



We work together to build a sustainable world

Tampere University's Quality Manual

Updated on 12 September 2025

Updates and revisions

Quality Manual version 1.0	The Quality Manual was prepared by service unit specialists and processed by the University's bodies and management.	President's decision of 3 May 2021
		Technical revisions 22 November 2021
Quality Manual version 1.1	The Quality Manual was checked and revised by the service units. The key changes concerned quality management at the faculties and service units and the responsibilities related to leading societal impact (table) and the quality cycle (Figure 11).	President's decision of 15
	The Quality Manual was updated to correspond to the Regulations of Tampere University and other responsibilities.	Technical revisions 12 September 2025

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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 society and promote the societal impact of 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 in technology, health and society. Together with our partners, we are developing solutions to increase human well-being and health, the resilience of society, and build the sustainability of the natural environment. Our University contributes to scholarship by creating new knowledge and enduring expertise. Tampere University's 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 strategic goals and strengthen their impact in accordance with the values of the University. The University is committed 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 refers to the continuous development of operations 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 outcomes (CHECK) and knowledge-based decision-making and actions (ACT). The Quality Manual is divided into six chapters based on the PDCA cycle. The first chapter introduces the management and quality management systems, 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 while the last chapter deals with stakeholder collaboration.

The 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 25,000 students and employees. Research and education are undertaken at seven faculties which are Built Environment, Education and Culture, Engineering and Natural Sciences, Information Technology and Communication Sciences, Management and Business, Medicine and Health Technology and Social Sciences. The operations and achievement of objectives are guided 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 in cooperation with the University community. The strategy is refined with the community and stakeholders considering societal needs and changes in the University's operating environment.

Quality management (QM) aims to support the University's strategic goals, and the impact of its core tasks in accordance with the University's values. The University is committed to international and national quality management principles and practices. In developing its operations, the University uses the Deming cycle (PDCA) – the so-called quality cycle – and utilises the European Foundation for Quality Management model (EFQM2025). The model is committed to European core values and the UN's Sustainable Development Goals.

QM responsibilities are aligned with the management system. In administration and decision-making, Tampere University adheres to the principles of good governance, subsidiarity and transparency. 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 daily activities across the University community. All staff and students have a responsibility to maintain and develop the quality of activities in their individual roles. University regulations, guidelines and procedures are available on the intranet.

Tampere University's management system

Tampere University Foundation sr, acting as Tampere University and Tampere University of Applied Sciences (TAMK), form the Tampere Universities community. Tampere University's management system is in line with its legal status as a foundation university and it has its own quality system. TAMK is a limited company with its own management and quality system. Tampere University coordinates the University Consortium of Seinäjoki. University students are members of the autonomous Student Union TREY.

The Universities Act provides universities with autonomy, 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 a foundation university (Academic Board at Tampere University) and Faculty Councils. The Universities Act allows universities to establish other administrative bodies, which at Tampere University include vice presidents and deans and the University's management group that supports the president. 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.

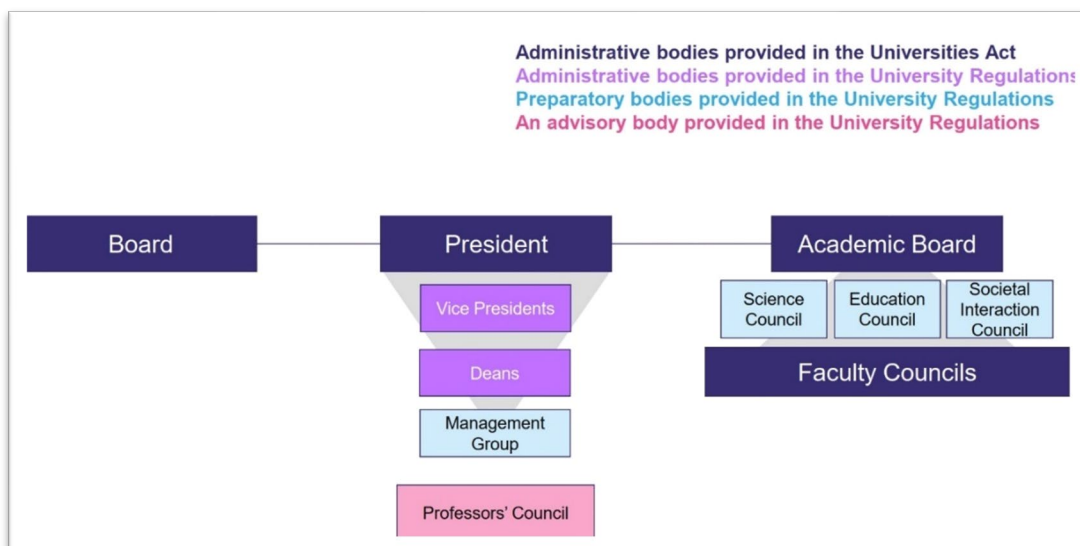


Figure 1. Tampere University's administrative bodies 1 January 2025.

The President leads the University and has the overall responsibility for its economic, efficient and productive performance and the implementation and development of the University's

strategy. The President assembles a **Management Group** to assist in these matters. President 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 also 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 strategy

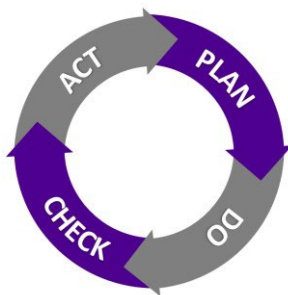
In 2030, Tampere University's strategic goal is to be a thriving internationally esteemed research university, an educator of world-changing professionals, and an active partner and societal influencer. The University aims to continuously improve the scientific quality and impact of its research and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

The purpose of the **quality management system** is to support the University's core tasks and strategic goals and strengthen their impact in accordance with the values of the University. The **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 based on the quality cycle (PDCA). The frame of reference of the University's quality management (EFQM2025) supports leadership, the execution and impact of the core tasks, highlights the significance of staff and encourages cooperation with stakeholders.

PLAN	DIRECTION	1 PURPOSE, VISION & STRATEGY
		2 ORGANISATIONAL CULTURE & VALUES
DO	EXECUTION	3 ENGAGING COMMUNITY AND STAKEHOLDERS
		4 RESEARCH EDUCATION SOCIETAL ENGAGEMENT
		5 DRIVING PERFORMANCE & TRANSFORMATION
CHECK	RESULTS AND IMPACT	6 STAKEHOLDER PERCEPTIONS
		7 STRATEGIC & OPERATIONAL PERFORMANCE

Figure 2 QM framework supports strategic leadership and the impact of core tasks (EFQM2025).

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



What is our direction (PLAN)?

(1) What is the purpose, vision and strategy of the University (operations and 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 does the quality of operations and services support core tasks? **What is our impact?**

(6) How do the University community and stakeholders evaluate the University's operations and outcomes?

(7) What are our outcomes and impact **which 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 activities. The university-level quality cycle (PDCA) gathers the most central plans, practices, monitoring and assessment methods and decision-making forums (Figure 3). Operations are guided by the University's annual circular calendars. Faculty-, service unit- and degree-specific guidelines and practices 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 and faculties' and service units' quality cycles). Deans and directors are responsible for the quality management of their faculty or service unit according to their respective quality cycle

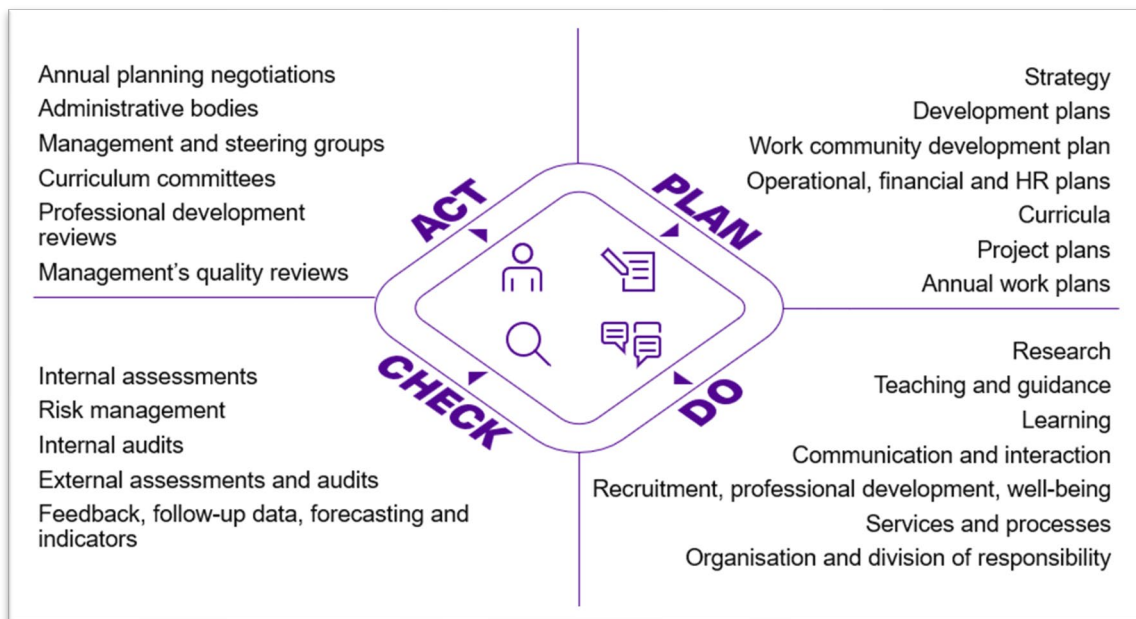


Figure 3 Tampere University's quality cycle: planning of operations (PLAN), execution (DO), monitoring and assessment (CHECK) and agreeing on the goals and measures for the next period (ACT)

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 especially by the research environments, interaction and collaboration, services for researchers, and the openness, transparency and sustainability of research. The quality and impact of education are ensured particularly through pro-active education provision that considers upcoming changes in the operating environment, research- and competence-based teaching, and services for teachers and students. The services are arranged at the University and group level or procured from external suppliers in a way that is commensurate with the delivery, quality and impact of the core tasks.

