KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

AUDIT OF THE UNIVERSITY OF HELSINKI

Tekijät **Bernard Coulie, Klara Bolander Laksov, Petri Heinonen, Petri Suomala, Signe Tolstrup Mathiasen, Mirella Nordblad & Niina Nurkka. Self-assessment of the University of Helsinki Päivi Aronen, Johanna Kolhinen & Anne Lepistö (eds.)**
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Audit of the University of Helsinki

Abstract

Publication

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Authors

Bernard Coulie, Klara Bolander Laksov, Petri Heinonen, Petri Suomala, Signe Tolstrup Mathiasen, Mirella Nordblad & Niina Nurkka.

Self-assessment of the University of Helsinki (eds.) Päivi Aronen, Johanna Kolhinen & Anne Lepistö

The Higher Education Evaluation Committee’s decision

The University of Helsinki passed the audit 26 January 2022.

The Quality Label is valid until 26 January 2028.

The audit team’s evaluation of the evaluation areas I-III

I: HEI creates competence: *good* level

II: HEI promotes impact and renewal: *good* level

III: HEI enhances quality and well-being: *good* level

HEI as a learning organisation – evaluation area chosen by the University of Helsinki

The concept of international master’s programmes

Theme and partner for benchlearning

Theme: Staff and student well-being

Partner: University of Edinburgh

Key strengths and recommendations

Strengths

- The progressive integration of the quality and management systems, serving both the

faculty and unit levels and the administrative units.
- The planning of education is a consistent and transparent process.
- The development of the university's international degree programmes has been based on a bottom-up approach and the natural development in many disciplines.
- Clear importance is attached at the university to the mission of societal engagement and impact, with good structures in place to steer the activities related to that mission.

Recommendations

- The integrated management and quality system should be streamlined to make the faculty and university level approaches converge and the system to work more effectively.
- The university should take a more active approach to communication with students and doctoral students, including international students, about available support structures.
- The concept of multilingual programmes is unclear and the conceptual structure of international programmes could be reviewed.
- The societal engagement and impact and its relation with the teaching and research missions could be more clearly defined in order to support high-level leadership in national development.

Tiivistelmä

Julkaisu

Helsingin yliopiston auditointi (Audit of the University of Helsinki)

Tekijät

Bernard Coulie, Klara Bolander Laksov, Petri Heinonen, Petri Suomala, Signe Tolstrup Mathiasen, Mirella Nordblad & Niina Nurkka.

Helsingin yliopiston itsearviointi (toim.) Päivi Aronen, Johanna Kolhinen & Anne Lepistö

Korkeakoulujen arviointijaoston päätös

Helsingin yliopiston auditointi on hyväksytty 26.1.2022.

Laatuleima on voimassa 26.1.2028 asti.

Auditointiryhmän arvio arviointialueista I-III

I: Osaamista luova korkeakoulu: *hyvä* taso

II: Vaikuttava ja uudistava korkeakoulu: *hyvä* taso

III: Kehittyvä ja hyvinvoiva korkeakoulu: *hyvä* taso

Oppiva korkeakoulu – Helsingin yliopiston valitsema arviointialue

Kansainvälisten maisteriohjelmien konsepti

Vertaisoppimisen teema ja kumppani

Teema: Henkilöstön ja opiskelijoiden hyvinvointi

Kumppani: Edinburghin yliopisto

Keskeiset vahvuudet ja kehittämissuositukset

Vahvuudet

- Laatu- ja johtamisjärjestelmien asteittainen integrointi toisiinsa palvelee sekä tiedekuntia ja yksiköitä että yliopistopalveluita.

- Koulutuksen suunnittelun prosessi on systemaattinen ja läpinäkyvä.
- Yliopiston kansainvälisten koulutusohjelmien kehittäminen on perustunut yksiköissä tehtyihin aloitteisiin ja tieteenalojen kehitykseen.
- Yhteiskunnallisen vuorovaikutuksen ja vaikuttavuuden merkitys korostuu yliopiston toiminnassa, ja yliopistolla on toimivat rakenteet yhteiskunnallisen vuorovaikutuksen johtamiseen.

