

All for the future.



**QUALITY MANAGEMENT
AT XAMK**

All for the quality!



**Kaakkois-Suomen
ammattikorkeakoulu**

FOREWORD

ALL FOR THE QUALITY!

Quality is valued at South-Eastern University of Applied Sciences (Xamk), and the development of quality is included in the actions of all our personnel and students. We are constantly developing the quality of education, RDI activities, business services and support services on the basis of the user and customer feedback we receive.

Xamk was established when Kymenlaakso and Mikkeli Universities of Applied Sciences merged in the beginning of 2017. The Finnish Education Evaluation Centre conducted an audit of both universities (Kymenlaakso in 2012 and Mikkeli in 2013) and awarded the institutions with a quality label. Our quality system corresponds to the European quality assurance principles and recommendations for higher education institutions according to Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

This publication describes the main elements of Xamk's quality management. The quality manual of the UAS also consists of the common processes, guidelines and instructions which are found in the staff intranet and in different data systems. This publication answers to five central questions concerning quality management. The first question *Why do universities need quality management?* tells about the European and national framework for the quality management of higher education institutions, together with the quality system's links with strategic and operational management. The second part, *What does the quality system consist of?* lists the main elements of the quality system. *How? What tools are used to develop the quality?* describes in a more specific way the tools that are used in the development of the operations and the quality management of the UAS. *Who are the quality operators at Xamk?* answers the questions of what is the quality culture like at Xam and how the responsibilities behind quality management are distributed. The fifth and last part of the publication *Where are we heading?* gives a short overview on the development of the quality system in the future.

Marjo Nykänen

Director of Quality and Services

Quality Management at Xamk

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Name	Quality management at Xamk		
Person in charge	Director of Quality and Services		
Valid from	1.1.2017	Decision	Board of Directors 30.11.2016 §180
Latest changes	12.12.2017 Quality Team	Latest checking	

I Why do universities need quality management?

Under the Finnish Universities of Applied Sciences Act, all universities are responsible for the quality and continuous development of their education and other operations. Legislation also requires them to regularly perform external evaluations of their operations and quality systems and to publish the results of such evaluations.

Quality of education is a key issue in building global higher education. Demonstrating quality externally in an understandable and reliable manner is, however, quite challenging because the concept of quality management and quality system varies so much in different countries. Common understanding and mutual trust can be improved with European standards and transparent quality systems.

European Standards and Guidelines (ESG)

The common framework for the quality assurance of universities is described in the ESG publication. At the heart of all quality assurance activities are the twin purposes of **accountability** and **enhancement**. Taken together, these create trust in the higher education institution's performance. A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement). Quality assurance and quality enhancement are thus inter-related. They can support the development of a **quality culture** that is embraced by all: from the students and academic staff to the institutional leadership and management.

The term 'quality assurance' is used in this document to describe all activities within the continuous improvement cycle (i.e. assurance and enhancement activities). In Finland most universities use the term quality management. ESG has ten **standards** and guidelines for internal quality assurance as follows:

1. Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

2. Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

3. Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

4. Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

5. Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

6. Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

7. Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

8. Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible.

9. On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews

should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

10. Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Audit of the quality system

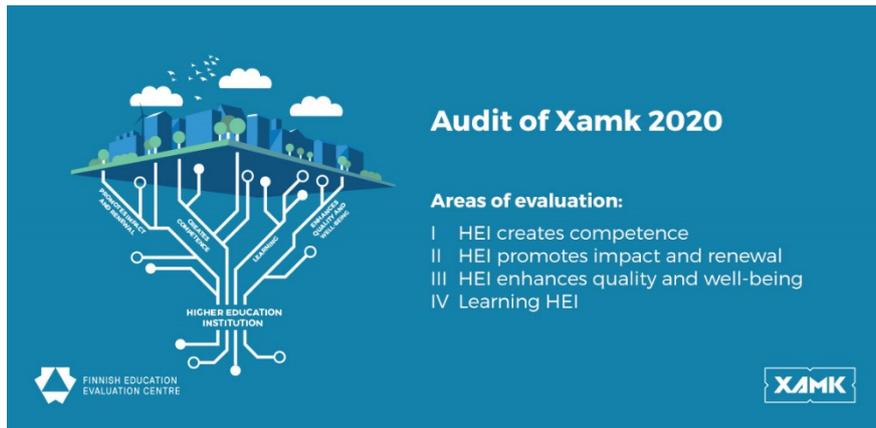
An audit is an independent and systematic external evaluation. It assesses whether the quality system of a higher education institution (HEI) is fit for purpose and functioning and whether it complies with the agreed criteria. The audit manual for higher education institutions 2018–2024 of the Finnish Education Evaluation Centre (FINEEC) has an essential role in steering the development of the quality systems of Finnish universities. **Quality system** refers to the development of the activities as a whole comprising quality management organisation, division of responsibility, procedures and resources. **Quality management** refers to the procedures, processes or systems that the higher education institution uses to maintain and develop the quality of its activities.

The purpose of the audit model is

- to evaluate whether the quality work in the HEI meets the European quality assurance standards,
- to assess whether the quality system produces relevant information for the continuous development of operations and whether it results in effective development activities,
- to encourage internationalisation, experimenting and a creative atmosphere at HEIs, and
- to accumulate open and transparent information on quality work at Finnish HEIs.

FINEEC's 2018–2024 audit model for HEIs assesses the functionality and effectiveness of the quality systems of HEIs. The goal of enhancement-led evaluation is to help higher education institutions identify the strengths, good practices and areas in need of development in their own operations. The purpose is to help higher education institutions achieve their strategic objectives and steer future development activities in order to create a framework for the institutions' continuous development.

