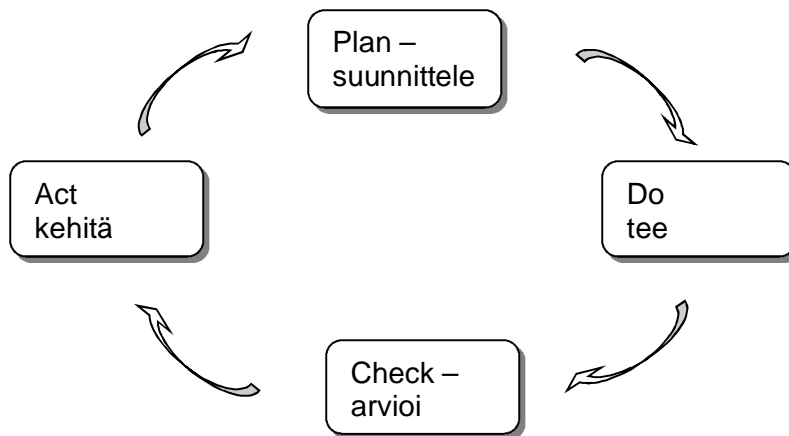


UNIVERSITY OF EASTERN FINLAND Main Quality Manual

Prepared by: Sirpa Suntioinen 15 May 2016

Non-supervised, abridged version/Main Quality Manual of the University of Eastern Finland, version 3.2

# University of Eastern Finland – Main Quality Manual



Quality at the University of Eastern Finland refers to the expediency of the activities relating to education, research and social interaction, and to a high level of the related outcomes. The foundations of our activities are rooted in customer needs and expectations, and in fulfilling them. We develop our activities on the basis of customer feedback and continuous evaluation, and best practices are efficiently disseminated within the university.



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Change log

Version	Approved by	Date	Type of change	Changes per section
1.0	Board	1 June 2010	implementation of the new Quality Manual	throughout the manual
2.0	Board	28 September 2010	technical corrections	throughout the manual
2.1	Rector	23 February 2011	Added Chapters Internal control (4.6), internal inspection (4.7) and audit (4.8), corrections from proofreading, technical corrections and links have been checked, a new layout	throughout the manual
2.2	Rector	24 October 2012	The names of units have been updated and the Office for International Education and Marketing 3.3.1.8 has been added. Links have been checked and complemented, if necessary. Spelling mistakes have been corrected and incomplete sentences have been completed	throughout the manual
2.3	Rector	23 April 2014	Updated, in particular, with regard to	throughout the manual

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			the overall operational architecture	
3.0	Board	12 May 2015	New strategy has been taken into account, process descriptions have been corrected to comply with JHS152 and the overall operational architecture, links have been checked and technical errors have been corrected	throughout the manual
3.1	Rector	4 December 2015	UEF's new logo taken into account. Corrections to process diagrams. Internationalisation has been better taken into account, and minor errors have been corrected, links checked.	throughout the manual
3.2	Rector	May 2016	Minor mistakes have been corrected, links have been checked, figures have been changed to comply with the new brand	throughout the manual

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### 1 Mission, vision and strategy

#### 1.1 Mission, vision and strategy

The University of Eastern Finland is a multidisciplinary university, which started its operations on 1 January 2010.

The university's strategy for 2015–2020, 'Interdisciplinary solutions', was approved by the Board of the University of Eastern Finland on 1 April 2014.

The strategy of the University of Eastern Finland identifies four global challenges which the university seeks to find solutions for in strong research areas rooted in the basic sciences and through research-based education that meets the challenges of tomorrow's working life.

The challenges are the following:

ageing, lifestyles and health

learning in a digitised society

cultural encounters, mobilities and borders

environmental change and sufficiency of natural resources

The entire strategy of the university is available on the university's website:

<http://www.uef.fi/en/web/quest/uef/strategy>

#### MISSION OF THE UNIVERSITY OF EASTERN FINLAND

We are an international, multidisciplinary and student-centred university. Our high standard of research and appealing academic offering build the competence base of the future.

#### VALUES OF THE UNIVERSITY OF EASTERN FINLAND

The values of our university community include freedom, openness and courage in pursuing science, teaching and learning, as well as responsibility and impact. We use the expertise of the whole academic community in our activities. Our activities are steered by the principles of ethicality and sustainable development.



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### VISION OF THE UNIVERSITY OF EASTERN FINLAND

We are an internationally attractive university which seeks to find interdisciplinary solutions to global challenges.

#### Strategic objectives:

Research is internationally of high quality and effective.

Education is based on the most recent research, and we train experts for the working life of the future.

The university is a well-known and socially effective operator.

The activities of the University of Eastern Finland are governed by the Universities Act.

<http://www.finlex.fi/en/laki/kaannokset/2009/en20090558>

## 1.2 Programmes and other documents supplementing the university strategy

The university has the following university-level programmes that specify the implementation of the strategy in more detail:

The University of Eastern Finland's action plan for the development of learning environments (approved on 2 July 2014)

The University of Eastern Finland's action plan for external research funding for 2014-2020 (approved on 23 January 2014)

The development programme of research infrastructures (2015)

Russia programme (2015).

The strategies and programmes that complement the strategy of the university are available on the university's Intranet.

<http://www2.uef.fi/en/intra/suun-keh/toiminnan-ohjaus-ja-seuranta>

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According to the objectives of the Ministry of Education and Culture, the overall operational architecture has been integrated into management and quality work.

The strategies of the faculties and units are found on the websites of each unit.

### 1.3 University organisation and administration

The University of Eastern Finland is an independent public-law institution. The university's organisation, administration and decision-making system are described in the Administrative Regulations.

Administrative Regulations:

[http://www2.uef.fi/documents/10437/118959/Administrative\\_Regulations\\_01042014.pdf/9394ed98-7d3f-4481-8ebe-99161655b4ba](http://www2.uef.fi/documents/10437/118959/Administrative_Regulations_01042014.pdf/9394ed98-7d3f-4481-8ebe-99161655b4ba)

There are four faculties in the university: the Philosophical Faculty, the Faculty of Science and Forestry, the Faculty of Health Sciences and the Faculty of Social Sciences and Business Studies. In addition, there are two independent institutes: Aducate, which is the University of Eastern Finland's Centre for Training and Development, and the University Pharmacy. The service centres include the Language Centre and the Library. As part of the Faculty of Philosophy, there are two teacher training schools: Joensuu Teacher Training School and Savonlinna Teacher Training School. Each faculty, independent institute, service centre and teacher training school has its own supplementary quality manual in which its processes and functions are described in more precise detail.

Organisation chart of the University of Eastern Finland:

<http://www.uef.fi/en/uef/faculties-and-independent-institutes>

The university operates at three campuses. The main campuses of the university are located in Joensuu and Kuopio. In addition, the university has a campus in Savonlinna. In accordance with the strategy, efforts have been made to construct an open and efficient administration. As mentioned in the Universities Act, those responsible for the management of the university are its Board, Rectors, University Collegiate Body, and Faculty Councils and Deans.

Rectors and the Leadership Group:

<http://www.uef.fi/en/uef/rectors-and-leadershipgroup>

Board: <http://www.uef.fi/en/uef/board>



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University Collegiate Body:

<http://www.uef.fi/en/uef/university-collegiate-body>

The university's leadership and administration and their duties are described in section 3.1 Key processes: Strategic leadership and performance management process.

The university's Board has representatives from four different groups.. This ensures that the perspectives of professors, other staff, students and stakeholders are taken into account in both preparatory and decision-making bodies.

For practical administrative duties, the university has University Services (section 3.3.1). The management of administrative duties at the faculties' administration service centres, service centres and independent institutes is described in the quality manuals of each unit.

According to the Administrative Regulations, the university also has a Research Council, a Teaching Advisory Committee and a Board of Appeal. Their functions are described in more precise detail in sections 3.2.1 and 3.2.2.

### 1.4 Recognition of customer and interested party needs

Internal clients include all members of the university community: students, staff and the leadership of the university.

Students are important members of the university community in the university's operational development. They are mainly young, Finnish and international full-time students, but a significant number is also in working life and/or studies part-time. Students expect student-centred teaching, which makes independent choices possible and supports critical thinking. They also desire a comfortable studying atmosphere, modern and flexible learning environments, and degrees that guarantee good workplaces, as well as the opportunity to participate in preparatory working groups and decision-making bodies. The needs of those applying for education are also taken into account.

The university's Finnish and international staff represent an important internal client. The staff expect open and inclusive activities as well as a thoroughly secure employment relationship and working environment. Also required are encouraging leadership and wage policies as well as sufficient and correctly targeted information to develop one's own activities.



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The representatives of the university's leadership – such as the Board, University Collegiate Body, Rectors, Deans and Department Heads – all need information about the university's processes, the needs of client and interest groups, and the operational frameworks to support management and decision-making.

The Ministry of Education and Culture is both a client and an interest group for the university. The university will have negotiations with the Ministry of Education and Culture at the beginning of the four-year contract period. The university's operational and quantitative objectives are agreed in the negotiations. The annual basic funding of the university is determined in accordance with the funding model of universities. The VIPUNEN system, developed for the exchange of information between higher education institutions and the Ministry of Education and Culture, is a key tool for guidance. VIPUNEN requires that the university submits comparable information on the results of its activities to the system.

Educational cooperation is realised by national and international education and research communities acting together. Cooperation with local universities of applied sciences, employers and upper secondary schools is particularly important. The objective is to create synergy benefits with the help of systematic and long-term cooperation and to offer students flexible study paths and a lifelong learning process.

The municipalities, federations of municipalities and congregations are significant interest groups.

The international scientific community and the previously mentioned interest groups as well as trade and industry and enterprises call for an innovative, ethical and relevant research contribution. Furthermore, they require that graduates master, in addition to their primary substantial skills, general academic abilities such as skills in teamwork, language, communication, the retrieval of new information and information technology.

Research funders – such as the EU, Academy of Finland and Finnish Funding Agency for Innovation (Tekes) in addition to national and international foundations – are particularly important interest groups that, with their own policies and decisions, guide the research activity they finance. Research funders require high-standard research of excellent quality as well as good research management.

Information concerning clients' needs, experiences and satisfaction is collected and examined regularly in accordance with Chapter 4 of this quality manual.

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### 1.5 Quality policy, quality culture and quality work objectives

Within the quality culture of the university, quality work and the continuous development of processes have become an essential part of strategic leadership and the university's activities both at an individual and unit level. Quality work and the Quality Management System are communicated openly and the communication reaches all staff and students. The entire university staff can participate in quality work and its development through various channels.

Quality policy and quality assurance objectives approved by the university's Board provide a starting point for the university's Quality Management System.

The University of Eastern Finland's quality policy requires that:

- the Quality Management System supports carrying out and developing the university's basic tasks in a reliable and internationally high-quality manner which takes into account the needs of the individual, society and the environment
- strategic leadership that supports research and education professionally and continuous operational development are based on analyses produced via evaluations and feedback
- the university is an innovative, internationally respected and sought-after work and research community, as well as a reliable and long-term strategic partner
- the university's activities are open, equal, inclusive and communal
- the university contributes to the well-being of the personnel and students, and pays attention in its activities to multiculturalism, global corporate responsibility and the principles of sustainable development.

The objective of quality assurance and the Quality Management System is to:

- produce data about the implementation of the university's strategies and objectives
- assist with creating shared procedures and common cultural practices for a learning quality organisation in addition to distributing the best practices
- support the progress of core processes and the continuous improvement of research and learning outcomes
- support the principles of global responsibility, multiculturalism, equality, justice and openness
- communicate operational quality to the personnel, students, higher education communities and partners

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- develop and distribute skills and capacities relating to quality assurance and its evaluation.

The overall operational architecture of the university has been integrated into leadership and quality work. This Quality Manual describes the operational architecture, which is the strategy, organisation, stakeholders and processes. Otherwise, the overall operational architecture is described in more detail in the Quality Manual of IT Services.



Figure 1. UEF's Plan-Do-Check-Act model

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### 1.6 Organisation, implementation and documentation of quality management

#### 1.6.1 Organisation and implementation

The University of Eastern Finland is part of the Ministry of Education and Culture's administration. The university's Quality Management System is documented in the Main Quality Manual and in its subordinate Quality Manuals respective to the faculties, independent institutes and service centres and University Services. The manuals also contain more detailed operating instructions, procedures and regulations. In addition, the units of faculties have their own complementary quality documentation, such as operating guidelines or Quality Manuals.

