning enables considering the need for the development of teaching and instructional skills or to dedicate time for research sabbaticals or other such arrangements. The University develops its learning environments in accordance with the principles of openness and accessibility.

To ensure that the **guidance and counselling services** are sufficient, timely and appropriate, the faculties and service units follow university-wide guidelines. Faculties and service units collaborate to develop guidance and counselling services, including the related roles and responsibilities. **Students** create a **personal study plan (PSP)** that helps them plan and keep track of their progress which they update in the education information system.

Applicants are admitted to suitable degree programmes by considering the goals set for the faculties, the target number of degrees to be conferred and future skills and competence needs. The University and the faculties participate in national and field-specific development of student admission procedures and align their own procedures with the national recommendations. The University ensures that all applicants are provided with equal opportunities to gain admission by developing admission criteria for multiple avenues of admission and organising efficient admission processes.

5.2 DO: Towards learner-centred learning and expertise

The University embraces a **student-centred approach** to support students' **active role** in learning, the planning of studies, and the accumulation of academic expertise. Students are responsible for creating, monitoring, and updating their personal study plan. **Free choice studies** offer students the opportunity to explore **multiple fields** to meet their personal and careers goals while working towards their degree. Students can build their **international competence** by student exchange, on home campus, and in the international student community. Students learn **research skills** and participate and practice research activities during their studies. Students can participate in the development of education by giving feedback, being active in student associations or being a student representative in the administrative bodies and working groups of the University, faculty, and degree programme. Students can become **student ambassadors** and present their programme to prospective applicants as well as tutor first-year students. The **common learning outcomes** of Tampere Universities, the **learning outcomes of degree education, studies in sustainable development and the ethical principles and practices** provide a foundation for students to develop sustainable expertise. Students can also expand their competences by engaging in other student activities, such as extracurricular activities, volunteer work, and work experience.

Tampere University promotes **effective academic progress** by clear curricula and course offerings, flexibly study and learning opportunities, the student-centred approach, taking care and improving students' well-being and study ability, and providing sufficient services to support learning.

Teaching and student assessment are based on the curricula and the expected learning outcomes. The university's guidelines and practices govern the **assessment of studies and learning and their recognition towards the degrees**. The teacher in charge of a given course is responsible for assessing the coursework. **Theses** substantiate the quality of education. The university's Degree Regulations set the procedures for assessing and approving theses and for appeals. Theses undergo an originality check before they are assessed. Suspected violations of academic integrity and the principles of good scientific practice are investigated in accordance with the university-wide policy and the guidelines issued by the Finnish Advisory Board on Research Integrity (TENK).

The **teaching and guidance competences** of academic staff are assessed at the recruitment stage. To support this assessment, the University has a pool of pedagogical specialists, staff, and students. The University is also committed to developing teaching skills. The Teaching and Learning Centre (TLC) strengthens the level of expertise in university pedagogy within Tampere Universities, among other things, by providing teachers personnel training. The Faculty of

Education and Culture organises studies in university pedagogy up until the teacher's pedagogical competence of 60 credits.

Aim of quality management	Roles and responsibilities	Monitoring and development
Support the accumulation of the student's competence and expertise, well-being, inclusion, and the completion of the degree.	The student is responsible for the planning and implementation of his or her studies and for giving feedback as part of teaching.	Expertise and the implementation of the plan is monitored as part of teaching, the assessment of expertise and learning and supervision.
Supports the teacher's work and offers tools, procedures, and education to develop teaching .	The teacher is responsible for developing the content and pedagogy of their teaching and competence and for using monitoring and follow-up data.	Professional performance reviews with the supervisor and development work in accordance with the practices of the degree programme.
Creates an understanding of the strengths, good practices, and necessary measures of the degree programme to meet the skills needs of society.	Head of degree programme or doctoral programme is responsible for the development of the quality of the programme in accordance with the University's principles and practices.	The quality of education is developed as part of teaching, in collegial collaboration, planning groups and development events together with the students.
Creates an understanding of the strengths, good practices, and necessary measures of the curriculum to meet the skills needs of society.	The curriculum design committee of a degree or doctoral programme assesses and develops the degree programme and its curriculum.	The curricula are assessed and developed based on forecasting and feedback data in accordance with the University's joint processes at least every three years.