Kehittämissuositukset

- Yliopiston integroitua johtamis- ja laatujärjestelmää tulee yksinkertaistaa, jotta tiedekuntien ja yliopiston toiminnasta tulisi nykyistä yhtenäisempää ja johtamis- ja laatujärjestelmä toimisi nykyistä tehokkaammin.
- Yliopiston tulee nykyistä aktiivisemmin viestiä tukirakenteista ja -palveluista opiskelijoille ja väitöskirjatutkijoille, mukaan lukien kansainväliset opiskelijat.
- Yliopiston monikielisten maisteriohjelmien konsepti on epäselvä ja yliopiston tulee kehittää kansainvälisten koulutusohjelmien kokonaisuutta.
- Yliopiston tulee määritellä, mitä yhteiskunnallinen vuorovaikutus ja vaikuttavuus yliopistossa tarkoittavat ja mikä on niiden suhde yliopiston koulutus- ja tutkimustehtäviin. Yhtenäinen määritelmä tukee yliopistoa johtavan roolin ottamisessa kansallisessa kehityksessä.

Sammandrag

Publikation

Auditering av Helsingfors universitet (Audit of the University of Helsinki)

Författare

Bernard Coulie, Klara Bolander Laksov, Petri Heinonen, Petri Suomala, Signe Tolstrup Mathiasen, Mirella Nordblad & Niina Nurkka.

Helsingfors universitets självvärdering (red.) Päivi Aronen, Johanna Kolhinen & Anne Lepistö

Beslutet av sektionen för utvärdering av högskolorna

Auditeringen av Helsingfors universitet godkändes den 26 januari 2022.

Kvalitetsstämpeln är i kraft till och med den 26 januari 2028.

Auditeringsgruppens omdöme för utvärderingsområdena I-III

I: En kompetensskapande högskola: *god* nivå

II: En nyskapande högskola med genomslagskraft: *god* nivå

III: En utvecklingsorienterad och välmående högskola: *god* nivå

En lärande högskola, utvärderingsområdet som Helsingfors universitet valde

Konceptet för internationella magisterprogram

Tema och partner för kollegialt lärande

Tema: Personalens och studerandes välmående

Partner: Edinburghs universitet

Centrala styrkor och rekommendationer

Styrkor

- Den gradvisa integrationen av kvalitets- och ledningssystemen som bistår både fakultets-

och enhetsnivåerna och de administrativa enheterna.
- Utbildningsplaneringen är en systematisk och transparent process.
- Utvecklingen av universitetets internationella utbildningsprogram har grundat sig på initiativ från enheterna och en naturlig utveckling inom vetenskapsområdena.
- Helsingfors universitet lägger stor vikt vid samverkan med samhället och verksamhetens genomslag i samhället. Universitetet har goda strukturer för att leda samverkan med samhället.

Rekommendationer

- Det integrerade lednings- och kvalitetssystemet bör förenklas så att fakultets- och universitetsnivåerna sammanfaller och systemet fungerar på ett mer effektivt sätt.
- Universitetet bör mer aktivt kommunicera med studerande och doktorander, inklusive internationella studerande, om tillgängliga stödstrukturer.
- Universitetets koncept för flerspråkiga magisterprogram är otydligt och universitetet kunde utveckla konceptet för internationella program.
- Universitet kunde definiera tydligare vad samverkan med samhället och genomslag i samhället betyder och dess förhållande till undervisnings- och forskningsuppgifterna. En tydligare definition skulle stödja universitetet i att ta en starkare ledarskapsroll i nationell utveckling.

The premise and implementation of the audit

The Finnish Education Evaluation Centre (FINEEC) has conducted the audit of the University of Helsinki. The work of FINEEC is based on the principle of enhancement-led evaluation and producing impactful information that contributes to the enhancement of education.

The purpose of the FINEEC audit framework is:

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

The principles of the audit framework are described in the audit manual.

The implementation of the audit

A five-member audit team carried out the audit. The members of the audit team were:

- Professor **Bernard Coulie,** Honorary Rector, UCLouvain, Belgium (Chair)
- Professor **Klara Bolander Laksov,** Director of the Centre for the Advancement of Teaching and Learning, Stockholm University, Sweden
- **Petri Heinonen,** Senior Advisor, UPM, Finland
- Professor **Petri Suomala**, Vice President for Education, Aalto University, Finland
- **Signe Tolstrup Mathiasen**, Student, Lund University, Denmark

Mirella Nordblad from the Finnish Education Evaluation Centre acted as project manager of the audit and Niina Nurkka as back-up project manager. The audit is based on the material submitted by the higher education institution, a self-assessment report, additional material requested by the audit team, and the audit team's online visit to the institution between 26 and 28 October 2021. The audit team also had access to essential digital materials and systems. The main stages and timetable of the audit were:

Agreement negotiation	5 December 2019
Appointment of the audit team	24 February 2021
Submission of the audit material and self-assessment report	24 June 2021
Audit visit	26–28 October 2021
Higher Education Evaluation Committee's decision on the result	26 January 2022
Publication of the report	26 January 2022

Concluding seminar	8 February 2022
Follow-up on the enhancement work	2025

Evaluation criteria

Evaluation areas I–III are each assessed as one entity using the scale *excellent, good, insufficient*.