Every member of personnel is for their part responsible for the university's high quality activities and results consistent with its objectives. Students are also expected to take part in operational development by providing feedback and participating via their representatives in the activities of various university bodies.

The university's Quality Management System follows the principles of continuous development and covers all university processes. The university's quality assurance is based on the Universities Act and the quality assurance objectives of the Finnish Education Evaluation Centre. It also contains features of ISO9001:2000 standard, and the instructions and recommendations of the European University Association (EUA) and the European Higher Education Area (EHEA) have been taken into account in it.

The audit manual of the Finnish Education Evaluation Centre:

<http://karvi.fi/en/publication/audit-manual-quality-systems-higher-education-institutions-2015-2018/>

European University Association, ESG principles:

[http://www.enqa.eu/wp-content/uploads/2015/11/ESG\\_2015.pdf](http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf)

European Higher Education Area and Bologna process: <http://www.ehea.info>

European Association for Quality Assurance in Higher Education (ENQA):

<http://www.enqa.eu/>

The Quality Management System is developed on the basis of internal and external audits, evaluations and feedback data described in Chapter 4. The Quality Manager of

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the university also participates in national and international peer reviews of quality systems and quality conferences so that the university's Quality Management System keeps up with international development.

Main actors	Tasks related to the quality management system
Board	<ul style="list-style-type: none"> <li>- Ensures that the university's vision is achieved, that day-to-day activities increases in efficiency and that quality is improved.</li> <li>- Approves the main versions of the Main Quality Manual (1.0, 2.0, 3.0 etc.).</li> <li>- Outlines quality assurance</li> </ul>
Rector	<ul style="list-style-type: none"> <li>- Approves the preliminary versions of the Main Quality Manual (1.1, 1.2, 1.3 etc.).</li> </ul>
Leadership Group	<ul style="list-style-type: none"> <li>- Acts as the steering committee of quality work.</li> <li>- Carries out the management reviews at the university level.</li> </ul>
FINEEC Team	<ul style="list-style-type: none"> <li>- Planning and implementation of self-assessment related to the FINEEC audit and benchmarking of the education process.</li> <li>- Preparing faculty audits for 2015–2016.</li> <li>- Compiling and finalising UEF's FINEEC audit report and translation, if necessary.</li> <li>- Communications related to the FINEEC audit.</li> </ul>
Quality Manager	<ul style="list-style-type: none"> <li>- Responsible for the organisation and development of quality work.</li> <li>- Responsible for organising internal audits.</li> <li>- Responsible for organising external audits.</li> <li>- Responsible for organising quality training for staff and students.</li> <li>- Responsible for the quality of the work of University Services in collaboration with the persons in charge of quality at each unit of University Services.</li> </ul>

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Quality Coordinator	- Acts as the Quality Manager's work partner and deputy.
Dean/Director of an independent institute or service centre	- Responsible for the quality work of a faculty/independent institute/service centre.
Persons in charge of quality in units	- In addition to their own duties, responsible for the development of quality work in their unit and maintaining and updating of the Quality Manual.
Internal auditors	- In addition to their own duties, perform internal audits according to an agreed schedule.
Personnel	- Participates in the university's quality work. - Ensures the quality and development of their own activities. - Receives and gives feedback.
Student	- Participates in the university's quality work by giving feedback and acting in administrative bodies.

### 1.6.2 Documentation

The university's documentation includes

- 1) strategies, action plans and programmes of measures
- 2) meeting notices, minutes and memoranda
- 3) official statements
- 4) instructions and plans
- 5) documents related to the Quality Management System and overall architecture, such as Quality Manuals, process descriptions, audit and review records. Process descriptions follow the JHS152 description method as applicable.

Documents are governed in accordance with the archives formation plan.

Archives Formation Plan: <http://www.uef.fi/en/web/johdonpalvelut/records-management-and-registry>

In this quality manual, only the governance of documents relating to the Quality Management System is described in greater detail.

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Quality work has its own website:

<http://www.uef.fi/en/uef/quality-management>

The university Board approves the Main Quality Manual and changes in its principles after it has been processed by the Cooperation Council and the Leadership Group. The Rector approves the technical changes of the Main Quality Manual (versions N.1, N.2, N.3 etc.) by signing the change page of the Main Quality Manual's paper version. The Quality Manager updates the Quality Manual at least every other year.

There is a valid, original, written version of the Main Quality Manual in the university archive and an electronic version.

There is a date on each page of the Main Quality Manual of when it has been approved. The version history appears on the change page. Old original versions are stored according to the Archives Formation Plan. Other quality documents, such as university-specific audit reports and management review reports, are stored in the same way as the Main Quality Manual.

There is also a non-supervised, abridged version in English of the Main Quality Manual and a short Prezi description in English on the Internet.

The quality manuals of the faculties and units will basically follow the structure of the Main Quality Manual. Their descriptions define the Main Quality Manual in more detail and processes presented in it with separate process descriptions.

The objective is to have as many common practices as possible and that the number of Quality Manuals be as small as possible.

## 2 Resources

The university's employees and students are the most important resources of the university. The university employs about 2,800 people and has 15,000 students. The university's annual budget is about 234 M€, of which 142 M€ is basic funding. Most of the facilities are situated at three campuses.

### 2.1 Personnel



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The processes of human resources management are described in more detail in the Quality Manual of University Services.

### 2.1.1 Human resources policy and strategic human resources planning

In accordance with its strategy, the university carries out human-oriented and competitive human resources policy. The core of the human resources policy comprises well-being at work, respect for academic freedom and professional leadership and supporting change. The university is an attractive place at which to work, in both national and international comparisons.

The European Commission has granted HRS4R recognition to the University of Eastern Finland for developing the status and career of researchers.

Having a human-oriented activities constitute a competitive advantage for the university. The university's sound social responsibility has a positive effect on its image and success. The function of the university's Human Resources Services is to enhance staff competence and job satisfaction. The university invests in equality between campuses and university units' personnel.

The university applies a four-stage research career model for teachers and researchers.

### 2.1.2 Recruiting

The university's Human Resources Services assists the faculties in recruiting capable personnel, arranges competitive tendering for recruiting-related compatibility testing services and provides instruction in recruiting-related questions.

### 2.1.3 Occupational safety and well-being at work

In the University of Eastern Finland, occupational safety and well-being at work are considered an essential part of improving the efficiency of activities. The university is responsible for occupational safety, and the Occupational Safety and Health Act and the Act on Occupational Safety and Health Enforcement and Cooperation on Occupational Safety and Health at Workplaces govern the occupational health and safety measures of the university.

Occupational health and safety and work safety:

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<http://www2.uef.fi/en/intra/henkiloston-kehittaminen/tyoterveyshuolto2>

Occupational Safety and Health Act:

<http://www.finlex.fi/en/laki/kaannokset/2002/en20020738>

Act on Occupational Safety and Health Enforcement and Cooperation on Occupational Safety and Health at Workplaces:

<http://www.finlex.fi/en/laki/kaannokset/2006/en20060044>

The university carries out occupational risk assessment systematically.

Well-being at work is continuously developed. It constitutes part of leadership, and it is one of the focus areas in the university's leadership training.

The Support Group for Human Resources Development functions as a channel for interaction. The support group consists of representatives from the faculties, service centres and personnel groups. Tasks of the support group include:

- 1) processing questions related to staff development
- 2) the development of well-being at work from the perspective of staff productivity
- 3) supporting the new university community during changes, from the perspective of staff and work organisation.

The provider of the university's occupational health care is an important strategic partner in improving job satisfaction.

There are a total of more than 60 ERGGIs, or trained ergonomics experts, at the University of Eastern Finland. ERGGIs assist staff at their own departments in using an ergonomic working method.

University Sports Services cover both student and personnel exercise. University Sports Services are managed by sports secretaries appointed by the Student Union.

### 2.1.4 Orientation and instruction

Orientation at the start of a career with regard to the work community, immediate operating environment and the whole university community is part of competence development. Regular performance appraisal discussions and common meetings of the work community form the basis for the continuous future development of an individual employee and the work community.

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Orientation consists of all the measures and procedures with which an employee will learn to

- feel that the university is their workplace,
- adopt the operating methods of the university and the work community, and
- internalise the operating policy and mission of the university and their operating unit.

The work community and the department are responsible for orientation. The duty of the department head is to take care of introducing a new employee to his/her job and to appoint a person responsible for orientation. Each department at the university has an assigned development contact person who can take care of orientation.

The university has common material used for orientation that is available to everyone. In addition, departments have orientation material related to their own activities. Quality Manuals are also used as orientation material.

Human Resources Services produces common material to be used in orientation and organises New Staff Orientations twice a year at the Joensuu and Kuopio campuses at which the university's leadership, operators within units and operating methods will be introduced. These events are also organised in English for international employees.

Orientation check list:

<http://www2.uef.fi/en/intra/henkiloston-kehittaminen/perehdytyksen-muistilista>

Staff training refers to training that the University of Eastern Finland organises as an employer or acquires for its staff. The objectives of the training are mainly determined by the needs of the work community and the development of the tasks of the organisation. In addition to professional competence, the training also supports the development of skills and knowledge related to management functions and social competence.

In the annual performance appraisal discussion between the employee and the supervisor, educational needs are specified. Furthermore, the form and content of instruction as well as the possible reimbursement of education-related costs and working time used are agreed.

### 2.1.5 Equality, parity and inclusiveness

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The University of Eastern Finland's equality and equal opportunities policy has been prepared for 2010-2015/2016.

Equality and equal opportunities policy:

[http://www2.uef.fi/documents/1459298/1459305/UEF\\_tasa-arvo-ja\\_yhdenvertaisuusohjelma\\_netti\\_ENG.pdf/59f682f7-efa5-40bd-9be0-60ce8e60d486](http://www2.uef.fi/documents/1459298/1459305/UEF_tasa-arvo-ja_yhdenvertaisuusohjelma_netti_ENG.pdf/59f682f7-efa5-40bd-9be0-60ce8e60d486)

The university has an Equal Opportunities Committee that is responsible for promoting the realisation of the objectives of the Act on Equality between Women and Men and promoting the measures required by the Non-discrimination Act at the university.

The studying and teaching arrangements are realised so that the various groups of disabled and special learners obtain the support they need for studying. In case of special arrangements concerning studying, a student can contact the person in charge of their own faculty, department, school or academic subject. General instructions can also be obtained from the Educational Psychologist and the Student Union's Social Policy Secretary. Student and Learning Services handle matters related to accessible studying.

The university maintains a website on accessible studying

<http://www.uef.fi/en/web/guest/studies/accessibility-in-studies>

### 2.1.6 Working hours and compensation

The personnel's working hours are determined by the Working Hours Act and the collective agreements that supplement it. Salary is determined on the basis of the general collective agreement.

### 2.1.7 Performance appraisal discussions

Performance appraisal discussions are carried out in accordance with the university's guidelines. Procedures are described in more precise detail in the quality manuals of the university units.

Instructions on performance appraisal discussions are available on the website of HRM:

<http://www2.uef.fi/en/intra/henkiloston-kehittaminen/kehityskeskustelut>

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### 2.1.8 Participation of personnel

The activity of the university community is based on openness in decision-making as well as individual respect and inclusiveness. The staff take part in the activities of the university bodies and working groups through employee representatives. Employees are encouraged to engage in personal development, in addition to that of their units and the university as a whole. The units have their own meeting procedures, which are more thoroughly described in their quality manuals.

The Act on Co-operation within Undertakings guides staff participation.

Act on Co-operation within Undertakings:

<http://www.finlex.fi/en/laki/kaannokset/2007/en20070334>

### 2.2 Students

The students' well-being and graduation within the schedule, as consistent with the degree objectives, are primary goals of the university, according to the strategy. Students' participation in decision-making and in the development of the university's functions is described in the Administrative Regulations.

The possibility has been arranged for students to participate in the development of teaching in all faculties.

The attention to student well-being is described in the strategy of Bachelor's and Master's level education strategy and in Student and Learning Services' quality manual.

### 2.3 Funding

The university's total funding is comprised of the State's basic funding addressed in the State budget directly to the universities as well as external funding. The State's basic funding ensures adequate conditions for carrying out the university's statutory duties. A significant part of the external funding is nationally and internationally competitive research funding, which is particularly significant for improving the quality and impact of research. The university collects donation capital, increases its own capital and develops its financial standing and liquidity.