The areas of evaluation (I-III) are each assessed as one entity using the scale excellent, good, insufficient. The audit evaluates the appropriateness, functionality and effectiveness of a quality system of an HEI. The focus of the audit is on the procedures used by the HEI to maintain and enhance the quality of its operations. The areas of evaluation are presented in the following picture.



If all of the evaluation areas I-III reach at least the level good, the HEI will pass the audit. After passing the audit, the HEI will receive an audit certificate and an electronic quality label. The HEI will be entered into the Audit Register, which is maintained on FINEEC's website. The quality label is valid for six years from the decision of the Higher Education Evaluation Committee. The audit model also includes the possibility of a re-audit. If the Higher Education Evaluation Committee determines that the HEI must be re-audited, the Committee's decision will state the areas of evaluation where improvements are necessary and which will be assessed in the re-audit.

The main stages of the audit process are

- the HEI selects a partner and target for benchlearning and signs an agreement with the benchlearning partner
- FINEEC signs an agreement on the audit with the HEI
- the HEI uploads the audit material, including the self-evaluation and the benchlearning report, on to FINEEC's digital platform three months prior to the audit visit
- the audit team visits the HEI usually 2–3 days and after the visit writes the audit report and presents its proposal on the audit result to the Higher Education Evaluation Committee
- The Higher Education Evaluation Committee decides on the result of the audit. If the HEI passes the audit, it will receive a quality label and will be entered in the register of audited HEIs which is maintained by FINEEC. The quality label is valid for six years.

Quality system supporting strategic and operations management

According to its strategy 2018–2024 Xamk is an institute of higher education that significantly contributes to the development of South-Eastern Finland. Xamk organises higher education aiming to

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meet the demand for professionals in local communities and, more generally, in society. In our mission, the spheres of education, research, development and innovation that will renew local working life and economic structures. Xamk aims to promote life-long learning and entrepreneurship.

Xamk is an institute of higher education with focus on wellbeing, technology and creative industries. In all our activities, we promote social, economic, cultural and ecological sustainability. We increase local vitality and wellbeing, promote innovation, create new business and solve problems. According to the vision, Xamk is an international institute of higher education with the whole world as its campus, and also a significant research and development unit.

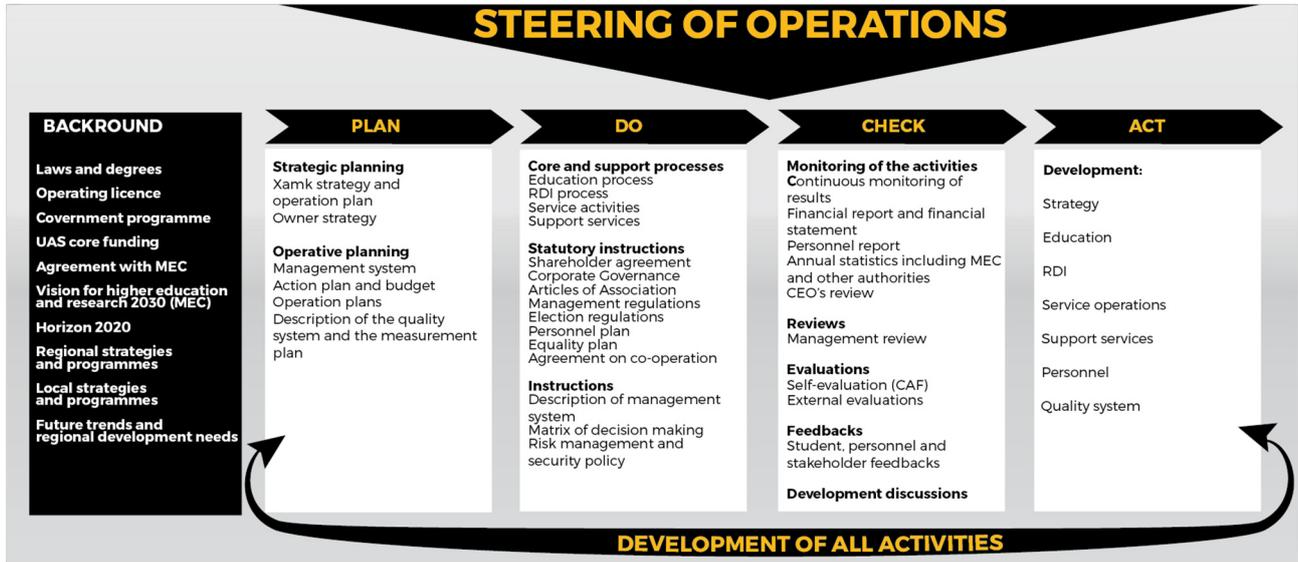
Xamk's quality system is linked to the strategic steering, management and operations management in accordance with the quality circle. The strategy which is based on future trends and regional development needs the university's operating licence and agreement with the ministry of education and culture, steers the planning of operations. The strategic policy lines are implemented through annual action plans and budgets. The operational level includes e.g. the decisions of the board of directors, process descriptions, guidelines and instructions steer the operations. The quality system provides information on the results of the operations with the help of the evaluation and feedback system, which consists of scorecards, development discussions, feedback questionnaires, internal reviews together with internal and external evaluations. The development measures that rise from the evaluations cover all of the university's operations and they are implemented either on the strategic or operational level. All parts of the quality circle include documentation and communication according to separate plans.