The level *excellent* means that the HEI shows evidence of long-term and effective enhancement work. The HEI's enhancement activities also create substantial added value for the HEI, its stakeholders, or both. The HEI presents compelling examples of successful enhancement activities.

The level *good* for evaluation areas I–III is described in appendix 1.

The level *insufficient* means that the HEI shows an absence of or major shortcomings in systematic, functioning and participatory procedures in the evaluation area (I–III). There is no clear evidence of the impact of quality management in the enhancement of activities.

In order for the HEI to pass the audit, evaluation areas I–III should reach at least the level *good*.

The organisation and strategy of the University of Helsinki

Organisation and management system of the University of Helsinki

The University of Helsinki (UH), founded in 1640, is the most multidisciplinary university in Finland. The UH is bilingual in accordance with the Universities Act, meaning that teaching and degrees are given in Finnish and Swedish. The UH consists of 11 faculties, nine independent institutes steered by the rector, the Swedish School of Social Science and University Services. The University Board is the highest decision-making body. The Board's members from outside the UH community are appointed by the University Collegium, which also confirms the UH's financial statements as well as decides on discharging the Board members and the rector from liability.

Administrative and support services are provided by the University Services unit or independent institutes that offer services (libraries, Centre for Information Technology, UniSport, etc).

The University of Helsinki Group consists of the UH and its subsidiaries and affiliated companies, the University of Helsinki Funds and its Group, Helsinki University Properties Ltd and its Group, as well as two foundations.

