



**UNIVERSITY
OF TURKU**

QUALITY MANUAL OF

THE UNIVERSITY OF TURKU

Quality manual of the University of Turku

Approved by the University Rector 22 January 2019

The Quality Manual includes the description of the quality system at the University of Turku, the principles of quality work development, and a list of revisions. The purpose of the Quality Manual is to support the University management at different levels and strengthen the University community's opportunities to participate in the quality work. It also documents the principles and practices of the University's quality work for the stakeholders.

- The quality system as a whole and the key concepts are defined in the first chapter.
- The second chapter handles the University's operational culture and quality work of the basic missions.
- The principles of steering and the processes for strategy and annual planning are described in the third chapter.
- The fourth chapter covers the role of the University Central Services in the University's organisation as well as the quality management of services and the feedback system.
- The fifth chapter is a summary of the quality management functions and developing the quality system as a whole.



Internal instructions are available in the University's intranet through the Services index.

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1 Quality System

The outline of the quality system of the University of Turku is described in this chapter. In addition to defining quality concepts, the structure and core principles of the system are presented. The Quality Policy approved by the University Board contains the central University-level policies. The quality map summarises the quality work's targets and modes of operation. Alongside the organisation of quality work, different parties' opportunities to influence the development of the University are covered. The documentation and information systems of the quality work are described at the end of the chapter.

1.1 Quality concepts

The central quality concepts used in the University of Turku include:

The concept of quality¹ has several dimensions:

- quality as activities complying with the University's mission statement
- quality as operation following the Strategy and implementing the Policy Programmes (nature of developing quality)
- quality as activities meeting funders and stakeholders' needs/expectations (quality as accountability)
- quality as permanent high-quality operations and results (especially in support services, the equal treatment of students and personnel, consistent quality).
- top quality (exceptional excellence, certified quality, compliance with special criteria)

Quality work is a general term that encompasses all the actions that the University uses in order to develop and ensure the quality of its activities. Aiming at achieving the goals, the PDCA cycle (Plan–Do–Check–Act) is an operational model that is based on the constantly continuing process of planning, implementation, assessment, and development activities.

¹ by applying and complementing the quality definition categories of the EUA's EQUIP project

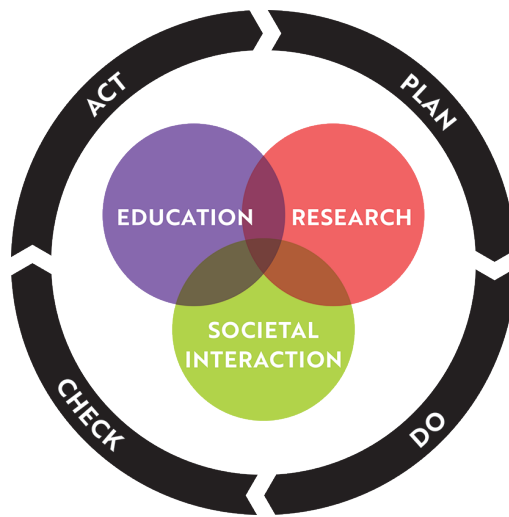


Figure 1 The PDCA cycle as a part of the quality work of the University of Turku

Steered by the University's management system, *the quality system* consists of practices supporting high-quality activities and includes: (1) academic operational culture, (2) steering, (3) competent support services, and (4) quality management.

1. Principally, the quality of activities is based on the academic operational culture promoting the high-quality realisation of the basic missions at the University.
2. Approved by the University Board, the Principles of Steering determine the University's steering system. The steering system based on the PDCA cycle includes the strategy process, annual planning, follow-up and assessment, and development activities. In a continuous process, targets are set for the activities, resources are allocated for achieving the targets, operations are monitored and reported on, and the quality and productivity of the operations are evaluated and developed.
3. The high-quality implementation of the basic missions requires efficient support services. They enable high-quality research, education, and societal interaction.
4. Quality management supports maintaining and improving processes and practices. Its central ingredients include instructing and sharing good practices, different kinds of feedback systems and assessments, units' quality systems and risk management, and internal audit.

The quality of activities is developed systematically on a long-term basis. The *Quality Policy* approved by the University Board summarises the principles of the University's quality work. Different kinds of quality criteria determine the quality properties required of the operations. With the help of *indicators*, the implementation of the operations is explored in relation to the determined criteria. The aim of *quality assurance* is that the operations comply with the quality criteria. A quality label or certificate can be awarded to the quality/quality assurance of the University or its part or operations if it meets the determined criteria.

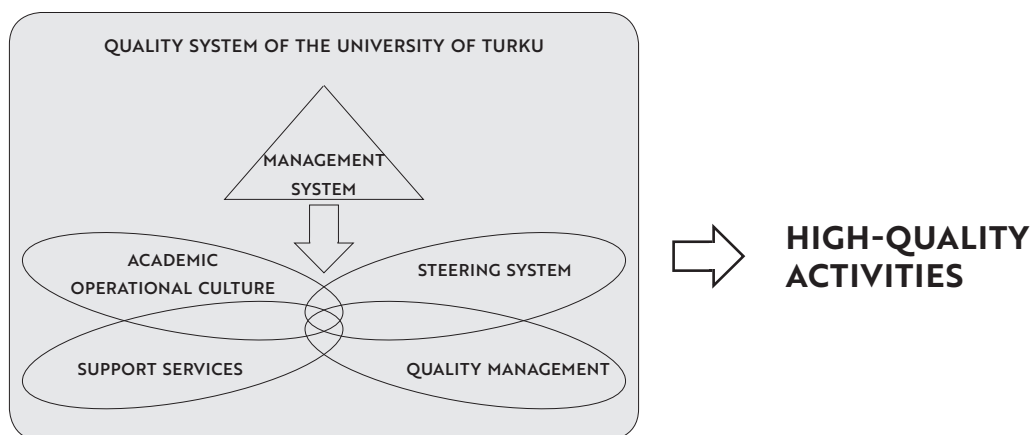


Figure 2 Practices of quality work of the University of Turku as a part of the quality system

1.2 Quality Policy of the University of Turku²

The University of Turku creates the conditions for high-quality activities by maintaining and developing a strong academic operational culture and organising efficient expert services to support the basic missions. Additionally, the quality system includes persistent steering and quality management encompassing all operations.

The goals of the University's quality work are:

- realising the University's missions,
- promoting the University's Strategy and Policy Programmes,
- the quality and societal relevance of research and education,
- developing the University's competitiveness nationally and internationally,
- maintaining high quality in practical work.

The whole University community participates in the continuous development of the quality of the operations. The Rector of the University is responsible for quality work as a whole, and the units' management for the quality work at their respective units.

Functions of quality management include promoting good practices at the University, purposeful instructions, well-functioning feedback systems, diverse assessments and

² Approved by the University Board 11 January 2019.

accreditations, necessary targeted quality systems, security management, and internal auditing.

The University's internal quality documentation includes the Quality Manual, Operations Manual, and unit-specific instructions. The University's quality system and the principles for its development are described in the Quality Manual. The University-level regulations and instructions have been compiled into the Operations Manual in the Intranet. If necessary, unit-specific instructions are drafted to complement the University-level instructions.

1.3 Elements of the quality system

The *quality map* compiled for the coordination, assessment, and development of the quality system describes the quality work's targets and practices (Figures 3a and 3b). The map is also used as a support for prioritising quality work and determining responsibilities. The target of quality work is the entire operations of the University.

1.3.1 Targets of quality work

The targets of quality work include the University's basic missions – research, education, societal interaction – and the services and functions supporting them.

The quality system is directed at different organisational levels. It includes University-level and unit or function-specific elements.

The quality work takes into account the implementation of the missions as both continuous processes and in project form.

The entire University community participates in the quality work. In addition to the personnel and students, external stakeholders have their own roles.

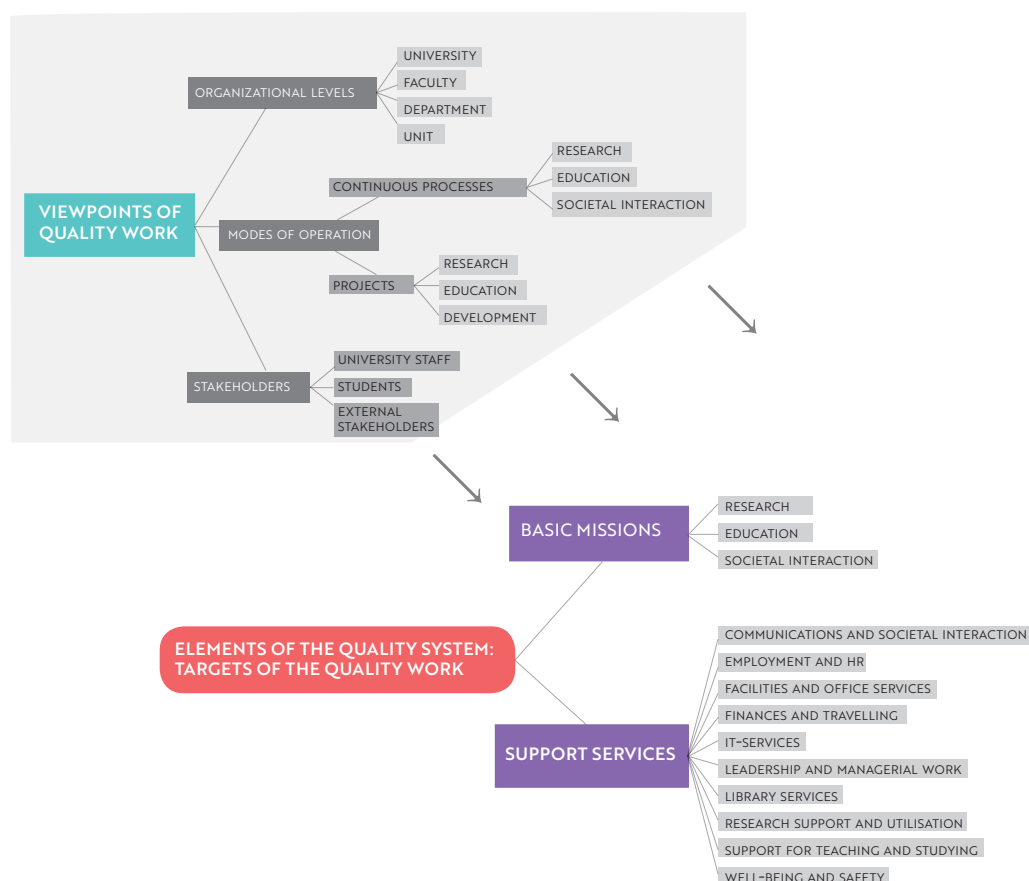


Figure 3 a Targets of quality work as a part of the quality map

1.3.2 Practices of quality work

The quality of the University's activities is promoted with academic operational culture, determined steering, competent support services, and structured quality management. An essential part of the quality work is maintaining a common knowledge base.

As a general operational model, the PDCA cycle is followed in the University's quality work. The procedures of coordinating quality management include drafting and maintaining the quality map and Quality Manual, as well as the action plan process of quality management.

Academic operational culture. The University's success is based on the personnel's expertise and ethical, high-quality actions, the interactiveness of the work community, well-functioning infrastructure, and managing partnership networks.

Steering progresses from the strategy process and annual planning to the implementation, monitoring and reporting, and the assessing and continuous improving of the operations. The process follows the PDCA cycle.

Producing support services. Efficient support services that take the University's fundamental character into account enable high-quality activities.

The core functions of *quality management* include feedback systems, providing instructions, and promoting good practices. *Quality assurance* is implemented with assessments, accreditations, certificates and rankings, and methods of risk management and internal control. In special cases, unit or function-specific quality systems are utilised.

The knowledge base of the quality system includes documents on steering, data warehouses and statistics, and, in addition to the University-level Quality Manual and Operations Manual, separately defined unit and function-specific instructions. The knowledge base is described in Chapter 1.5.