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 implementation of internal and external assessments. Internal assessment results are published on the intranet. The University participates in the thematic and university-specific assessments conducted by Finnish Education Evaluation Centre (Karvi). The purpose of the national **assessment framework** for higher education institutions is 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 actions required to achieve the goals.

The monitoring and reporting related to the agreement procedure with the **Ministry of Education and Culture** encourage the University to improve operational outcomes. The Ministry gives the University feedback on the progress it has made with development measures as part of interim review every few years

The assessment of the **quality and impact of research** is based on academic peer-review and national and international research indicators and principles (Research Assessment Exercise (RAE), funding applications, research outcomes). Researchers' working conditions and research environments are monitored in the Human Resources Strategy for Researchers (HRS4R) programme. **The quality and impact of degree education** are assessed in view of its goals, comparative statistics on universities compiled by the Ministry of Education and Culture and European quality management standards (ESG2015). Degree programmes are regularly assessed as part of curriculum design. The University promotes the **impact and societal responsibility** of its actions by monitoring the views and expectations of such stakeholders as ministries, collaboration partners, applicants, alumni and the public. Stakeholders also bring their input to evaluations, administrative bodies and advisory boards.

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 Impact Councils) and the University's and faculties' management groups assess their operations at least twice during their term of office. The assessments identify strengths, things to improve and development ideas. The management is responsible for prioritising, scheduling and communicating the development actions.

Development-oriented internal assessments support the knowledge-based management of the University. The multi-year assessment plan guides the implementation at the faculties and service organisation. The assessments increase the community members' participation opportunities and development skills and the benchmarking of good practices. In particular, the assessments consider strengths and areas that require review. The assessments also gather development ideas. The development-oriented assessments utilise the EFQM framework, and the results are published on the intranet. The responsibility for the planning and implementation of developmental assessments is delegated according to the management system.

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

University Regulations govern decision-making processes and quality management responsibilities are assigned based on the management system. Staff and students have a responsibility to maintain and develop the quality of operations based on their roles.

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

The University's Management Group is the steering group of quality management and annually 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 goal of the Vice President's Quality Team is to support the implementation of the university strategy, leadership and operations management by developing quality management and the quality culture. The Quality Team raises issues to be decided by the Management Group and/or President as required. The President reports to the Board on the quality management system and its functionality.

Quality management responsibilities (quality system)

University community member	is responsible for the quality of their actions and their development.
Quality management contact person	is responsible for the coordination and organisation of quality management at the faculty or service unit in accordance with joint principles and guidelines.
Quality Manager	is responsible for the maintenance and development of university-level quality management.
Faculty Council	monitors and evaluates the implementation of the faculty's operational and financial plan, monitors and develops the quality and impact of research, education and societal interaction of the faculty.
Dean and director of a service unit	is responsible for the outcomes, quality and continuous development of activities in accordance with university-level principles and guidelines.
Academic Board	monitors the University's research, education and societal interaction and the impact and quality of these activities.
University's Management Group	acts as the steering group of quality management, annually assesses the entire quality system and its functionality (quality review) and agrees on development measures and their schedule.
Vice President, strategic development	chairs the University's Quality Team. The Team aims to support the implementation of the University strategy and leadership and operations management by developing quality management and quality culture.
President	is responsible for the entire quality management system and its functionality, reports to the Board about it and decides about the University's Quality Manual and assessment plan.

2 Strategic management of operations and annual planning

Universities' operations are steered by national legislation and their agreements with the Ministry of Education and Culture. The Ministry and universities agree on national and institutional goals for four-year agreement periods. The agreements define each university's profile, areas of strength and emerging fields as well as the target number of degrees and appropriations that are based on the university's tasks and goals. At the same time, universities agree with the ministry on the monitoring and assessment of progress towards quantitative and qualitative goals.

At Tampere University, strategic management refers to the systematic implementation and renewal of the strategy through the management system. The purpose of the management system is to create structures and define principles and procedures as well as to ensure that there is a logical connection between the organisation's tasks and its purpose, strategy, goals and outcomes.

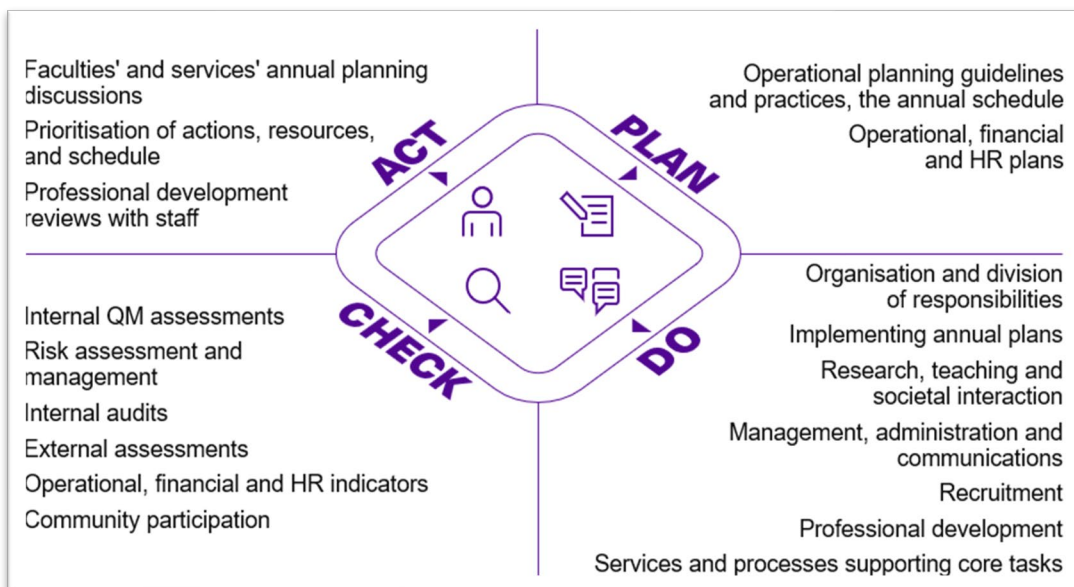


Figure 4. Operations management and annual planning: PDCA of operations, finances and HR planning.

Tampere University is committed to the principles and practices of good governance. Good governance comprises transparency, fairness and equal opportunities to participate in the University's activities. Good governance also supports efficient daily working and the management of operations in a changing environment.

2.1 PLAN: Strategy and plans guide operations

The University's mission, strategy and values steer the strategic management of operations and the identification of priority areas in research, education and social interaction as well as goal-setting at the faculties and service organisation.

Long-term **strategic planning** is supplemented and implemented by annual goals, measures and their resourcing. The Board annually approves a four-year **operational plan and budget** for the University. **Annual planning** encompasses the planning of operations, finances and human resources at the faculties and service units. Where necessary, the strategy is also implemented by separate **programmes and plans** for education, research and societal interaction. The **internal financial model** guides the funding of core tasks, services and strategic operations and supports long-term planning. The University's **reporting and forecasting practices** produce information for management, planning and development.

Faculties and service units plan and assess their operations and outcomes as part of the planning of finances and human resources. Annual planning instructions specify the procedures. Management, supervisory work, annual work plans and professional development reviews support the implementation of the strategy in daily operations.

2.2 DO: Undertaking annual planning

The strategy is implemented through the University's core tasks. Annual planning plays a key role in the implementation of the strategy. In the annual planning process, the University's management, faculties and service units assess the progress made in operations and outcomes, discuss goals, priorities and actions and agree on the goals for the following year. In the annual planning process, development measures are **planned, prioritised, scheduled and budgeted** and a long-term strategic HR plan is agreed. The annual planning process makes concrete the measures with which the faculties undertake education, research and societal impact. The service units plan their operations to support the faculties' goals.