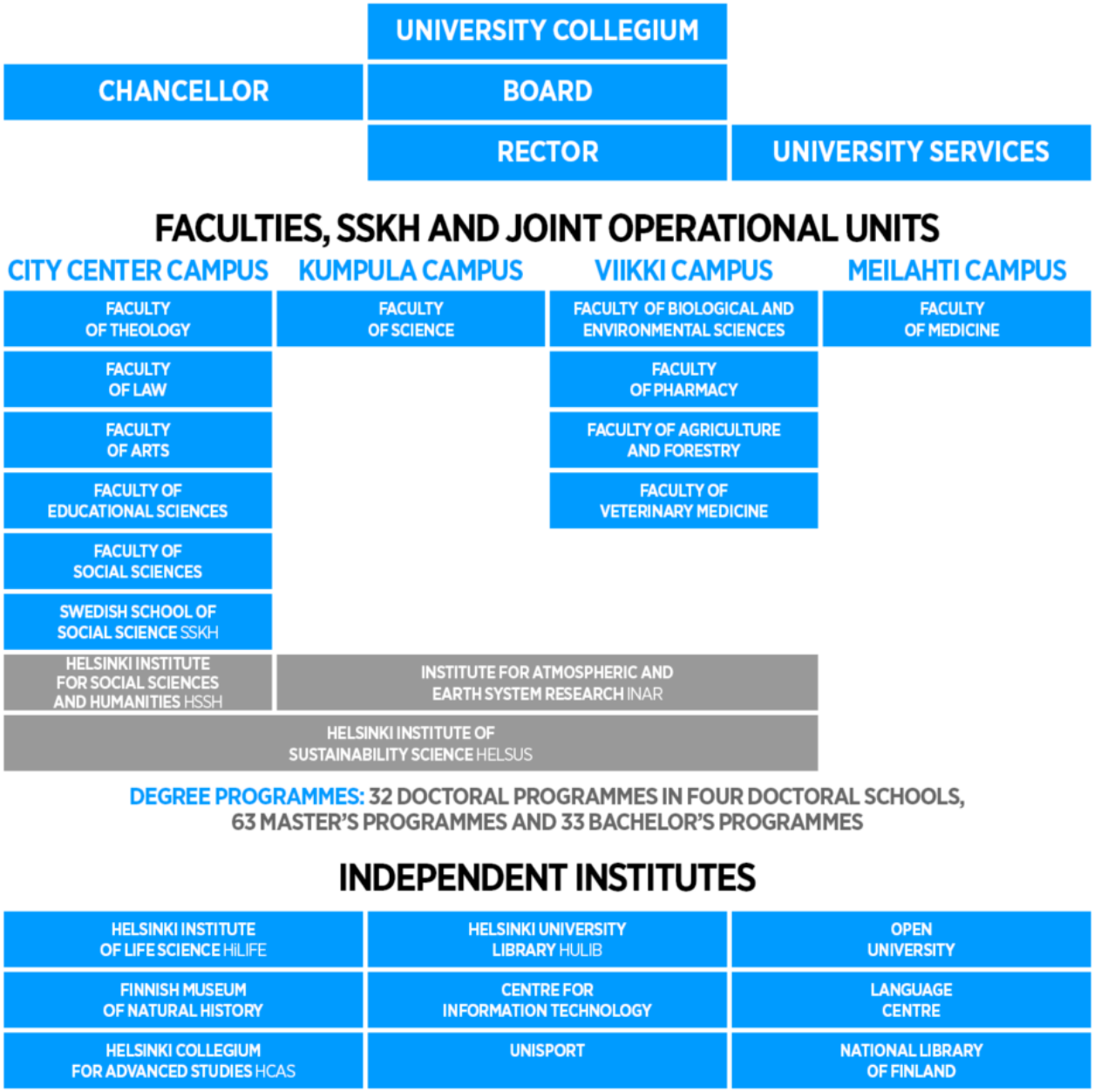


Figure 1: Organisation chart of the UH

Degree education is organised into degree programmes, which may include studies in one or more disciplines.

Degree programmes at the UH:

- 33 bachelor's programmes
- 63 master's programmes
- 32 doctoral programmes in four doctoral schools.

The UH's management system is based on the Universities Act and the regulations of the UH

which define, for example, the UH's administrative bodies, leaders and directors as well as their duties and responsibilities. The Regulations of the University of Helsinki set out the operational and unit structure as well as the organisation of operations and administration.

31,600 degree students
16,090 bachelor's degree students, of whom 63% are women and 37% are men
10,673 master's degree students, of whom 67% are women and 33% are men
4,548 doctoral degree students, of whom 60% are women and 40% are men
1,941 international degree students
8,934 completed degrees (4,112 bachelor's degrees, 4,168 master's degrees, 604 doctoral degrees, 50 other degrees)
1.3 million completed credits
31,192 applicants in the main admissions
4,140 new students
35,510 Open University students
8,120 members of staff, of whom 4,717 are teachers and researchers
28% of teaching and research staff are international staff
6% of specialist and support services staff and teachers at the teacher training schools are international staff

Figure 2. Key figures for education and staff 2020

Strategy

The Strategic Plan of the University of Helsinki 2021–2030 outlines the UH's objective to be one of the leading universities in the world and a nationally and internationally recognised stronghold of 'Bildung' by 2030. The UH's vision is 'With the power of knowledge – for the world'. The UH will pursue the following strategic focus areas to implement its vision:

1. Knowledge and learning are for everyone.
2. Openness enhances scientific research and collaboration.
3. Our University is the best place to study and work.
4. Our University is a leader in responsibility and sustainability.



Figure 3. Strategic Plan of the University of Helsinki 2021–2030

To put the strategic plan into effect, the UH and its units have drawn up implementation plans for years 2021–2024. These plans can be found in the Suunta system, which is used to monitor and update the plans regularly as part of the UH's operations management process. In addition, the strategic indicators defined by the UH itself are monitored.

Master’s degrees completed in the target duration
Bachelor’s degrees completed in the target duration
Doctoral graduates who completed their degree in five years
High-quality and international open-access publications
Share of international staff among professors, assistant/ associate professors and Academy of Finland professors
Share of international students pursuing a bachelor’s degree
Share of international students pursuing a master’s degree
Increase in research funding
Share of student feedback respondents (Bachelor’s Graduate Survey) in the target group
The strategic indicators are being developed during the strategic period, especially indicators for wellbeing, research infrastructures, sustainability and responsibility issues and Una Europa cooperation areas.

Figure 4. The UH’s strategic indicators 2021–2030

When writing its strategic plan in 2018–2019, the UH reviewed its values, eventually selecting the following: truth, ’Bildung’, freedom and inclusivity.

1 HEI creates competence

- Auditointiryhmän arvio

Evaluation area I assesses the procedures which support student-centred, working-life oriented planning, implementation and enhancement of education, which is based on research or artistic activities.

The evaluation area I as a whole is at the level good.

The audit team identified the following as the key strengths and recommendations:

Strengths

- The planning of education is a consistent and transparent process.
- The integrated management and quality system takes student perspectives into account.
- The implementation and spreading of HowULearn as a tool for evaluation and enhancement of education, with even a national impact, is well on its way.