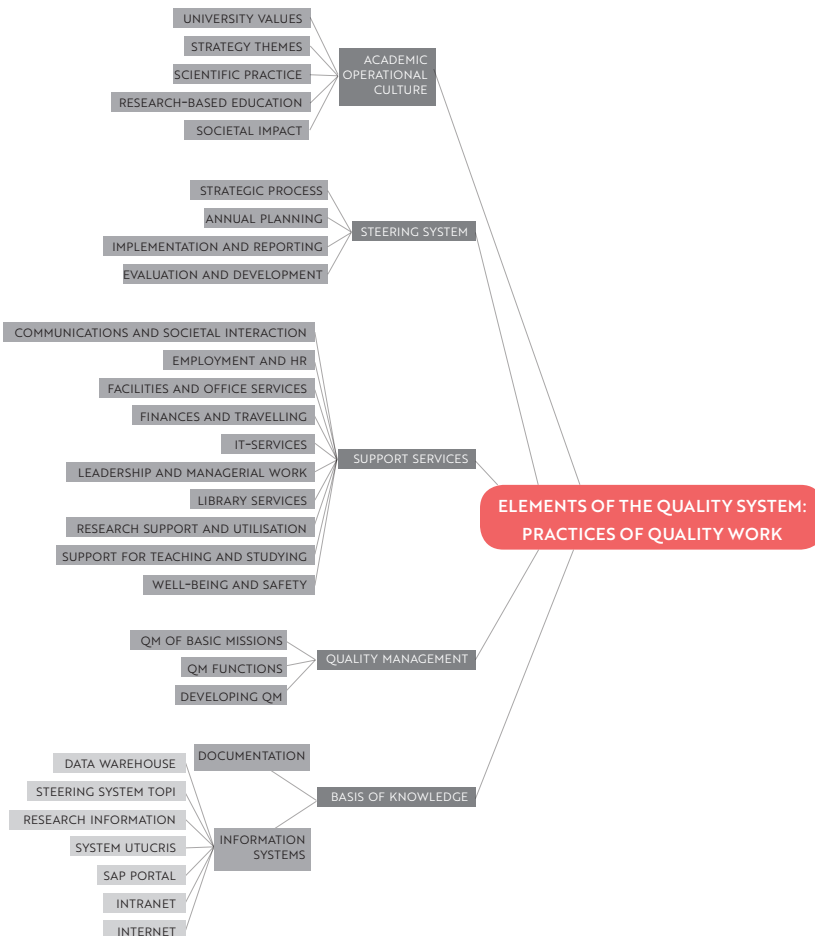


Figure 3 b Practices of quality work as a part of the quality map

1.4 Roles in quality work

1.4.1 Organisation of quality work

The competent, committed, and persevering activities of every member of the University community are at the core of quality work. Structurally, quality management follows the [University's basic organisation](#) that consists of faculties, independent units, and the University Central Services. According to the University of Turku Rules of Procedure, the University central administration consists of the Board, the Rector and Vice Rectors, the University Collegiate Council, Development Services, Financial Services, University Communications, and University Services³. Their authority and remit are established in the Universities Act ([558/2009](#)) and the University of Turku Rules of Procedure. The organisation of the operations and administration is governed by the Rules of Procedure and other corresponding internal regulations of the University (Universities Act 558/2009, Section 28).

The highest executive organ of the University of Turku is the University Board⁴. Its remit and composition are established in the Universities Act (558/2009), Sections 14 and 15, and in Chapter 4 of the University of Turku Rules of Procedure. The University Board decides on the central goals of the University's operations, Strategy, operational and financial plan, budgets, and the Principles of Steering.⁵ The University Collegiate Council has a limited role in selecting the University Board and in the confirmation of the University's financial statement and annual report.

Responsible for the quality management of the University, the *Rector* leads and steers the University's activities according to the policies of the Strategy and the University Board. According to the Rector's decision on the distribution of responsibilities between the Vice Rectors⁶, the quality management systems belong to the remit of the *Vice Rector* responsible for education and the development of educational structures.

The Rector has appointed a *Steering Group for Quality Work* with the duty to prepare and monitor the implementation of the strategic policies of the University's quality management. The Group steers the maintaining and developing of quality management with a two-year operational plan. It prepares the decisions on the quality work of the Board and the Rector. The role of the Steering Group is closely connected to the steering system and implementing the University's basic missions. The duties of the Group include the coordination of quality work as a whole and the assessment activities, as well as the documentation of quality management.

³ University of Turku Rules of Procedure, Section 5

⁴ Universities Act 558/2009, Section 14

⁵ Universities Act 558/2009, Section 14, University of Turku Rules of Procedure Section 11

⁶ Rector's decision 23 August 2012, Dno. 762/001/2012

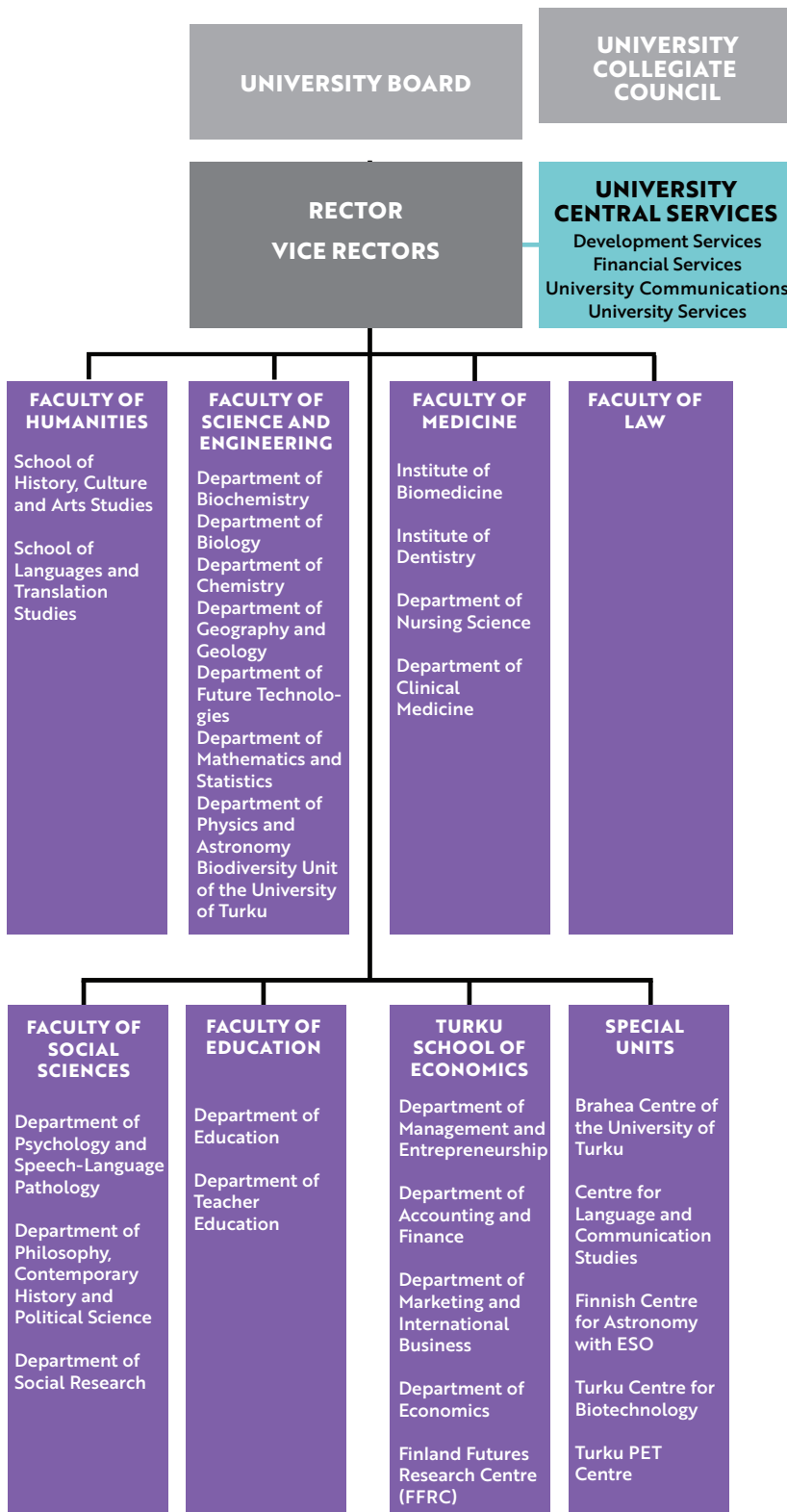


Figure 4 Organisational chart of the University of Turku

In the University organisation, the coordination of quality management is the responsibility of the Engagement and Impact unit of the Development Services. *The Quality Manager* is responsible for

- coordinating and developing the University's quality management according to the policies of the University Management and the Steering Group for Quality Work,
- preparing, presenting, and monitoring the implementation of the decisions on quality management,
- reporting on the status, reform needs, and development of quality work to the University Management,
- sharing, implementing, and promoting the establishment of good practices together with the University community,
- keeping the Quality Manual up-to-date and revising it, and, in collaboration with the University Communications, updating the table of contents of the Operations Manual and coordinating the update process of the instructions, and
- communicating on quality work in the University and for stakeholders in collaboration with the University Communications.

The *faculty* and Turku School of Economics management is run by the Faculty Council and the Dean, and one or more vice deans.⁷ The faculties and their management are established in Chapter 5 of the University of Turku Rules of Procedure. The planning and follow-up methods of the faculties, their departments, and independent units are outlined in the Principles of Steering approved by the Board. The quality work carried out at faculties is led by the dean.

The faculties can be divided into *departments* or other comparable units. The departmental management is run by the Head of Department and one or more vice heads.⁸ The departmental management and the remit of the Head of Department are established in Section 6 of the University of Turku Rules of Procedure. The content of the Section covers the duties belonging to the management of quality work.

A central *expert body* in research is the Research Council, in education the Teaching and Learning Council, in societal interaction the Extended Management Group, and in the University Central Services the Management Group. Quality responsibilities in research are described in Chapter 2.2, quality responsibilities in education in Chapter 2.3, quality responsibilities in societal interaction in Chapter 2.4, and quality responsibilities in University Central Services in Chapter 4.2.

The University's *crisis management* is divided into three groups: the Management Team for Crisis Situations, Steering Group for Safety, and Steering Group for Risk Management. The groups' duties are described in Chapter 4.2.6. The Occupational Safety Organisation has been appointed for 2016–2019. The deans and the heads of

⁷ University of Turku Rules of Procedure, Section 6

⁸ University of Turku Rules of Procedure, Section 7

department are responsible for ensuring that any risks related to the operations and the necessary precautions have been analysed, documented, and prepared for in an appropriate manner.

1.4.2 University community and stakeholders in quality work

The values defined in the University's Strategy include openness and communality. An essential part of quality work is the opportunity of the University community members and external stakeholders to make initiatives, participate in developing the University in different ways, and give feedback on the University's operations. In the University community, *parties* are students as well as the academic and other personnel. Important external stakeholders include the individual users of the services and partners in co-operation, companies, and public organisations and associations. In terms of developing the University, it is vital to work in close collaboration with the diverse expert networks within the operational environment.

From the perspective of the *PDCA* cycle, the impact of internal partners and external stakeholders can be manifested in the different phases of decision-making (as a part of e.g. the strategy process and annual planning), as a role in implementing the University's basic missions or support services (as e.g. a partner in research collaboration or instructor in Human Resources Development), giving feedback on the University's different operations (course feedback or feedback on the functioning of the University Central Services' operations), or participating in developing the University (participation in development projects or donation to the University's fund raising).

Students contribute actively to developing teaching and learning. Central opportunities to influence the operations include the feedback systems of teaching and education. The feedback given at different phases of the studying process is documented and handled, and the students are given feedback on taking it into account. By communicating and collaborating, the University and the Student Union ensure that the roles of both the University and the Student Union regarding the University's educational mission are fulfilled.⁹ The students are members of the University's decision-making and administrative bodies and preparatory groups on different organisational levels including the University Board and the University Collegiate Council.

The *personnel* affects the University's activities, its results, and work community in several ways through its own work, expertise, and methods. In addition to carrying out work duties, participating in the operations of several working groups on different organisational levels as well as the operations of the University Board and the

⁹ Universities Act 2 and Section 46

University Collegiate Council is an important channel of influence. The established Strategy and annual planning processes with their follow-up and reporting practices enable giving regular feedback and taking initiatives. Special targets for impact include working conditions and prerequisites for workplace well-being.