2.3 CHECK: Procedures for assessing and developing operations and outcomes

The University monitors and assesses the efficiency, quality and impact of its operations. Impact is created through scientific and artistic research, research-based teaching and societal interaction. National and international indicators and other financial and operational reviews are monitored as part of Management Group work, annual planning and the Board's reviews of finances and performance. The Academic Board monitors the University's research, education

and societal interaction and the impact and quality of these activities. Faculties and service units monitor and assess their operations and performance to prioritise, schedule and allocate resources to 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 core tasks and strategic goals is supported by risk management and quality management procedures. The procedures provide information on the current situation 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 operational activities in the event of hazards and crises. **Internal control and audits** are mechanisms for ensuring compliance with legislation and the University's guidelines. **Quality management** is the umbrella of the different measures. Information from different sources, such as feedback and follow-up data and the outcomes of internal audits and risk management are used in 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 support services, identify areas for improvement, schedule actions and agree on follow-up procedures. As a result of the process, the faculties' and service units' most important measures for reaching the goals are agreed. These actions develop faculties' research, education and societal impact and the occupational well-being of all staff in accordance with the University's strategy. At the same, the faculties' budgets and recruitment of new staff are agreed.

Quality management responsibilities (strategic management and annual planning)

Board	decides on the University's strategy, annual operating and financial plan and budget
President	leads the University's operations, is responsible for the economic, efficient and productive performance of the University's tasks and implementing the strategy and confirming the annual plans of faculties and service units.
Vice President, strategic development	supports the President in the implementation of the strategy and development, is responsible for operations management and the annual planning process and coordinates the development of services as a whole.
Dean and director of a service unit	is responsible for the outcomes, quality and continuous development of activities at their unit according to university-level principles and guidelines.
Faculty Council	assesses and monitors the implementation of the faculty's operational and financial plan and develops the impact of the faculty's research, education and societal interaction and the effectiveness and quality of operations.
Academic Board	monitors the University's research, education and societal interaction and the impact and quality of these activities.
Groups supporting President and Vice Presidents	i.e. the University's Management Group, research and education management groups, cooperation networks management group and the management group of services promote and monitor the achievement of goals, the implementation of development measures and outcomes.

3 Towards a shared operational culture

Tampere University is building an international operational culture and promoting the efficiency of daily workflows. The community spirit and equality are the starting points of operations. Open and transparent processes, regular interaction and versatile participation opportunities are the basis of functioning administration and internal trust. The University and employees' representatives have a cooperation agreement to support the development of operations and the staff's opportunities to participate in decision-making that concerns their work and working conditions. The purpose of services is to support the academic operational culture and to produce professional support for research, teaching and learning. Chapter 3 deals with the operational culture in the work community while chapter 5 focuses on the student perspective.

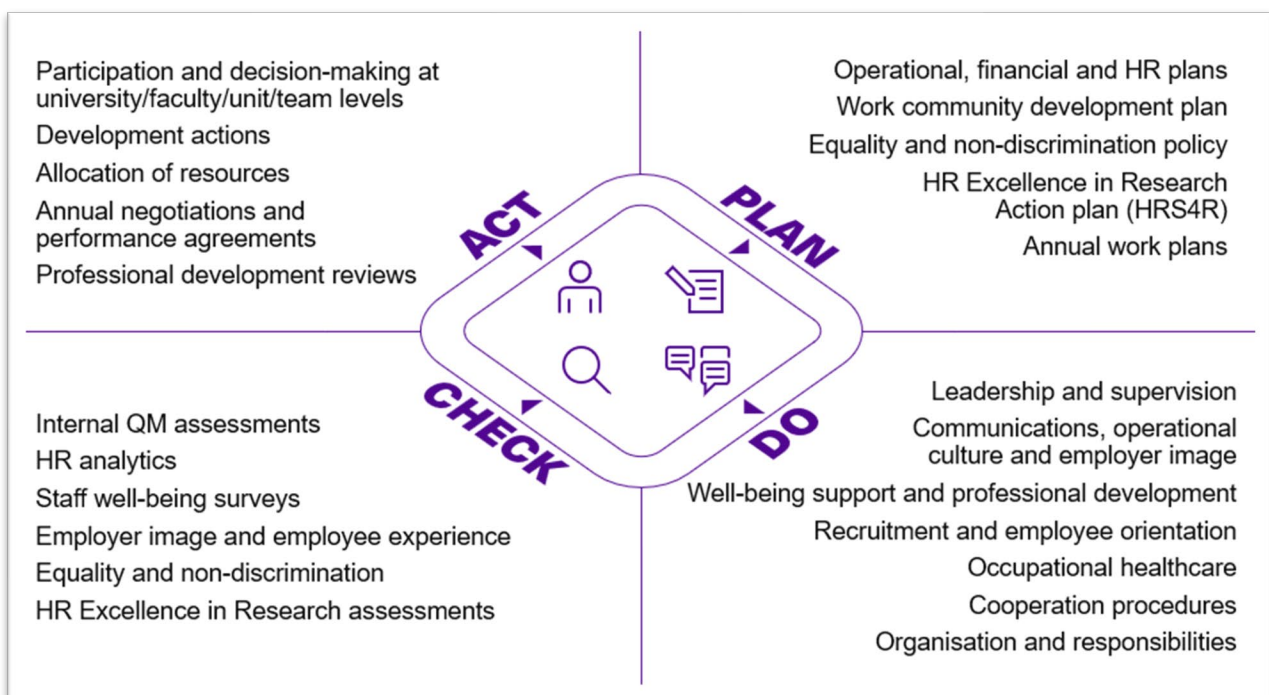


Figure 5 Staff as a valuable resource and fostering a joint operational culture

The University aims to promote efficient daily workflows, community spirit, occupational well-being and internationality. The three-year occupational well-being roadmap project has supported the production of sustainable and responsible occupational well-being models to support work at the University. The aim is to establish a long-term HR policy, support personal career advancement and continuous learning and integrate grant researchers into the University community more closely. These goals are also promoted with the **HR development plan**. The plan focuses on the processes and aims to develop the staff's competence and well-being and it is prepared in close cooperation with the staff. The University is committed to the European

Commission's **HR Excellence in Research** quality label which focuses on developing researchers' working conditions and an open, responsible and high-impact research culture. To promote and support the staff's competences the University has, among other things, the Doctoral School, Teaching and Learning Centre (TLC), Tampere Institute of Advanced Study and HR development services.

3.1 PLAN: Operational culture is built on collaboration

The faculties' and service units' HR planning are part of the annual operational and financial planning process. By integrating the planning processes into a coherent whole, it is possible to anticipate changes in the personnel structure, identify professional development needs, increase the stability of employment relationships and promote strategic recruitments.

Work plans support supervisors to plan the division of labour between employees and 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 interaction, tasks in the University community and personal development.

The **equality and non-discrimination policies** support achieving the University's equality and non-discrimination objectives and help to ensure that no member of the University community is put in an unfair position based on prohibited grounds for discrimination. The policies also set out joint principles for the University's anti-discrimination work. The Equality and Non-discrimination Policy for HR, Functional Plan of an Education Provider, Regulations on the Assessment of Studies and HR and operational goals promote equality and non-discrimination at the University.

In accessibility, the University's goal is that all members of the University community can feel included and equal regardless of their characteristics or life situation.

The **HR Excellence in Research Action Plan** serves as a roadmap for improving researchers' working conditions and the operational culture. The Action Plan includes open and transparent recruitment practices, the continuous development of researchers' working conditions and preconditions and an open, impactful and responsible operational culture. Key measures include, for example, improving information flows with a researchers' intranet and developing recruitment practices based on applicants' feedback.

3.2 DO: More efficient everyday life

The faculties and service organisation organise **structures and joint practices** so that community members can be heard and participate in decision-making. Daily work and occupational well-being are supported by streamlining working conditions and investing in leadership skills and the preconditions for teamwork. The staff is given continuous learning opportunities for professional development and career advancement. The University fosters **internationality** by recruiting, clear career paths and mobility support.

When academic staff is **recruited**, the University adheres to the principles of responsible researcher evaluation and the Equality and Non-Discrimination Policy. In recruitments, the University is committed to national recommendations for recruiting researchers, the San Francisco Declaration on Research Assessment (DORA) and it has signed EUA's Agreement on Reforming Researcher Assessment. The University is also involved in the CoARA coalition (Coalition for Advancing Research Assessment). 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 includes an introduction to employment relationship matters and the organisation and an orientation to supervisory tasks. International staff have their own section in the digital programme. Induction also includes the supervisor's induction to tasks and job-specific introductions to laboratory work, doctoral research and teaching. Induction is offered to new employees, grant researcher and employees who are returning from abroad. Employees and supervisors conduct **professional development reviews and goal-setting discussions** at least once a year. The reviews support the planning of tasks, professional development and well-being and enable aligning personal goals with the University's strategic objectives. The University supports the staff's **occupational well-being and work ability**, among other things, by coaching, sports and culture vouchers and preventive occupational health services. Family and other types of leaves and flexible working time arrangements help to maintain a balance between work and family life.