The objectives and evaluation targets of the quality system are derived from the strategy of the university, and all parts of the quality system are an integral part of the operations management. The quality system provides strategic planning with information. The planning, implementation, monitoring, evaluation and reporting of operations makes use of the quality tools. The steering of operations include more information than the quality systems provides. Part of the data used in the evaluation and reporting of operations is gathered by the tools of the quality system but there is also data that is based on the demands of the legislation, e.g. the law on limited liability companies. The following figure shows the links of the quality system with the steering of operations.

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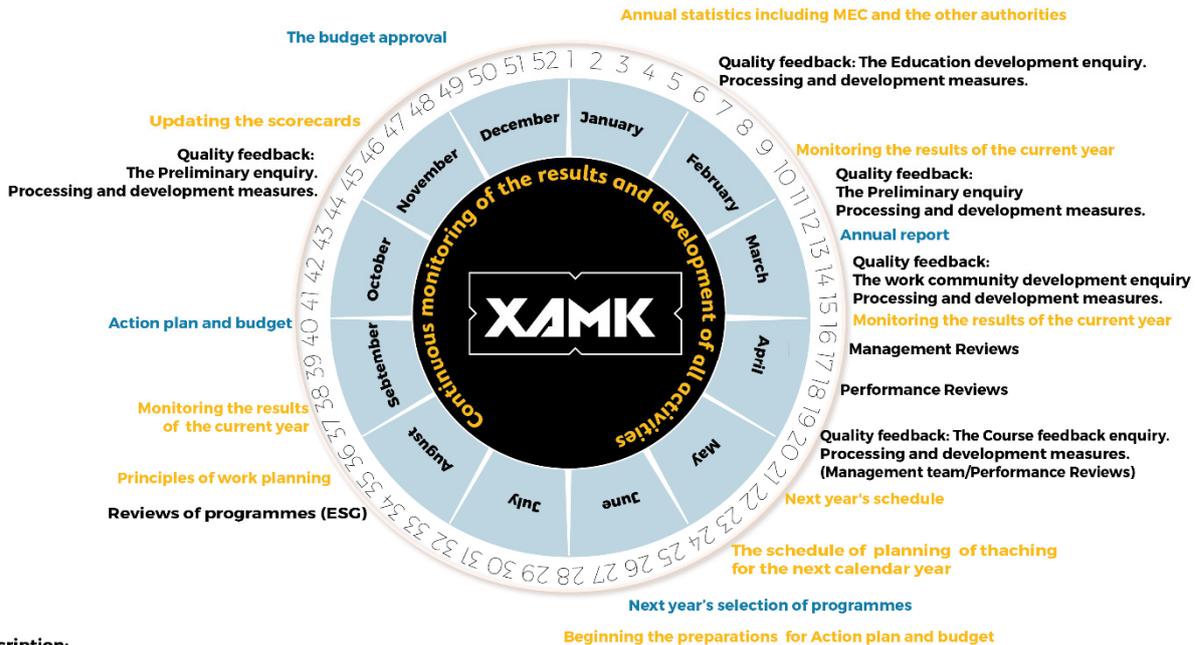
Name Steering of operations
Process owner CEO/president
Objective The objective is to ensure that the strategic goals can be achieved, the operations are of a high quality and they are continuously developed.
Key success factors Relevant indicators, clearly defined processes and instructions, impactful quality system. Systematic monitoring of results.
Measurement The results are monitored by the help of the UAS core funding indicators and indicators from Xamk's steering of operations and quality system.
Process improvement The results are systematically monitored by the Xamk board, the board of directors, in the annual management reviews and on different levels of the organisation.



Feedback of the results and quality of Xamk's operations is collected e.g. by means student, personnel and stakeholder group enquiries, internal evaluations and reviews. The quality system gathers information about the core processes and support services in accordance with the measurement plan. The measurement plan lists for each enquiry the target group, the mode of data collection, the time of the enquiry, the responsibility for collecting and analyzing the data plus the responsibility for launching the development measures.

The annual clock of steering of Xamk's operations provides a timeline and milestones for the steering of operations: what is happening and when. The annual clock gives an overall picture of the operations and timetables during a calendar year. The different colours specify the responsibilities of the Xamk board and the board of directors' decision-making. The role of the quality system is also shown.

THE ANNUAL CLOCK OF XAMK'S STEERING OF OPERATIONS



Description:

<p>Blue: The Board of Xamk</p> <p>Yellow: Steering of operations and/or Management team</p> <p>Black: Quality System</p>

2 What does the quality system consist of?

The general principles of quality management at Xamk are described in our **quality policy**, which is actualised in the quality system. The strategic and operations management base on information obtained from the systematic quality evaluation. High quality of the operations ensures the societal impact of the university and provides an important source of competitive advantage. The aims, maintenance and improvement of quality base on Xamk strategy and they are integrated in the activities of the university and its various departments. Efficient and financial operation plans and methods, which also motivate the personnel and the students to improve the quality, are chosen for quality evaluation and development. The quality work includes the principles of transparency, reliability and confidentiality.

The development of quality is included in the actions of our personnel and students. In addition, members of the stakeholder groups participate in the evaluation and development of activities. All members of the Xamk community are responsible for the quality and development of their own activities. The quality organization consisting of the director of quality and services, quality specialist and the quality team.

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The quality system and the information produced by it are documented in the personnel's and the students' websites in accordance with the needs of the user groups. There is also some material in English on the sites. Communication of the information produced by the quality system is active.