Figure 3 Quality management goals, responsibilities, and procedures of degree programmes

Educational management entails the organisation of education as a whole and the allocation of necessary resources by forecasting the educational, research-related, and societal competence needs. The strategy is implemented at faculties and service units by implementing the curricula, annual plans, and the Education Development Programme. The **Vice President, Education** (VPE) is responsible for the pedagogical and strategic management of education. The VPE is supported by the **Education Council** and the **coordination groups of degree education and doctoral education**. The Vice Deans, Education, heads of doctoral programmes and key staff members from the Doctoral School and service units serve on these coordination groups. **Heads of degree programmes and heads of doctoral programmes** (collectively referred to as heads of degree programmes) are responsible for the development of their programme and for leading curriculum design.

5.3 CHECK: Responsible monitoring and assessment

The knowledge-based development of education is governed by the European Standards and Guidelines in Higher Education (ESG2015). The University's **quality management procedures**

enhance the impact of degree education by building an understanding of the current situation and the measures that need to be taken to achieve the University's goals. The procedures for monitoring and assessing degree education are described in more detail in a document approved by Provost. Faculty-specific procedures and practices supplement the university-level guidelines.

The goals set for **education** and the results thereof are assessed in connection with the annual planning process and the agreement with the Ministry of Education and Culture. The quality and impact of degree education, educational activities, results, and prerequisites are assessed at the **University level** by the Academic Board, the Education Council, the Coordination Groups for Degree Education and Doctoral Education and at the **faculty level** by Education Steering Committee, Faculty Council, Management Group, and **programme-level** committees. In addition to assessing quality and results, the goal is to build an understanding of current strengths, good practices, and necessary improvements. Faculties annually organise joint interactive events for students and staff to discuss and assess degree education based on feedback and development ideas. Students have annually an opportunity to participate in an event where their degree programme is developed.

Quality management procedures guide the development of operations based on feedback, follow-up, and assessment data. The University makes use of national feedback data (Bachelor's Graduate Survey, career surveys) and follow-up information, for example, on applicants and numbers of degrees. Comparative data is valuable when the degree's reputation, appeal, graduates' skills, employment, and satisfaction with the studies is assessed. The University adds to the national and field-specific follow-up data by producing more information on applicants, students, and their goals.

Degree programmes monitor academic progress, students' competences and learning and learning environments. The operations and quality of degree programmes are assessed and developed in curriculum design. On the faculty level, Education Steering Group and Faculty Council monitor degree programmes and their development as a whole.

The quality of teaching and guidance and counselling is monitored with separate surveys conducted about teaching and supervision. The teacher assesses and develops his or her teaching based on feedback in curriculum design and based on professional reviews. Education Council monitors pedagogical development and the development of teachers' skills as part of following up on the Education and Learning Development Programme.