3.3 CHECK: Responsible monitoring and assessment

Assessment of occupational well-being and supervision. Regular occupational well-being surveys provide valuable information on well-being, supervisory work and leadership, and the development of outcomes also in comparison with other Finnish universities. Survey results are processed at different organisational levels, and a university-level action plan is drafted based on these discussions.

The **Equal Opportunities Committee** monitors compliance with the Equality and Non-Discrimination Policy and collects feedback on whose basis operations are developed, and problems are addressed where necessary. The Committee maps out and assesses the achievement of goals at two-year intervals based on interviews and indicators. When updating their HR plans, faculties and service units annually assess their human resources, HR structure, recruitments and the achievement of goals. The HR plans are updated annually as part of operational and financial planning. **Professional reviews and goal-setting discussions** are conducted to monitor progress towards professional goals, set future goals and track occupational well-being. The functionality of recruitment processes is assessed with a regular **feedback survey for applicants**.

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

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

Occupational health and safety are monitored at the University and unit levels. Workplace reports compiled by occupational health services support the development of the units' operations. Regular assessments of the units' operational and work-related risks highlight the physical and mental burden caused by work and working 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 acknowledgement

The University's core mission, University Regulations and strategy steer decision-making and the faculties and service units' annual planning. The management of faculties and service organisations is responsible for the implementation of annual operational plans, including HR plans. The Equal Opportunities Committee monitors equal opportunities and non-discrimination and prepares required measures. The President adopts the Equality and Non-Discrimination Policies.

Indicators on **management, supervisory work and occupational well-being** and development measures are regularly monitored at different organisational levels. The outcomes of occupational well-being surveys are processed at university, faculty, unit and team levels. Based on the indicators and the staff's development proposals, plans are drawn up to prioritise and schedule practical measures to develop the operations. The University's Management Group and the management group of services monitor occupational well-being and the progress made with agreed measures. There is a regular dialogue between the employer and employees based on the Work Community Development Plan.

The implementation of the development measures in the **HR Excellence in Research (HRS4R)** programme are monitored by the HRS4R working group and reported to the HRS4R steering group and the Quality Team chaired by Vice President.

The University community **awards and recognises** commitment and excellent quality. Prizes are awarded, among other things, for excellent teaching and societal impact. In addition to university-level recognitions, the faculties have their own reward practices for teachers, researchers and thesis and dissertation authors.

Quality management responsibilities (operational culture)

Employee	All members of the University community are responsible for maintaining and developing the quality of the operational culture.
Immediate supervisor	is responsible for conducting annual professional development reviews with staff and for implementing development actions.
Dean and director of a service unit	is responsible for occupational well-being at the faculty/unit and for implementing development measures.
HR Director	is responsible for the outcomes and quality of operations at their unit and the continuous development of operations in accordance with university-level principles and guidelines.
Manager, Operations Management and Administration	is responsible for employer-employee cooperation and implementing occupational health and safety measures.
Management of the service organisation	leads and develops the services, monitors changes in operational culture and fluency of daily workflows based on feedback, presents measures to strengthen these aspects.
HRS4R steering group	leads the HRS4R quality work and monitors the implementation of the operational plan.
University's Management Group	monitors occupational well-being and the implementation of development measures.

4 Research creating a sustainable future

The mission of universities is to promote free research and academic and artistic education and to enhance the societal impact of research results and artistic activities in collaboration with society. Tampere University's strategy emphasises the role of research in building a sustainable world: "Together with our partners, we are developing solutions to improve human health and well-being, societal resilience, and environmental sustainability." The University aims to conduct high-quality research that has a social impact.

Tampere University's management defines the strategic goals of research together with the university community by considering the changing operational environment, stakeholder expectations and the results of external and internal assessments. The University is committed to central national and international policies on research and the responsible assessment of researchers. The purpose of quality management is to support reaching research goals and the development of operations in accordance with the quality management cycle (PDCA). The quality of research is assessed by the international research community in peer-review (research funding applications, recruitment decisions, career advancement assessments, publications and external assessments).

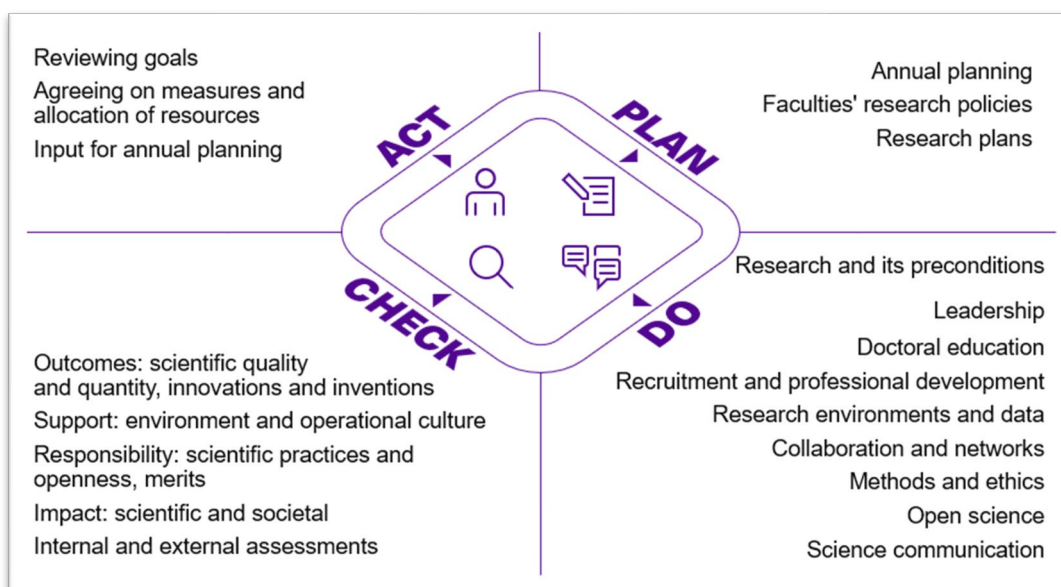


Figure 6 PDCA cycle of research preconditions

To maintain progress towards its goals, the University leads and organises research and its preconditions by making the research community more attractive internationally. Examples of practical measures include setting up research platforms and the Tampere Institute for

Advanced Study, developing the career prospects of researchers, promoting international collaboration and maintaining and managing a high-quality research infrastructure.

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

The University's core mission and strategies govern the definition of goals for research whose progress the University's management monitors at different levels of the organisation. The strategy is implemented especially with annual planning. During the annual planning process, faculties define their goals and prioritise areas of development. The University and faculty management support the achievement of the goals set in the strategy and research strategy, as well as the goals agreed with the **Ministry of Education and Culture**, with methods and indicators aligned with the **principles of responsible assessment**. The task of operations management is to support the achievement of the university's goals in line with higher education policy objectives.

The University supports the achievement of strategic research goals with University-level plans. The Vice President for Research leads the preparation and implementation of these plans. The topics of the research development plans are selected based on the University's strategy, external research assessments and other development needs.

4.2 DO: Maintaining and improving research preconditions

Tampere University aims to reach research strategy goals by creating, improving and steering research preconditions. The Vice President for Research leads the research support services. He is assisted by the University's **Science Council**. 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, programmes, centres, research platforms, the Institute for Advanced Study and externally funded projects. The coordination group for doctoral education is the cooperation network of the faculties' doctoral programmes.

The University is committed to central international and national policies on **open science**, **responsible assessment of research and research ethics**. The University has an Open Science policy and action plan, an action plan on the responsible assessment of research and guidelines on research ethics processes (ethical preview, research permits, privacy policies and

the processing of suspected research integrity (RI) violations. The University actively participates in the drafting of national policies and recommendations.

Tampere University invests in **research preconditions** at different levels. A special emphasis is on building strategically relevant research infrastructures at the University and faculty levels. Besides the faculty structure, the University has multidisciplinary research platforms that bring together researchers from the University and stakeholders from the private, public and third sectors. The aim of research platforms is high-quality research that supports societal impact, responds to key societal questions and produces new external funding. Top researchers from all fields and parts of the world can apply to join at the Tampere Institute for Advanced Study.

The mechanisms promoting researchers' professional growth include doctoral education, the tenure track system, international mobility and internationally open recruitment. In some fields, students can orient to a research career already during their bachelor's or master's programmes. **General research preconditions** include research resources, expertise, research environments (infrastructure, including data), research architecture (organisation), research management and communications and research support services. **Specific research preconditions** are based on the University's strategies. These include multi- and cross-disciplinary collaboration across organisational boundaries, cooperation with businesses, promoting responsible research (education about responsible conduct of research and research ethics, responsible assessment of research and the systematic promotion of Open Science) as well as research support that is tailored to strategy implementation and includes well-resourced research support, especially Research and Innovation Services, Library, IT services and the Finnish Social Science Data Archive.