The quality system

The aims of the Xamk quality system are to

- systematically produce information to support the management and development of activities and so ensure the quality of the activities
- ensure that the information is used to support the development measures on all the levels of the organisation
- clarify and harmonize the responsibilities of all actors concerning quality management
- standardize the practices and to spread good practices
- support the participation of the members of the Xamk community – students, personnel and stake holders – in developing the activities
- strengthen the quality culture
- maintain and strengthen transparency, reliability and confidentiality.

The cycle of continuous development is applied to the quality system and quality work: **PLAN – DO – CHECK – ACT**. The quality system consists of the description of the quality management, the documents that steer the planning stage, the core and support processes of the implementation stage with the related instructions, the evaluation and feedback system plus the documentation and communication concerning all the stages. The main elements of the quality system are shown in the following figure.

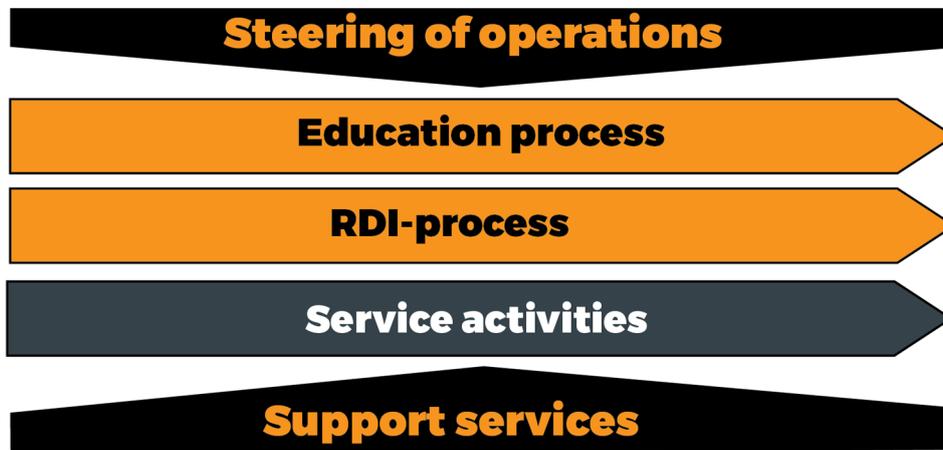


The planning stage

The activities and the quality management of Xamk are directed by the strategy which enlists the strategic choices and goals. The strategy is made under supervision of the Xamk Board in interaction with Xamk's management, personnel, student body and stakeholder groups. The strategy is made at least every third year and it is updated, if needed, annually is based on the evaluation of the development operations. Strategic policy definitions are included annually in the action plans and budgets of Xamk and its departments. Operative planning is guided by e.g. description of the management system, action plan and budget, operation plans plus description of the quality system and the measurement plan.

The implementation stage

In the implementation stage the operations are guided by the core and support processes together with the decisions of the board of directors and various guidelines and instructions, like regulations, plans and guidelines. The core processes are operations management, education and RDI processes. The support services include e.g. personnel services, library services, internationalisation services, student services, marketing and communication services, IT services, RDI support services, innovation and entrepreneurship services, financial services, quality management services plus other administrative services. Xamk's process map is shown in the following figure.



The basic principles for the quality management of education and RDI have been determined according to the quality circle. In addition, the service activities and support services have their own quality procedures which ensure their quality and support their development. The following table lists the procedures of the quality management of education and RDI.

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Education	Plan	Do	Check	Act
Education	<p>Strategic planning Xamk strategy and operation plan</p> <p>Operative planning Pedagogical development plan Curricula Model of study guidance Planning tools in Peppi data system Description of quality management and measurement plan</p>	<p>Processes Education process with sub processes Support services for education</p> <p>Statutory instructions Degree regulation SORA guidelines Substance abuse prevention plan Guidelines of student financial aid committee Equality plan</p> <p>Other instructions Curriculum principles RPL instructions Thesis instructions Practical training instructions Ethical regulations</p>	<p>Reporting of the activities Continuous monitoring of the results Financial report and financial statements</p> <p>Internal reviews Management review Reviews of programmes (ESG)</p> <p>Quality feedback Course feedback Arrival enquiry Education development enquiry Graduand feedback questionnaire Alumni feedback Work community development enquiry</p> <p>Evaluations Self-evaluations (CAF) External evaluations</p> <p>Development discussions</p>	<p>Development of education Educational board Development projects Development forums Teams of the departments</p>
	Plan	Do	Check	Act

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RDI	<p>Strategic planning Xamk strategy and action plan</p> <p>Operative planning Action guidelines and plans of the focus areas Funding instruments Planning tools for project management in the HanSa software</p>	<p>Processes RDI process with sub processes</p> <p>Agreements Partnership agreements Agreements concerning joint projects Agreements with enterprises</p> <p>Instructions Implementation tools for project management in the HanSa software Declaration form concerning inventions</p>	<p>Reporting of the activities Continuous monitoring of the results Impact indicators Financial report and financial statements</p> <p>Internal reviews Management review</p> <p>Evaluations Self-evaluations (CAF) External evaluations</p> <p>Quality feedback Education development enquiry Project evaluations Stakeholder feedback Work community development enquiry</p> <p>Evaluations Self-evaluations of projects External evaluations</p> <p>Development discussions</p>	<p>Development of RDI activities RDI board Steering groups of projects</p>
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Evaluation and feedback system

Feedback of the results and quality of Xamk's operations is collected by means of score-cards, development discussions, feedback enquiries, internal audits, self-evaluations and external evaluations. The information produced by the evaluation and feedback system is used in the strategic and operations management at all levels of the organization. The quality tools used in the evaluation stage are score cards, feedback from students, personnel and stakeholder groups, development discussions, internal reviews, self-evaluations and external evaluations. More information about the quality tools can be found on pages 11–16.