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### 2.3.1 The Ministry of Education and Culture's resource allocation mechanism

The university's budget consists of the State's basic funding, external funding, profits from investment and financing activities, and the use of consolidated funds. The basic funding granted annually to the university is determined by the funding model of universities as confirmed by the Ministry of Education and Culture.

The State's basic funding for university expenses is determined by the foundation of the same principles for all universities. The principles for the State's basic funding are recorded in the Universities Act. The calculation of the funding principles and mutual distribution, as well as the consideration of the increase in the cost level, are enacted in more detail by a Government Decree.

Education and research and researcher training are statutory basic activities of universities, they form the basis on which a significant part of the allocation of basic funding is performed.

The Ministry of Education and Culture makes the funding decisions annually concerning the basic funding.

### 2.3.2 External funding

Of the university's total funding, the share of external funding is about 40%. The most significant sources for external funding are the Academy of Finland, the Finnish Funding Agency for Innovation (Tekes), the framework programme funding from the EU, structural funds and chargeable commercial activities.

Acquiring external funding is a significant challenge in the university's activities. The university's researchers and research groups are primarily responsible for applying for external funding. The acquisition of competitive national and international research and education funding is made more efficient by focusing on the profitability of research and education and supporting researchers in acquiring research funding in particular from the Academy of Finland, the Finnish Funding Agency for Innovation Tekes and the EU.

### 2.3.3 The university's internal allocation of funds

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The principles of the university's internal allocation of funds follow the university strategy. They offer incentive and are based on openness and fairness. Strategic funding is allocated on the grounds of profitability and quality.

### 2.4 Premises

The university has three campuses – in Joensuu, Kuopio and Savonlinna – as well as a research station in Mekrijärvi. University partners are also operating in the campus areas.

Facilities support the key activities of the university, and the facilities are used efficiently. The focus in developing the facilities is on sustainable development and solutions that promote accessibility.

Buildings and facilities are described in more detail in the Optimize facility management system.

### 2.5 Equipment and research materials

#### 2.5.1 Equipment

Procurement Services operating within Financial Services maintains an equipment register. The purchase of equipment and furniture is guided by the Procurement Instructions.

Procurement Services:

<https://www2.uef.fi/en/intra/hankpalv/hapa>

Procurement Instructions:

[https://www2.uef.fi/documents/26719/153199/hankintaohje\\_uef\\_2012\\_eng.pdf/a86efa16-4533-4f0e-83b1-4e028c572d11](https://www2.uef.fi/documents/26719/153199/hankintaohje_uef_2012_eng.pdf/a86efa16-4533-4f0e-83b1-4e028c572d11)

The university has an equipment maintenance unit in Kuopio and an infrastructure unit in Joensuu for the maintenance, calibration and calibration control of equipment and fittings. Equipment maintenance is organised separately at the campuses and described in more detail in the manuals of the units in question.

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### 2.5.2 Research data

When the university's research data is used, obligations related to legislation and any related contracts will be taken into account. The storage of research material is regulated by the university's Archives Formation Plan.

### 2.6 Safety matters

All employees and students are responsible for following existing instructions and directions in their work and studies as well as reporting discovered safety risks. A summary of safety instructions has been prepared for each campus in the Safety Guide, which is distributed to all staff members and posted on bulletin boards. The guide has been printed both in Finnish and English.

Campus-specific safety guides are available at: <http://www.uef.fi/fi/intra/turvallisuus>  
Crisis teams have been appointed for the campuses in Joensuu and Kuopio.  
<http://www2.uef.fi/fi/intra/henkiloston-kehittaminen/kriisiryhma>

The units are responsible for their own safety issues.

### 2.7 Information security

IT Services looks after the university's technical information security and the development of general information security.

The university's information security instructions:  
<http://www2.uef.fi/en/intra/tipa/tietoturvallisuus>

Matters related to information security are also described in the Quality Manual of IT Services.

### 2.8 Laboratory quality systems

Laboratory activities are controlled by, for instance, the Chemicals Act, the Chemicals Decree and the Waste Act, and the university's own instructions. The university's laboratory quality systems are described in greater detail in the quality manuals of the university units concerned.



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Chemicals Act: <http://www.finlex.fi/en/laki/kaannokset/2013/20130599>

Chemicals Decree: <http://www.finlex.fi/en/laki/kaannokset/1993/19930675>

Waste Act: <http://www.finlex.fi/en/laki/kaannokset/2011/20110646>

### 3 Processes

The university process chart is presented in Figure 2.



Figure 2. The process chart of the university.

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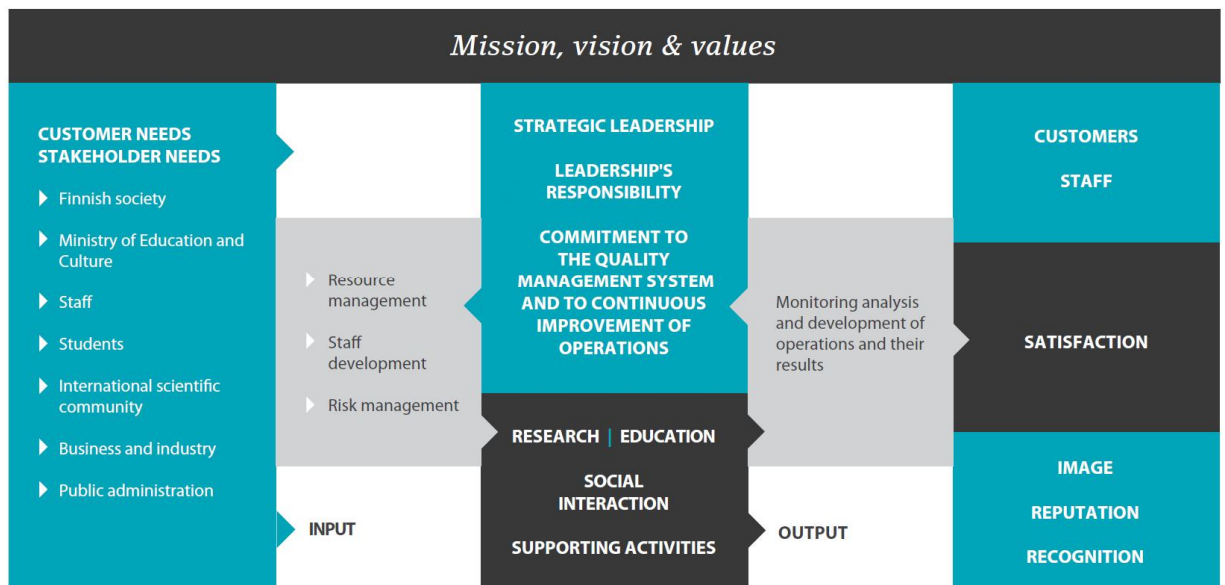
### 3.1 Key processes: Strategic leadership and enterprise resource planning process

Strategic leadership and performance management are processes that significantly affect the university's core and auxiliary activities. The Universities Act and the performance management of the Ministry of Education and Culture set the general operating framework for the university. They emphasise the importance of strategic leadership and achieving planned results on the level of the university, faculties and university units.

The Finnish Government approves the development plan for education and research every fourth year. It specifies education and research political policies for the next few years. In addition to the Government programme, the development plan for education and research and legislation, the university is controlled by agreements between the Ministry of Education and Culture and the university.

The university sees quality management as a central part of strategic leadership (Figure 3).

**STRATEGIC LEADERSHIP // ENTERPRISE RESOURCE PLANNING // QUALITY MANAGEMENT**



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Figure 3. Strategic leadership, enterprise resource planning and quality management at the University of Eastern Finland.

Purpose of the process:	To carry out the university's strategy and processes and the development of their quality. The activity is targeted and systematic. The university is capable of reacting quickly to changing circumstances and operational demands as well as improving its operational quality and effectiveness and achieving its central objectives.
Person in charge of the process:	Rector
Quality objectives of the process:	<ul style="list-style-type: none"> <li>- The university's strategic goals are achieved.</li> <li>- The university's enterprise resource planning system supports the faculties, independent institutes and service centres in achieving their strategic targets.</li> <li>- The university's activities are future orientated and based on an analysis of the operating environment.</li> </ul>

The university and the Ministry of Education and Culture will have negotiations at the beginning of the four-year contract period in which the university's functional and quantitative objectives will be agreed on. The monitoring and assessment of the objectives will also be specified in the contract as well as the development of activities. The VIPUNEN system, developed for the exchange of information between the university and the Ministry of Education and Culture, is a key tool for guidance.

The university's overall architecture and five-year road maps are maintained by IT Services. Negotiations are held annually with representatives of the faculties and various service groups during which the needs for the next few years are clarified. The needs are compiled into investment proposals that will be confirmed in performance negotiations.

The Board of the University of Eastern Finland decides on performance targets to be presented to the Ministry of Education and Culture and the internal grounds for the division of funds. The university's internal enterprise resource planning will take place

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with help from annual negotiations, strategic seminars and quarterly reports. Performance agreements are prepared as a result. The Deans have performance negotiations with the faculty departments and the Director of Administration with the administrative units.

Annual management reviews and the monitoring of information produced by indicators and feedback systems are also a central part of the process of strategic leadership and enterprise resource planning. The survey protocol is described in section 4.4.

Regular performance appraisal discussions are a part of the management system. They enable comprehensive evaluation of the performance of the organisation and employees and help create outlines to support the development of employees.

Main actors	Tasks
Board	<ul style="list-style-type: none"> <li>- Approves the strategy.</li> <li>- Outlines the activities of the university.</li> </ul>
Rector	<ul style="list-style-type: none"> <li>- Responsible for strategy preparation and updating.</li> <li>- Has performance negotiations with the Deans and Director of Administration.</li> </ul>
Leadership group	<ul style="list-style-type: none"> <li>- Supports the Rector in operative management.</li> <li>- Carries out the management review.</li> </ul>
Director of Administration	<ul style="list-style-type: none"> <li>- Responsible for University Services' activities.</li> <li>- Has performance negotiations with University Services' units.</li> <li>- Engages in performance appraisal discussions with University Services' managers.</li> </ul>
Director of Planning and Development	<ul style="list-style-type: none"> <li>- Responsible for the strategy preparation process.</li> <li>- Looks after the production of indicators for management reviews together with the Quality Manager.</li> <li>- Prepares operational indicators for the Board.</li> </ul>
Quality Manager	<ul style="list-style-type: none"> <li>- Responsible for the practical organisation of management reviews.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Looks after the production of indicators for the Management Review together with the Director of Planning and Development.</li> </ul>
Dean	<ul style="list-style-type: none"> <li>- Responsible for the preparation of his/her faculty's strategy and management reviews.</li> <li>- Engages in performance negotiations with the departments and sections of his/her faculty.</li> </ul>
Department Head; Director of Independent Institute or Service Centre	<ul style="list-style-type: none"> <li>- Responsible for the strategy work of their department/unit.</li> <li>- Responsible for the development of activities and performing the management review at unit level.</li> <li>- Engages in performance appraisal discussions.</li> </ul>

Communications are an important part of management. The university's Communications Policy steers the activities of Communications and Media Relations and the communications of the university.

The university's leadership arranges annual information events where all at the university have the possibility to discuss current topics with the leadership. The university's interim reports are recorded in the Board's minutes.

### 3.2 Core processes

According to the Universities Act, the mission of a university is to "to promote free research and academic and artistic education, to provide higher education based on research, and to educate students to serve their country and humanity". In the performance of its duties, the university is to promote lifelong learning, maintain interaction with the rest of society and promote the social impact of its research results.

The university's education is based on scientific research. The teachers engage in research and researchers also participate in education. A large part of these are completed in research groups. The university's societal interaction and educational mission are visible, especially in processes related to education and research.

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### 3.2.1 Research process

The University of Eastern Finland is a multidisciplinary university that seeks solutions to global challenges in research areas rooted in the basic sciences.

The university has top-level, international research areas (aerosols, climate change and human health; cardiovascular and metabolic diseases; forest, global change and bioeconomy; neurosciences and borders, mobilities and cultural encounters), advanced-level, strong research areas, and emerging research areas.

The University of Eastern Finland's operating model for research (processes) is presented in Figure 4.