The personnel's channels of influence have been systematised with *decisions and agreements*. The principles of annual development discussions have been determined with Rector's decision that is complemented with instructions on the intranet and other data. The regular meetings of the Management and the personnel of different units complement the continuous interaction. The most central of the surveys conducted for the personnel is the workplace well-being survey. The feedback procedures of the University Central Services have been determined as a part of the service descriptions. The operational models that comply with the Act on Co-operation in Undertakings have been determined in the agreement on co-operation at the University of Turku, whose implementation the Co-operation Procedure Committee follows. Non-discrimination and equality are promoted on the basis of a statutory plan.

According to its mission statement, the University operates in close collaboration with the Finnish society. In addition to high quality, diverse societal interaction is used in improving the effectiveness of activities. *Stakeholders* can affect the University's operations as members of the University Board, councils or advisory boards, and different kinds of working groups, for example. They can also participate in the operations themselves in teaching and guidance, for example, and by maintaining working life connections. The stakeholders' forms of participation directly affecting the University's finances include buying research or education services and donating to the University's fund raising, for example. A central channel for stakeholder co-operation are the alumni activities, whose development is guided by an operational plan. Indicators have been developed for the forms of influence which are followed regularly.

1.5 Knowledge base of quality system

1.5.1 Quality documentation

The documentation on the University's quality system is mostly available on the University's Intranet and data systems. Quality work is described for stakeholders on the University's website. The most central *quality documents* include:

- documents on steering
- the University's Quality Manual
- the University's Operations Manual
- units' quality documents

Steering data is a central part of quality documentation (e.g. documents of the strategy process, annual planning, negotiations with the Ministry of Education and Culture). The quality pages on the University's website document the University's quality system and quality work for the stakeholders.

On 11 December 2015, the University Board of the University of Turku approved the [Strategy for 2016–2020](#), and the Policy Programmes that define the practical targets of implementation have been updated on 11 May 2018. The University management follows the implementation of the Strategy regularly and reports on the implementation to the University Board every six months. If necessary, the Policy Programmes are complemented during the strategy period. The documents on annual planning are compiled to the steering system.

In addition to the Strategy and the Policy Programmes, the operations are guided by the University's common policies for different subject areas. Quality work is implemented in accordance with the University's Quality Policy. Other policies guiding the operations include the Open Science policies, such as [Data Policy](#) and [Publication Policy](#), Infrastructure Policy (in course of preparation), IPR Policy (in course of preparation), Human Resources Programme, Equality Plan, Risk Management and Safety Policy, and Language Policy.

The Quality Manual guides the quality work by documenting the principles of the quality system and the functions and practices of quality work. The Rector of the University approves the Quality Manual. It describes the quality system for the whole University community and stakeholders and particularly supports the University management on different levels, and the work of the Steering Group for Quality Work in developing the quality system. The Engagement and Impact unit of the Development Services revises the Manual which supports the purposeful coordination of quality work and regularly updates it on the Intranet and website.

The Operations Manual found in the intranet includes the University-level instructions for the whole University community. The list of the instructions facilitates comprehending them as a whole and offers one way to find the needed instructions. Most of the instructions can be found on the University Central Services' webpages that are complemented if necessary.

The regular update of the Operations Manual's instructions is the responsibility of the responsible persons of each service, and the list of the instructions and linking it to the instructions is the responsibility of the Development Services.

Unit/function-specific instructions complement the Operations Manual. After the establishment of the University Central Services, instructions do not primarily have to be given to the support services faculty or department-specifically. Instead, unit-specific quality management is needed permanently e.g. in laboratories. A list of unit/function-specific quality systems is compiled in the Quality Manual. The units are responsible for updating their own instructions.

The criteria approved by the Steering Group for Quality Management are followed in maintaining and developing quality documentation.

Basic properties of documentation

- clarity of message
- usability and impact
- coverage
- availability
- applicability
- topicality
- reportability
- credibility
- continuity of maintenance

Functionality of documentation

- operational functionality
- functionality of organisation
- functionality as a part of the support services
- effectiveness
- cost-effectiveness

1.5.2 Information systems of quality work

All the centrally maintained information systems for the finances, Human Resources, teaching, research, and facility management needed in the planning, following, and reporting of operations have been integrated into a common data warehouse.

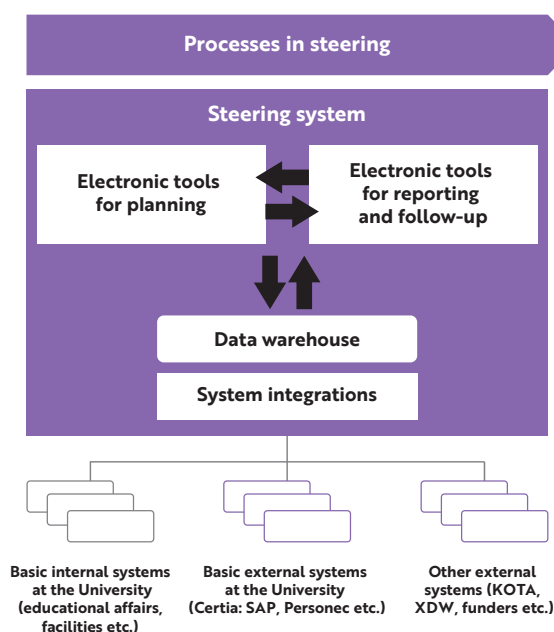


Figure 5 Data warehouse as a part of the steering system

By combining data from the source systems of the data warehouse, reports can be produced for supporting management, evaluation of operations, guidance, and

decision-making. For the use of the units, there are ready-made reports available that are easy to understand, and units can also order detailed reports to support the analysis and development of their operations. The data warehouse has been integrated into the national data warehouse maintained by the Ministry of Education and Culture. The IT Services maintains the Software Catalog.

2 Quality of Basic Missions

The significance of academic operational culture and the entire University community in quality work are highlighted in this chapter. The chapter contains descriptions of the key quality work in research, education, and societal interaction.

2.1 Academic operational culture

The quality of University's activities is ultimately created with the competent, responsible and ethical actions of all the members of the University community. In creating quality, it is essential that the University's principles and practices are strengthened so that the personnel and students have the possibility to use their expertise in full to carry out the basic missions of the University. The University's *mission statement* is defined in the Strategy for 2016–2020:

The University of Turku is an internationally competitive university whose operations are based on high-quality, multidisciplinary research. We promote education and free science and provide higher education that is based on research. The University is part of the international academic community. We collaborate closely with the Finnish society and participate actively in the development of the region.

All the activities of the University are based on shared *values*: ethicality, criticality, creativity, openness, and communality. The comprehensive themes in the activities are internationality, open and effective science, responsibility, as well as co-operation and interaction.

Research creates a basis for solving complex problems of today and tomorrow. Innovations stem from research and the University promotes utilising research in collaboration with business life. Education is based on the latest scientific knowledge and meets the changing needs of society. Interdisciplinary approach strengthens the quality of research and education as well as societal interaction. The University's role as an active member of society requires close collaboration with stakeholders and

networks. The University is a responsible employer and students are equal members of the academic community.

The prerequisites for the realisation of the University's basic missions are created by taking into account the special characteristics of the University and the University community in management, resource allocation, and organising support services. The University is a *community of experts* which supports its members in their progress on expert careers. This requires purposeful personnel training as well as offering possibilities to develop competence in more demanding roles and tasks.

For their part, each member of the University community ensures the quality and success of the University's activities. In addition to individuals' actions, the significance of the work and study community must be highlighted in achieving high-quality results. An *organisation culture* supporting quality and new initiatives is built within the interaction between management and the entire University community.

2.2 Quality in research

Research at the University is diverse and international. Research is profiled through the thematic collaborations defined in the *University's Strategy*. The University's strongest fields of research form the basis for interdisciplinary initiatives. The University promotes free, critical, effective, and open research in the academic community as well as in society. Resources are allocated to creating versatile research communities and interdisciplinary intersections, and to fields that are effective in their research and at a good phase of development. A straightforward researcher career path and the advancement of international mobility increase the quality and effectiveness of research. Research infrastructures are strengthened in national and international collaboration.

Current development policies in research are defined in the *Policy Programmes* that implement the University's Strategy and which are updated when necessary. The responsibility for the implementation of the actions is assigned to different parties and the progress of the actions is followed regularly. The policies are included in the annual planning of activities, personnel and finances, and in the reporting of these activities.

A central goal is good scientific practice that follows the methods and principles approved by the academic community. The University is committed to the principles of [responsible conduct of research](#) of the Finnish Advisory Board on Research Integrity (TENK). The University has a process for the responsible conduct of research, according to which all the misconduct allegations are processed. The University monitors the number of misconducts in good scientific practice and reports them to TENK. The Rector makes the decisions in the processes of responsible conduct of research. If necessary, TENK reviews and gives a statement on the University's processes. The Research Council has appointed research integrity support persons who

help researchers with questions on research integrity practices. The Turnitin system is used in checking the originality of texts and source materials (also in checking different kinds of theses). Researchers are familiarised with data protection practices and the University's Data Protection Policy is followed in maintaining information systems.

The University's [Ethics Committee](#) conducts a preliminary assessment of all non-medical studies conducted on human subjects where participation can cause either direct or indirect harm. In medical research, the University collaborates with the Ethics Committee of the Hospital District of Southwest Finland. The Committee gives a preliminary assessment and statement on the ethicality of the research frame. All the handled cases are recorded and the Committee evaluates its own activities. Publishers and research funders have conditions and recommendations for handling ethical issues which are taken into consideration in publication and research funding processes. Activities in research ethics are developed to correspond to current needs according to the evaluations of TENK, research funders, publishers, and the University.

The University has a graduate school, the University of Turku Graduate School (UTUGS), whose organisation and duties are described in the Rules of Procedure for the University of Turku Graduate School. The Graduate School consists of the doctoral programmes and covers all the disciplines and doctoral candidates at the University of Turku. Doctoral training is developed and the programmes are evaluated regularly, and the doctoral programmes participate in annual planning by drafting their own plans and reports. The faculties and Graduate School take them into consideration in their own plans and reports. Furthermore, the Rector allocates funded doctoral candidate positions to the doctoral programmes as well as operational funding according to the Graduate School's preparation based on the call for applications to the doctoral programmes. Doctoral training is described from the point of view of education in Chapter 2.3.

The core of research quality work is *academic peer-review* conducted at regular intervals. Peer-reviews are carried out both internally at the University and externally by outside reviewers. Typical examples are filling academic positions, handling funding applications for research projects, reporting research results at conferences and in scientific publications, and the Research Assessment Exercise (RAE).

Expert feedback promotes both individual researchers' development and, for example, the scientific quality of publications. The steering impact of feedback is significant both when the resolution is positive for the researcher and when an application or presentation is rejected. Peer-review promotes the utilisation of experienced researchers' expertise while offering a learning experience also for the reviewers. Among other things, the University supports the openness of peer-review practices that highlights the quality of evaluation, e.g. by developing the expertise.

The *Research Assessment Exercise* (RAE) is carried out at the University at regular intervals. The Development Services plans the starting points, process, and schedule of RAE together with the Vice Rector responsible for research. The Research Council directs the RAE process. RAE is carried out in units or research groups with bibliometric reports, self-evaluations, and expert panels. The results are discussed extensively in the community. The faculties and units decide on further measures for their part.

The faculties, independent units, and service units develop the *research support services* together with other regional operators. The Development Services supports the work of researchers, research groups, and research communities at all stages from the preparation of the research to the utilisation of the results.