Development measures

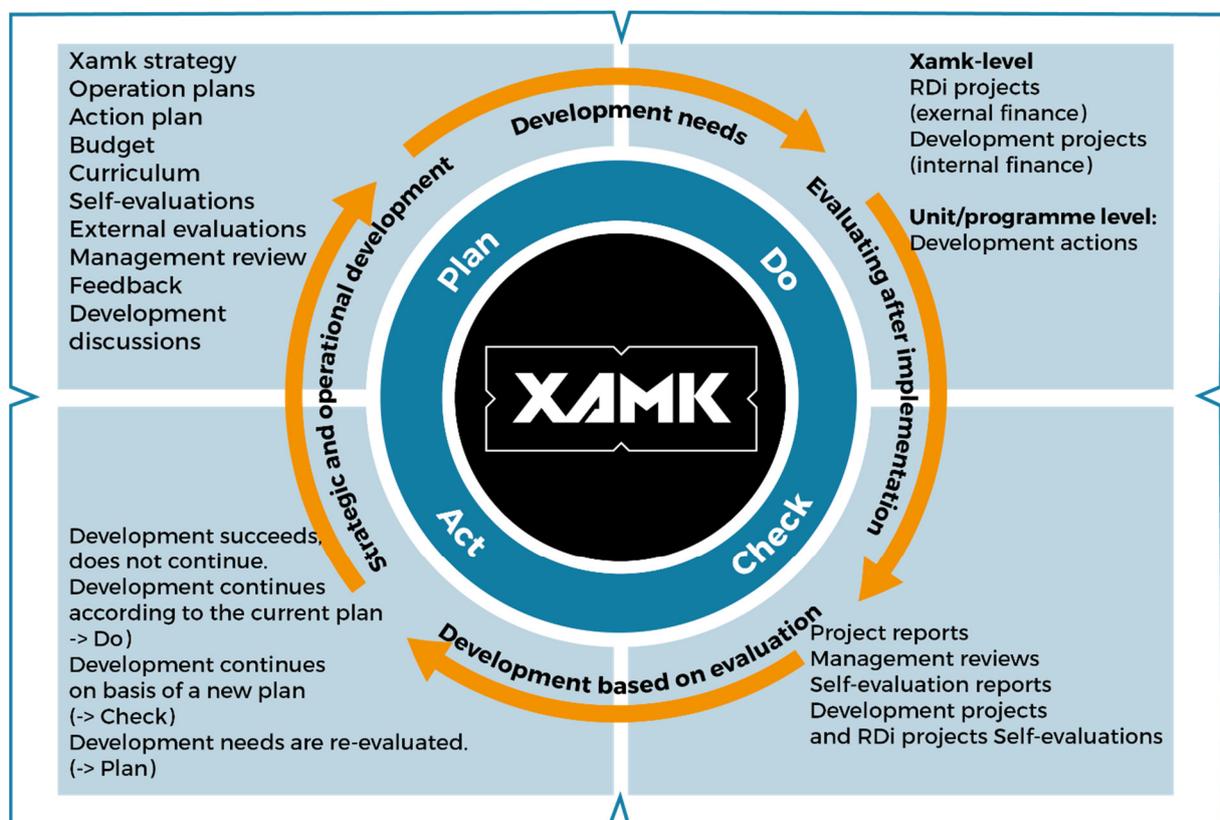
The operations of the core and support processes are developed systematically. The development bases on the collected external and internal evaluation and feedback information. The development measures are described according to the quality circle. The needs for development arise in accordance with the planning stage e.g. from the goals set in the strategy

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or the different action plans or score cards. Also the feedback and evaluation system gives impulses for development. The chosen development actions are then carried out. The actions can be specified projects with allocated funding or individual development measures.

The impact of the development actions is monitored and assessed on different forums, e.g. in management reviews or project evaluations. The results are used in the operations or strategic choices of Xamk. The development measures are documented and reported to the members of the university community.

The following figure show the planning, implementation, evaluation and follow-up of the development measures.



3 How are the operations developed and what tools are used?

Quality tools are used to steer the operations and to gather information about the results and quality of the operations. The tools can be divided into the processes and instructions used in the implementation stage and into the tools of the evaluation stage: score cards, development discussions, feedback enquiries, internal reviews, self-evaluations and external evaluations.

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Processes

The processes, guidelines and instructions are divided into four levels: 1) core processes and support services, 2) the processes at the department level, 3) statutory instructions which can be regulations, programmes, guidelines or instructions and 4) other instructions. The core and support processes are described in the IMS management solutions software according to Xamk's process instructions.

The three essential entities in the section "Processes" of the IMS software are the process map, process tree and the three-page technique each process description follows. This integrated framework directs the user in creating the process descriptions. Applying this framework facilitates creating uniform, balanced process descriptions. Furthermore, links to other content may be created in the process descriptions. Changing the process descriptions is simple; each process description includes a version history. The responsibility for maintaining and developing a single process description or a group of processes may be assigned to a single user or a group of users.

The processes are divided into subprocesses with more detailed descriptions. The process chart shows all the processes with their subprocesses, process owners and the persons or teams in charge of drawing up the processes.