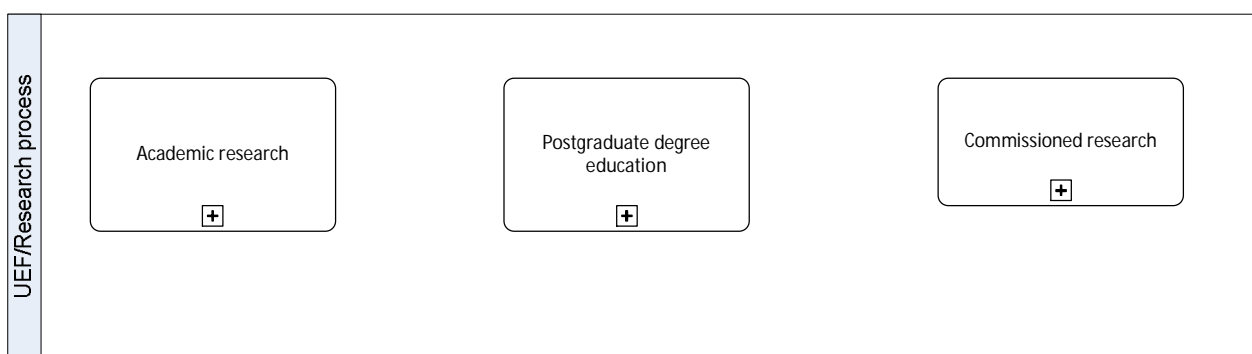


Figure 4. Operating model for research (processes).

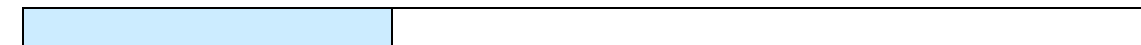
#### 3.2.1.1. Academic research process

Purpose of process:	The objective is to generate new information for national and international innovation and for the needs of society and education in accordance with the university strategy.
Person in charge of the process:	Academic Rector
Quality objectives of the process:	<ul style="list-style-type: none"> <li>- Research is of high quality and international and part of the international scientific community.</li> <li>- The research environment is modern and observes a high standard.</li> <li>- Research funding is on a solid footing.</li> <li>- The university's researcher training systematic and high in quality.</li> <li>- The research career is attractive.</li> </ul>

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All university staff are responsible for following the instructions formulated by the Finnish Advisory Board on Research Integrity.

Instructions relating to research ethics:

<https://www.uef.fi/en/tutkimusetiikka>

Most of the university's research is carried out in projects financed with external funding. The most significant research funders are the Academy of Finland, the Finnish Funding Agency for Innovation (Tekes) and the framework programmes of the EU.

Information regarding the university's research projects, publications and specialist tasks, as well as visits by teachers and researchers, is entered in the SoleCRIS research database. The use and management of the SoleCRIS research database is described in more detail in the processes of University Services.

SoleCRIS database:

[https://wiivi.uef.fi/crisyp/disp/\\_/en/welcome/nop?kieli=1&menuid=0](https://wiivi.uef.fi/crisyp/disp/_/en/welcome/nop?kieli=1&menuid=0)

Main actors	Tasks
Academic Rector	<ul style="list-style-type: none"> <li>- Responsible for the continuous development and sufficient quality of the research process and sufficient research funding.</li> <li>- Serves as a chairperson for the Research Council.</li> <li>- Appoints the Committee on Research Ethics.</li> <li>- Responsible for ensuring that the guidelines of the Committee on Research Ethics are followed (supervises responsible conduct of research, examines suspicions related to offences in responsible conduct of research and scientific fraud).</li> <li>- Prioritises project applications on the university level if required to do so by a funder.</li> </ul>

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Research Council	<ul style="list-style-type: none"> <li>- Coordinates, evaluates and supports the research-related strategy work of the units accordance with the Board's policies.</li> <li>- Assesses the level and impact of the university's research.</li> <li>- Monitors and reviews the university's scientific publishing activities.</li> <li>- Helps to develop the university's national and international research collaboration.</li> <li>- Coordinates and develops the university's postgraduate education and the activities of the doctoral programmes.</li> <li>- Coordinates and develops the acquisition of external research funding.</li> <li>- Improves research preconditions and promotes the researchers' career progress.</li> <li>- Coordinates the development and activities of large research infrastructures.</li> </ul>
Dean	<ul style="list-style-type: none"> <li>- Approves the faculty's future research projects and related agreements.</li> <li>- Outlines the faculty's research strategy.</li> </ul>
The faculty's research group (if one is established by the faculty)	<ul style="list-style-type: none"> <li>- Outlines, develops and evaluates the quality of the faculty's research process.</li> </ul>
Research Services	<ul style="list-style-type: none"> <li>- Offers expert services related to external funding and agreements.</li> <li>- Supports the Rectors in developing and implementing research activities and the strategy.</li> <li>- Coordinates the assessment of research carried out at the university.</li> <li>- The tasks are described in more detail in the Quality Manual of University Services.</li> </ul>
Responsible leader of the research project	<ul style="list-style-type: none"> <li>- Leads research in the research project.</li> <li>- Responsible for project management and reporting tasks in accordance with the instructions of the funder and the university.</li> </ul>



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<p>Researcher and graduate student</p>	<ul style="list-style-type: none"> <li>- Carries out high-quality research.</li> <li>- Adheres to responsible conduct of research in his/her work.</li> </ul>
<p>The university's Committee on Research Ethics</p>	<ul style="list-style-type: none"> <li>- Evaluates the ethicality of human-targeted non-medical research projects and issues statements on them, if required to do so by a funder or another party.</li> <li>- Evaluates, if needed, the ethics of other research projects if the evaluation has not been imposed on other parties by legislation.</li> <li>- Promotes research-ethical training and provides guidelines related to research-ethical questions at the university.</li> <li>- Works as an expert body in research-related ethical problem situations emerging at the university.</li> <li>- Maintains discussion associated with research ethics at the university.</li> <li>- Monitors and participates in the preparation of national research-related ethical guidelines and ensures their implementation at the University of Eastern Finland.</li> </ul>

The Committee on Research Ethics of the Pohjois-Savo Hospital District evaluates medical research projects and issues statements on them.

More information on the management of research projects and agreements is available in the Quality Manual of University Services and the university's Regulations on Authorised Signatories.

More information on research:  
<http://www.uef.fi/en/research>

Academic research may also include postgraduate degree education. It is described in more detail in section 3.2.1.2.

The research assessment and feedback system is described in more detail in section 4.1.

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### 3.2.1.2 Postgraduate degree education process

The University of Eastern Finland offers productive, high-quality and systematic postgraduate education. Possible scientific postgraduate degrees in the university include licentiate and doctorate degrees. In some fields, it is also possible to complete a professional postgraduate degree. The doctoral programmes of the university are compiled into a common Doctoral School.

The aim of scientific postgraduate education is to educate researchers and specialists to work independently. The objective of postgraduate education is that students will have the capabilities to resolve scientific problems and produce new scientific information independently.

<b>Purpose of process:</b>	High-quality and systematic researcher education is offered to postgraduate students for demanding expert and researcher duties and an agreed number of postgraduate degrees are produced annually.
<b>Person in charge of the process:</b>	Academic Rector
<b>Quality objectives of the process:</b>	<ul style="list-style-type: none"> <li>- The university produces an annual number of postgraduate degrees as agreed in a performance agreement with the Ministry of Education and Culture.</li> <li>- The postgraduate education and guidance offered by the university is efficient and of good quality and available to everyone.</li> <li>- All postgraduates are part of the Doctoral School and a doctoral degree programme of the University of Eastern Finland.</li> <li>- Postgraduate degrees are scheduled to be completed in less than five years.</li> <li>- The majority of doctoral degrees are completed before the age of 32.</li> </ul>

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More detailed process descriptions are available in the Doctoral Education Curricula and on the website

<http://www.uef.fi/en/research/doctoralschool>

Main actors	Tasks
Academic Rector	<ul style="list-style-type: none"> <li>- Evaluates and develops the university's postgraduate education.</li> <li>- Acts as chair of the Research Council (steering committee of the Doctoral School).</li> <li>- Decides on the funding of common postgraduate courses.</li> </ul>
Research Council/UEF Doctoral School	<ul style="list-style-type: none"> <li>- Acts as the Doctoral School's steering committee at the university.</li> <li>- Coordinates, evaluates and develops the university's postgraduate education together with the faculties.</li> <li>- Decides on the curriculum of the university's common transferable skills studies.               <ul style="list-style-type: none"> <li>- Collects feedback on the postgraduate education.</li> </ul> </li> </ul>
Head of Research Development and Senior lecturer in the Doctoral School	<ul style="list-style-type: none"> <li>- Coordinates the curriculum of transferable skills studies and the activities of the doctoral programmes.</li> <li>- Coordinates university level guidance associated with postgraduate education.</li> <li>- Publishes the Doctoral Education Curricula.</li> <li>- Arranges common readiness skills education for postgraduate students.</li> </ul>
Doctoral or Licentiate Thesis Supervisor	<ul style="list-style-type: none"> <li>- Responsible for scientific supervision in postgraduate education.</li> <li>- Communicates about the progress of the research process and gives feedback on the supervision.</li> <li>- Responsible for preparing and implementing a personal study plan for postgraduate studies on</li> </ul>

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	the basis of the scientific objectives of the degree and personal objectives.
Author of a doctoral dissertation	- Committed to completing a doctoral dissertation as planned.
Faculty	<ul style="list-style-type: none"> <li>- Responsible for the management of postgraduate education.</li> <li>- Decides on the curriculum and degree requirements of postgraduate studies.</li> <li>- Grants the postgraduate study right, approves the research topic, research supervisors, research and postgraduate study plans and any changes made to them</li> <li>- Appoints the preliminary and final examiners, the opponents and the chairman of the public examination (the Custos) for doctoral dissertations and licentiate thesis.</li> <li>- Grants permission for the public examination, approves and grades the licentiate theses and the doctoral dissertations.</li> <li>- Approves completed postgraduate degrees and awards the degrees.</li> <li>- Evaluates and develops the university's postgraduate education.</li> </ul>
Language Centre and Library	<ul style="list-style-type: none"> <li>- Arranges common readiness skills education for postgraduate students.</li> <li>- The Library offers comprehensive information and material for research.</li> </ul>
Doctoral programme	<ul style="list-style-type: none"> <li>- Processes applications for postgraduate study rights and makes proposals to the Faculty Council on the rights to study to be granted.</li> <li>- Responsible for the organisation of studies in the field and discipline.</li> <li>- Responsible for guidance on a general level related to the studies and research of postgraduate students.</li> </ul>
Supervisor	- Responsible for the scientific supervision of a postgraduate student.

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The faculties collect feedback and monitoring data annually from postgraduate students and use the feedback for operational development in accordance with section 4.

### 3.2.1.3 Commissioned research

Research carried out in the university's fields of expertise generates important scientific research results for society, industry and business life. The research is connected with the innovation cluster of Eastern Finland along with the research utilisers. Business and industry in the area can benefit from the research carried out in the university. The process is also associated with the sub-processes of societal interaction and the educational mission.

Purpose of process:	Commissioned research represents collaboration with the area's industry and trade as well as support for their development.
Person in charge of the process:	Academic Rector
Quality objectives of the process:	- Research is completed as planned in a scientifically reliable manner and within the schedule.

Our university carries out commissioned research and studies and provides expert services. Commissioned research is carried out by the faculties and research centres. <http://www.uef.fi/en/web/guest/research/commissioned-research>

Commissioned research is carried out in particular by SIB Labs, which is the equipment service and competence transfer unit that operates at the University of Eastern Finland and is part of the Faculty of Science and Forestry. SIB Labs supports basic research and the commercialisation of product concepts created through research and new technological business operations. <http://www2.uef.fi/en/siblabs/siblabs>

More detailed descriptions of commissioned research are available on the websites of the faculties and units in question.