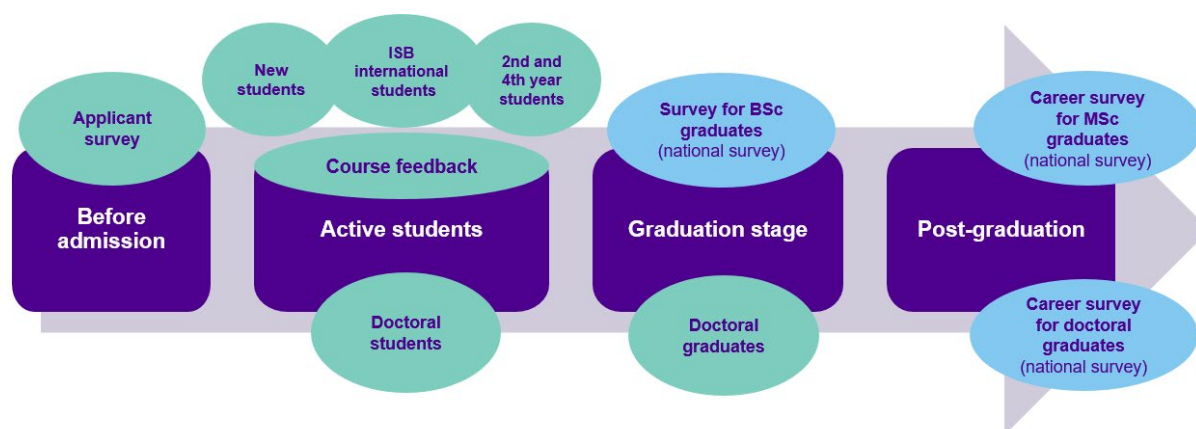


Figure 4 Surveys conducted to collect feedback on degree education

Learning, competences, and academic expertise are assessed as part of teaching, academic guidance and counselling and study attainments and using feedback. Students can use a self-assessment survey to develop their competence, which they can discuss in meetings with their supervisor.

The well-being of students and their engagement in the university community are monitored in daily interactions, as part of academic progress and with separate surveys. In addition, the Faculty Council and the student well-being group, which operates across Tampere Universities, monitor the achievement and impact of goals and measures. When necessary, the student is referred to the University's counselling services or Finnish Student Health Service (FSHS).

The efficiency of the **recruitment of students and admissions** and the appeal of education is assessed based on various surveys and statistics. Degree programmes annually assess the efficiency of admissions. The Education Coordination Group reviews the admissions marketing every year. The Education Council and the Academic Board annually monitor and assess the carrying out of admissions and development needs.

Education is regularly assessed as **part of the University's development-oriented assessments** (EFQM). Faculties participate in internal development-oriented assessments according to a joint schedule. The University also participates in Finnish Education Evaluation Centre's (FINEEC) thematic and field-specific assessments.

5.4 ACT: The university community participates in assessment-based decision-making

Education as a whole is developed based on the University's mission, strategy and the competences students will need in society and working life. Faculty-specific goals and development

areas, the schedule for development actions and the monitoring processes are agreed during the annual planning process. The Education and Continuous Learning unit meets with student union representatives 2–3 times each semester. The student union's matters are discussed every month in the meetings of the University's extended management group.

The functionality and relevance of **curricula and teaching schedules** are assessed each year as part of curriculum design. The Faculty Councils confirm the curricula of degree programmes every three years and the teaching schedules on an annual basis. Curricula may be amended when necessary, in accordance with university-wide practices.

Staff and students participate in developing the activities, among other things, by serving on the planning and steering committees, Faculty Councils, Education Coordination Group, Education Council, Academic Board and Provost's Quality Team.

Academic Board is tasked with **monitoring** the education provided by the University and the quality and impact thereof with issuing related guidelines and instructions when necessary. The University monitors degree education and admissions in accordance with the curriculum cycle and the phase of the agreement with the Ministry of Education and Culture. Academic Board decides on the principles of curriculum design and on the establishment and discontinuation of degree programmes.

Quality management responsibilities (degree education)

