

# Quality Management and Measures

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# European framework of Quality Management

- European Higher Education Area, "Bologna process", (2015: 48 member countries)
    - Berlin Communiqué 2003:
      - "By 2005 national quality assurance systems should include:*
      - *A definition of the responsibilities of the bodies and institutions involved*
      - *Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results*
      - *A system of accreditation, certification or comparable procedures*
      - *International participation, co-operation and networking"*
- ⇒ A new national evaluation policy was necessary => Audit Model 2004
- European Standards and Guidelines (ESG)
    - Finnish audit model in line with ESG
  - European register of QA agencies (EQAR)
    - Finnish Education Evaluation Centre (FINEEC) full member



# Quality assurance: national framework

- HEIs autonomous and responsible for the quality of education and research; they shall by law take part in external evaluation of their activities and QA systems on a regular basis and publish the findings
- Ministry of Education and Culture prepares legislation and other regulations; deploys performance-based funding, informed by data from national databases
- Finnish Education Evaluation Centre (FINEEC) organises external evaluations and produces qualitative information which the educational institutions can use in developing their operations
  - From 1 May 2014: one government organisation combining the evaluations carried out by the Finnish Higher Education Evaluation Centre, the Finnish Education Evaluation Council and the Finnish National Board of Education



# Enhancement-led principle

- The objective of all evaluations is to produce information that the HEIs can use in developing their own operations
- Evaluation based on mutual trust; no financial or operational sanctions
- HEIs have the ultimate responsibility to utilise and implement the information and recommendations provided in evaluations (cf. no school inspectors either!)
- Another objective is to exchange and disseminate the good practices identified in evaluations among other HEIs
- Constant dialogue with stakeholders: HEIs and other stakeholders also participate in the development of evaluation methods, targets and criteria



# Types of national evaluations of education

- Audits of quality assurance/management systems
  - First round 2005-2011; second round going on
- Subject/field-specific evaluations
  - E.g. Evaluation of Teacher Education; Evaluation of Civil Engineering Education
- Thematic evaluations
  - E.g. Evaluation of the implementation of the Bologna process
- Accreditation type of evaluations
  - Mostly conducted by international QA agencies (AMBA, EQUIS etc.)
  - In Finland: Accreditation of UAS applications 1996-1999; currently EUR-ACE for engineering
- Selection of centres of excellence in education (1998-2012 - ?)
  - E.g. UTU Faculty of Medicine 2010-2012
- Evaluation of research: Academy of Finland 1983-



# Audits of institutional quality systems

## What is evaluated?

- The quality system against the HEI's objectives, focusing on its efficiency and fitness for purpose
  - *Does it produce useful information and does the HEI use the system to develop its activities?*
  - *Does the quality system cover all activities and units of the HEI?*
- The system is evaluated against the national audit targets and criteria
- Based on a scale of four development stages: *absent, emerging, developing, advanced*

## What is **not** evaluated?

- The mission of the HEI
- Strategy
- Results
- Quality of education, research, societal interaction or support services as such



# Stages of the audit process

1. HEI and FINEEC make an Audit contract for a audit
2. FINEEC sets up an audit team
3. HEI submits its audit material
4. FINEEC conducts training for audit team
5. The team reads the audit material and prepares questions
6. The team conducts a 3-5 days site-visit
7. The team writes an audit report
8. The team proposes either a pass or a re-audit for the HEI
9. FINEEC Council makes the final decision
10. The report is printed, published online and a seminar is held
11. HEI and audit team give feedback
12. National follow-up seminar around three years after audit



# Three cornerstones of UTU quality work

- Strategy work covering the entire University
  - Strategy 2016-2020 under preparing, inc. Action plans
  - Based on all-around information:
    - evaluation information and continuous monitoring
    - discussions in the Extended Management Group and in the Board
    - The rectors' visits to all departments of the University
    - A report "The University of the Future" (by Finland Futures Research Centre)
    - Students' view on future needs (produced by the Student Union)
- Procedures, methods, operational culture
  - Acts & decrees > rules of procedure, decisions, guidelines etc.
  - Operational culture, quality culture
- Steering
  - Principles of steering (decided by the University Board)
  - Indicators for strategic goals
  - Annual planning, follow-up & feedback
    - covers all the sectors defined in the strategy: target dimensions (research, education, societal interaction) and requirement factors (staff and networks, finances, infrastructures, smoother operations)
    - encompasses all the units





# Milestones in the development of UTU quality system

- 2008 First Audits: UTU and Turku School of Economics passed separately
- 2010 Change in the legal status of universities and the merger of UTU and TSE
- 2010-12 Reforms in the management system and development of steering of the new UTU's operations
- 2010 - Long-term and systematic personnel policy
- *E.g. HR Excellence in research logo by the European Commission*
- 2012 - New intranet > new ways for quality documentation
- 2012 - A more strategic approach to the development of infrastructures
- 2013-15 Trimming down the administrative and support services
- 2013 - More systematic collection and utilisation of student feedback
- 2014-15 Second Audit, a re-audit will be needed (QM of societal interaction & making the QM system more visible)
- 2014-16 Comprehensive evaluation of research
- 2017 A partial re-audit