Guidelines and instructions

There are two types of guidelines and instructions at Xamk: statutory and Xamk's own guidelines and instructions. Examples of statutory guidelines and instructions are the degree regulation, SORA instructions, substance abuse prevention plan, guidelines of student financial aid committee and the equality plan.

Xamk's own guidelines and instructions define the procedures in an operation or a process that is common for all the personnel, some personnel group and/or the students. The instructions are obliging for the personnel and other actors. The instructions list the purpose and contents, definitions, responsibilities, timing and implementation, and when needed also necessary documents and the way of reporting. All instructions concerning the personnel can be found in the Staff intranet and those concerning the students are in the Student intranet.

Score cards

Every department makes a score card when preparing the action plan and the budget. The score-card includes the indicators that are essential for the follow-up of the strategy implementation.

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The indicators in the scorecards are reviewed and updated once a year. The implementation of the action plan and the budget will be monitored and reported to the board on a regular basis..

Development discussions

The heads of the departments conduct annual development discussions with their personnel. These interactive discussions deal with the person's self-evaluation, development needs and the goals of the person and the organization. The development discussions follow a consistent practice that is reviewed annually. Summaries by the departments are made and delivered to the Personnel manager who will make a summary of the results for the board of directors.

Feedback system

A significant part of the feedback data is collected by surveys targeted at the students, the personnel and the stakeholder groups. In collection of the feedback data a measurement plan is followed. It defines the target group, means of data collection, time, responsibility for data collection, responsibility for analyzing, and the persons responsible for making changes. The following table lists the enquiries and evaluations.

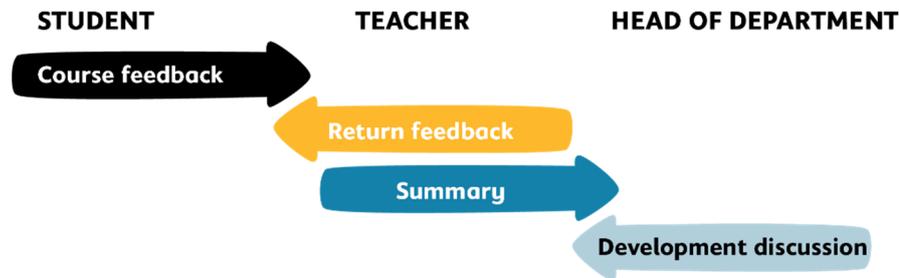
EVALUATION AND FEEDBACK SYSTEM			
Management/ department	Personnel	Students	Stakeholder groups
Scorecards	Development discussion	Course feedback	Stakeholder feedback
Internal reviews		Arrival enquiry	Alumni feedback
Self-evaluations	Work community development enquiry	Education development enquiry	Project evaluations
External evaluations	Equality enquiry	Equality enquiry	Customer service enquiries of business services
	Customer service enquiries of support services	Graduand feedback questionnaire	
	Customer service enquiries of business services	Customer service enquiries of business services	

Course feedback

Course feedback enquiries include the mid-course feedback and the final course feedback. The teachers collect course feedback on all the courses, and after compiling the feedback, they take the necessary development measures. The feedback is collected through an

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electronic feedback tool which can be used on the internet or with a smartphone or tablet. The teacher makes a summary and inform students of the development suggestions and feedback. The teachers' course feedback is discussed in the development discussions with the heads of departments every year. The following picture describes the path of the course feedback.



Arrival enquiry

The arrival enquiry collects information about the orientation related to starting of studies, the atmosphere, student tutoring and the student satisfaction. All degree students respond to the arrival enquiry during their first semester. The processing and development measures are taken care of according to a specific process description.

Education development enquiry

The information gathered through the education development enquiry helps to further develop the education, study counselling and student's self-steering, the learning environment and the general working environment. Third year Bachelor's degree students and second year Master's degree students respond to the education development enquiry.

Graduand feedback questionnaire (AVOP)

The graduand feedback questionnaire (AVOP) is a national enquiry. It is divided into seven sections which are: background information, teaching and learning, internationality, multiculturalism and language studies, career services and connections with the working life, practical training, thesis and the general satisfaction. The responses will be used in the development of the UAS operations. The students respond to the enquiry approximately three weeks before graduation.

Work environment development enquiry

The work environment is developed with the help of the work environment enquiry that is filled in by the Xamk personnel. The enquiry collects feedback on the nature of work, flow of information in the work community, working conditions, modes of operation, management

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and the commitment of the personnel. The personnel also has an opportunity give feedback on Xamk's values, mission and goals, the decisions made by the management, the functioning of the UAS community and its networks plus on Xamk's role in regional development. The target group of the enquiry is the whole personnel and it is carried out every year. In connection with the enquiry an equality enquiry is also carried out each year.

Project evaluations

Several evaluations are carried out during a project's life cycle according to the instructions in the HanSa software for project management. The target groups are the members of the steering groups and the other actors of the project.

Stakeholder feedback and alumni feedback

Stakeholder and alumni feedback is collected on a yearly basis. The feedback can be focused on either education, RDI or service activities. The alumni enquiry collects feedback concerning the employment and career experiences, the working life skills obtained during the studies and the information needs of the alumni. The stakeholder questionnaire gathers information about the experiences that the stakeholder groups have had about co-operation with Xamk and the services provided by Xamk. There are also questions about Xamk's role in regional development and the information needs of the stakeholders.

Other enquiries

In order to develop the support services, customer enquiries are carried out approximately every second year. The business service units also carry out customer enquiries.