4.3 CHECK: Responsible monitoring and assessment

The University is committed to developing the working conditions of researchers and promoting responsible, open, ethical and high-impact scientific research in accordance with the **Human Resources Strategy for Researchers** (HRS4R) programme. The schedule and measures for monitoring the (HRS4R) programme are agreed with the European Commission.

Tampere University ensures its alignment with the **DORA declaration** and **CoARA agreement** and complies with national policies and recommendations on the responsible assessment of research and researchers. Work at the faculties is **guided by** the University's **principles of monitoring and assessing research**. The principles emphasise respect for the diversity of research fields, the appropriateness of assessment procedures, reliability, strategic alignment, cost-effectiveness and the University's societal responsibility and interaction. Research impact

is monitored and assessed in many ways 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 **strategic and annual planning**. The **Science Council**, which supports the Vice President for Research, assesses the achievement of strategic goals in research and the progress made to achieve them. The **Academic Board, University's Management Group and Board** annually process a current report on research. The **Science and Education Councils** hold joint meetings to assess the progress made with promoting collaboration in research and education. The organisation, implementation and impact of research and research preconditions are assessed as part of the University's **internal development-oriented assessments** that apply the EFQM model.

At regular intervals, the University commissions external research assessments and participates in external assessments as required. The previous comprehensive external assessment of research (Research Assessment Exercise RAE) was conducted using self-assessments and expert panels in 2022. Its results are used to develop the operations and the University and faculties. Research and research impact are also regularly monitored by Research and Innovation Services about progress with innovations and collaborations, Science Council and Societal Interaction Council about societal interaction and research impact and collaboration forums for doctoral education: reaching the goals of doctoral education and the University's Management Group about progress made with Open Science and responsible assessment.

4.4 ACT: Decision-making based on development-oriented assessments

The core tasks of a university, defined by legislation, University Regulations and the strategy steer Tampere University's decision-making and operations. As part of the annual planning process, the University's management, faculties and service units agree on research and research service goals, areas of development, their schedule and monitoring procedures. The measures are prioritised, resourced and scheduled as part of the annual planning process. Operative decisions on resources, structures and procedures are made by the President at the University level and the Dean at the faculty level. Support services handle the preparation of decisions in cooperation with the management and Science Council.

Quality management responsibilities (research preconditions)

Researcher	is responsible for complying with ethical standards, delivering impact through research, adhering to responsible research practices, maintaining progress as agreed with the funder and reporting on their research.
Leader of a research community	is responsible for the quality management and continuous development of their research communities.
Dean and Vice Dean for Research	is responsible for performing their assigned duties related to the overall management and continuous development of research to produce agreed outcomes.
Faculty Council	monitors and develops the impact and quality of research at the faculty.
Director of a service unit	is responsible for the delivery of professional services to support research.
Research Management Group	leads the development of research preconditions at the University.
Science Council	discusses the strategic development of research and prepares matters that come before the Academic Board.
Vice President for Research	is responsible for the strategic management of research and directs research support.
Academic Board	decides on the general regulations and principles governing research and monitors the University's research including impact and quality.

5 Education creating sustainable expertise

In Finland, universities have a mission to promote independent academic research, academic and artistic education, provide research-based higher education and educate students to serve their country and humanity. The University's tasks, strategy and values underpin fulfilling the mission of education. The strategy names learner-centredness and flexibility as the aims of developing education. The seven faculties of Tampere University provide education in ten fields of study in Finnish and English. There are some 200 bachelor's and/or master's programmes of which approximately 25 can be completed in English. There are about 20 doctoral programmes. Legislation on universities, the strategy, University Regulations and the Regulations on Degrees with related guidelines and the performance agreement with the Ministry of Education and Culture steer the implementation and organisation of education. Continuous learning is discussed in chapter 6.

The role of quality management in degree education is to predict educational, research-related and societal competence needs and to ensure that degree education produces the know-how and experts needed in society and the labour market. Quality management in degree education aims to strengthen the impact of degree education by producing an understanding of the current situations and the necessary measures required for fulfilling the goals.

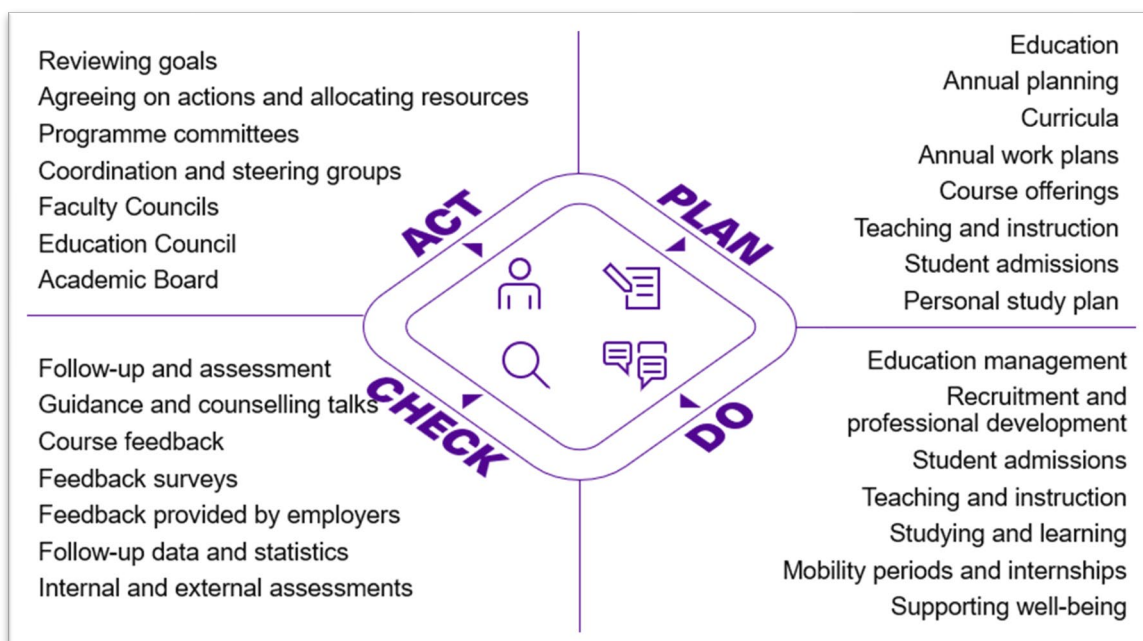


Figure 7 PDCA cycle of degree education

Quality management in degree education comprises planning, implementation, monitoring, assessment and development (PDCA). Quality management seeks to support the growth of the

student's competence and expertise, well-being and inclusion and timely completion of the degree, support the **teacher** in their job and to provide tools, procedures and training to develop teaching, support **heads of degree programmes and doctoral programmes** in their work and produce an understanding of the strengths, good practices and necessary measures in the degree programme and support **the faculty's and University's management** as they lead education and produce an understanding of the strengths, good practices and necessary measures in education.

The quality management principles of degree education apply to bachelor's, master's and doctoral degrees, including English-language degrees. The joint principles provide the basis which is complemented by faculty- and degree programme-specific guidelines and practices.

Quality management in education is integrated into the roles of the University community and stakeholders. Education is managed and developed both according to specific roles and administrative bodies and in collaboration with colleagues and students. Operations management connects the quality management of degree education with the University's strategic management. The key process of quality management in education is **curriculum design** and the key document is the **curriculum**.

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

The University's core tasks, annual planning and the Education and Learning Development Programme steer the direction of education and set the goals for development. The agreement between the University and Ministry of Education and Culture sets the framework for identifying goals and planning the operations. The University emphasises high-quality and high-impact research-based education. The goal is to ensure the high quality of teaching and pedagogical solutions that support learning, smooth progression of studies, good learning outcomes and strong competences. The faculties' annual goals are defined in the **annual planning process**. The **resources** for teaching and study guidance are allocated in operational, financial and HR planning with a link to curriculum design. The University has a policy to support and ensure the equal opportunities and non-discrimination of staff and students as well as a HR development plan. The University has guidelines on arranging teaching that supports pedagogical well-being.

The University has **policies for establishing and discontinuing education programmes**. Students are always given an opportunity to complete their degree within a reasonable transition period.

Degree programme committees draft the **curricula** and **teaching schedules** as part of curriculum design. Curriculum design is a collaborative process for planning, implementing, assessing and developing education which is guided by joint principles and practices. The process assesses the education task, defines the competence and learning provided by the programme, and the learning outcomes are organised in such a way that they will meet the required competence needs. Curricula are designed in cooperation by faculty staff and students, the Doctoral School and service units, and partly also in collaboration with TAMK and external stakeholders. Students and others interested in curricula and teaching schedules can read them on the University's public website.

Curricula ensure that students can make smooth progress in their studies and graduate within the target time of the degree. Curricula include information on teaching, study planning and academic guidance, efficient progression of the studies as well as information required for assessing competence and registering the study attainments. The curricula are competence-based and aligned with the European Credit Transfer System (ECTS) and the national framework for degrees. The curricula take into account the development of research and professional skills and the common learning outcomes of Tampere Universities. The curricula enable the students to spend a period of working or studying abroad and acquiring sustainable development skills.