Degree programme level	
Students	are responsible for the planning and implementation of their studies and for giving feedback as part of teaching.
Teachers	are responsible for developing the content and pedagogy of their teaching and their own competence.
Heads of degree programmes	are responsible for the quality management, educational oversight and continuous development of their degree programme based on feedback and follow-up data.
Degree Programme Committees	implement and develop curriculum design, draw up and develop the curriculum, and identify the needs to develop the degree programme and its curriculum in the short and longer term based on feedback, statistics, and follow-up data.
Doctoral Programme Planning Committees	implement and develop curriculum design in a doctoral programme, draw up the curriculum for a doctoral programme and develop the curriculum further.
Faculty level	
Deans and Vice Deans, Education	according to their division of labour, are responsible for performing their duties relating to the overall management and continuous development of their faculty's education provision to meet the agreed results. Deans decide on education-related matters within the limits of their authority.
Vice Dean, Education	leads the curriculum design and pedagogical development of the faculties' programmes in collaboration with the Dean.
Faculties' Education Steering Groups	coordinate and prepare the curriculum design process for the degree programmes, draw up strategic and content-based priorities for the creation and development of curricula for consideration by Faculty Council, monitor educational indicators and identify faculty-level development needs. The steering groups are appointed by faculties as necessary.
Faculties' Doctoral Education Steering Groups	coordinate and prepare the curriculum design process for the doctoral programmes and support the planning, assessment, and development of the faculty's doctoral programmes. The steering groups are appointed by faculties as necessary.
Faculty Councils	monitor education and its quality and impact at the faculty, make decisions within the limits of their authority and issue proposals for consideration by Academic Board or President.
University level	
Vice President, Education	is responsible for the pedagogical leadership and strategic management of education in accordance with strategic goals.
Directors of service units	are responsible for the quality and relevance of service processes, providing academic staff with appropriate and sufficient data and information in line with the PDCA cycle.
Education Coordination Group	monitors and supports the development of services and learning environments and builds an understanding of strengths, good practices and the necessary development actions by utilising feedback and follow-up data.
Doctoral Education Coordination Group	coordinates collaboration between doctoral programmes and the Doctoral School, shares good practices and serves as the steering committee of the Doctoral School.
Education Council	assesses the quality of education, promotes scientific and artistic erudition and high standard, ethical research-based teaching, continuous expansion of skills and competences that benefit society, students' well-being, positive student experience, and develops pedagogy and learning environments, promotes sharing of good practises, and supports academic staff and university management in matters related to education.
Provost	serves as the academic President of research and education and the supervisor of Deans.
Academic Board	decides on Degree Regulations and other general policies and principles pertaining to teaching, the establishment and discontinuation of degree programmes and the general admission requirements, monitors the University's education and its impact and quality.

6 Impact through interaction

Tampere University's strategic goal is to develop solutions to challenges in well-being and health, the resilience of societies and environmental sustainability. The University also wants to act as a stronger partner and societal influencer. Tampere University has a solid foundation for delivering impact for society: the former University of Tampere was the well-known partner of public organisations, and the third sector, and Tampere University of Technology was known for its strong tradition of developing and pursuing new avenues of industry collaboration. Tampere University of Applied Sciences (TAMK) further increases the impact of the Tampere Universities community, especially in the sphere of RDI activities.

Under Finnish legislation, universities have a duty to interact with and contribute to society through their core tasks, which are research and education, expert tasks, and the services they provide. **Societal impact** refers to the impacts and influences that the University's activities have on society. **Societal interaction** means collaborating with external stakeholders. In practice, societal interaction is most often an inseparable element of research and education (Figure 10)

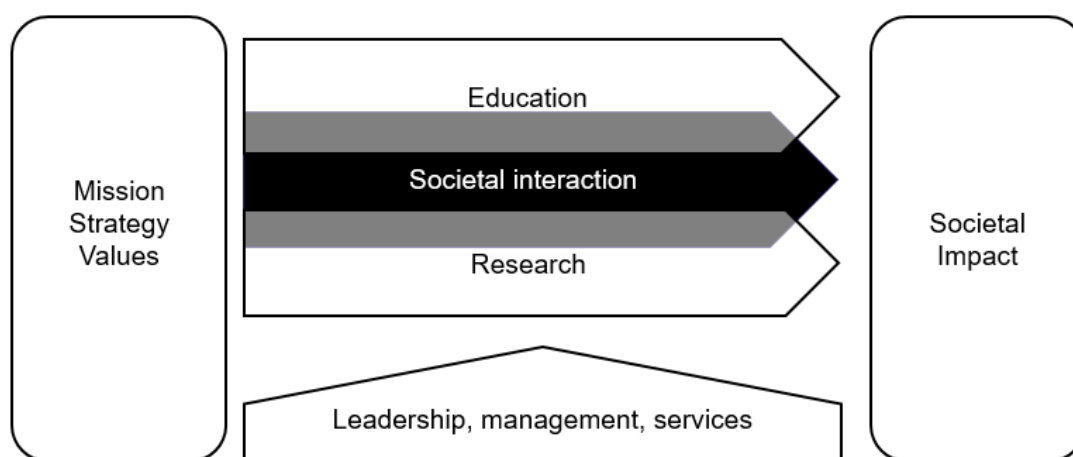


Figure 5 Education, research and societal interaction create societal impact

Research makes an impact on society, among other things, by generating new knowledge and providing access to openly available research data and practical application environments. Collaboration with citizens, companies and local actors strengthen the University's impact both locally and globally. Talented graduates and alumni are a proof to the **societal impact of education**. Students, student associations and student union TREY participate in the university community's activities and are represented in the administrative bodies and development groups. TREY, the student union of Tampere University, brings students together and prepares them for active, informed, and critical citizenship and thereby supports civic engagement.