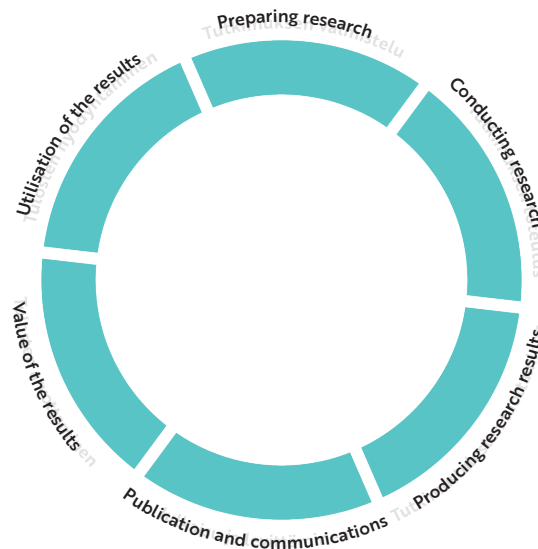


Figure 6 Phases of research process¹⁰

The OpenUTU road map contains actions for promoting the operational culture in *open science*. The University has approved the Data Policy and Publication Policy as well as the Open Research Policy drafted on an open national platform. The actions in the Data and Publication Policies have been recorded and implemented in the community. The OpenUTU Steering Group appointed by the Rector as well as the theme-specific project groups continuously promote and evaluate actions in open research and the overall architecture of open science. The operational culture is promoted with instructions, training and tools, and followed with agreed indicators.

The University Central Services carries out continuous review on *research data management* taking into consideration researchers' needs and funders and publishers' conditions. Multiprofessional support services for digital data management are piloted according to the FAIR (findable, accessible, interoperable, reusable) principles. The data inventory database offers information on research data, such as metadata, location and openness of data, and data privacy notices. Researchers are supported in creating metadata and storing and reusing research data, and are encouraged to open their data. Researchers are offered support for data management collectively at openutu@utu.fi.

¹⁰ Summarised from a figure in the materials of the [national coordination of open science](#)

The Development Services is responsible for the development of [research infra-structures](#) and environments as well as for promoting the shared use of research equipment together with the Vice Rector responsible for research and the Research Council. The Rector of the University decides on the Infrastructure Policy on the basis of the preparation made by the Steering Group and Research Council. The Policy defines the University's research infrastructure, guides the pricing of using the equipment, and encourages towards the shared use of equipment. The Policy is updated at regular intervals.

All research follows the principles of documentation, traceability and effectiveness. However, the criteria for research quality differ in different disciplines and quality *indicators* cannot therefore be absolutely defined. The data collection team of the Development Services develops indicators together with the faculties' management and other academic community. The Research Council decides on indicators which are followed in research. In addition to indicators, the utilisation of research information as data warehouse reports from different systems (UTUCris, TOPI, funders' systems, Vipunen) is under development. The University's management, deans and heads of department use these indicators in leading research activities.

The Development Services, IT Services and Library plan how research output (publications, data, software, merits etc.) are recorded, reported, and made visible. The main goal is to develop the *University's Current Research Information System* (UTUCris) as well as its compatibility with other internal and national systems. The UTUCris Steering Group and multiprofessional project group decide on the priorities of the development. The information provided by the system offers a possibility for research merit follow-up, development of research, and promoting visibility.

The assessment and inspection carried out by research funders are the basis of quality management in granting and using *supplementary funding*. The funding is competitive and the funding decisions are usually based on scientific peer-review of the applications. On the basis of the evaluation reports, researchers can develop their research plan and possibly also their research approach for the next applications. In addition, funders assess the realisation of projects on the basis of project reports. Assessments on the project's progress or success give grounds for making corrections or valuable information for next projects.

Public funders (e.g. Academy of Finland, Business Finland, EU) can *review the projects they are funding*, usually based on a sample or the amount of granted funding. The reviews are also targeted at the organisation's processes and operations, i.e. at the operational environment where the projects are carried out. The reports can include recommendations for organisations to develop their operations. The funder checks later on whether the development suggestions have been carried out.

The goal of the University is to increase and diversify supplementary funding by offering *necessary support for researchers and research groups*. Services are offered, for example, in applying for research funding, budgeting, making procurements, drafting agreements, IPR issues, data protection, data management, utilising results and expertise, and monitoring and forecasting financial matters. To support researchers, a Guide for Project Leaders is available in the intranet.

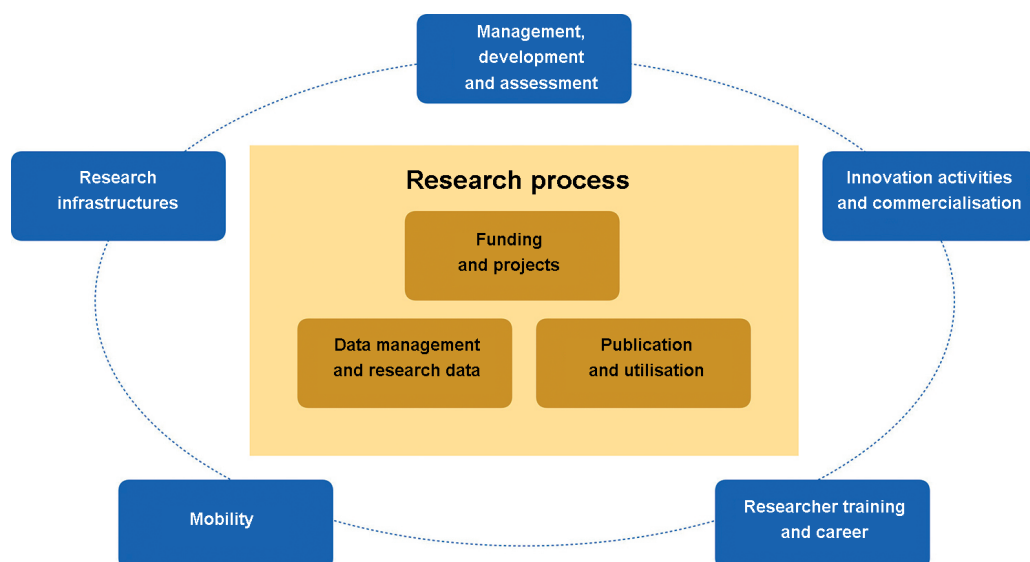


Figure 7 Service groups supporting research¹¹

The services receive *feedback* from several sources, for example, from the management's faculty tours, surveys, and annual reports. The feedback is handled in the units of the University Central Services and in teams consisting of the representatives of different units. On the basis of the feedback, services and expertise are developed and diversified. The development working group of supplementary funding is responsible for the coordination and execution of funders' special inspections. The working group also maps out, analyses and promotes the University-level targets for development that arise in the inspections.

The electronic process of supplementary funding includes recording and updating information, checking applications, records management, monitoring and forecasting financial matters, and concluding a project. All the applications for supplementary funding are recorded in the steering system (TOPI) where a person with an authority to sign documents can approve applications so that they can be sent to the funder. In addition, accepting the funding and opening project accounts are also approved in TOPI. The University Central Services supports both the project leader and the head of department at different stages of the process. The University Central Services collects feedback from heads of department and other academic community, based on which the multi-professional project group develops the system and services.

¹¹ Source: Notional architecture of the support and administration of research

2.3 Quality in education

Central policies in educational mission

The educational mission of the University of Turku is defined in the *Universities Act* (558/2009) and in the Government Decree on University Degrees (794/2004). The decree complementing the educational responsibility of universities (1451/2014) issued by the Ministry of Education and Culture specifies the educational mission in some fields.

The University outlines its educational mission through its *Strategy* and internal division of the educational responsibility: Multidisciplinary and inspiring education is based on the latest scientific knowledge and meets the changing needs of society. The University is committed to a responsible learning process. This requires careful planning of the curricula, education that is based on the latest research, and a steady progress of studies, as well as a correlation between education and working life. Education is organised into appropriate and sufficiently extensive modules. Students are encouraged to utilise the University's multidisciplinary education across different fields of science.

Current development policies in education are defined in the *Policy Programmes* that implement the University's Strategy and are updated when necessary. The responsibility for the implementation of the actions is assigned to different parties and the progress of the actions is followed regularly. The policies are included in the annual planning of activities, personnel and finances, and in the reporting of these activities.

The faculties implement the educational mission in their scientific fields and are responsible for the quality of education. Education and its goals are described in the *curricula of the degree programmes*. The curricula are based on competence. The competence gained with the degree is described as knowledge, skills and attitudes. Furthermore, working life, internationality, and continuous learning are taken into consideration in the curricula work.

Educational bodies

The University's responsibilities and bodies are described in the Rules of Procedure, University Regulation on Studies, and UTUGS Rules of Procedure.

The *Vice Rector* responsible for education and educational structures leads the realisation, assessment and development of the University's educational mission. The Vice Rector leads the *Teaching and Learning Council* whose task is to steer and monitor the realisation of the University's Strategy, develop education at the University, and ensure the quality of education. All the faculties and personnel groups as well as students are represented in the Teaching and Learning Council. A students' well-being division works under the Council, and the Council can appoint other divisions and working groups.

The highest decision-making body in doctoral training is the *UTUGS Steering Committee* appointed by the Rector, and its tasks correspond to those of the Teaching and Learning Council. All the faculties, doctoral candidates, and new dissertation supervisors are represented in the Steering Committee and the work is led by the Director of the Graduate School.

Faculties provide education leading to a degree. Each faculty has a dean or a vice dean responsible for education, who are also members of the Teaching and Learning Council. Each faculty has a working group for educational development which is led by the dean or vice dean responsible for education. Doctoral training is the responsibility of either the dean or one of the vice deans, and the faculties have a body responsible for doctoral training. The degree education curricula are approved by the faculty council. All the decision-making bodies and preparation groups have a student representative. As the operational environment of education, the *departments* have an important role in carrying out education, building a pedagogical culture, and allocating resources.

Individual teachers are responsible for the quality of their teaching and development of expertise. As members of the academic community, they have an impact on the development of education and teaching. In addition to the University, several units select teacher and course of the year. Teachers are encouraged to use versatile teaching and assessment methods.

In the recruitment of teaching and academic guidance personnel, the academic portfolio is taken into consideration. In the portfolio, the applicant records in various ways their merits in different areas of academic work, including pedagogical training and qualifications in teaching.

The realisation of the education mission is supported by administratively centralised support services. The Educational Affairs has the main responsibility in the services and administration of basic degree education. The Educational Affairs participates in the planning of education in collaboration with academic personnel and also provides student services. On the University level, the responsible person is the Director of Educational Affairs, and, on the faculty level, the Head of Academic and Student Affairs of the faculty. The administration of and services for the doctoral training are led by the Head of the Research Career unit.

In addition to the Educational Affairs, *several other units* produce support services. The University Library provides materials and develops students' information retrieval skills. The IT Services participates in maintaining and developing the data systems of teaching and studying. The Career Services serves as a bridge between the student and employer by, for example, supporting students in internships and on the first steps of their career paths, and by facilitating students' placement in working life. The unit also offers topical knowledge on working life, placement and career follow-up, and training and expert services. Mentoring programmes are available for basic degree students, doctoral candidates, employees, and supervisors.

Organising education

The most central University-level decree is the *University Regulation on Studies* which includes regulations on e.g. planning and developing education and teaching, student selection, right to study, realisation of education and student guidance, evaluation of competence and credit transfer, theses, appeal procedure, misconduct, and certificates. Establishing new degree programmes is steered by the Rector's decision complemented by regulations on joint degree programmes. The recognition of prior learning is steered by Vice Rector's Guideline for RPL at the University.

The University Board decides on the number of students admitted annually to the University to pursue a Bachelor or Master academic degree. Public admission criteria approved by the faculty are followed in *student selection*. A Rector's decision defines the ways of proving language skills which are followed in selecting students to degree programmes in accordance with the admission criteria. Statistics on studying and admission are available on the University's website and in the admissions guide. Admission criteria for non-degree studies are decided by the provider of education.

Central tools in quality management are systematic *curricula work* and a functional student feedback system. The Rector decides on the general principles and rules that are followed in the degree programme curricula. The Vice Rector responsible for education leads curricula work. The curricula for degree programmes are made for two years.

Together with the Teaching and Learning Council, the Vice Rector responsible for education issues the general guidelines for the curricula work to the faculties. The Graduate School complements the guidelines with its own instructions for doctoral training and the education working group of the Graduate School coordinates and develops the transferable skills training offered to all doctoral candidates, i.e. the UTUGS courses.

The faculties complement the University-level regulations with their own instructions for the contents and development of education. The education working groups of the faculties lead the curricula work and compile the curricula. Students as well as teaching and research personnel are represented in the faculties' education working groups. The faculty council approves the curricula. The electronic PEPPI tool is used in the curricula work.