Recommendations

- The university should take a more active approach to communication with students and doctoral students, including international students, about available support structures.
- The university should take a more systematic approach on course feedback and make improvements and developments based on the student feedback more visible to students and staff.

1.1 The planning of education

- Korkeakoulun itsearviointi

Strategic guidelines steer the planning of education

The education offered by the University of Helsinki (UH) is based on national and university-level strategic guidelines.

The structure, content and organisation of education are based on the Universities Act, the Government Decree on University Degrees and Professional Specialisation Programmes, and other national regulations. The scope of studies at the UH adheres to the ECTS credit system. The UH has defined shared guidelines for the content, structure and organisation of education. These guidelines are based on the 'Finnish National Framework for Qualifications and Other Competence Modules (FiNQF)', according to which bachelor's (first-cycle) degrees correspond with FiNQF level 6, master's (second-cycle) degrees with FiNQF level 7 and doctoral (third-cycle) degrees with FiNQF level 8.

Education leading to first-, second- and third-cycle degrees is provided in degree programmes. The rector decides on the establishment and termination of degree programmes. Degree programmes are established in the research fields represented at the UH, and the education they provide is based on research. The UH adheres to the principle that all teachers engage in research and all researchers engage in teaching.

Management of education and concern for the sufficiency of resources

The UH has defined a clear division of responsibilities in the management and leadership, decision-making, and quality management of education.

To manage degree programme operations, each bachelor's, master's and doctoral programme has a director and a steering group, which includes, in addition to the director, representatives of students and the teaching and research staff. The degree programme steering groups make proposals on the curricula, student intake, admission criteria and degree targets, and decide on the teaching programme. Degree programme directors are in charge of the programme operations, curriculum preparation and pedagogical planning of teaching.

At the faculty level, the framework of degree programmes is coordinated by the vice-dean, while resources are the remit of the dean. Decisions of central importance to education are made by the faculty council.

Each doctoral programme belongs to one of the four University of Helsinki doctoral schools, which coordinate the resources, activities and development of the programmes. Each doctoral school

has a director and a steering group. The UH is aware of the need to simplify the structure of the doctoral education system and has launched preparations to this end.

The rector, vice-rectors and the University Board make education-related decisions at the university level. The Academic Affairs Council and the steering group for doctoral education are responsible for preparing, implementing and monitoring university-level strategic guidelines.

Operating under the vice-rector for academic affairs, the Academic Affairs Council includes the vice-deans for academic affairs, student representatives, the director of the Centre for University Teaching and Learning, the director of the Language Centre, the director of the Teaching and Learning Services sector and the university's chief digitalisation officer. The Academic Affairs Council and the steering group for doctoral education are together responsible for guidelines concerning doctoral education. Operating under the vice-rector for research, the steering group for doctoral education is composed of the directors of doctoral schools and representatives of doctoral students.

Teaching is a collaborative effort among the teaching staff: the work of each teacher is connected to the work of other teachers and to the entity constituted by the degree programme. Each teacher drafts an annual work plan that is agreed with their supervisor; however, the related practices vary from faculty to faculty and from unit to unit. The use of work plans in the planning of programme-specific teaching resources must be enhanced.

While the directors and steering groups carry much responsibility for the operations of degree programmes, their opportunities to influence the distribution of duties among the teaching staff and to recruit new teaching staff must be increased. The degree programme directors are especially concerned about the adequacy of teaching resources.

Learning outcomes highlighted in curriculum design

The degree programmes draft their curricula according to shared principles, structures and timetables. The three-year degree programme curricula are devised in accordance with instructions based on the ESG standards.

Curricula define learning outcomes as well as methods of assessment and completion and describe the skills and expert identity of graduates from the degree programmes. The descriptions of learning outcomes draw on a skills map confirmed by the Academic Affairs Council.

Curriculum design focuses on the learning outcomes and their constructive alignment with pedagogical principles as well as the monitoring of their successful achievement. Learning assessment methods play a crucial role in the monitoring of the achievement of learning outcomes. In the planning of curricula, attention is paid to study paths, workloads and the smooth progress of students to ensure that they will be able to graduate within the target duration of studies. Moreover, consideration is given to the development of career skills, including generic

skills, the professional relevance of studies, competence demands set by the labour market and the need for continuous learning.

At the curriculum design stage, the degree programmes agree on teaching resources with the relevant faculty. In joint programmes, teaching resources are agreed with the partner faculties.