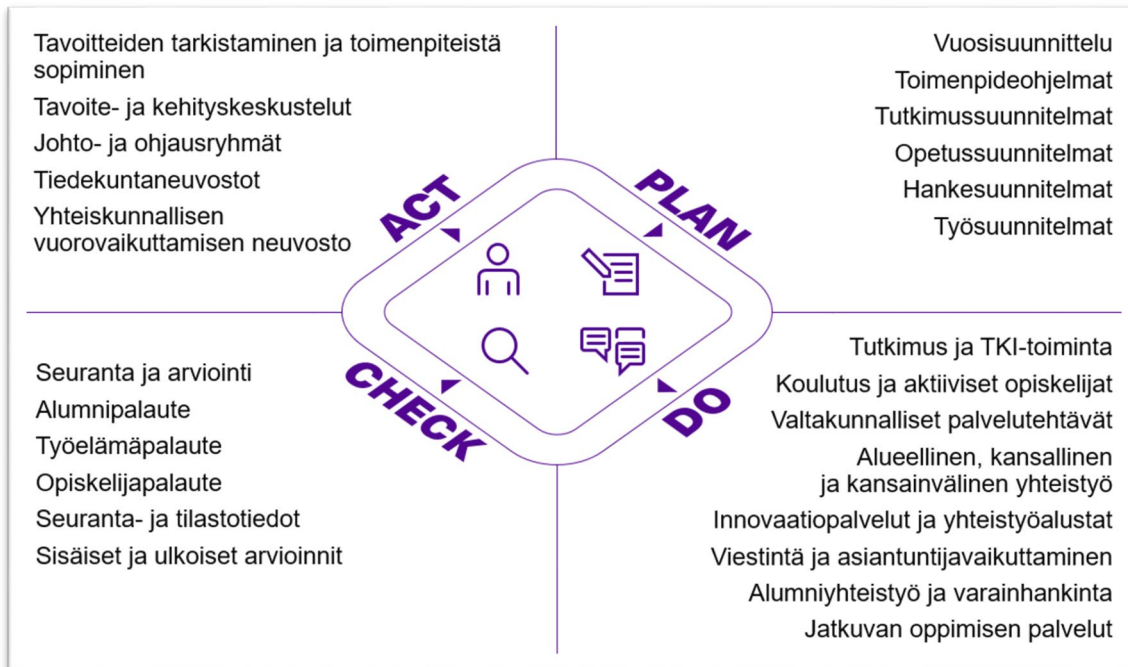


Figure 6: The PDCA cycle of societal interaction

The University's research and teaching staff actively collaborate with their networks and stakeholders in different sectors of society. Stakeholder groups are involved in different roles in the University's operations, among other things, as Board members, founders of the Tampere University Foundation sr, advisory bodies and professors of practice. **Board members represent a high level of national and international expertise in the arts and sciences** represented at the Foundation and in societal and business life. **Tampere University's Advisory Board for Relations with Working Life** is a joint forum for the University's management and representatives of industry, business and working life. Working life connections are also strengthened by **professors of practice** who work at the faculties and the **faculties' advisory boards**. The 21 founding members of Tampere University Foundation sr reflect the University's multidisciplinary.

Provost is responsible for leading societal interaction in line with the strategic goals. **The Societal Interaction Council** supports the University's preconditions for collaborating with society. The Council prepares, initiates, and recommends matters to support societal interaction and oversees the fulfilment of the Societal Interaction Programme. Its tasks also include awareness-raising in the university community, sharing good practices in societal interaction and strengthening interaction at Tampere Universities. The Council comprises actors from different faculties and organisational levels and from Tampere University of Applied Sciences.