The joint learning outcomes of Tampere Universities are learning abilities and critical thinking skills, ethics, work community 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.

Tampere University's **Regulations on the Assessment of Studies** and **guidelines for the recognition and accreditation of prior learning** guide the assessment of the students' learning. Assessment criteria are based on the learning outcomes described in the curriculum. The **ethical principles and practices** of teaching, studying and good scientific practice guide ethically sustainable and responsible studying and teaching.

The task of **teaching and learning environments** is to support the students to complete the studies included in their degree smoothly and in the relevant order. Good planning ensures that the workload of both teachers and students is well balanced during teaching periods and academic years. Careful planning considers the needs to develop the staff's instruction and supervision skills and enables research periods and similar arrangements. The development of learning environments aims for openness and accessibility.

Faculties and support services ensure the arrangement of **sufficient**, timely and appropriate **guidance and counselling services** by joint academic guidance policies. Academic guidance,

including actors and their responsibilities, are developed in collaboration by the faculties and support services. The student's personal study plan PSP is the students' tool for planning their studies which they maintain in the education information system.

Students are admitted to suitable degree programmes by considering the goals set for the faculties, the target number of degrees and future competence needs. The University and faculties participate in national and field-specific cooperation to develop admissions and align their own procedures with national admission criteria recommendations. The University ensures that applicants are given equal opportunities and legally sustainable possibilities to gain admission by developing admission criteria, multiple admission routes and flexible admission processes.

5.2 DO: Towards learner-centred learning and expertise

The University embraces a **student-centred approach to support the student's active role** in learning, the planning of studies and the accumulation of academic expertise. Students are responsible for drafting, implementing and updating their personal study plan. **Free choice studies** offer students the opportunity to put together a **multidisciplinary** degree to support their personal goals. Students can enhance their **international expertise** by student exchange, internationalisation at home and in the international student community. Students learn **research skills** and participate in and practice doing research during their studies. Students can participate in the development of education by **giving feedback**, being active in **student associations** or in the administrative bodies, committees and working groups of the University, faculty and degree programme. As **student ambassadors**, students can present their programme to prospective applicants and act as tutors for first-year students. The **common learning outcomes** of Tampere Universities, the **learning outcomes of degree education**, **sustainable development studies** and **ethical principles and practices** create the basis for students' sustainable expertise. Students can also expand their competences by engaging in other student activities such as hobby clubs, volunteering or work experience.

Clear curricula and teaching schedules, flexible study and learning opportunities, the student-centred approach, study ability and well-being and sufficient sturdy support services **ensure the smooth progression of studies**.

Teaching and the assessment of learning are based on the curricula and learning outcomes. Joint guidelines and practices guide **the assessment of studies and recognition of prior learning**. The teacher responsible for the course unit is responsible for assessing the study attainment. **Theses** substantiate the quality of education. The University's Degree Regulations

lay down the procedures for assessing and approving theses and appeals against assessment decisions. Theses undergo an originality check before the assessment process. Suspected violations of the academic integrity in studies and good scientific practice are processed in accordance with the University-wide policies and guidelines of the Finnish Advisory Board for Research Integrity (TENK).

The **teaching and guidance skills** of academic staff are assessed at the recruitment stage. To support such assessments, faculties may use the University's expert pools, teaching portfolios, teaching demonstrations and preliminary assignments. The University is also committed to developing teaching skills. The Teaching and Learning Centre (TLC) strengthens the level of university pedagogy skills at Tampere Universities, among other things, by giving teachers personnel training. The Faculty of Education and Culture arranges studies in university pedagogy up to teachers' pedagogical competence of 60 credits.

Goals	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.
Support 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.
Create 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.
Create 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 8 Quality management goals, responsibilities and procedures in the degree programmes

The **management of education** entails organising and resourcing the University's education by forecasting educational, research-related and societal competence needs. The strategy is executed by the faculties and service units by implementing the curricula and education development measures raised in annual planning. The **Vice President for Education** is responsible for the pedagogical and strategic management of education. The Vice President's work is supported by the **Education Council** and the **Education Management Group**. The **Vice President for Research** is responsible for managing doctoral education. The Vice President's work is supported by the **Science Council**, **Education Council**, **Research Management Group** and the **Doctoral Education Coordination Group**. **Heads of Degree Programmes and Doctoral Programmes** are responsible for developing their programmes and they lead the curriculum design in them.

5.3 CHECK: Responsible monitoring and assessment

Knowledge-based development of degree education is guided by European quality standards and guidelines (European Standards and Guidelines in Higher Education, ESG2015). The University's **quality management procedures support the impact of degree education** by building an understanding of the current situation and the measures that are required of the University to fulfil its goals. The processes of monitoring degree education have been described more closely in the decision Provost made in 2019. Faculties' procedures and practices complement University-level guidelines.

The goals and outcomes of education are assessed as part of annual planning and the agreement process with the Ministry of Education and Culture. The quality and impact of degree education and its outcomes are assessed **at the University level** by the Academic Board, Education Council, Education Management Group, Science Council, Research Management Group and the coordination group for doctoral education. **At the faculty level**, assessment is conducted in the education and research steering groups, Faculty Council, Management Group and **degree programme committees**. The assessments seek to gain an understanding of the strengths and good practices of the activities and required measures. Faculties arrange joint development events where students and staff engage in a dialogue about education feedback and development ideas. Students may participate in the development events of their degree programme annually.

Quality management procedures guide developing the activities based on feedback, follow-up and assessment data. The University uses national feedback data (Bachelor's Feedback Survey, career monitoring) and follow-up data on eg the numbers of applicants and degrees. Comparative data is valuable when assessing the degree's reputation, appeal, graduates' competences, employment prospects and satisfaction with the degree. The University

complements the national and field-specific follow-up indicators by producing more information about the applicants and 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 development in curriculum design. At the faculty level, education and research management groups and the Faculty Council follow the degree programmes and their development.

The quality of teaching and academic guidance is followed up in connection to teaching and guidance and with surveys. Teachers assess and develop their teaching based on feedback in curriculum design and based on professional review discussions. Education Council monitors pedagogical development and the development of teacher roles as part of monitoring the implementation of the Education Development Plan.

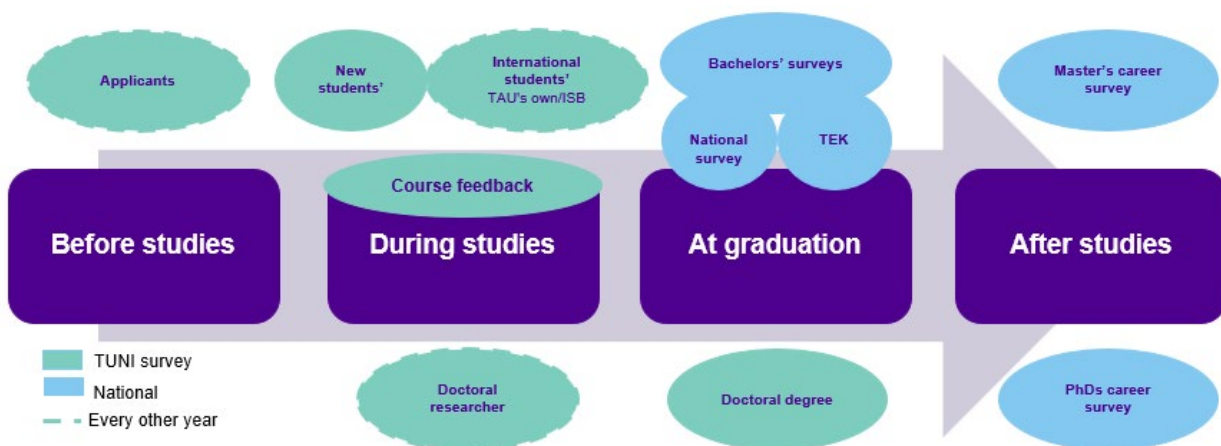


Figure 9 Surveys conducted to collect feedback on degree education

Learning, competences and academic expertise are assessed as part of teaching, academic guidance, study attainments and with feedback. Students may use a self-assessment survey to develop their competences, which can also be discussed in guidance sessions.

The **well-being of students** and their **engagement** in the University community is monitored in daily interaction, as part of their academic progress and with surveys. In addition, the Education Council monitors the implementation and impact of goals and measures. When necessary, the student is referred to the University's centralised guidance services or student health services.

The efficiency of **student recruitment and admissions** and the appeal of the studies are assessed using separate surveys and statistical indicators. Degree programmes review admissions annually. The Education Management Group reviews applicant marketing annually.

The Education Council, Science Council and Academic Board annually monitor and assess admissions and development needs.

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

5.4. ACT: University community participates in assessment-based decision-making

Education is developed based on the University's mission, strategy and the competences needed in working life and society. Faculty-specific goals and areas of development, the schedule of development measures and monitoring procedures are agreed as part of annual planning. The Education and Continuous Learning Unit holds 2—3 meetings with the student union every semester. The Presidents regularly meet student union representatives.