Personnel and students develop the curricula in collaboration according to regularly collected feedback, scientific requirements, and the needs of changing society and working life. Students' point of view is taken into consideration on the basis of feedback from individual students and in collaboration with the Student Union of the University of Turku and its subject-specific organisations.

The same principles are followed in the curricula of the *international Master's degree programmes* as in other education provided by the University. The programmes are regularly reviewed and a working group appointed by the Rector develops the quality of education and shares good practices according to a separate action plan.

In addition to degree education, the University offers specialisation education, studies in the Open University, management training, and versatile continuing education. Providers of adult education meet regularly to coordinate and develop *continuous learning*. The curricula of the Open University are approved in the faculty councils. The University's general regulations for education are followed in the realisation of the studies. Teaching is provided by teachers approved by the faculties. The study attainments are recorded in the University's study record system.

The specialisation education manual supports those who plan and realise education. The manual contains binding jurisdiction regulations. Specialisation education is planned together with other higher education institutions and according to agreements with working life representatives. The unit providing the continuing education approves the curricula and issues the certificates.

Feedback system and follow-up of education

The student feedback system approved by the Teaching and Learning Council is at the core of quality management in education. Feedback is collected from students on individual courses, after the first year of studies, after completing the Bachelor's degree (National Student Feedback Survey) and the Master's degree as well as after one and five years of graduation. Feedback is also collected in the faculties' advisory boards which consist of discipline-specific working life representatives. In doctoral training, the doctoral candidates are requested to give feedback on teaching on individual courses, during annual follow-up, in UTUGS satisfaction surveys, and after graduation.

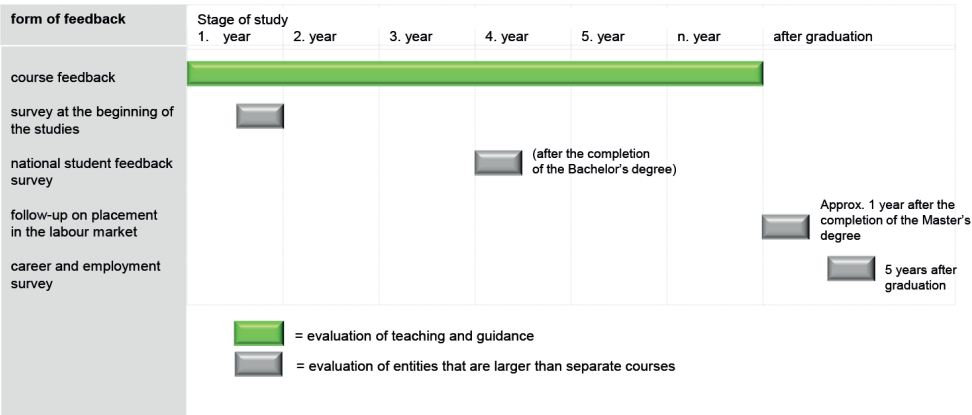


Figure 8 Collection of student feedback

The data provided by the feedback system is analysed in the centralised support services of the Educational Affairs, in units and working groups as well as in the Graduate School for doctoral training. The data is stored in the University's data warehouse

from where the faculties and units can obtain it for their use. Feedback data is used in the development of education and teaching. The practices for collecting and using feedback have been described in the University's intranet. The feedback systems of support services are described in Chapter 4.3.

The Extended Management Group of the University regularly follows and evaluates the number of degrees completed in the faculties and the results are reported to the University Board. The Vice Rector responsible for education conducts annual discussions in faculties on topical themes and issues raised by the departments. Education is a central target in the quality system audits of the Finnish Education Evaluation Centre [FINEEC](#), in addition to which it is assessed in one-time field- and theme-specific evaluations.

Teachers' pedagogic training and development of teaching

The Human Resources Development Committee outlines the *personnel training* provided at the University. It also supports development activities in units with annual allowances. The university pedagogy training is organised by the Unit for University Pedagogy at the Faculty of Education and its steering group has an extensive representation from the University community. UTUGS organises training for dissertation supervisors.

The *teaching development team* of the Educational Affairs supports teachers in practical teaching and guidance tasks. Individual teachers and teacher groups can ask for support for their practical and pedagogical development needs in teaching and guidance. Furthermore, a digi-pedagogic team offers support in utilising digital learning environments and learning methods. The team includes experts from both the IT Services and Educational Affairs.

2.4. Quality in societal interaction

Societal interaction promotes the effectiveness of the University's activities which, in their fundamental character, are research-based and relevant to the operational environment. Furthermore, collaboration offers the stakeholder groups possibilities to promote the realisation of the University's mission statement. High-quality interaction is created in *collaboration* between stakeholder groups, the academic community, and expert support services, and it is supported in many ways in connection with the quality management of research and education (e.g. Open Science Policy).

Societal interaction is steered as part of the University's *management, strategy and annual planning processes*. The implementation and follow-up of the Strategy's Policy Programmes are central tools for development. As the steering group of societal interaction, the Extended Management Group of the University handles three topics each year: in April, the Group analyses the annual report materials of the units; in September–October, they analyse the feedback and development trends collected

from stakeholder groups; and in November, they prepare the annual plan for societal interaction for the following year.

The established *reporting* on societal interaction focuses on the follow-up targets assessed as the most important by using defined indicators. The follow-up is based on University-level data collection, units' reports, and feedback collected from the environment (e.g. surveys and spontaneous feedback on websites). In addition, information is collected with several in-house or procured reviews and follow-up procedures. The most central IT systems are TOPI, Konsta, and UTUCRIS.

UNIVERSITY'S OPERATIONS	STAKEHOLDER ROLES
<ul style="list-style-type: none"> • PUBLISHING TO PROFESSIONAL COMMUNITIES AND THE PUBLIC • EXPERT ROLES • ATTENDING UNIVERSITY EVENTS AND ATTRACTIONS • WORKING LIFE COLLABORATION IN DEGREE EDUCATION • OTHER THAN DEGREE EDUCATION • INNOVATIONS, ENTREPRENEURSHIP AND TRANSNATIONAL EDUCATION • DEVELOPMENT PROJECTS • SHARED USE OF RESOURCES 	<ul style="list-style-type: none"> • PARTICIPATING IN REALISING THE UNIVERSITY'S MISSION • PARTICIPATING IN DECISION-MAKING AND DEVELOPMENT • ORDERS AND DONATIONS

Figure 9 Follow-up targets of societal interaction

The utilisation of the University's stakeholder groups is promoted e.g. in the Advisory Board. The meetings of the [University's Advisory Board](#) are focused on the themes that are important for the University's profile and the processing that supports both the preparation and implementation of the Strategy. Faculties utilise both advisory boards and alumni collaboration in deepening their working life connections in research and education. [Alumni relations](#) and fund-raising are steered with action plans. In addition to giving feedback, the representatives of stakeholder groups participate especially in several steering groups for training and regional development projects designed for the needs of working life. Contacting the University is made easier with e.g. the collaboration platform [University Partner](#) and [services](#) presented on the University's website.

Instructions and the centralised services promote spreading good practices. The intranet pages on societal interaction include the definition and principles of operations, examples of activities, and other materials supporting interaction (e.g. Green Guide). Other important tools are University-level instructions and services for regional development projects and drafting research agreements. The [Open Research Policy](#) describes the University-level outlines on opening research processes and methods, and the Data Policy describes collecting, using and managing research data. The practices are made concrete in the action plans. The services provided by the Innovation Services promote the protection and commercialisation of research results. The management of the projects' entire cycle is carried out in the steering system (TOPI). The Rector has given guidelines on realising transnational education. Support services for societal interaction are part of the feedback system of the University Central Services.

In addition, several *evaluations, accreditations and rankings* where the University participates in take societal interaction into account. One of the most central ones is the national audit of higher education institutions by FINEEC. Societal interaction is part of both thematic (e.g. Entrepreneurial University, ACEEU) and unit-specific accreditation processes (Turku School of Economics accreditation report on personnel's merits in other than academic activities, AACSB). The quality of operations is also developed in internal (e.g. societal interaction inducements), regional (Study in Turku), national (e.g. The Government's key projects), and international (e.g. projects partly funded by EU) projects. The collaboration group of the higher education institutions in Turku is a permanent form of activity.

The quality of societal interaction is also ensured with *structural solutions*. The University's Development Services is responsible for the coordination of societal interaction. The Societal Interaction Project Group appointed by the Rector handles the principles, practices and development of societal interaction in support of the Societal Interaction Steering Group. The faculties have their own methods of handling matters related to societal interaction. Collaboration between higher education institutions supports purposeful profiling, sharing expertise, and improving productivity. Transnational education company Finland University supports the international education services of the member universities. Expanding transnational education requires careful risk assessment and management. The principles and practices of transnational education are steered with Rector's decisions. The University management defines the strategic partnerships.

3 Steering

This chapter describes the University's principles of steering. The chapter contains descriptions on the steering by the Ministry of Education and Culture, Strategy and annual planning processes, as well as the monitoring and developing of operations.

3.1 Principles of steering

Steering refers to the *planning, monitoring, and reporting* of the University's operations. The objective of steering is to achieve the tasks set for the University as efficiently, productively, and economically as possible. Through performance steering and goal-setting, the University aims to achieve the central targets recorded in the University's Strategy and in the agreement between the Ministry and the University. Steering is an integral part of the University's quality system.

According to the Universities Act, the University Board approves the *principles of steering* that determine the University's steering system. The agreements made with the Ministry of Education and Culture are an essential part of steering as a whole. The Principles of Steering define how the University sets targets for operations, allocates resources for the achievement of the targets, monitors and reports, and evaluates and develops the quality and productivity of the operations.

The starting point is that all the units have joint objectives, procedures and division of responsibilities concerning annual planning, monitoring, and reporting of the operations. In the internal operational planning and steering of the University, the following units are defined as *profit centres*: the faculties, departments, other units comparable to departments, independent units, different operations in the University Central Services, and other operations defined as profit centres.¹² The operations of the profit centres are steered by the Universities Act and the policies approved by the Ministry of Education and Culture and the University Board. The Principles of Steering have been divided into four subgroups:¹³

¹² University of Turku Financial Regulation, Subsection 1.2

¹³ The Board's decision on the Principles of Steering 7 June 2016



Figure 10 Principles of steering

In steering, the practices of *knowledge-based management* are utilised to affect the operations by using statistical and forecast information, feedback information, and other research data (feedback by the Ministry of Education and Culture, feedback systems of the University, feedback on feedback, Research Assessment Exercise, rankings etc.). Appointed by the Director of Development, the responsibility of the data collection team is to produce structured statistical information for the support of the strategic and operative management of the University and its units.

3.2 Steering by the Ministry of Education and Culture

Besides the [Universities Act](#), the *performance steering* by the Ministry of Education and Culture defines the central framework for the activities and operational planning of the University. Central national documents with targets set for education and research include the [Government Programme](#), [policies of the Ministry of Education and Culture](#), and other thematic strategies, as well as reports and working group memorandums of the Ministry of Education and Culture. The Ministry of Education and Culture and the University conclude a four-year agreement on the University's quantitative and qualitative targets relevant to the education and science policy

and on the monitoring and evaluation of their implementation.¹⁴ These targets are recorded in the agreements between the universities and the Ministry of Education and Culture. The Ministry gives feedback on the University's operations on the basis of annual reporting and follow-up data as well as required separate reports.

3.3 Strategy and Policy Programmes

The management of the University is based on the jointly approved Strategy, operating principles, and values at all organisational levels and in all units. The Strategy is prepared for a strategy period that is defined by the University Board. The Strategy document contains the University's mission statement, shared values and strategic goals for the basic missions, and possible other activities of the University. Each strategic goal has Policy Programmes that are monitored every six months and determine the measures, responsible persons, and schedule.



Figure 11 Strategic goals, shared values and themes of the University of Turku

The common *policies* of the University are based on and complement the Strategy. A policy is designed to address a certain subject, such as ethicality, personnel, or information management. The purpose of a policy is to describe the shared principles and

¹⁴ Universities Act 558/2009, Section 48

how the subject in question is taken into account in all operations of the University. A policy is not bound to a specific strategy period. The Rector decides on the drafting of policies and the University Board approves them. An implementation plan is drafted for the policies. More information can be found in the Quality Manual's Chapter 1.5.1 on quality documentation. In addition, faculties draft strategic policies for their own activities.