In preparing their curricula, degree programmes take into account development needs identified in annual follow-up and make use of feedback obtained from students and employers as well as feedback collected on teaching. Faculties may have field-specific stakeholders who provide feedback to be used in curriculum design and who are informed about significant changes to the curriculum.

The degree programme steering groups decide on the implementation of the programme-specific teaching programmes, which are drafted for one or several years at a time. The teaching programmes list the teaching period, the methods of teaching and completion, and the teacher of each course. The teaching programme is supplemented by the teaching timetable, which provides the dates, times and places of teaching.

Despite university-wide guidelines, there are differences in the curriculum structures and descriptions between faculties and degree programmes. There is a need for a digital tool for curriculum design, and the UH has launched preparations to acquire such a tool. The aim is that the curricula will be described and published digitally on the Instructions for Students and Instructions for Teaching websites. As the curricula are currently not sufficiently accessible, efforts must be made to improve the situation.

Previously, continuous learning needs have featured in the curricula of degree programmes to a varying degree. The UH is currently enhancing practices related to continuous learning and, in the future, different forms of continuous learning will have an increasingly strong presence in the programme-specific curricula. Besides organising traditional Open University courses, the UH offers introductory courses in various fields to general upper secondary school students, multidisciplinary theme modules to professionals in a number of fields as well as massive open online courses (MOOCs).

Strengths	Enhancement areas
Uniform structure of education and university-wide guidelines for degree programmes and curriculum design	Programme-specific teaching resources on the basis of the work plans of teaching and research staff to be planned; the needs of teaching in the recruitment of teaching and research staff to be considered
Management of degree programmes and activities of steering groups	Instruction offered in Swedish and Swedish-language degrees to be planned, resources to be ensured for these
Increasingly multidisciplinary degree programmes on all degree levels	Visibility and accessibility of learning outcomes and curricula; assessment of their successful achievement. Development of a digital tool and support for curriculum design

Establishment of digital solutions in degree programmes with the help of the strategic digital leap project and as a consequence of the Covid-19 pandemic	Establishment of curriculum design in all doctoral programmes

1.1 The planning of education

- Auditointiryhmän arvio

The educational provision is linked to the strategy

The University of Helsinki's educational provision is linked to and developed based on the university's strategic priority areas. One concrete example of this is the large degree education reform, when all bachelor's, master's and doctoral degree programmes were reformed, and several cross-faculty multidisciplinary degree programmes were created in line with the strategic objectives. The current university strategy (2021–2030) has several priorities and targets that relate to education, such as 'Knowledge and learning are for everyone', 'Our University is the best place to study and work' and 'Our University is a leader in responsibility and sustainability'.

The targets are ambitious, but when implemented they have the potential to transform the education and study experiences at the university. It is currently the early stages of implementation of the new strategy, but many planned initiatives and actions will soon be concretely visible in the provision of education. Based on documentation available on Flamma, the university's intranet, the strategic choices for the next curricula design period 2023–2026 have already been defined, further underlining the strong link to the provision. For example, sustainable development is recommended to be integrated in all degree programmes at the university. Another example is that in 2022, most degree programmes and research groups or projects should create low threshold practices to support students to become involved in research.

The university has also defined a philosophy of teaching and ethical principles for teaching and learning, with a linked online course. These build on the strategic core values of the university in a formidable way and clearly state the direction in which the university is going. The implementation process in place as part of the annual operations planning does guarantee a systematic link between the educational provision and its development in line with the strategic objectives of the university (see also discussions in Chapters 2 and 3).

The process of renewing all degrees to enhance the multidisciplinary nature of education has played an important role in engaging academics in scrutinising the content of courses. It has enabled dialogue and negotiation across as well as within faculties. The bottom-up processes and initiatives, such as the process for the creation of the international master's degree programmes, are generally appreciated and considered a very good way of working by staff. The drawback is that the outcome is sometimes patchy and not so streamlined, as for example in terms of the portfolio of international programmes (see also Chapter 4).

Curriculum development is well-structured and supported

The university's philosophy of teaching published on its website underline that 1) teaching is based on research, 2) universities are high-level learning communities and environments, and 3) teaching aims at learning. The instructions for teachers also clearly state that teaching should be based on constructive alignment as it is also mentioned in the self-assessment report (SAR). In other words, the contents, materials, activities, learning tasks and assessment methods should all be aligned and support achievement of the stated learning objectives. All these principles for curriculum and course development put the emphasis on student learning and its support. As noted on the university's website, teaching is being developed in an increasingly open, inclusive and student-oriented direction. All in all, there is a clear ambition for student-centred learning and teaching at the university.