The functionality and relevance of the curricula, teaching schedules and preconditions of education are annually assessed as part of curriculum design. Faculty Councils decide on degree programme curricula every three years and on teaching schedules every year. Curricula may be amended as necessary, in accordance with joint practices.

Staff and students participate in the development of activities, among other things, in education planning and steering groups, Faculty Councils, Education Council, Science Council, Academic Board and the University's Quality Team.

Academic Board is tasked with monitoring education and its quality and impact as a whole and it issues guidelines and instructions as required. Degree education and admissions are monitored in accordance with the curriculum design cycle and phase of the performance agreement period. The Academic Boards decides curriculum design principles and the establishment and discontinuation of degree programmes.

Quality management responsibilities (degree education)

Degree programme level	
Student	is responsible for the planning of studies, studying and giving feedback as part of teaching.
Teacher	is responsible for developing the contents of their teaching as well as their own competences. and pedagogical skills.
Head of a degree or doctoral programme	is responsible for the quality management, pedagogical leadership and continuous development of their programme using feedback and monitoring data.
Degree Programme Committee	implements and develops the curriculum design of the degree programme, drafts and develops the curriculum, identifies short-term and long-term needs to develop the degree programme and its curriculum based on feedback, statistics and follow-up indicators.
Doctoral Programme	implements and develops the curriculum design of the doctoral programme, drafts the curriculum and develops it.
Faculty level	
Dean and Vice Deans	in accordance with their division of labour, are responsible for the overall management and continuous development of education to produce the agreed outcomes. Deans make decisions on education matters in accordance with their remit.
Vice Dean for Education	leads the faculty's curriculum design and pedagogical development together with the Dean.
Vice Dean for Research	leads the curriculum design and pedagogical development of the faculty's doctoral programmes together with the Dean.
Education Steering Group of a faculty	coordinates and prepares the curriculum design process in support of the degree programmes, drafts strategic and content-based priorities for the development and creation of curricula to be deliberated by the Education Council, monitors education indicators and identifies faculty-level development needs. Faculties appoint a steering group as required.
Doctoral Education Steering Group of a faculty	coordinates and prepares the curriculum design of the faculty's doctoral programmes and supports the planning, assessment and development of the faculty's doctoral programmes. Faculties appoint a steering group as required.
Faculty Council	monitors and develops the faculty's education and its impact and quality as a whole and makes decisions or proposes decision-making to the Academic Board or President as required.
University-level	
Vice President for Education	is responsible for the pedagogical and strategic leadership of education in accordance with strategic goals.
Vice President for Research	is responsible for the pedagogical and strategic leadership of doctoral education in accordance with strategic goals.
Director of a service unit	is responsible for the quality and relevance of service processes and for producing a sufficient knowledge base for degree programmes in accordance with the quality cycle.
Education Management Group	monitors and supports the development of the services and study and learning environments and seeks an understanding of the strengths, good practices and necessary measures based on feedback and follow-up data.
Research Management Group	leads the development of research preconditions at the University.
Coordination group for doctoral education	coordinates cooperation between doctoral programmes and Doctoral School, disseminates good doctoral education practices and acts as the steering group for the Doctoral School.
Education Council	assesses the quality of education, supports the University's preconditions for promoting scientific and artistic education and delivering high-quality ethically sustainable research-based education, promotes the continuous development of societally significant competence, supports the well-being of students and the student experience and the development of pedagogy, promotes the dissemination of good education practices and supports degree programmes in their education task and the University's leadership in university-level education issues.
Science Council	supports the development and quality management of doctoral education.
Academic Board	decides on the Regulations for the Assessment of Studies and other general rules and principles of education, establishment and discontinuation of programmes and the general admission criteria. Monitors the University's education and its impact and quality.

6 Impact through interaction

Tampere University's strategic goal is, together with its partners, to develop solutions to challenges that are related to well-being and health, societal resilience and environmental sustainability. The University also wants to be a stronger partner and societal influencer. Tampere University has a solid foundation for delivering societal impact: the former University of Tampere was a well-known partner of public and third sector organisations and Tampere University of Technology was known for developing and pursuing new practices and industry collaboration. Tampere University of Applied Sciences further increases the impact of Tampere Universities especially in RDI.

Universities have a legal obligation for societal interaction and impact which is formed of the core tasks of research and education, expert tasks and the services universities provide. Societal **impact** refers to the outcomes and impacts of the University's operations in society while **societal interaction** means collaborating with stakeholders. In practice, societal interaction is often an inseparable part of research and education (Figure 10).

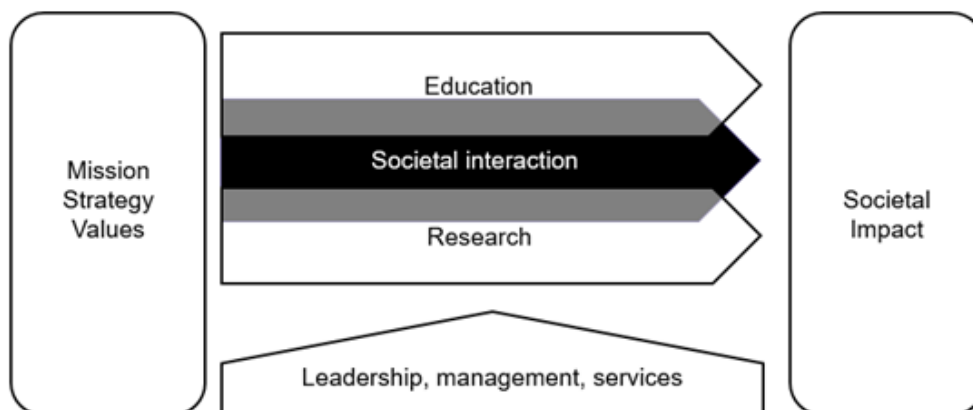


Figure 10 Education, research and societal interaction create societal impact

The **societal impact of research** comprises, among other things, new scientific knowledge, accessible research data and practical application environments. Collaboration with citizens, companies and societal actors strengthens the University's impact locally and globally. The **societal impact of education** is seen especially in competent students and alums. Students, student associations and Student Union TREY are part of the University community and represented in administrative bodies and development groups. TREY Student Union brings students together and supports the implementation of the University's education task by preparing students for active, informed and critical citizenship.

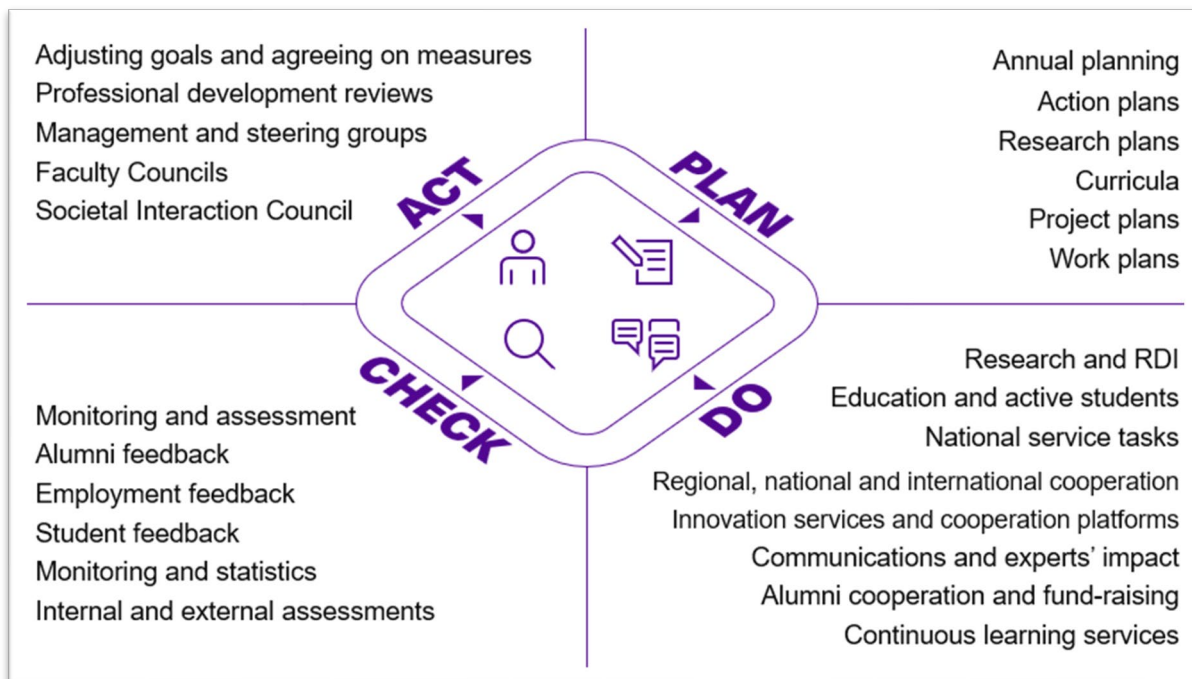


Figure 11: The PDCA cycle of social interaction

The University's **teaching and research staff** actively collaborate with their own networks and stakeholders in different sectors of society. Stakeholders have different roles at the University as they serve, among other things, on the Board and advisory boards, founded the Tampere University Foundation and work as Professors of Practice. **Board members** represent the highest national and international expertise in the sciences and arts represented at the University and in society and business life. **Tampere University's advisory board for working life relations** acts as a joint forum for the University's leadership and working life representatives. Connections with working life are also strengthened by **faculties' advisory boards** and **Professors of Practice** who work at the faculties. The **21 founding members** of the Tampere University Foundation reflect the University's multidisciplinary.