Measurement plan

The measurement plan covers all common quality enquiries and lists the target group, mode of collection, and time of the enquiry in question together with the responsibilities for data collection, analysis and launching the development measures that are needed.

Internal reviews

The top management carries out a management review of the departments every year. The review seeks to evaluate the department's operations and to support and promote spontaneous development work. The review concerns the operations, results and finances of the department. Also the development operations agreed in the previous year are discussed, and new development goals are agreed based on the information received from the feedback system and the management review. The representatives of the departments are the heads of departments and other key personnel and also student representatives.

The management reviews are carried out every year according to the quality system. The materials used in the reviews are collected by the quality organization and they are published in the

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Staff intranet before the reviews. The goal is to evaluate and discuss how the results of the department have developed. The management also want to support the development of the department.

The memos listing the need of development are published in the Staff intranet. The review always begins by reporting the development measures carried out on the basis of the previous review.

The management can also carry out other reviews that deal with specific themes, such as the curricula, quality management or RDI operations.

Self-evaluations

The overall evaluation of the university is carried out according to the CAF model every 3–5 years. The evaluation results in identifying the university's strengths and development targets and leads to strategic development projects, for which separate funding is reserved. The CAF evaluation is carried out with an electronic tool designed for this purpose. The evaluation framework is sent to the management by e-mail. The framework has links to different materials in order to make the evaluation easier for the evaluators. The results are discussed in a meeting, and the board of directors decides the necessary development projects.

A self-evaluation of the quality system is done every third year. The processes are systematically evaluated. In addition, other self-evaluations are carried out relating to quality unit applications, structural development and external evaluation.

External evaluation

Through the external evaluation Xamk obtains information on the present state of its operations and its development in relation to other universities and other operational environment. Among other things, Xamk participates in the evaluation projects of the Finnish Education Evaluation Centre. Also the performance-based indicators of the Ministry of Education and Culture, various benchmarking projects and accreditations together with the feedback data collected from the working life in order to support the development of the core processes.

4 Who create quality at Xamk?

Xamk's personnel and students as a community are committed to quality work. All members of the Xamk community are responsible for the quality and development of his/her own activities. Our quality culture rises from this atmosphere of individual and collective development. The quality culture describes the environment and atmosphere of long-term development in which the strengths and the areas in need of development are actively and determinedly identified. Based on these, development measures are launched, implemented and monitored. The purpose is continuous development of quality together with maintaining the strengths.

The development of quality is included in the actions of the whole personnel and the students. In addition, members of the stakeholder groups participate in the evaluation and development of activities. The rector has the total responsibility for the university's operational quality and results. In the top management the other members of the board of directors have the responsibility for the quality and results of their own fields of operation.

The director of quality and services has the total responsibility for the realization on the university's quality policy by means of the quality system. The director of quality and services, with the support of the quality planner and the quality team, has the responsibility for the development of the quality system and the coordination and directions of quality management to the departments.

The members of the quality team represent education, RDI, students, the management of education, support services for education, service operations and personnel, financial and other services.

In the departments the head or the manager has the responsibility for the department's operational quality and results, the functionality of the quality management, the start-up, follow-up and evaluation of their development operations, and the quality consciousness of the personnel. They also have the responsibility for the start-up of the feedback enquiries and the analysis and communication concerning them, plus the documentation related to the quality system according to common instructions. The mentor teacher has a special responsibility for presenting the quality system to students. The planners of the degree programmes also take part in discussing the given feedback according to the quality system e.g. on development forums.

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At personal level the personnel has the responsibility for the quality and development of their own operations and the right to give constructive feedback. The students have the responsibility for learning and progress of studies and the right to give constructive feedback. The student body Kaakko names the representatives to the Xamk board, various teams and development forums. The quality responsibilities are listed in following table.

Quality operators	Quality responsibilities
Students	Students are responsible for their own learning and the progress of their studies. They have the right to give constructive feedback in order to develop education and other operations.
Student body Kaakko	The student body has the responsibility for student participation in Xamk's development work by naming representatives to the Xamk Board, various teams and development forums.
Personnel	All members of the personnel are responsible for the quality and development of their own operations. They are committed to following joint rules, processes, instructions and agreed timetables. They also have the right to give constructive feedback to support the developing of operations.
Development forums	The personnel and the students discuss the feedback on different feedback forums where they can agree on new actions and discuss the impact of earlier development measures. The feedback results are discussed in a responsible way.
Meetings on department level	The personnel of the department discuss quality feedback in their management teams and personnel meetings. The feedback leads to development measures which are planned, implemented and monitored.
Heads of departments	Within the departments the heads of departments have the responsibility for <ul style="list-style-type: none"> - the operational quality and results - the functionality of the quality management - the start-up of the feedback enquiries and the analysis and communications concerning them - the documentation related to the quality management system at the department level - the start-up, follow-up and evaluation of the development operations - the quality consciousness of the personnel
Mentor teachers	The mentor teachers are responsible for presenting the quality system to students and handling the quality feedback reports with the students.
Planners	Take part in discussing the given feedback according to the quality system e.g. on development forums. They are responsible for the further development of chosen themes.
Director of quality and services	The director of quality and services has total responsibility for the realisation of the university's quality policy by means of the quality system.
Quality organization Director of quality and services Quality planner	The quality organization has the responsibility for <ul style="list-style-type: none"> - the development of the quality system - the coordination and instructions of quality management to the departments

Quality Management at Xamk

Quality team	<ul style="list-style-type: none"> – the internal and, when required, external communications related to quality management – starting the feedback enquiries and analyzing the results at the Xamk level – the starting, follow-up and evaluation of the development operations at the Xamk level – the documentation related to the quality management system at the Xamk level.
Rector/CEO	The rector/CEO has the total responsibility for the successful leadership of the university's operations and the university's operational quality and results.
Other members of the board of directors	The other members of the board of directors are responsible for the quality and results of their own field of operation.
The board of directors	The board of directors acts as the strategic steering group for quality management.
Management review	The management review carried out by the top management in the departments seeks to evaluate the department's operations and to support and promote spontaneous development work. The review concerns the operations, results and finance of the department.
The Xamk board	The Xamk board monitors the fulfillment of the strategy and the goals set out for the university.
Stakeholders	The representatives of stakeholder groups take part in different ways in developing the university's education, RDI and services.