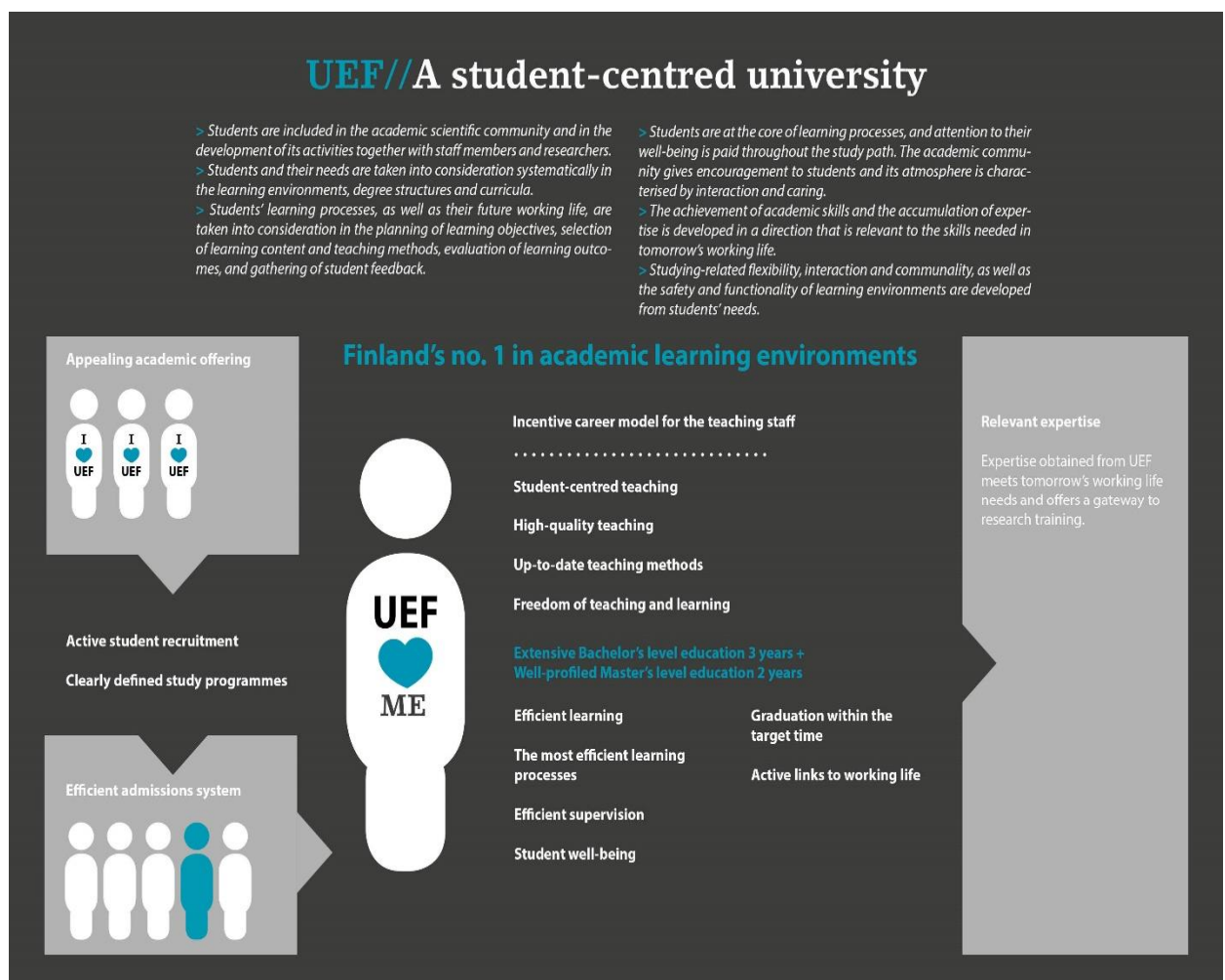
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### 3.2.2 Education process

Assessed by the number of rights to confer degrees, the University of Eastern Finland is one of Finland's most multidisciplinary universities. Education is developed according to the strategy of the university and the European Standards and Guidelines towards a social, student and learning-centred learning process that takes various kinds of learners into account. Pedagogically speaking, the teaching is high-quality and aligned, and multi-modal teaching methods are incorporated. The Professional Development (PD) training organised for teachers supports the development of education. The adult education offering is versatile and educational cooperation with local universities of applied sciences will create synergy benefits and flexible study paths.



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The operating model of the education process (processes) is presented in Figure 7.

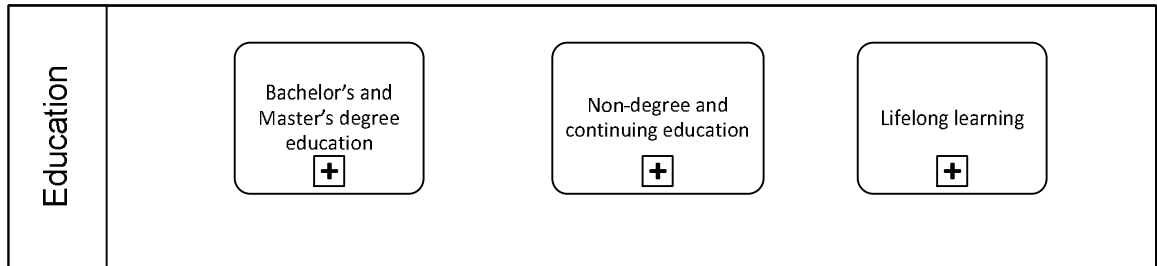


Figure 7. Operating model of the education process (processes)

Purpose of process:	It provides research-based education which is of high pedagogical quality and supports the graduation and well-being of students.
Person in charge of the process:	Academic Rector
Quality objectives of the process:	<ul style="list-style-type: none"> <li>- Versatile, high-quality education is attractive.</li> <li>- The university is known for its high-standard, research-based education that meets the requirements of the labour market.</li> <li>- Bachelor's and Master's degree education provides the foundation for postgraduate education.</li> <li>- The university's researcher-teachers are motivated and pedagogically capable.</li> <li>- The university is committed to the principles of lifelong learning.</li> <li>- Students have the opportunity to receive good guidance and teaching and participate in the development of teaching in all faculties.</li> <li>- The development of students' learning skills is supported.</li> <li>- Study modules leading to a degree are developed systematically.</li> </ul>

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Main actors	Tasks
Academic Rector	<ul style="list-style-type: none"> <li>- Acts as the pedagogical director and chairperson of the Teaching and Guidance Advisory Board.</li> </ul>
Board	<ul style="list-style-type: none"> <li>- Decides on matters connected with education on the university level.</li> </ul>
Teaching and Guidance Advisory Board, O2, (experts also include the Finnish Student Health Service and National Labour Administration)	<ul style="list-style-type: none"> <li>- Plans, assesses and outlines the university's education.</li> <li>- Supports the development of the university's education.</li> <li>- Looks after matters connected with the students' physical, mental and social environment.</li> <li>- Coordinates the assessment of the degree programmes.</li> </ul>
Coordination and Development Team for Guidance (OKKE)	<ul style="list-style-type: none"> <li>- Supports the high-quality learning of students at the University of Eastern Finland.</li> <li>- Improves the accessibility of guidance services and supports the staff's guidance skills and cooperation in carrying out guidance.</li> <li>- Prepares guidelines on the operating methods for teaching and guidance, procedures for developing them and coordinates their implementation.</li> <li>- Controls the student feedback system entity.</li> <li>- Prepares matters for the Council for Teaching and Guidance and the working group responsible for academic affairs, if necessary.</li> <li>- Promotes accessible studying and the well-being of students.</li> </ul>



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Academic Heads' Team (OVA)	<ul style="list-style-type: none"> <li>- Prepares and develops the University of Eastern Finland's academic affairs and services, study administration, organisation and planning of education.</li> <li>- Prepares and agrees on the common practices of units that provide education concerning their academic affairs and study administration.</li> <li>- Prepares matters for the Council for Teaching and Guidance and the Coordination and Development Team for Guidance, if necessary.</li> <li>- Promotes accessible studying and the well-being of students.</li> </ul>
Faculty Council	<ul style="list-style-type: none"> <li>- Handles tasks related to education according to the Administrative Regulations.</li> </ul>
Faculty education work group or degree programme education work group (if the faculty establishes it)	<ul style="list-style-type: none"> <li>- Plans, assesses and outlines the education of the faculty/degree programme</li> <li>- Supports the development of the education of the faculty or degree programmes</li> </ul>
Language Centre	<ul style="list-style-type: none"> <li>- Plans and develops language and communication studies respective to degrees with the faculties.</li> <li>- Looks after the language and communication studies respective to degrees as well as other language and communication studies required from the perspective of the university community.</li> <li>- Generates critical expertise from the internationalisation perspective.</li> </ul>
Faculty's or school's educational work group	<ul style="list-style-type: none"> <li>- Looks after the planning, realisation and assessment of instruction and related development work at the department.</li> </ul>
University Services	<ul style="list-style-type: none"> <li>- Provides general student counselling.</li> <li>- Handles registration at the university as well as tasks related to rights to study, student</li> </ul>

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	<p>certificates, transcripts, study guides, upkeep of the student register and career services.</p> <ul style="list-style-type: none"> <li>- Collects student feedback.</li> <li>- Manages international student and teacher exchange.</li> <li>- Looks after applicant services and other support services for education and studying.</li> <li>- Looks after international agreements.</li> <li>- Coordinates international relations and networks.</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>- Implements teaching and guidance in accordance with the ratified curriculum.</li> <li>- Creates a student and learning-centred learning environment.</li> <li>- Supports a student's ability to learn.</li> <li>- Takes care of personal development in his/her profession.</li> </ul>
Student	<ul style="list-style-type: none"> <li>- Responsible for personal learning and progress in studies.</li> <li>- Provides feedback.</li> </ul>
Teacher training schools	<ul style="list-style-type: none"> <li>- Offers practical training connected with studies.</li> <li>- Described in more detail in the Quality Manual of the teacher training schools.</li> </ul>
University Pharmacy	<ul style="list-style-type: none"> <li>- Offers practical training connected with studies.</li> <li>- Described in more detail in a separate Quality Manual.</li> </ul>

Student well-being is monitored by the Coordination and Development Team for Guidance and the Academic Heads' Team and their joint well-being meetings.

The assessment, development and feedback system of the educational process have been described in section 4.1.

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### 3.2.2.1 Process of Bachelor's and Master's degree education

In addition to the faculties, Student and Learning Services, the Language Centre and the Library are essential parts of the quality system of the university's Bachelor's and Master's degree education.

Purpose of process:	The purpose is to provide research-based education that is of high pedagogical quality and supports the graduation and well-being of students, generating the sort of expertise and readiness for students that allows them to function as specialists in Finnish society or international positions, or complete postgraduate studies.
Person in charge of the process:	Academic Rector
Quality objectives of the process:	<ul style="list-style-type: none"> <li>- Student well-being and graduation in accordance with the degree goals are first in priority.</li> <li>- Education is relevant for society and based on sound research.</li> <li>- The educational structures are flexible, and the right to minor subject studies is largely free.</li> <li>- The practices of the recognition and accreditation of prior learning support flexible studying.</li> <li>- Students are encouraged to adopt critical, international and ethical thinking.</li> <li>- Students who are graduating have good knowledge- and proficiency-based readiness for working life as well as the developmental skills for lifelong learning and the ability to develop themselves.</li> <li>- The researcher-teachers are motivated and pedagogically capable.</li> <li>- Teaching and guidance methods are innovative and support a student-centred and learning-centred approach.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Teachers and students have good opportunities for international cooperation.</li> <li>- Specified learning outcomes are achieved.</li> <li>- The student register covers part-time and full-time students.</li> <li>- Remote teaching is used appropriately.</li> <li>- The entities of degree education are approved by the Faculty Councils.</li> <li>- Degree education is evaluated periodically, in pre-determined years.</li> </ul>
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The division of the whole Bachelor's and Master's degree education process into sub-processes and the connections between the sub-processes are presented in <https://studentuef.sharepoint.com/sites/laatu/SitePages/Kotisivu.aspx>.

The sub-processes include the following:

- student recruitment and admissions
- planning of education and guidance
- planning and approving new education
- implementation of education and guidance
- evaluation of teaching and guidance and collecting feedback
- development of education and guidance.

The faculties are responsible for the processes connected with their own degree programmes. The activities are described in the faculties' quality manuals. International activities related to the education process is described in more detail in the Quality Manual of University Services, and Student and Learning Services.