The university has systematically developed more professionally- and pedagogically-managed degree programmes. There are clear responsibilities assigned to the programme steering groups and degree programme directors as described in the SAR. The preparatory work within the programme steering groups is mainly working well, within which the representation of students is secured. However, it was also expressed by students in audit discussions that all steering groups are not working in an optimal way from a student perspective, e.g., in relation to how students' views mattered.

There are clear planning cycles in which curricula are revised in thee-year intervals and teaching programme decided annually. The systems and responsibilities for the approval of new programmes and curricula are established and transparent. The rector decides on the establishment and termination of programmes and the faculty councils decide on the curricula. The structures are also supported with good teacher instructions on Introduction for teachers and Flamma sites, training and individual support for pedagogical and technical solutions, among others (see also Section 3.2). The university also has good committee structures with monitoring responsibilities and forums for creating shared understanding and support for the implementation of teaching and learning across the university. Altogether the curricula development process is comprehensive, transparent, well-managed and supported.

As stated above, the intention and guidance are in place to ensure learning outcomes and an alignment with learning outcomes, content and assessment of the educational provision. Most of the sample curricula reviewed had clearly stated learning outcomes. As the university has also identified in its SAR, there are currently variations in how curricula are described, and measures are taken to improve this. Some teachers and students met by the audit team found some of the learning outcomes, particularly generic skills such as collaborative skills, ethical principles and critical thinking, vague and hard to define and assess. This points towards the need to continuously engage teaching staff and students in a dialogue regarding their meaning and interpretation as well as the development of assessments in relation to these learning outcomes. It was also acknowledged by staff that although learning outcomes would be clear, students have varying needs, which create different challenges across faculties. The existing programme

steering groups provide an important arena for purposeful dialogues regarding learning outcomes and assessments.

Relevance to working life to be more strongly integrated in the planning of education

Working-life skills should be developed throughout studies. The involvement of outside partners is therefore an important part of the university's quality work. From discussions with stakeholder representatives, it is clear that the university has an increasing interaction with society through collaborations with different organisations, an alumni network, and so on. These relationships also help teachers to see better what is required for graduates. However, as pointed out by some stakeholders and students, generic skills needed in professional life are not always defined in the curricula but affect teaching in the background. There are metalevel goals that have not been put into words.

There are several examples of how external stakeholders are involved in the planning of education. Examples include, to name a few, the involvement of the City of Helsinki in the establishment of the Urban Academy, courses offered in collaboration with the industry, and working life experts being interviewed by educational leaders on how their programme is preparing students for working life. The audit team recommends that the university continues its engagement with working life representatives and alumni members and develops relationships where alumni and the world of work are not represented, to more effectively progress ideas on the requirements and competencies needed. This is important both at the bachelor's and master's levels.

Internationalisation is embedded well in the university's strategy and it is also to be considered during the design of programmes. In the next curriculum planning phase, all degree programmes need to include internationalisation expertise for all students in course designs. The educational provision of the university and the different options provided in degree education, Open University and HY+, and the university's MOOCs course provide various opportunities for continuous learning. In addition, many faculties at the university may also grant the right to applicants to pursue non-degree studies.

University education is impacted by research in several ways

The University of Helsinki is a strongly research-oriented university, and research is at the heart of teaching as a stated precondition for quality. The general philosophy is that all teachers research and all researchers teach. Another principle is that as part of their studies all students should adopt a research-based approach and participate in research activities throughout their studies. In the current curriculum design guidelines, research-based teaching and learning is one of the strategic focus areas.

Currently, education seems to be impacted by research in two main ways at the university.

Firstly, through teachers' academic work in terms of being active researchers and hence having the opportunity to include knowledge from their area of expertise and research interest into their teaching. There are possibilities to deepen the link between educational provision and research, and the university is already heading in this direction.

Secondly, as pointed out by faculty members, the engagement in higher education research through courses at the Centre for University Teaching and Learning (HYPE), and through the availability of data from research-based surveys such as HowULearn enable teachers to build their teaching practice in terms of higher education research. Another good example of the university's pedagogical research-based ambition is the Teachers' Academy. The academy serves as an excellent mechanism for both acknowledging the pursuit of high-quality teaching and learning as well as channelling initiatives towards further improvement. The mere existence of this network or group is a sign of appreciation of teaching and learning. At the same time, the university should intensively maintain its effort towards high-quality teaching across faculties and units.