The sustainable development perspective is a central theme in the impact the University is making. The responsible and sustainable operations of Tampere Universities are steered by international, national, and local goals and commitments. The theses on sustainable development and responsibility drawn up by the Rectors' Council of Finnish Universities are the framework that promotes developing the University's operations and operating environment in a more sustainable and responsible direction (carbon footprint and handprint, equality, and equity).

6.1 PLAN: Together towards responsible impact

The Societal Interaction Council prepares an action programme based on the University's strategic goals. The action plan produces knowledge and recommendations for the Academic Board and President to increase the University's societal impact.

The University's strategy becomes concrete through the faculties' and service areas' operational plans and through development and action programmes. Time is reserved in teachers' and researchers' work plans for societal tasks. Partnership agreements are made at the University and project levels. The objectives and modes of cooperation are agreed together with the partners.

6.2 DO: Contributions to society through multiple avenues

The strategic goals of the multidisciplinary Tampere University are to be **a strong partner and an active societal influencer that challenges and helps society's structures and actors to renew themselves**. The University **encourages university community members** to participate in societal interaction, offers platforms and modes of operation for collaboration with stakeholders and rewards university community members and alumni for active societal interaction. **Fund-raising** increases the University's capital and supports new openings in research and education. The endowment culture of Tampere Universities is based on ethics, openness, and a respect for the donors' wishes.

The international impact of the University and the strategic goal of being an internationally esteemed research university are promoted, among other things, through networks, research projects, joint publications, transnational education, development cooperation projects, student and staff mobility and international expert tasks. The University is involved in European university alliances such as the European Consortium of Innovative Universities (ECIU) whose pilot projects are developing network-based education as the future of university education in Europe.

As agreed with the Ministry of Education and Culture, Tampere University has **national service tasks**: the coordination of the **University Consortia of Seinäjoki and Pori** and the **Finnish**

Social Science Data Archive (FSD), the **Finnish Centre for Alternative Methods (FICAM)** and the **Tampere Teacher Training School**. The University also provides **paid services**, such as continuing education, congress and facilities services, commissioned research, transnational education and measuring device services.

Stakeholder collaboration is a natural part of projects, project and service research, innovations, and teaching. **Research and development platforms**, which operate adjacent to the faculty structure, support cooperation with the private, public and third sectors. University-level collaborative platforms include, Doctoral School of Industry Innovations (DSII), Core-Lab co-creation platform, Fablab digital fabrication laboratory, Kampusklubi, and HUBS, which is a joint entrepreneurship and innovation environment with TAMK that offers the community and stakeholders knowledge, networking, and facilities. RDIL cooperation (research, development, innovation, and learning) produces, among other things, inventions, patents, licences, standards, spin-off companies and study projects and theses. Collaboration offers stakeholders, for example, cutting edge research-based knowledge, opportunities to use the University's research environments, expertise for product development, development of work communities, and skilled interns and students working on their project or thesis.

Cooperation with actors in the Tampere Region, such as municipalities, Centre for Economic Development, Transport and Environment (ELY) and regional business networks is regular and functional. The University has a partnership agreement with the City of Tampere and the Tampere Health ecosystem with Tampere University Hospital and the City of Tampere. Tampere University also maintains a presence in regional collaboration hubs, such as the former industrial suburb of Hiedanranta and Nokia Arena where Tampere Universities have a joint research and presentation space Paidia.

As the multidisciplinary educator of experts who change the world, the University offers **versatile solutions for continuous learning and capacity building** and learning environments together with the partners. The continuous education and commissioned education produced for people and client organisations extend research-based knowledge to be used by society and individuals. Publicly funded projects and specialist trainings promote employment and the development of continuous learning regionally, nationally, and internationally. They respond to the needs and challenges of working life, such as the lack of skilled employees and the updating of professional skills. Continuous learning services at Tampere Universities have been collected under the joint marketing name of **Tree – Continuous Learning Services**.