Main actors	Tasks
Academic Rector	<ul style="list-style-type: none"> <li>- Acts as the pedagogical director and chairperson of the Teaching and Guidance Advisory Committee.</li> </ul>

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Board	<ul style="list-style-type: none"> <li>- Decides on matters connected with education on the university level.</li> </ul>
Council for teaching and Guidance (O2)	<ul style="list-style-type: none"> <li>- Plans, assesses and outlines the university's education.</li> <li>- Supports the development of the university's education.</li> <li>- Looks after matters connected with the physical, mental and social environment of students.</li> <li>- Coordinates the assessment of the degree programmes.</li> </ul>
Faculty Council	<ul style="list-style-type: none"> <li>- Takes care of tasks related to education according to the Administrative Regulations.</li> </ul>
Faculty education work group or degree programme education work group (if the faculty establishes it)	<ul style="list-style-type: none"> <li>- Plans, assesses and outlines the education of a faculty or degree programme.</li> <li>- Supports the development of the education of a faculty or degree programmes.</li> </ul>
Language Centre	<ul style="list-style-type: none"> <li>- Plans and organises language and communication studies required by the Decree on University Degrees in cooperation with faculties.</li> <li>- Offers and organises other language and communication studies necessary in the research community, studies or working life.</li> <li>- Responsible for the recognition and accreditation of prior learning in language and communication studies.</li> <li>- Generates critical expertise from the internationalisation perspective.</li> <li>- Develops the learning and teaching of languages and communication related to special fields.</li> </ul>
Educational working group of a department or a school	<ul style="list-style-type: none"> <li>- Looks after the planning, realisation and assessment of education and related development work at the department.</li> </ul>
University Services	<ul style="list-style-type: none"> <li>- Provides general student counselling.</li> </ul>

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	<ul style="list-style-type: none"> <li>- Handles registration at the university as well as tasks related to rights to study, student certificates, transcripts, study guides, upkeep of the student register and career services.</li> <li>- Collects student feedback.</li> <li>- Manages international student and teacher exchange.</li> <li>- Looks after applicant services and other support services for teaching and studying.</li> <li>- Looks after international agreements.</li> <li>- Coordinates international relations and networks.</li> </ul>
Person in charge of an academic subject	<ul style="list-style-type: none"> <li>- Each academic subject shall have a person in charge of the quality of the subject's teaching and the coordination and development of the quality of teaching, in particular.</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>- Responsible for the quality of teaching situations and the assessment of learning.</li> <li>- Plans, implements and assesses teaching and guidance in accordance with the ratified curriculum.</li> <li>- Creates and develops a student and learning-centred learning environment.</li> <li>- Supports students in learning to learn.</li> <li>- Takes care of personal development in his or her profession.</li> </ul>
Student	<ul style="list-style-type: none"> <li>- Responsible for the progress of his or her studies.</li> <li>- Provides feedback and participates in the development of teaching.</li> </ul>

### 3.2.2.2 Processes related to non-degree and continuing education

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Processes related to non-degree and continuing education include, for example, specialist medical training, specialist pharmacist training and specialist dentist training offered by the Faculty of Health Sciences as well as hospital chemist training and hospital physicist training offered by the Faculty of Science and Forestry. These are described in more precise detail in the quality manual of the faculty providing the education in question.

### 3.2.2.3 Separate processes for lifelong learning

The promotion of lifelong learning is a function of the university as well as a general principle behind its activities. The promotion of lifelong learning refers to the operating culture of teaching and counselling that covers all forms of university education.

Aducate, the Centre for Training and Development, organises Open University education and continuing professional education in the University of Eastern Finland (<http://www.uef.fi/en/web/aducate>). Aducate's task is to promote the principles of lifelong learning in the University of Eastern Finland in cooperation with the faculties and service centres.

Purpose of process:	The objective of the separate processes connected with lifelong learning is to maintain and raise the professional know-how of the adult population, develop working life and promote employment as well as serve the educational needs of the adult population. The processes supplement the degree system by offering, regardless of age and educational background, opportunities for study in accordance with the principle of lifelong learning, and flexibly connect the expertise acquired thereby to the degree programmes.
Person in charge of the process:	Director of Aducate
Quality objectives of the process:	- Aducate's strategy and its implementation programme as well as the implementation programme for lifelong learning complement the strategy of the university and help the staff to

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	<p>realise the developmental challenges of the strategy in accordance with the set targets.</p> <ul style="list-style-type: none"> <li>- In its areas of adult education expertise, the university is the leading national educator.</li> <li>- In implementing continuing education, the requirements of the region are taken into account.</li> </ul>
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The separate processes of lifelong learning and their assessment and development are described in more detail in the Quality Manual of Aducate.

### 3.2.3 Process of social interaction and educational mission

The activities of the university are based on responsibility, and it develops its functions by taking ecological, social, economic and ethical dimensions into account. It is important for the success of the process that the processes of research and education are of high quality and to a high standard also on an international scale and that the university operates in a reliable and sustainable manner in cooperation with interest groups.

The operating model of social interaction and educational mission (processes) is presented in Figure 9.

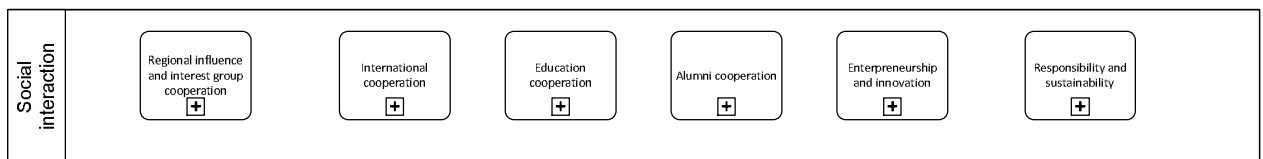


Figure 9. The operating model of social interaction and educational mission (processes).

Purpose of process:	The purpose of cooperation is to promote and support society, business life and Finland's international competitiveness as a whole.
Person in charge of the process:	Rector



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Quality objectives of the process:	<ul style="list-style-type: none"> <li>- The university is regarded as an important and reliable actor and regional developer in the regions of Eastern Finland.</li> <li>- The university's research activities generate new enterprises and renew business life.</li> <li>- The university has high-quality, active national and international partnership agreements.</li> <li>- The Open University and continuing education is productive.</li> <li>- University graduates are employed in Eastern Finland.</li> </ul>
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The University of Eastern Finland has networked with national and international actors and functions as part of the research, development and innovation system in cooperation with business life, sector research institutes, universities, universities of applied sciences and technical colleges.

Main actors	Tasks
Rector	<ul style="list-style-type: none"> <li>- Responsible for the maintenance and development of public relations.</li> </ul>
Board	<ul style="list-style-type: none"> <li>- Decides on process policies.</li> </ul>
The university's Advisory Board	<ul style="list-style-type: none"> <li>- Supports the leadership of the university in implementing of social interaction.</li> <li>- Provides feedback.</li> </ul>
The Leadership Group at the Savonlinna Campus	<ul style="list-style-type: none"> <li>- Supports the leadership of the university in implementing social interaction.</li> <li>- Provides feedback.</li> </ul>
Aducate	<ul style="list-style-type: none"> <li>- Responsible for the development of competence in the local area for its part.</li> </ul>
Development Services	<ul style="list-style-type: none"> <li>- Supports and assists the Rector and other actors within the process.</li> </ul>

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Faculties and units	- Implement the process.
Staff	- Each staff member represents the university in their own role. - Function in their area of expertise in specialist tasks and positions of trust.

The process of social interaction and educational mission is divided into several sub-processes. Of these, many are linked closely with the processes of education and research. The sub-processes are handled in all faculties, University Services and in the independent institutes and service centres as described in their Quality Manuals.

### 3.2.3.1 Process of regional influence and interest group cooperation

Purpose of process:	The university and its specialists participate in social discussion and decision-making, and the university responds together with interest groups on the expertise-related requirements of the future.
Person in charge of the process:	Rector
Quality objectives of the process:	- The university is a desired partner and the representatives of its personnel are desired specialists. - The university functions in a reliable, goal-oriented manner with its strategic interest groups.

University representatives participate in the development of the area and its regions by actively operating in cooperation bodies.

Main actors	Tasks
Rector	- Responsible for the maintenance and development of public relations.
Board	- Decides on process policies.

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The university's Advisory Board	<ul style="list-style-type: none"> <li>- Supports the university's leadership in the implementation of the social interaction process.</li> <li>- Provides feedback.</li> </ul>
The Leadership Group at the Savonlinna Campus	<ul style="list-style-type: none"> <li>- Supports the university's leadership in the implementation of the social interaction process.</li> <li>- Provides feedback.</li> </ul>
Aducate	<ul style="list-style-type: none"> <li>- Responsible for the development of local competence.</li> </ul>
Development Services	<ul style="list-style-type: none"> <li>- Supports and assists the Rector and other operators within the process.</li> </ul>
Faculty and unit	<ul style="list-style-type: none"> <li>- Implement the process.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>- Each represents the university in their own task.</li> </ul>

The fields of education and the disciplines of the university are such that they are in many ways connected to the activities of society. Therefore, the university's faculties and schools already have plenty of established methods to operate according to the objectives of the process, for example, with the school institution, parishes and social and healthcare industries. The training that is part of studying is also a significant part of this process. The activities are described in more detail in the Quality Manuals of the units.

### 3.2.3.2 International cooperation process

International cooperation is carried out in many ways in connection with the education and research processes, and development projects according to the strategy of the university.

Purpose of process:	The university ensures the high standard of research and teaching by functioning in international
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	interaction as part of the international scientific community.
Person in charge of the process:	Academic Rector
Quality objectives of the process:	<ul style="list-style-type: none"> <li>- The international importance and visibility of the university shall increase.</li> <li>- The university strengthens its activities in strategic partnerships with foreign universities.</li> </ul>

Main actors	Tasks
Academic Rector	- Looks after the content development of the internationalisation process.
Rector	- Responsible for agreements between the institutions.
Board	- Decides on strategic policies.
Research Services	- Advises and assists in applying for international research funding.
University Services	<ul style="list-style-type: none"> <li>- Looks after international agreements and transnational education.</li> <li>- Coordinates and develops international networks and partnerships.</li> </ul>
Student Services	- Manages international student exchange and internships.
Language Centre	- Arranges language and communication courses for students on exchange programmes.

The process is also described in section 3.3.1 in the Quality Manual of University Services.

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### 3.2.3.3 Education cooperation process

Education cooperation is realised in the form of collaboration with the region's upper secondary schools, universities of applied sciences, Kuopio University Hospital, the City of Kuopio, the North Savo Hospital District, and employers. Education cooperation creates synergy benefits, flexible study paths and increasingly high working life relevance. Examples of this are the degree programme in dentistry and the ICT study path.

Purpose of process:	The purpose of the education cooperation process is to create synergy benefits and offer students flexible study paths, as well as to respond to future competence needs in collaboration with other actors in the education sector as part of the lifelong learning process.
Person in charge of the process:	Academic Rector
Quality objectives of the process:	<ul style="list-style-type: none"> <li>- Cooperation with lower and upper secondary schools is continuous and active, and raises awareness of the university among upper secondary school students.</li> <li>- Cooperation with universities of applied sciences is versatile and supports flexible study paths.</li> </ul>

Main actors	Tasks
Academic Rector	<ul style="list-style-type: none"> <li>- Responsible for education cooperation and its development.</li> </ul>
Board	<ul style="list-style-type: none"> <li>- Decides on the outlines of the process.</li> </ul>
Faculty and department	<ul style="list-style-type: none"> <li>- Offers continuing education.</li> <li>- Organises introductory visits.</li> </ul>
Aducate	<ul style="list-style-type: none"> <li>- Responsible for the development of local competence for its part.</li> </ul>

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### 3.2.3.4 Process of alumni activities

Alumni activities refer to versatile liaisons with all who are interested in the University of Eastern Finland and its predecessors and with those who have graduated or worked there. The objective is to maintain and strengthen the relationship of the university and its current students with the surrounding society and those who have already moved on to working life outside the university.

Alumni can give feedback to the higher education institution, which is important in many ways for the development of higher education institutions and the guidance of future professionals. The university, on the other hand, offers the possibility of lifelong learning and services that benefit the alumni in working life, interesting events and lectures and current information.

Purpose of process:	Alumni activities support the interaction between the university and its former students and employees, the university's business- and research-related cooperation, educational marketing, visibility and social impact, as well as working life relevance with studying and the placement of graduates in working life. The process of alumni activities is connected with that of lifelong learning.
Person in charge of the process:	Academic Rector
Quality objectives of the process:	<ul style="list-style-type: none"> <li>- Alumni participate in the functions of the university as well as its development and efforts to make it well-known.</li> <li>- Alumni activities are rewarding both for graduates and the university itself.</li> </ul>

Main actors	Tasks
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Rector	- Serves as a chairperson for the alumni working group.
Alumni Coordinator	- Responsible for alumni cooperation in practice.
Faculty	- Plans and carries out alumni activities.
Alumni contact person of the department	- Responsible for voluntary alumni activities and appointing alumni contact persons for joint alumni activities of the university.
Communications and Media Relations (Communications Officer/Kuopio Campus, Head of Communications/Joensuu and Savonlinna campuses)	<ul style="list-style-type: none"> <li>- Maintains an alumni register and produces magazines and newsletters for the alumni.</li> <li>- Organises the common alumni events of the university.</li> <li>- Supports the alumni activities of departments.</li> <li>- Plans alumni activities</li> <li>- Participates in national and international cooperation between alumni operators.</li> </ul>
Career Services	- Strengthens cooperation between studies and connections with working life
International Relations	- Participates in international alumni activities with Communications and Media Relations.