5 Where are we heading?

The quality system is developed by means of self-evaluations, quality reviews and development and benchmarking projects. The quality organization of Xamk is responsible for the development of the quality system. A self-evaluation of the quality system is carried out approximately every third year in accordance with the Finnish Education Evaluation Centre's audit manual.

The development of the quality system strives to maintain a system that is dynamic (1), supports the strategy and development of operations (2), has efficient and clearly defined processes (3) and an open and interactive quality culture (4).

The dynamicity of the quality system is ensured by constantly updating the system whenever needed. The selection of quality tools is evaluated on the basis of collected feedback and experiences gained. The quality documentation is clear and easily accessible. The communication about quality management is active. The communication plan is shown with the help of an annual clock which tells e.g. how the results of different quality enquiries or the memorandums of the quality team are published.

Quality Management at Xamk

The quality system is developed to support the strategy and the development of operations. The steering of operations steers and guides the core processes and the support services. The processes are updated within the timetable of the merger. The development measures are described according to the quality circle. The planning stage shows where the needs for development result from. In the implementation stage different development actions are the carried out.

The processes and instructions are clearly defined, and they are developed in the IMS management solutions software. The software collects all the necessary information in one place in order to help process management. The new software has been taken into use in a situation when the two merging universities are unifying their processes.

One of the objectives of Xamk's quality system is to create and maintain an open and interactive quality culture. The development of quality culture is supported by the means of quality courses for different personnel groups and joint development forums for personnel and students. The launching of Xamk's new quality system is supported by a communication plan. A Quality Road Show will help in informing especially the students.

Table of changes:

Date	Pages with changes	Description of the changes
14.12.2016	p. 15	Changed: Stakeholder and alumni feedback is collected every three years on a yearly basis. Added: The feedback can be focused on either education, RDI or service activities.
15.8.2017	p. 6	The annual clock of Xamk's steering of operations updated.
15.8.2017		The measurement plan updated.
Quality team 12.12.2017	The material as a whole	Changed: e.g. based on FINEEC's audit manual 2018–2024, and on Xamk's strategy 2018–2030.

MEASUREMENT PLAN						
ENQUIRY	TARGET GROUP	MODE OF DATA COLLECTION	TIME	RESPONSIBILITY FOR DATA COLLECTION	RESPONSIBILITY FOR ANALYSIS	RESPONSIBILITY FOR LAUNCHING THE OPERATIONS FOR A CHANGE
Course feedback enquiry, the mid-course feedback	All students	Paperform or e-form	In the middle stage of every course (study module)	Teacher	Teacher	Teacher
Course feedback enquiry, the final course feedback	All students	e-form	In the final stage of every course (study module)	Teacher	Teacher	Teacher and Head of department
Arrival enquiry	1st year students	Webropol	In the beginning of studies during the second period	Head of department	Head of department	Head of department
Education development enquiry	All degree students in the middle of their studies	Webropol	September	Head of department	Head of department	Head of department
Customer service enquiries of support services	Personnel and students	Webropol	Every three years	Manager	Manager	Manager
Graduand feedback questionnaire	Graduates	avop.fi	Approximately three weeks before the graduation	Head of department	Head of department	Head of department on the department level, Board of directors on the Xamk level
Work community development enquiry	Personnel	Webropol	March	Director of quality and services	Head of department	Head of department
Equality enquiry	Personnel and students	Webropol	Every year	HR-manager, Director of Education Services	HR-manager, Director of Education Services	Work community advisory board, Educational board
Reviews of programmes (ESG)	Personnel	Webropol	According to separate schedule	Development manager of education	Head of department	Head of department
Self-evaluation CAF	Management	Webropol	Every three years	Director of quality and services	CEO/President, Director of quality and services	CEO/Rector, Director of quality and services
Self-evaluation of the quality system	Management	Webropol	Every three years	Director of quality and services	Director of quality and services	Quality team
Assessment enquiries of the ongoing and finished projects	Steering group of the project	HanSa	At the end of every project	Project manager	Project manager	Director of development
Stakeholder feedback	RDI or Education	Webropol	Carried out yearly	Director of quality and services	RDI Director or Director of Education	RDI Director or Director of Education
Alumni member enquiry	Alumni members	Webropol	Every three years	Alumni coordinator	Heads of departments	Heads of departments
Customer service enquiry of the Open University of Applied Sciences	Students of the Open University of Applied Sciences	Webropol	Every second year	Planner (Open UAS)	Planner (Open UAS)	Head of continuing education
The final course feedback of the continuing education	Students of continuing education	Webropol or a paperform	The final stage of education	Teacher of education / person in charge of continuing education	Teacher of education / person in charge of continuing education	Teacher of education / person in charge of continuing education