At Tampere University, Open University education is integrated into degree studies. The solutions support students to make academic progress, become students and develop their expertise also after they have transferred to working life. **Juniversity** offers science outreach

activities to **children and young people** from pre-school to upper secondary and vocational education. The activities are generally free of charge and organised in collaboration with schools, teachers, families, companies and faculties and research centres. Activities and services are improved based on performance indicators and feedback. Juniversity is a member of the nationwide LUMA Centre Finland network.

The mission of universities is to educate students to serve their country and humanity. **Students and alumni** participate in the development of their living, working, and learning environments in associations, workplaces, administrative bodies and working groups, and as volunteers or Council members. Students gain first-hand insights into working life through internships, real-world projects and theses, research groups and summer jobs. The University encourages students to be active and participate in the activities of the administrative bodies and preparatory groups as well as civil society. Students can earn credits towards their degrees for volunteering and holding positions of trust. **Tampere Alumni** builds partnerships and connects with graduates from Tampere Universities and their predecessors. The graduates can further expand their skills for free by attending courses as alumni students for a year after their graduation.

Communications and events strengthen the University's societal role and impact. On its website and social media, in events and by cooperating with the media, the University communicates about its community of experts, services, education provision and research, research results and their impact. Information on individual scientists and researchers is published on the public **TUNICRIS** system. Research communities and projects have their own web pages. The **Partners in Collaboration newsletter** features news and events and highlights services and opportunities for collaboration at Tampere Universities. **Expert impacts** include the University's specialists who hold national and international positions of trust, advisory roles in legislative and standardisation processes, and who comment in traditional and social media. In **Science Day** events and other science events organised for the public, researchers from different fields talk about research and the opportunities it offers in an interesting way using layman terms.

6.3 CHECK: Responsible monitoring and assessment

Societal Impact Council, Science Council and Education Council prepare and take initiative to develop indicators and assessment procedures for societal interaction and impact. Societal impact, operational culture and the modes of operation and stakeholder cooperation are examined in internal development-oriented assessments. There is a set of indicators for assessing societal impact as a whole. **The indicators** describe the operations from four perspectives: visibility

and services, science communications and the impact of experts, active business and working life networks, and innovations, technology transfers and entrepreneurship.

Societal Impact Council annually assesses the University's entire societal impact and produces a situation picture for the Academic Board. The **Academic Board's** duties include monitoring the University's societal impact as a whole and its effectiveness and quality. **Faculties** assess their societal impact as part of annual planning. The **Board** assesses the productivity of societal impact based on an annual report.

The University monitors the views of **internal and external stakeholder groups** and the **reputation and visibility of the University** through feedback and follow-up reports. Feedback is gathered from applicants, students, and graduates. Communication Services actively monitor social media. Visibility and reputation data is discussed by the University's management and the service areas.

6.4 ACT: Putting plans into action

The University's operations and decision-making are guided by legislation and the University's strategy, regulations, and policies. The division of decision-making and responsibilities for implementation to multiple actors places a special emphasis on collaboration among the actors. In decision-making and the continuous development of operations, the goals, development needs and resources are considered. The societal impact procedures cut through the faculties and the service organisation.

Based on its follow-up data, Societal Interaction Council drafts university-level plans and development actions to continuously improve the operations.

Quality management responsibilities (interaction with society)

Students	interact with the broader society in the context of their studies and other student activities.
Research and teaching staff and support staff	develop and implement societal interaction activities in line with their mission and expertise.
Deans and Directors of service units	are responsible for the outcomes, quality and continuous improvement of activities following the University's joint policies and guidelines.
Faculty Councils	monitor the faculties' societal interaction as a whole and its impact and quality.
Societal Interaction Council	prepares and promotes initiatives and issues recommendations to promote societal interaction, monitors the fulfilment of the Societal Interaction Programme and increases awareness in the university community, shares good practices and strengthens internal interaction across Tampere Universities.

Academic Board	monitors the University's societal interaction as a whole and its impact and quality.
Provost	is responsible for leading societal interaction in line with the strategic goals.
Board	decides on the University's strategy, matters concerning the University's operations and finances and other far-reaching plans (including interaction with society).