Alumni form the key subscriber group of the stakeholder magazine. As a channel of alumni communication, Communications and Media Relations maintains alumni websites and publishes an electronic alumni newsletter.

The process description of alumni activities as well as indicators and feedback systems are described in more detail in University Services' Quality Manual.

### 3.2.3.5 Entrepreneurship and innovation process

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Entrepreneurship and innovation activities include the promotion of impacts resulting from competence and research created at the university as new entrepreneurship and business activities. The process of entrepreneurship and innovation activities consists of activation, processing of invention disclosure notifications, assessment of innovation concepts and the transfer of competence to be used commercially.

Purpose of process:	The purpose is to intensify the utilisation of invention and innovation ideas in addition to promoting academic entrepreneurship and the spawning of new, research-based business activities.
Person in charge of the process:	Academic Rector
Quality objectives of the process:	- The exploitation paths of research results are clear.

The university participates actively in applying for preparation and further funding to be used for the commercialisation of research and promoting university-based entrepreneurship.

Entrepreneurship and Innovation Services is responsible for the processing of invention disclosure notifications, assessment of the commercialisation of innovation concepts and the commercialisation procedures of university-owned immaterial rights.

<http://www.uef.fi/en/web/kehittamispalvelut/entrepreneurship-and-innovation-services>

Main actors	Tasks
Academic Rector	- Signs contracts related to commercialisation. - Responsible for the development of innovation activities.
Director of Planning and Development	- Responsible for the organisation of the activities in practice.



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Business Development Advisor	- Responsible for practical procedures according to process descriptions.
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The process is described in more detail in the Quality Manual of University Services and the innovation document of the university.

### 3.2.3.6 Responsibility and sustainable development promotion process

Sustainable development, which forms part of the University of Eastern Finland's strategy, profile and areas of expertise, is a fundamental part of all activities. The university has an action programme for sustainable development and responsibility as well as an environmental policy. The action programme assists the university, its units and members to implement the strategy of the university and promote sustainable development in a comprehensive manner so that when an area is being developed, it will not cause regression in sustainable development in another sector.

Action programme for sustainable development and responsibility:

<http://www.uef.fi/en/web/kestava-kehitys>

The university has made a Society's Commitment for 2015–2020 and it will actively promote, with the Student Union, the Fair Trade activities and aim to operate according to the Green Office practices as a whole.

Website for sustainable development:

<http://www.uef.fi/fi/web/kestava-kehitys/osa-uef-laadunhallintajarjestelmaa>

Purpose of process:	The activities of the university are guided by responsibility for the environment, and the university shall systematically develop the implementation of the principles of sustainable development, taking the ecological, social, economic and ethical dimensions into account.
Person in charge of the process:	Director of Administration
Quality objectives of the process:	- The students and staff receive sufficient information on the measures leading to the

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	<p>promotion of sustainable development and can themselves participate in the furtherance of sustainable development and responsibility.</p> <ul style="list-style-type: none"> <li>- Sustainable development shall be included in as many degree programmes as possible in line with the integration principle.</li> <li>- The university is known as a smoke-free, green campus.</li> <li>- The university has the title of a Fair Trade university.</li> <li>- University Services has a Green Office label.</li> </ul>
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The university's campuses are smoke-free. This smoke-free policy improves the university's profile and promotes responsibility and sustainable development.

Main actors	Tasks
Director of Administration	<ul style="list-style-type: none"> <li>- Responsible for the implementation of the action programme for sustainable development.</li> </ul>
Sustainable Development Advisory Board	<ul style="list-style-type: none"> <li>- Plans, develops and assesses the activities of sustainable development.</li> <li>- Carries out audits on responsibility and sustainable development.</li> </ul>
Faculty and department	<ul style="list-style-type: none"> <li>- Implements the university's action programme for sustainable development in their activities.</li> <li>- Evaluates the development of their activities with the help of national indicators.</li> </ul>
Staff and students	<ul style="list-style-type: none"> <li>- Act according to the principles of sustainable development.</li> </ul>

The promotion of responsibility and sustainable development is monitored in the university with the help of national indicators and an audit on responsibility and sustainable development is carried out every other year.

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### 3.3 Support processes

The university's support processes are handled on the university, faculty and unit level, particularly at University Services and in the faculties' administration service centres, as well as at the service centres and independent institutes. Many support processes cross borders between the university's central administration and the faculties. The interface descriptions of these processes are presented in the Quality Manual of University Services.

Purpose of process:	The purpose of support processes is to offer the centrally-handled services required by the university's students, staff and units, and support the success of the key and core processes and the implementation of the strategy.
Person in charge of the process:	Director of Administration
Quality objectives of the process:	Open and effective administrative and service processes in accordance with the principle of subsidiarity.

#### 3.3.3 Processes of University Services

The task of the University of Eastern Finland's University Services is to support the realisation of the university's strategy by acting as the general preparatory and implementation body of the Board and Rectors, in accordance with the Administrative Regulations.

The operating model of University Services (processes) is presented in Figure 10.

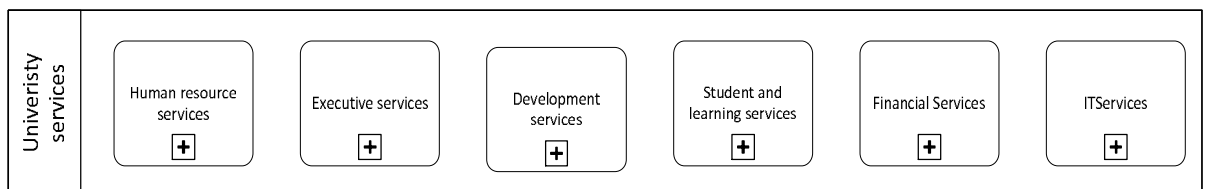


Figure 10. The operating model of University Services (processes)

The Director of Administration is responsible for the processes concerned.

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University Services: <https://www.uef.fi/en/web/guest/uef/university-services>

The processes of University Services are described in the Quality Manual of University Services and the supplementary Quality Manual of Student and Learning Services, the Quality Manual of IT Services, and the guidelines of units.

### 3.3.3.3 Executive Services

The unit serves as the general preparatory and implementation body of the Rector. It is also responsible for matters related to the Board, such as meeting agendas and minutes. In addition, Executive Services is responsible for the document management of the university, processing and coordinating legal services, and secretarial services for management as well as international relations.

The General Counsel is responsible for the processes.

Executive Services:

<http://www.uef.fi/en/web/johdonpalvelut>

### 3.3.3.4 Human Resources Services

Human Resources Services is responsible for human resources management. The principle on all levels of activities is to form a functional entity that will aim to ensure the quality of operation, the development of productivity and the promotion of well-being at work. Human Resources Services includes Human Resources Services and the Human Resources Development Services.

The Human Resources Director is responsible for the processes concerned.

Human Resources Services: <http://www.uef.fi/web/henkilostopalvelut>

### 3.3.3.5 Development Services

Development Services is responsible for the strategic planning and development of the university, organisation of management reviews, planning and monitoring of activities,

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collecting information and its usability, and performance agreement activities and the coordination of quality work.

The Director of Planning and Development is responsible for the processes except for quality work, which is the responsibility of the Quality Manager together with the Quality Coordinator.

Development Services: <http://www.uef.fi/en/web/kehittamispalvelut>

### 3.3.3.6 Student and Learning Services

Student and Learning Services coordinates, produces and develops academic administrative services and develops teaching, guidance and learning.

The Director of Student and Learning Services is responsible for the processes.

Student and Learning Services: <http://www.uef.fi/en/web/opinto-ja-opetuspalvelut/etusivu>

### 3.3.3.7 Financial Services

Finance Services is in charge of organising bookkeeping for the university, drawing up the financial statement, payment traffic and the management of liquidity. The unit participates in the preparation of the university's budget, coordinates the university's internal budgeting and produces financial information for the university's leadership and external stakeholders. Financial Services is responsible for the university's cost accounting and its development and producing the university's centralised procurement services.

Facilities Management Services, which is part of Financial Services, is responsible for serving the units of the university in such a way that they have efficient, controlled, functional and clean facilities at their disposal at a reasonable cost.

The Director of Finance is responsible for the processes concerned.

Financial Services:

<http://www.uef.fi/fi/web/talouspalvelut/talouspalvelut>

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### 3.3.3.8 IT Services

IT Services is a service centre of the University of Eastern Finland whose key responsibility is to look after the information technology-related service entity of the university in addition to maintaining and developing the university's IT infrastructure.

The Chief Information Officer is responsible for the processes.

IT Services: <http://www.uef.fi/en/web/tipa>

### 3.3.4 Other support processes

#### 3.3.4.3 Support services offered by the Language Centre

The task of the Language Centre is to support the internationalisation of the faculties in the development of languages- and communication-related expertise. Depending on available resources, the Language Centre aims to develop research-related translation and other support services in addition to teaching. It is also responsible for achieving the internationalisation objectives of the university and promoting the achievement of the university's strategic objectives.

The Director of the Language Centre is responsible for the processes involved.

Language Centre: <http://www.uef.fi/en/web/kielikeskus>

#### 3.3.4.4 Library services

The Library is a service centre at the University of Eastern Finland which functions in close cooperation with the various faculties. The units of the University of Eastern Finland Library are the Joensuu Campus Library, the Kuopio Campus Library, the Savonlinna Campus Library and the Kuopio University Hospital Medical Library.

The Library enables high-quality education and research at the University of Eastern Finland by offering the required library services and information resources with high quality and efficiency. The Library supports the information needs of the surrounding society by operating as the most central scientific library in Eastern Finland that is open to everyone.

The Director of the Library is responsible for the processes.

Library: <http://www.uef.fi/en/web/kirjasto>

#### 4 Evaluation and development of activities

The operational principle behind the quality management system is the continuous systematic development of activities in accordance with the Deming circle (PDCA) (Figure 11).

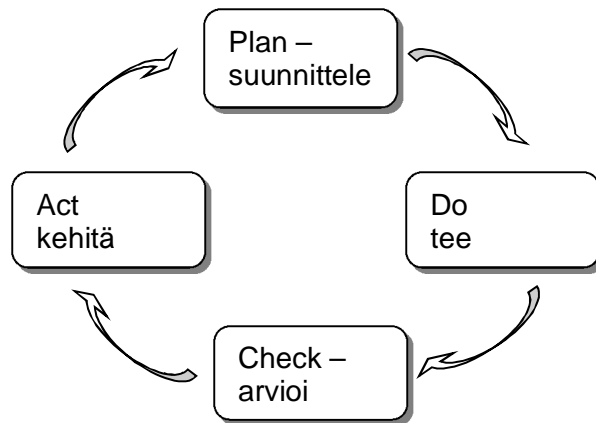


Figure 11. The Deming circle.

The system generates information required by the leadership as well as by the internal and external interest groups for the development of activities and the making of decisions.

The development and assessment of the university's activities are steered in particular by the instructions and regulations of the EU, state authorities and the Ministry of Education and Culture and other customer needs as well as changes in the operating environment. The development of the university's activities is based on the systematic

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use of various operational and result-based indicators, and feedback systems, analyses, operational audits and other evaluations, as required by the Universities Act.

The university's Rectors and the Board are responsible, at the highest level, for the assessment of the university's activities and continuous development. The systematic assessment and development of the university's own activities form an important part of the quality effort by all operational units and individuals. The Quality Manager is responsible for the comprehensive development of the Quality Management System according to the guidelines of the Leadership Group.

The general principles and practices of assessment include the following:

- 1) Strategy, strategic objectives and quality targets of processes are analysed.
- 2) Indicators are developed for them, in particular for the critical sections of the processes.
- 3) Feedback and key figures are collected for indicators.
- 4) Feedback is processed and summaries are prepared to meet the needs of each level.
- 5) Indicators are monitored at the university, faculty and department level during management reviews or separately on a unit level.
- 6) On the basis of the results, development targets are highlighted and decisions are made on development measures.
- 7) The impact of development measures is assessed by the same body that made the decision to launch them.