3.4 Annual planning

In order to achieve the goals of the agreement between the University and the Ministry of Education and Culture and to implement the University's Strategy, the units (faculties, independent units, University Central Services, and doctoral programmes) draft an annual plan. The plans are drafted in the electronic steering system, and separate instructions for drafting the plan are given annually. The system is supported by the University's data warehouse, which can be accessed by the persons responsible for annual planning and project management. Annual planning has an established schedule:

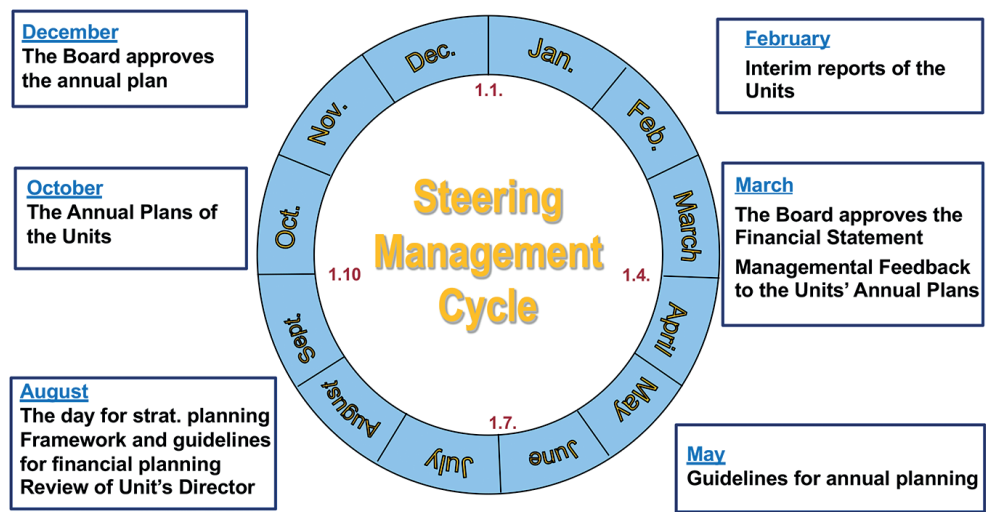


Figure 12 Cycle of annual planning

The structure of the annual plan is the same for all units, and it is comprised of the *operational, personnel, and budget plan*. The structure of the operational plan follows the structure of the University's Strategy. The strategic framework section defines the unit's mission and vision, success factors and strengths, threats and weaknesses,

and the focuses in the unit's development. The objectives and measures section consists of the four strategic goals stated in the University's Strategy. In its operational plan, the unit describes how it promotes the implementation of the Strategy's Policy Programmes during the ongoing strategy period as well as the following year's action plan. During annual planning, the unit may also take the initiative on the strategic development of its operations and/or structure.

Led by the Rector, the University Central Services prepares the budget framework of the University. The budget framework is used as a basis for the units' budget frameworks which outline the activities and finances of each unit for the following year. On the basis of the annual plans, the Rector holds *target and budget negotiations* with the faculties every four years when the agreement period with the Ministry changes. As a result of the negotiations, an agreement is made on the outline and development of the faculty's operations for the next four years. In the years between the negotiations, the Rector and the dean of the faculty discuss and agree on the questions and strategic development suggestions that arise during the annual planning. The Rector holds annual target and budget negotiations with the joint independent units with Åbo Akademi University.

The University Board discusses and approves the annual plan of the University. If the Board makes alterations to the operational plan and/or budget plan, units must update their plans accordingly.

The internal *target and budget agreements* of the faculties, independent units, and the University Central Services are *signed* by the Rector, the Chief Financial Officer and the head of the unit in question.

3.5 Monitoring and development

The results of the University and its units are monitored according to the procedures determined in the Principles of Steering. The University's *Management Group* and the Extended Management Group (the Rector and Vice Rectors, University Central Services' management, deans, representatives of the independent units and the Student Union) monitor the development of the profitability of the personnel, research and education on a monthly basis, and, on the basis of the results, make decisions on future development needs. The financial figures are monitored quarterly. With the help of the information, the deans can assess the development of their faculties as parts of the University community. The University's profitability and development needs are reported further to the University Board.

The University's *key performance indicators* include scientific publications, the number of completed basic and doctoral degrees, number of credits, graduation rate of master's degrees, competitive research funding determined according to the funding model of the Ministry of Education and Culture, and the follow-up information of innovation activities. The central performance indicator information has been saved

in the data warehouse supporting the operations and steering. The statistical data intended for internal use has been published on the intranet pages of the Academic and Student Affairs, Human Resources, and Financial Services, where it can be viewed by the personnel and students. In addition, the data warehouse can be used at any time for producing up-to-date statistics on central performance indicators with the help of the data warehouse reports. The Rector approves the monitoring practices of societal interaction.

The unit responsible for the budget has the obligation to constantly and regularly monitor its operations, the realisation of the set goals, and the development of its financial situation and to report on them according to the Principles of Steering and the Financial Regulation set by the University Board. The operations are reported twice a year: the interim report is compiled by the end of August, and the annual report by the middle of the following year's February. At the same time, reporting serves as the unit's self-evaluation, and the units draft their own development goals on the basis of the reports.

The *University Central Services* monitors regularly the realisation of the goals set for the University and the units as well as the financial situation, and reports them to the Rector, Management Group, and University Board. The Rector gives written *feedback* on the annual reports to the faculties. The independent units receive collective feedback. The Rector also visits the units regularly, and one point in the agenda is the development activities agreed upon during the previous visit and their current status.

The implementation of the Strategy's Policy Programmes is monitored and analysed biannually. The responsibility for each measure has been given to a certain party, usually a person from the University or faculty management. The persons responsible are in charge of the follow-up of the measures' progress, and detailed plans for implementation, schedules and indicators for follow-up have been drafted for each measure. Also the annual and interim reports of the units and the separate reports on strategic funding are used as sources of information in monitoring the implementation of the University's Strategy.

The University's Development Services coordinates monitoring the progress of the measures. The purpose of the regular monitoring is to ensure the progress of the measures and to take corrective actions if necessary. The progress of the Strategy is monitored by the Management Group and reported to the University Board. The Policy Programmes are carried out entirely or in part during the strategy period and they can be complemented during the strategy season.

The University prepares an *annual report* and *financial statement* every year. The financial statement and its appendices are prepared in accordance with the Accounting Act and Ordinance, in the manner referred to in Section 61 of the Universities Act. In addition, the Ministry of Education and Culture has issued guidelines concerning financial administration, which include a common model for calculating the year-end accounts that the universities should follow in their financial statement reporting. The University Central Services prepares the annual report and financial statement of the University, which are then approved by the Board and confirmed by the University Collegiate Council.

The feedback by the Ministry of Education and Culture is discussed in the Management Group and in the Extended Management Group, and the Rector decides on the measures that should be implemented on the basis of the feedback. The Rector reports to the Board on the feedback received and on the measures which have been or will be implemented on the basis of the feedback. The University Board's preparatory sessions and the Extended Management Group are essential for maintaining an up-to-date understanding of current issues and for continuous monitoring: they have regular discussions on the evaluation of the present state of affairs.

The *University Board* evaluates its work regularly. In the last meeting of the year, the Board discusses the self-evaluation concerning its own work and factors affecting it as well as the Management Group's evaluation of the work of the Board. The responses for the evaluation questionnaires as well as other meeting materials of the Board are available in the intranet in Finnish. The Board carries out a feedback discussion on the basis of the evaluations.

As prescribed by law, the *University Collegiate Council* monitors the management of the University and its finances and annually confirms the financial statement and annual report. In addition, the University Collegiate Council holds joint meetings with the Board and the Rectors approximately twice a year. In the joint meetings, the discussions involve topical matters that concern the whole University.¹⁵

15 University of Turku Rules of Procedure, Section 17

4 Quality of the University's Support Services

The role of the University Central Services in supporting the realisation of the University's basic missions is described in this chapter. In addition to the core principles of producing services, the quality management practices of different service units are presented. The feedback system encompasses the operation models of giving and utilising feedback.

4.1 University Central Services supporting basic missions

The realisation of the University's basic missions requires efficient and competent support measures. The University Central Services supports the opportunities of all members of the University community to focus on their core tasks. As a whole, the University Central Services serves as *an expert organisation as well as a service and development organisation*. Close collaboration with the users of the services is essential.

The University's administrative and office personnel are administratively centralised to *the University Central Services*. The services are produced for a wider customer base than a single faculty or independent unit. They have been organised and documented according to the internal customers as services for the teachers, researchers, students, management, and employees. The services include the Development Services, Financial Services, University Communications, and University Services.

Development Services	
<ul style="list-style-type: none"> • Innovations, Entrepreneurship and Transnational Education • Legal Affairs • Strategic Planning • Research Career 	<ul style="list-style-type: none"> • Research Development • Research Funding • Engagement and Impact
Financial Services	
<ul style="list-style-type: none"> • Controller Services • Procurement Services • Accounting and Cash Management • Travel Services 	<ul style="list-style-type: none"> • Project Services • Ledger Services • Order and Purchase Services
University Communications	
University Services	
<ul style="list-style-type: none"> • Human Resources • Study and Work Well-being Services • IT Services • Library 	<ul style="list-style-type: none"> • Educational Affairs • University Support Services • Facility Services

Figure 13 Organisation of the University Central Services

According to the defined responsibilities and distribution of work, services are offered *centrally and in service centres* that are further divided into service points. The separately organised University Support Services are responsible for the general support tasks of the faculties and departments and provide general guidance on the University's operations and services. The University Consortium of Pori, Rauma campus, and, during the summer, Kevo have their own service points. The University Central Services as a whole supports the standardising of processes, lowering barriers between services, and equalising the supply of services. Creating and utilising good practices is promoted with instructions compiled in the intranet, personal service, and diverse Human Resources Development.

The central principles of the University Central Services include:

- The functionality and clarity of the services as a whole
- Consultation of the users of the services
- Streamlining the administrative services of the academic personnel
- Sufficient administrative support for deans and heads of department
- Clear responsibilities and preventing silos between operations
- Efficient management system and ensured flow of information
- Uniform processes and equal supply of services
- Focusing on work tasks producing added value
- Experimental reform of work processes by the whole work community
- Opportunity for professional development and job rotation

4.2 Quality management of services

From the perspective of the personnel and students, the available services have been arranged as ten subgroups in the University's intranet. The contents of the Services index can be browsed by using the search engine or by topic or responsible unit. The quality management of the University Central Services' subgroups is presented in this chapter according to the division in the intranet's personnel view.

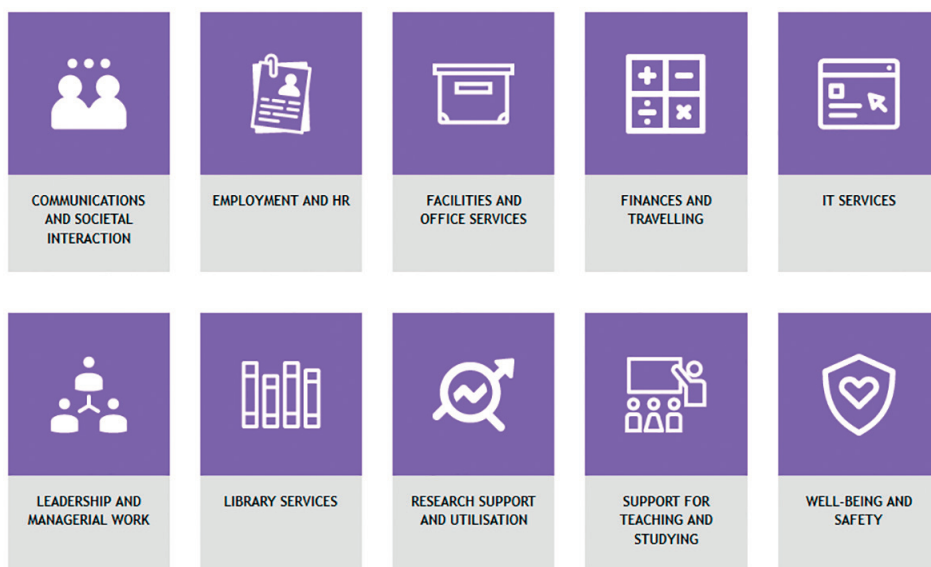


Figure 14 Services of University Central Services

The quality practices of research have been covered in Chapter 2.2 and those of education in Chapter 2.3. The University Central Services as a whole has been *defined* in

the service cards describing individual services, service descriptions defined according to the user groups, and the definitions of production responsibility and location. The University's Rector has the power of decision of the University Central Services' quality management, and the Management Group of the University Central Services is responsible for maintaining and developing the system.