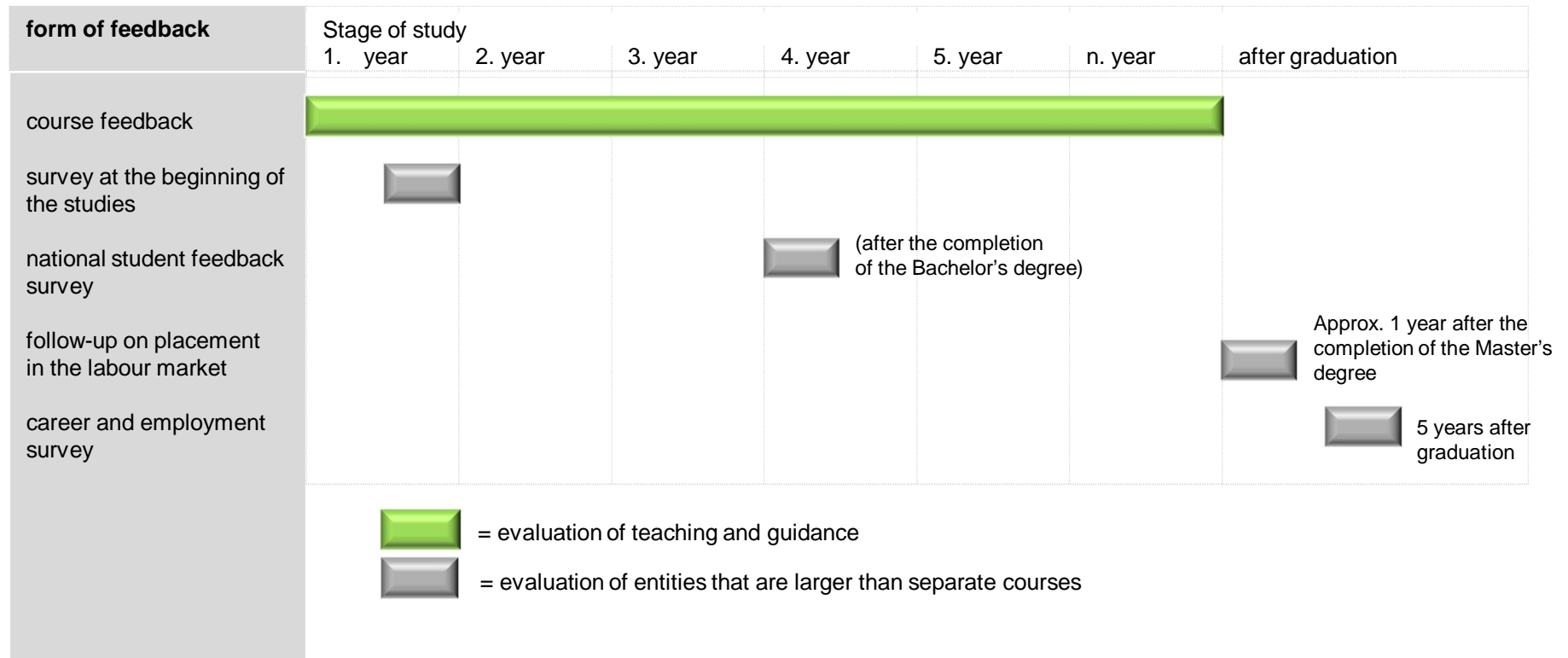
# Quality management of degree programmes

- Follow-up and development by University management group and Board
- Key indicators
  - Progress of studies
  - Graduation rates
  - Student feedback

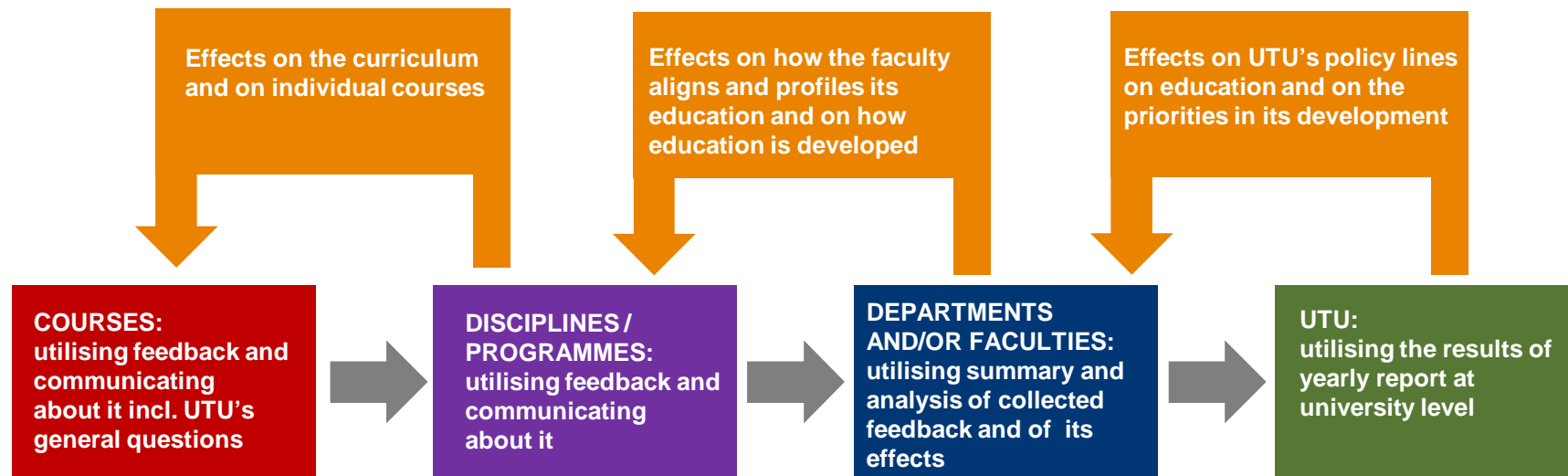




## COLLECTING STUDENT FEEDBACK AT THE UNIVERSITY OF TURKU



# Student feedback system



Thank you!



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