### 4.2 Indicators and feedback systems

The process success indicators related to strategic management, evaluation of activities and the quality management system of the University of Eastern Finland have been approved by the Board and Management Group.

#### 4.2.3 Indicators

The university monitors the implementation of the strategy with the help of key figures derived from the strategy referred to as performance indicators. In addition, the university monitors the common national key figures of universities and the university's placement in international rankings. The faculties and units also have their own indicators.





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The indicators are described in a table on pages 65-66.

### 4.2.4 Feedback systems

The university comprehensively collects client and interest group feedback on its activities. In addition, the units also describe their own feedback collection methods in their specific quality manuals. The processing of feedback is described in the corresponding sections. The feedback gathered regularly by the university is described in a table on pages 67-68.

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Monitoring target	Monitoring of the strategy	Funding model	Key figure of the ministry	Performance agreement
Performance in international rankings	x			
Publication forum classification (weighted number, classes 2 and 3/teaching and research personnel)	x	x		x
International peer-reviewed publications		x		
Other scientific publications		x		
Scientific publications/teaching and research personnel			x	
Competitive research funding/total funding	x		x	
International competitive research funding		x		
Other competitive research funding		x		
Number of doctoral degrees	x	x		
Doctoral degrees/researcher career phase IV person-years			x	
Share of teaching and research personnel of the whole personnel (excluding Teacher training schools, University Pharmacy)				x
Share of primary applicants of all applicants	x			
Number/share of Bachelor's and Master's degree students who have completed at least 55 ECTS credits during an academic year	x	x	x	
Completion of higher university degrees	x			x
Completed Bachelor's degrees		x	x	



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Completed Master's degrees		X		X
Higher university degrees/teachers and researchers				X
The share of new recruits that are international	X			
Number of international Master's degree programmes and the development of applicant numbers	X			
Number of international degree students	X			
Share of international teaching and research staff		X		X
International mobility of teaching and research staff				X
Number of exchange students who have left from Finland or arrived in Finland	X	X		X
Master's degrees completed by international students		X		
Doctorates completed by international students		X		
International media monitoring	X			
ECTS credits completed at the Open University and as separate studies	X	X		
Employed persons with a higher university degree		X		
Number of alumni	X			
Number of technology transfers and spin off companies	X			
Student feedback	X	X		
Interest group feedback	X			

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The process	Name of the feedback system	Person in charge/unit	Collection time	Processing
RESEARCH Academic research	State of research report	Research Coordinator	Once a year	Research Council
Postgraduate degree education	Feedback collected from postgraduate students	Research Coordinator	Once a year	Research Council
TRAINING Undergraduate degree education	Entry survey and Freshers' survey	Student and Learning Services	Every second year	Council for Teaching and Guidance
	Placement or graduation follow-up	Student and Learning Services	Annually	Council for Teaching and Guidance
	OODI course feedback system	Teachers	Continuous	Council for Teaching and Guidance
Continuing professional education	Described in the Quality Manual of Aducate			

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Open University education	Described in the Quality Manual of Aducate			
Social interaction	General interest group survey	Development Services	Every other year	Leadership Group
	Feedback from the steering groups of research projects	Research projects	Throughout the year	Steering groups and managers of research projects
Support services	University Services' feedback survey	University Services	Every year	University Services
	Feedback surveys of independent institutes and service centres	Each unit	According to the Quality Manual	Each unit
	Functionality of overall operational architecture	IT Services	In connection with the management review and IT Services' surveys	IT Services

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### 4.3 Audits and evaluations

The university participates in assessments organised by the Finnish Education Evaluation Centre (FINEEC) on national and international core activities, subject areas and educational sectors. These assessments are conducted on all operational levels. All assessments are in harmony, and schedules are planned in such a way that the university's leadership can perform quality reviews in connection with internal performance negotiations.

#### 4.3.3 Internal audits, benchmarking and self-assessments

Internal auditing, which must be conducted at specific intervals, is an independent quality management system-targeted assessment carried out by trained university personnel. In internal auditing, the units' quality management systems are assessed, as well as their functionality and strengths, and possible targets for development are presented. The objective is to help the units to improve the quality of their activities and identify good practices in various units.

According to the university's internal audit plan, each faculty, University Services and the independent institutes and service centres will be audited every other year.

There is a sufficient number of personnel who have received auditing training at various campuses and units of the university to perform the audit. Each unit ensures that they have at least 1–2 trained auditors, if possible. A completed auditing training is considered sufficient training for auditors. Student auditors should have completed training organised by the Quality Manager. When teaching is audited, the group of auditors should include student representatives assigned by the Student Union. The university organises training for internal auditors if necessary.

Auditing is mainly targeted at annually agreed themes. In connection with auditing, special attention is paid to identifying any development targets and existing good practices.

A report is prepared following the audit. The unit will report within an agreed schedule to the Quality Manager on procedures caused by identified development targets, related schedules and responsibilities.

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During the final discussion of the audit, the unit can give feedback to auditors on the fluency of the audit and other impressions they have related to auditing. Using the feedback from the units as a basis, the aim is to also develop internal audits and the actual audit process.

The Quality Manager compiles an annual summary of the reports and the identified university-level development targets for the Management Review.

The heads of the units ensure that the results of internal audits are processed in the unit and presented development targets are recognised and will be reported to the Quality Manager as agreed.

Audits can also be replaced by internal benchmarking. It is a good way to identify and spread common good practices. Audits and benchmarking also include self-assessments.

### 4.3.4 External auditing and benchmarking

The university participates in FINEEC's auditing in accordance with the national auditing schedule.

The university takes part in the universities' national quality cooperation network. The university and its units try to locate good quality cooperation parties both domestically and abroad to partner with to carry out benchmarking.

### 4.3.5 Assessment of leadership

The university's leadership obtains information about the success of its own activities in the performance negotiations carried out by the Ministry of Education and Culture as well as in the university's internal performance negotiations. The Board and the Leadership Group carry out self-assessment at least once per term.

The success of leadership within a faculty is discussed in the university's internal performance negotiations as well as in the faculty's internal performance negotiations. Department heads obtain information about the success of their own activities in the faculty's internal performance negotiations and in the performance appraisal discussions engaged in with the staff.

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### 4.3.6 Research assessment

The university participates in the assessments of subject area-based research conducted by national and international parties. The university itself organises international peer reviews on research at regular intervals. The assessment of research is managed and is the responsibility of the Academic Rector, aided by the university's Research Council.

### 4.3.7 Assessment of education, teaching and learning

Degree education at the university is assessed as an entity according to the ESG guidelines (Standards and Guidelines for Quality Assurance in the European Higher Education Area) at least once every ten years. The university also participates in subject-area based assessments conducted by external parties. The Teaching Advisory Committee assesses the status of education annually in its reports. The assessment of education is managed by the Academic Rector supported by the Deans, the Teaching and Guidance Advisory Board and Student and Learning Services.

Teachers collect feedback from students on courses, and Student and Learning Services collects various kinds of feedback on study paths. Feedback is collected, processed and used in a versatile manner.

### 4.3.8 Assessment of social interaction

The university's leadership receives feedback from the university's Board and the university's Advisory Board regularly and unofficially at various meetings and in personal negotiations and mutual encounters.

Research groups collect feedback from the steering groups of the most important projects.

In addition, the faculties, as well as the independent institutes and service centres, ensure that the collection of feedback from interest groups and communications with same are handled in accordance with their plans.



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Every other year, the university's Sustainable Development Advisory Board carries out sustainable development-based auditing the observations of which are included in the management review. The university reports annually about their Fair Trade activities, and University Services prepares an annual report on their Green Office activities.

### 4.3.9 Other assessments

The barometer describing the general well-being at work of the staff is recommended for use at the units once a year. On the university level, the survey is conducted every three years. At an interval of about five years, a more comprehensive well-being at work survey is carried out with the occupational health care provider.

## 4.4 Management of claims and development targets

The point of departure for the university's activities is high-quality teaching and research. To ensure this, quality assurance measures are implemented at the university and key indicators such as those described above are monitored.

In addition, certain key issues are monitored at university level that require immediate development measures. These include

- complaints from auditors or the Ministry of Education and Culture and lagging behind performance targets
- unethical activities
- court decisions received by the university
- complaints, concerning the university's activities, from the Chancellor of Justice or the Parliamentary Ombudsman
- interrupting a course that is included in the schedule of the faculties or departments or not organising such a course at all
- university-level development targets identified in external evaluations or internal audits, decisions on actions to be taken on their basis, and the implementation of these actions
- claims.

The matters being monitored at faculty level are described in the Quality Manuals of the faculties.

Claims are complaints, requests for corrections or serious targets for development assigned by name.

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The general handling of complaints occurs in the following manner:

1. The matter is investigated by the responsible unit, department or faculty that the claim concerns and it will clarify the reasons for the claim and the party that is responsible for handling the claim.
2. The parties concerned (claimant and claim recipient) are heard either in writing or at a mutual meeting.
3. The errors are corrected and, if required, activities are modified to prevent the problem from recurring. A possible change in the operational procedure is reported in the unit.
4. The required procedures are entered into the memoranda or minutes of the meeting of the unit or body concerned, where the matter is processed.
5. Information is sent to the claimant.
6. Each complaint is entered into the university's complaint report or database.
7. The performance of the procedures and their efficacy is monitored.

In order to ensure the quality of university-level teaching and research, the matters monitored and the development targets and claims that have emerged in auditing are dealt with in the Research Council and Council for Teaching and Guidance, Leadership Group, management review and other bodies, as required. The faculties, departments, independent institutes and service centres and teacher training schools, decide for themselves how matters will be handled in practice, and they describe necessary procedures and responsibilities in their Quality Manuals. The person in charge of the matter monitors its handling until completed and compiles statistics on handled complaints for the management review.

On the agendas of all faculty councils as well as the Research and Education Council, there is a permanent section: 'handling of operational development targets or operational exceptions and claims.'

### 4.5 Management reviews and development of activities

The Leadership Group processes information on the activities of the university throughout the year. Necessary decisions, persons in charge and scheduling are recorded in the minutes of the Leadership Group. Once a year, the Leadership Group holds a meeting that concentrates on the management review. During this review, the quality indicators and gauges of the previous year are dealt with as well as a summary

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prepared by the Quality Manager on the basis of the internal auditing and other assessments and evaluations performed.

The report signed by the Rector presents, in particular, observations related to developing the activities. The report is published in the quality section of the university's intranet. The original copy of the report is stored according to archiving rules.

The faculties and units specify their management review procedures in their quality manuals. However, they must have at least one management review-type of an event a year.

### 4.6 Dissemination of good practices

The university aims to systematically disseminate good practices identified in the units to be used across the university. The methods for disseminating good practices include the following:

- internal auditing and benchmarking
- assessments of degree programmes
- presentations on good practices in quality meetings
- various recognitions
- Quality Manuals, management review reports and audit reports available online
- the practice of university-level information sessions held by the university's leadership.

### 4.7 Internal control and related risk management

Internal control is an integral part of leadership and its purpose is to ensure the objectives of the university are achieved efficiently and economically, to prevent resource losses, to ensure compliance with legislation and steer the activities towards following the correct procedures. Internal control is the responsibility of managers and other superiors and it is implemented in all operation processes of the university and it applies to all operational levels of the university.

Risk management refers to the assessment of situations, planning and practical measures in which each employee participates in their own role. The nature of risk management is predictive, conscious, methodical and systematic. Risk management

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includes risk identification, assessment and procedures to remove or reduce risks and reporting and monitoring identified risks and their management.

### 4.8 Internal inspection

Internal inspection evaluates the functionality, sufficiency and compliance of internal control procedures included in management and operational processes. Internal inspection supports risk management at various management levels in planning, decision-making and processes. In addition, internal inspection performs inspections as planned and consults internal clients if necessary and/or as agreed.

Internal inspection operates under the Board and it is steered by operating instructions set by the Board, the operational plan and the principles of risk management.

KPMG Oy is selected as the internal inspection community of the university. The internal inspection activities of the university is directed by the General Counsel.

### 4.9 Financial audit

The Auditing Act (459/2007) is applied to carrying out the audit at the university and the status and responsibility of auditors. BDO Oy's assigned auditors act as auditors for the university.

Auditors inspect the university's bookkeeping and financial statements, including the university's annual report and the operation of administrative bodies. Auditors give the University Collegiate Body an audit report in which they present the inspection they have carried out and its results.

The University Collegiate Body approves the financial statement entity and decides on any related procedures.