Leadership and managerial work. The services available for directors and supervisors have been collected to the Services webpages. Most of these services have been covered in the Quality Manual in connection with other services. The principles and practices of steering have been described in Chapter 3. The services aimed especially at directors and supervisors focus on leadership, strategic development, and decision-making. The forms of support focus both on developing personal leadership skills and managing the methods of personnel and work community management. The guideline for disqualification promotes the objectivity, independence, and neutrality of operations.

Employment and HR. The Personnel Policy describes the implementation and development of the targets set in the Strategy and its Policy Programmes. The implementation of targets is assessed and monitored regularly in the Personnel Report, in addition to which the personnel organisations assess and monitor the realisation of the Policy. Drafted during annual planning, the personnel plan analyses how changes in the operations influence the well-being, structure, and number of personnel. In addition, the development of personnel competence, increasing international activities, and developing coping and well-being at work are analysed in the personnel plan.

The University of Turku is committed to the continuous development of the position and working conditions of researchers according to the principles of the [European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers](#). Human Resources maintains an orientation site that includes guidelines for new employees and for those guiding them. There are extensive instructions on matters regarding employment relationships in the intranet.

The University of Turku has a Human Resources Development Committee whose task is to define the annual competence needs of the personnel, advance the methods of Human Resources Development, and discuss the principles for offering Human Resources Development services and supporting unit-specific training and development projects. The Staff Training Calendar can be viewed in the Konsta Contact and Event Management System. Competence needs are identified and learning paths determined in regular development discussions.

In addition to the Personnel Policy, *recruitment* is steered by the valid Collective Agreement, University of Turku Rules of Procedure, as well as the guidelines on hiring personnel. The online recruitment system Saima structures e.g. the processes of announcing open vacancies, submitting applications, and managing applications.

Well-being and safety. Persons responsible for services concerning personnel, student, and community well-being work at the Study and Work Well-being Services unit. The principles and practices of early support (Vartu and OpintoVartu) have been compiled together. A reconciliation process has been determined for handling conflicts in the

work community. Unit-specific development is supported with instructions for work well-being plans and the expert services offered by the Study and Work Well-being Services unit. The workplace well-being survey is conducted regularly to determine the development of communality, personal work contents and competence, work conditions, immediate supervisor work, and strategic leadership. On the basis of the results, the operations of work communities are developed with the supervisor's lead, and the supervisors are offered training beforehand. The aim of the students' well-being programme is to ensure that supporting the ability to study is well-steered, well-planned, and purposeful.

The operational plan of occupational health care is complemented with an agreement with the service provider. The Equality Committee promotes and monitors the implementation and development of equality, non-discrimination, and accessibility on the basis of the plan approved by the Board. Occupational safety and health is steered by the cooperation agreement, plan of action, and annual operational plan of occupational safety and health. The instructions and materials on the different topics within occupational safety and health are compiled in the University's intranet. The sports services for the students and personnel of the higher education institutions in Turku have been merged under the title CampusSport. Security and risk management have been described in Chapter 5.1.6.

Finances and travelling. In addition to legislative regulations and national instructions, the management of finances is steered in the Financial Regulation and Procurement Regulations as well as the Rules of Procedure for Internal Auditing. The practices related to financial administration are described in the intranet services index and the operations manual intended for the internal use of the area of responsibility within the Financial Services. The University's Travel Regulations define the procedures and codes of conduct related to business travel.

The practices of budget planning and monitoring have been added to the Principles of Steering and annual planning instructions. Led by the Rector, the targets and the budget in the coming years are agreed on in the internal target and budget negotiations with the faculties, independent units, and the University Central Services. The units and the management report on the budget monthly for the Chief Financial Officer and quarterly for the Rector (including the Management Group) and the Board. The steering system TOPI is used as the electronic tool for planning and monitoring operations.

The [Infrastructure Plan](#) covers the operational environment, facilities, and investment needs. The procurements are carried out from framework suppliers that are selected on the basis of centralised tenders or from the suppliers that Hansel Ltd has put out to tender and are used based on a joint agreement. The authority of procurements is instructed in detail, the order management system systematises especially the procurement of products ordered in high volumes. Information on the procurements and tendering has been compiled in the intranet.

The Financial Regulation defines the procedures of *supplementary funding*. Applying for supplementary funding, contract administration, monitoring, and reporting are

regulated also e.g. by the general conditions of contract, overhead cost procedure, and cost coefficients of chargeable service research. The instructions for applying for funding and for the implementation phase of a project have been compiled according to the main funder. In terms of supplementary funding, a central document is the Guide for Project Leaders that contains tasks, responsibilities, duties and rights, as well as practical support and instructions for a responsible leader. The funding of projects is managed with the TOPI system.

The University of Turku has an internal process for searching, screening, and cultivating potential innovations. Applications can be submitted constantly, the evaluation process is carried out twice a year. The Innovations, Entrepreneurship and Transnational Education unit coordinates the funding call 'New knowledge and business from research ideas' by Business Finland. The University's Guideline for Inventions is based on the Finnish University Innovation Act. There are also guidelines for patents, trademarks, and the right to use produced materials. The [Entrepreneurial University website](#) forms the University's entrepreneurial path that offers information, networks, and inspiration for entrepreneurship. The University participates in several business collaboration networks that enhance the functionality of the entrepreneurial path.

In its *investment activities*, the University follows the principles approved by the Board. Shares are managed through UTU Holding Ltd. In the consolidated financial statements, the University's Financial Statement is merged with the consolidated financial statements of the subsidiary UTU Holding Ltd's subgroup, and the share of the partly owned company Certia's result.

Facilities and office services. The Premises Working Group maintains an overall picture of the University's new construction projects, renovation projects, and other matters concerning premises. The facility register contains all the facilities administered by the University. The figures on the facilities are found e.g. in the Annual Report and the Financial Statement.

The basis of the **IT Services** is the constantly developed and well-controlled information technology infrastructure and ensured information security. The use of information technology is steered by the IT Rules. In addition, every service has its own description and binding instructions (Email Rules, Administrative Rules, Information Security Policy). The information security rules are drafted on the basis of the best practices. The Software Catalog collects together all software commonly used in research, teaching, studying, and administrative work. Feedback and development suggestions on the IT Services can be given in different ways (including email and chat) to the Helpdesk team that helps with the acquisition and use of information technology. The Policy for Records Management and Archiving is complemented by the Filing Plan and instructions on records management and archiving.

Library services. The Library produces services for the University community supporting the distribution and management of scientific information. The Library has its own operations manual that is part of the Library's public webpages. The Library offers free teaching and training for all members of the University community, e.g. in the use of the Library's research data and information services. In addition to free self-study

materials, instructions on e.g. information and data retrieval as well as a chat are available for the customers. The use of the Library services is steered by binding rules of use. Customer satisfaction surveys are conducted regularly, and there are several different channels available for giving customer feedback. Collecting and analysing feedback is a continuous process in the Library.

Communications and societal interaction. The University Communications of the University of Turku supports both the external and internal communications through different channels. Both expert support and diverse instructions are available for publishing research results and general scientific communications. Open science is promoted with guides on open access publishing and managing research data. The instructions on material production facilitate the production of materials that are in line with the University's consistent visual image. The procurement of graphic design and advertising agency services as well as printing and copying services are steered by agreements based on tendering. In addition to the instructions in the intranet, the quality of events is ensured by centralising event support to the University Support Services, and, as for scientific congresses with over 50 participants, to corporatised congress and event services (Aboa Congress & Event).

Approved by the University Board, *the Data Protection Policy* determines how data protection is ensured in all the operations of the University. With the help of the privacy notice of the University of Turku, the data subjects are informed on how personal information is handled in the University's main operations and how the data subject can receive more information on the handling of their personal information.

The quality management of societal interaction is described in Chapter 2.4.

4.3 Feedback system of the University Central Services

The centralisation of the University Central Services requires a well-functioning feedback system. Encompassing the University Central Services as a whole, the feedback system determines the opportunity to give feedback, methods of documenting and handling feedback, and communications practices.

The aim is that giving feedback is easy, and the University community considers giving and utilising feedback a normal part of developing the University. The ideal is direct and spontaneous feedback that enables corrective actions without unnecessary delays and heavy processes. The person who has given feedback is contacted immediately on the handling of the matter. Encompassing all University Central Services, the system takes the special monitoring needs of different services into account, and it also promotes the University-level decision-making to develop the services as a whole. The transparency and interactiveness of giving and handling feedback is aimed at in the University community.

All members of the University community have the opportunity to give feedback.
Feedback can be given:

- immediately in the service situation
- by sending email to unit or service-specific email addresses
- through the Feedback channel in the intranet
- during faculty visits by the University Central Services' management
- in the steering group or advisory board of the service
- in the joint meetings between the users and producers of the services
- in the annual University Central Services survey
- during annual reporting
- in the regular survey for heads of department
- in the feedback surveys (e.g. after the first year of studies, after completing the Bachelor's degree, career follow-ups, feedback surveys during different events)
- in customer service surveys and reports

The feedback system functions in accordance with the University's organisation structure. The responsibilities and practices of *handling feedback* have been defined according to each service. The feedback handling process includes the responsibility to inform the person who has given feedback on the measures that have been taken on the basis of the feedback. The University community is informed on the alterations made to the roles, practices, and instructions. The University organs established for different subject areas (steering groups, project groups etc.) monitor the development of the services. Feedback is handled:

- between employee and supervisor
- in the responsible team or unit
- together with other units participating in the service
- in the steering group of the service
- in the management group of the unit
- together with the University management

The revision practice of the operations manuals and quality manuals complements the feedback system so that the development activities carried out on the basis of feedback are taken into account in the University-level instructions and the development and maintaining of the quality system. The Development Services monitors the general functionality of the feedback system as a part of the quality system as a whole.

5 Quality Management as a Whole at the University of Turku

The key functions and their methods in quality management are concisely described in this chapter. The end of the chapter handles managing the University's quality system as a whole as well as practices in assessing and developing the system.

5.1 Quality management functions

The aim of quality management is to develop the University's operations as a part of the PDCA cycle. The activities in quality management strengthen the knowledge base, develop expertise, and improve the prerequisites of decision-making. Unit-specific quality systems are drafted for special needs, e.g. for laboratories.



Figure 15 Quality management functions

5.1.1 Promoting good practices

In its fundamental character, the University is a *learning organisation*. Activities and practices are constantly developed in all task areas and units. For example, the regular assessment of research activities offers possibilities for sharing successful methods and solutions, and, in education, coordination of curricula work and the graduate school system have improved the interaction between the units and teachers. Joining the University Central Services together under one organisational unit enables improving the consistency of quality and renewing practices.

However, spreading the developed solutions and operation models does not happen automatically but requires constant vigilance in observing reforms and highlighting, spreading and standardising them. The Steering Group for Quality Work and the Engagement and Impact Unit collaborate with the University Central Services and entire University community to promote good practices.

5.1.2 Instructions

The versatile instructions for the University community available in the intranet form the University's Operations Manual. Services specialists are responsible for the contents and update of the instructions, and their units offer expert help for personnel and students.

5.1.3 Feedback systems

The purpose of feedback systems is to follow and further develop different activities at the University. The key elements of the feedback systems following the PDCA cycle are giving and collecting feedback, documenting and handling the feedback, giving feedback on feedback, and utilising feedback. Feedback can be given directly to employees and supervisors in service situations, through unit or service emails as well as through the Feedback channel in the intranet. Furthermore, the University collects regular feedback from the students and staff (e.g. surveys at different stages of studies and workplace well-being survey). The feedback systems of research, education, and support services have been described in Chapters 2.2, 2.3 and 4.3.