The Vice President for Stakeholder Relations and Partnerships is responsible for leading societal interaction in accordance with strategic goals. The **Societal Interaction Council** supports the University's preconditions for interacting with society. The Council prepares, initiates and recommends matters to support societal interaction and prepares and monitors the fulfilment of the societal interaction plan. The Council is also tasked with awareness raising in the University community, disseminating good practices in societal interaction and strengthening internal interaction within Tampere Universities. The Council comprises members from different faculties and organisational levels as well as representatives from TREY, TAMKO and 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 the University community are guided by international, national and local goals and commitments. The sustainable development theses adopted by the Rectors' Council of Finnish Universities are a framework that promotes developing the University's operations and operating environment in a more sustainable and responsible direction (carbon hand- and footprints, equality and non-discrimination work).

6.1 PLAN: Towards a more sustainable world together

The Societal Interaction Council prepares an action plan based on the University's strategic goals. The action plan provides information and recommends actions to the Academic Board to develop societal impact.

The faculties' and service units' development and action plans make the University's strategy concrete. Time is set aside for societal interaction tasks in teachers' and researchers' work plans. Partnership agreements are made at the University and project levels. The goals and modes of collaboration are agreed with the partners.

6.2 DO: Contributions to society through multiple avenues

The strategic goal of the multidisciplinary Tampere University is to be **a strong partner and an active societal influencer** that challenges and helps society's actors and structures to renew themselves. The University **encourages its community members'** societal interaction, provides platforms and modes of operation to collaboration with stakeholders and rewards University community members and alums for active societal interaction. **Fund-raising** increases the University's capital funds and supports new openings in research and education. The endowment culture of Tampere Universities is based on ethical principles, transparency and respecting the donors' **wishes**.

The University's **international impact** and its strategic goal of being an internationally esteemed research university is promoted, among other things, by networks, research projects, joint publications, transnational education, development projects, researcher and student mobility and engaging in international expert tasks. The University is involved in European university networks such as the European Consortium of Innovative Universities (ECUI) whose pilot project is developing network-based education as the future of European higher education.

As agreed with the Ministry of Education and Culture, the University has **national service tasks** including the **University Consortium of Seinäjoki**, **Finnish Social Science Data Archive** (FSD) and **teacher training school**. The University also produces **paid services**, such as continuous education, congress and facilities services, commissioned research, transnational education and laboratory and measurement services.

Stakeholder cooperation is a natural part of projects, project and service research, innovations and teaching. **Research and development platforms** that operate adjacent to the faculty structure support collaboration with the private, public and third sectors. University-level multidisciplinary research platforms, Doctoral School of Industry Innovations (DSII), co-creation platform FabLab, digital fabrication laboratory Fablab, Kampusklubi and the joint HUBS business and innovation platform shared with TAMK offer the University community and collaboration partners information, networking opportunities and facilities. RDIL cooperation (research, development, innovation and learning) produces, among other things, innovations, patents, licences, standards, spin-off companies and study projects and theses. Cooperation offers partners eg new research-based knowledge, opportunities to use the University's research environments, expertise for product development, development of work communities and skilled interns and thesis writers.

Cooperation in the Tampere Region with eg municipalities, Centre for Economic Development, Transport and Environment (ELY) and the business networks in the area is regular and useful. The University has a partnership agreement with the City of Tampere, and it cooperates with Tampere University Hospital and the City of Tampere through the Tampere Health ecosystem. The University is also involved in regional collaboration hubs, such as development projects in the former industrial suburb of Hiedanranta and Nokia Arena where Tampere Universities host the joint Paidia space.

As the multidisciplinary educator of world-changing experts, the University offers **versatile solutions for the continuous development of learning and expertise** and learning environments in cooperation with its partners. Continuous and commissioned education services for people and client organisations extend research-based knowledge for the benefit of society and individuals. Publicly funded projects and specialist trainings promote employability and the development of continuous education regionally, nationally and internationally. They are able to meet working life needs and challenges, such as the lack of skilled workforce and updating professional skills. The continuous learning services of Tampere Universities have been collected under the joint marketing name of **Tree - Continuous Learning Services**.

At Tampere University, **Open University studies** are integrated into degree education. This solution supports students to progress in their studies and develop their competence also after

they graduation. **Juniversity** offers **children and young people** a science education path from early childhood education to upper secondary schools and vocational colleges. The activities are generally free of charge and organised in collaboration with the schools in Tampere Region, teachers, families, businesses and faculties and research centres. The activities are developed based on indicators and feedback. Juniversity is member of the national LUMA centre Finland.

The mission of universities is to educate students to serve their country and humanity.

Students and alums participate in the development of their living, working and learning environments in associations, workplaces, administrative bodies, working groups, voluntary work or municipal councils. Students gain first-hand insights into working life through internships, project studies and theses, research groups and summer jobs. The University encourages students to be active and participate in the work of administrative bodies, preparatory groups and civic society. Students can earn credits towards their degree from voluntary work and holding positions of trust. **Tampere Alumni team** builds partnerships and networks with graduates from Tampere Universities and their predecessors. Graduates can complement their know-how by studying at the University for free for one year after graduation.

Communications and events strengthen the University's societal role and impact. On its website and social media, events and cooperation with media, the University communicates about its community of experts, services and education and about research, research results and their impact. The University's academic experts can be found in the public **TUNICRIS** portal. Research communities and projects communicate about their activities on their web pages and events. The **Partners in collaboration** newsletter aimed at stakeholders writes about events, services and cooperation opportunities at Tampere Universities. **Expert impacts** include the University's specialists who hold international positions of trust, advisory roles in legislative and standardisation processes and provide comments in social and other media. In **Science Day** and other events organised for the public, researchers from different fields talk engagingly about research and the opportunities it provides in layperson terms.

6.3 CHECK: Assessment and monitoring of impact

Societal Interaction Council, Science Council and Education Council prepare and instigate ways to monitor and develop interaction and impact. Societal interaction, operational culture, modes of operation and stakeholder cooperation and their impact are examined in internal development-oriented assessments. There is a set of indicators for assessing societal interaction. The **indicators** describe operations from four perspectives: visibility and services, science communications and impact of experts, active business and working life networks and innovations, technology transfers and entrepreneurship.

The **Societal Interaction Council** annually assesses the University's societal interaction as a whole and produces an overview for the Academic Board. The **Academic Board's** duties include monitoring the University's societal interaction, including impact and quality. **Faculties** assess their societal impact as part of annual planning. The **Board** assesses the productivity of societal interaction based on an annual report.

The University monitors **the views of the University community and external stakeholders** and the **University's reputation and visibility** based on feedback, reports and monitoring data. Feedback is gathered from applicants, students and graduates. Communication Services actively monitor social media. The University's management and service units discuss visibility and reputation data.

6.4 ACT: Putting development plans into action

The University's operations and decision-making are guided by legislation, University strategy and the University's regulations and policies. The division of decision-making and implementation to multiple actors highlights the significance of cooperation between the actors. In decision-making and the continuous development of operations, goals, development needs and resources are considered. Societal impact procedures crosscut the faculties and service organisation.

Based on monitoring data, the Societal Interaction Council drafts University-level plans and development measures for the continuous development of quality of operations.

Quality management responsibilities (societal interaction)

Students	interact with actors in society in the context of their studies and student activities.
Research, teaching and support staff	develop and implement social interaction measures in line with their duties and expertise.
Deans and directors of service units	are responsible for the outcomes, quality and continuous development of activities in accordance with University-level principles and guidelines.
Faculty Council	monitors and develops the faculty's social interaction, including impact and quality.
Societal Interaction Council	prepares and promotes initiatives and issues recommendations to promote interaction, monitors the implementation of the Societal Impact Programme and increases awareness in the University community, communicates about good practices and strengthens internal cooperation at Tampere Universities.
Academic Board	monitors the University's societal interaction, including impact and quality.
Management Group, cooperation networks and partnerships	support the Vice President and monitor and promote actions and outcomes.
Vice President, Collaboration and Partnerships	is responsible for leading societal interaction in accordance with strategic goals.
Board	decides on the University's strategy and matters related to the operations and finances of the University and other far-reaching plans (including societal interaction).