5.1.4 Assessments, audits, accreditations, certifications and rankings

Internal and external quality management assessments and other separate reviews are carried out on the University's operations. The Research Assessment Exercise RAE is carried out regularly. Other significant assessments are the [thematic and field-specific evaluations](#) by FINEEC. The University units and operations assess and develop their activities as a part of everyday work but also through self-evaluations, benchmarking assessments, and internal and external evaluations. The ongoing and future assessments are recorded in the University's *assessment plan*.

In Finland, higher education institutions are obligated by law to participate in external evaluations of their activities at regular intervals. The audit is a specified and independent assessment to evaluate whether the requirements set for the audit target have been fulfilled. The University of Turku has ordered the audit from FINEEC. It assesses whether the quality system of the higher education institution is purposeful and functional and fulfils the set criteria. The targets for evaluation are the procedures the higher education institution uses to maintain and improve the quality of its operations. The University received a quality label from the Finnish Education Evaluation Centre which is valid for six years until 16 June 2023. More information on the previous audit is available in the FINEEC's [audit report](#). FINEEC has prepared a manual for the third audit round which follows the policies made on the practices in the European higher education area. The standards and guidelines ([Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) ESG) were adopted by the ministers responsible for higher education in May 2015.

Accreditations and certifications are usually carried out in order to fulfil international standards. These processes carried out by third parties are used for verifying the target's qualifications and the validity of the certificates issued by the target, after which the unit can be added to the list of certified operators. The accreditation and certification processes (e.g. the accreditation of Turku School of Economics) are voluntary to the University, and the target that is accredited can be freely selected.

The purpose of *rankings* is to provide tools for presenting and comparing universities. The lists are based on e.g. the universities' student, personnel, resource, and publication information emphasised in different ways depending on the ranking. Some rankings also use peer-review.

As a part of external evaluation, the University participates in several international rankings. The University delivers the requested information according to the instructions of each ranking. Furthermore, the University follows its placement also in rankings where the information is retrieved from the rankings' own sources. The Engagement and Impact Unit is responsible for the duties related to rankings as a part of the Development Services. Topical information on rankings is available on the University's website.

5.1.5 Unit-specific quality systems

As a result of the centralisation of the University Central Services, the need for maintaining unit-specific instructions decreased significantly. However, due to special reasons, units may need to maintain targeted quality systems. Examples are laboratories and units with specialised operations. The Engagement and Impact Unit keeps a record of the systems and responsible persons.

5.1.6 Risk and security management

The goal of risk management is to recognise and analyse factors that can lead to the failure of a strategy or other goals. Risks can also be positive in their nature, i.e. an unused opportunity can be a risk. At its best, risk management is integrated in strategic decision-making. In addition to individual risks, risk management also takes into consideration the joint impact of risks.

The risk management focuses on *preventive actions*: the continuation of the University's operations without disturbance and interruption in a high-quality and cost-effective manner. Increasing general risk awareness and considering safety matters is part of everyday activities both in national and international settings. In addition to the operational environment, key risk indicators (KRI) can be used in anticipatory risk management.

Risk management is a part of the University's management, planning, and decision-making processes. The risk management and safety policy defines the principles and goals of risk management, organisation and responsibilities in risk management, and the key principles in risk management follow-up and reporting. At the faculties, the deans and heads of department are responsible for ensuring that any risks related to the units' operations and the necessary precautions have been analysed, documented, and prepared for in an appropriate manner.

The purpose of risk and security management is to support the University in implementing the actions defined in the Strategy as well as in safeguarding personnel, students, and property from different kinds of risks. In crisis situations, the University's actions are guided by the emergency preparedness plan, risk management and safety policy, safety instructions, and instructions for crisis communication. *Crisis operations* are organised by three different groups: Management Team for Crisis Situations, Steering Group for Safety, and Steering Group for Risk Management.

The *Management Team for Crisis Situations* prepares the plans and instructions that guide the actions. The Management Team manages the possible crisis situation, defines the University's standpoint and main messages, and gives official statements in crisis situations. The Management Team for Crisis Situations presents a safety review to the University Board once a year.

The *Steering Group for Safety* prepares the annual revisions of the plans and programmes that guide the operations. In a crisis, the Steering Group leads the operative actions and produces information for the Management Team to support their decision-making. The Steering Group drafts an annual plan for organising crisis management drills, emergency evacuation drills, rescue exercises, fire extinction drills, crisis communication exercises etc.

The *Steering Group for Risk Management* charts and supervises the economical and juridical risks of the University and takes care of a comprehensive insurance cover.¹⁶

The security management in occupational safety and health has been described on the Human Resources' intranet pages. The Occupational Safety Organisation has been appointed for 2016–2019.

5.1.7 Internal control and audit

The basic principles of *internal control* and internal audit are defined in the Financial Regulation. Internal control consists of the system entity of the control of finances and operations realised by the management, which in its part helps the organisation to function lawfully, cost-effectively, and influentially. Internal control is part of the financial and operational monitoring system of the University.¹⁷ The effective realisation of internal control is promoted by clearly defining the power and responsibility relations, documenting the operational and financial processes, supporting personnel training and commitment to work, as well as by paying attention to risky work chains.

The Rector manages the University's internal control. The Chief Financial Officer is responsible for the practical arrangements. The supervisors of the profit centre shall ensure that the unit has adequate internal control systems and that regular checks are made. The supervisory duty applies to all the operations and the management of finances in the unit. The head of the profit centre is responsible for ensuring that the necessary measures are taken without delay based on the information produced by the internal control. Any irregularities, mistakes, or possible misconducts are immediately reported to the head of the profit centre and to the Chief Financial Officer. The University keeps a register of close persons as a part of control and preventing misconducts. The management's liability is clarified each year. The clarification is extended to the level of heads of department.

The *internal audit* is conducted under the direction of the Rector of the University. The audit focuses on all of the University's activities, especially management and other supporting services. The duties in internal audit are defined in the Rules of Procedure:

16 Rector's decision 7 Dec 2012, Dno 1053/051/2012

17 University of Turku Financial Regulation, Section 3

- monitoring and reviewing the cost-effectiveness and suitability of activities and financial management, as well as the validity and sufficiency of the information given on them,
- monitoring and reviewing the reliability of the activity and monitoring systems,
- following and promoting the internal self-monitoring performed by units,
- monitoring and reviewing that regulations, centrally provided orders and instructions are followed and that the information on all accounting is reliable, as well as
- making proposals and suggestions to the management for developing the aforementioned activities.

5.2 Developing quality management

5.2.1 PDCA cycle

Quality management is systematic operation that supports the University's basic missions and proceeds according to the Plan–Do–Check–Act (PDCA) cycle. The main goal of quality management is ensuring the high quality of the University's basic missions, research, education, and societal interaction. In addition to the basic missions, there are subject areas common to all operational entities where the cycle of continuous development is realised.

5.2.2 Quality system map

The quality map drafted for the assessment and development of the quality system and describing and coordinating quality work is used especially in prioritising and defining areas of responsibility in quality work. More information can be found in Chapter 1.3.

5.2.3 Quality Manual and Operations Manual

The documentation of quality management has been structured into the Quality Manual, which is a tool for assessing and developing the quality system, and the Operations Manual, which contains instructions on the activities. In addition, the steering system materials are part of the quality system documentation. More information can be found in Chapter 1.5.1.

5.2.4 Operational plan of quality management

Quality management is based on the collaboration of the entire University community, parties responsible for different activities and quality management, and the Development Services, especially the Engagement and Impact Unit. The policies for the development of basic missions and University Central Services are recorded in the regularly updated Policy Programmes of the University's Strategy and annual plans.

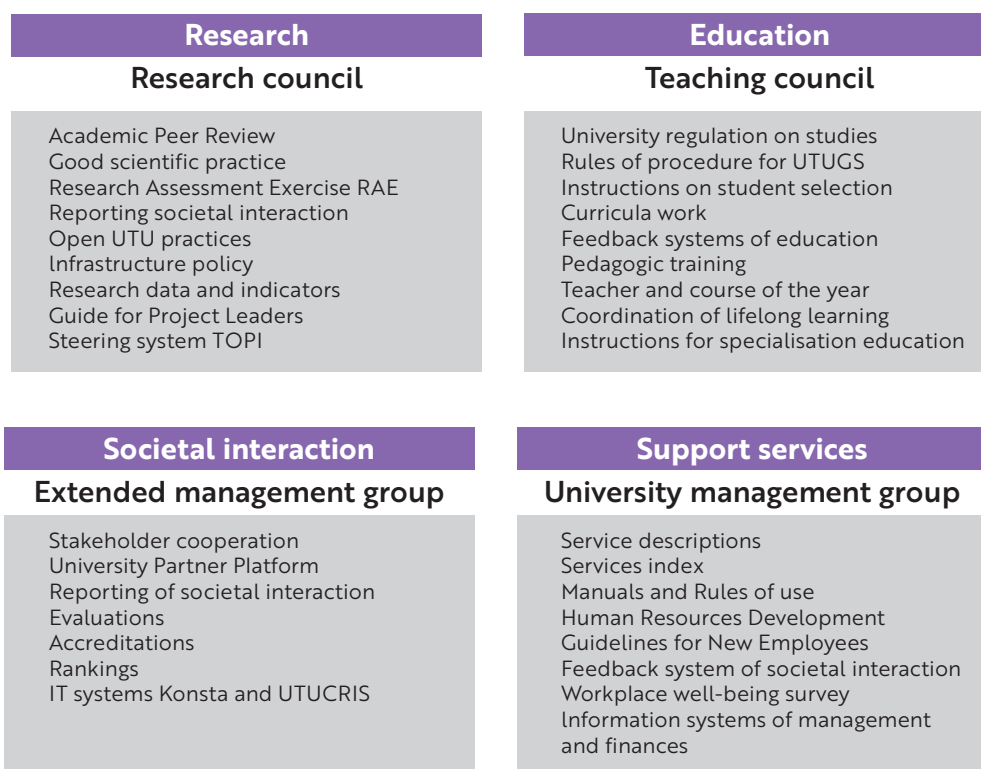


Figure 16 Examples of quality work in different areas

The Steering Group for Quality Work approves the operational plan for quality management that defines the most important development topics. The Steering Group's attention and the work of the personnel responsible for quality management are targeted at these topics. The goals of the plan are

- good quality of and effectiveness in research, education, and societal interaction
- making the resources of the University personnel available for carrying out the basic missions
- prioritising quality management in activities that have the greatest impact on quality and competitiveness
- coordinating quality management and connecting it tightly with steering and everyday work
- clarifying processes, the distribution of work, and documentation so that the activities are more efficient.

The quality system map reflecting the operational targets and practices is utilised in outlining the operational plan of quality management. In addition to the in-house University-level activities, the plan includes the ongoing national projects of the Finnish Education Evaluation Centre and the unit and action-specific projects. The assessment plan that exceeds the period of the operational plan collects together the basic information on the planned and ongoing evaluations, audits, accreditations, and certifications. The operational plan defines the roles of the Steering Group for Quality Work and the Engagement and Impact Unit in maintaining and developing the quality system and in coordinating quality work.

5.2.5 Follow-up and assessment of quality work

The Steering Group for Quality Work constantly monitors the development of quality work and assesses every two years how the operational plan has succeeded. The Rector makes the decisions on the further actions required by the assessment.

Quality Manual Revisions


The Engagement and Impact Unit constantly revises the Quality Manual according to the information at hand. The Rector approves the revisions on the basis of the annual review of the Quality Manual's topicality.

Previous Quality Manuals of the University of Turku

Version number	Authors	Approved
1.0	Planning Officer Tia Loukkola	Rector Keijo Virtanen (10 Aug 2007)
2.0	Quality Manager Anu Mäkelä	Rector Keijo Virtanen (5 Oct 2010)
3.0	Quality Manager Anu Mäkelä, intern Tiia Matikainen	Rector Kalervo Väänänen (10 Feb 2017)

Current Quality Manual

Version number	Authors	Approved
1.0	Senior Advisor (Quality Manager) Kari Seppälä Development Specialist Ilona Tuominen	Rector Kalervo Väänänen (22 Jan 2019)



The University of Turku creates the conditions for high-quality activities by maintaining and developing a strong academic operational culture and organising efficient expert services to support the basic missions. Additionally, the quality system includes persistent steering and quality management encompassing all operations.