1.2 The implementation of education

- Korkeakoulun itsearviointi

Versatile student recruitment

The UH aims to recruit the most talented and committed students from Finland and abroad. The admissions procedure appraises the applicants' motivation, commitment and/or aptitude for studies and focuses on the assessment of study skills and potential.

Faculties grant the right to complete a degree in the degree programmes for which they are responsible. As stipulated by the Universities Act, the right to pursue a degree is, as a rule, granted at the same time for a bachelor's and a master's degree. The faculty council observes the general guidelines confirmed by the rector in deciding the criteria for the admission of new students to the degree programmes for which the faculty is responsible. The admissions criteria are published in the national Studyinfo online service, which also serves as the application and admissions system.

The faculty council submits a proposal on student intake to the University Board. It also decides on the number of student places in the degree programmes (and their relevant options for application) based on the Board's decision.

Generally, bachelor's programmes have several application routes. The intention is to decide on the criteria for certificate-based admission, which was deployed in a larger scale in 2020, so that students who are beginning their three-year general upper secondary–level studies are aware of them. Students are also admitted on the basis of entrance examinations and Open University studies and, in the case of applicants from other universities, through a transfer application procedure. An admission course open to all (MOOC) was offered for the first time in 2012.

In addition, the UH has developed open courses targeted especially at general upper secondary school students. These courses provide an idea of university studies and their content and requirements to make it easier for prospective students to select their field.

Students continue to master's programmes either directly from the UH's bachelor's programmes or are admitted through an admissions procedure. Doctoral programmes always arrange a separate admissions procedure; applications are accepted from one to five times a year, depending on the programme.

The Academic Affairs Council monitors student admissions at the university level and supports the faculties and degree programmes in the enhancement of the student admissions system. The steering group for doctoral education monitors admissions for doctoral education.

Flexible study paths, mobility and professional relevance of degrees

Education at the UH is organised in line with university-wide principles for teaching and learning. These fundamental principles are described from the student perspective on the Instructions for Students website, while the Instructions for Teaching website presents them from the perspective of a teacher.

Most of the bachelor's programmes offered are multidisciplinary, which means that when beginning their studies, students need not commit themselves to a single discipline, but may select their field more specifically as their studies progress. Having completed their bachelor's degree, in many fields students will be able to select between several master's programmes to continue to probe deeper into their selected field. After the bachelor's programme, students may also apply to a master's programme in another field at the UH, or to a master's programme in another university in Finland or abroad.

Students are able to flexibly complete studies in other Finnish and international universities. The recent education reform at the UH has boosted the multidisciplinary nature of degree programmes and increased students' opportunities for national and international mobility. To this end, the programme-specific curricula may include a special mobility window.

Eight bachelor's programmes offer students the opportunity to complete a bilingual degree. In these programmes students may complete studies in both Finnish and Swedish and thus enhance their language proficiency. A bilingual degree opens up employment opportunities requiring proficiency in both Finnish and/or Swedish.

The degree programmes include elements supporting employability, such as traineeships, courses supporting professional growth and working life projects. The UH must continue to increase the range of these studies.

Students can identify their learning achievements

The UH has systematic procedures for the recognition and validation of prior learning acquired either in formal education or in non-formal and informal education. The procedures for the recognition of prior learning, which apply to all degree programmes and students, are described on the Instructions for Students and Instructions for Teaching websites. The degree programme-specific curricula describe the most common studies and other forms of learning that can substitute for courses and modules in the programme.

The students are responsible for identifying their prior learning and applying for its recognition. In the recognition process, the relevant teacher compares the learning acquired by the student to the learning outcomes described in the programme curriculum.

Students may have credits completed during an international exchange recognised by University Services so that they constitute an independent module of international studies.

The process of credit recognition is being developed further as part of the new student information system.

Students give feedback and receive feedback on their learning

The UH makes use of the shared HowULearn feedback survey to enhance the quality of learning among students. Students respond to the survey three times during their bachelor's studies and once during their master's studies. The survey is based on research in university pedagogy.

After taking the survey, students receive personal feedback containing information on how they study and how other students at the same stage in their degree programme responded to various sections of the survey. The feedback also includes research-based tips that support learning, formulated by senior lecturers in university pedagogy and counselling psychologists. This feedback on feedback supports student wellbeing and progress at the different stages of studies.

The survey yields information on students' experiences of the learning environment, their learning processes and workloads.

Academic supervision, guidance and support enable a smooth study path

The UH has common principles for the provision of academic supervision and guidance and for the monitoring of student progress. The adequacy of supportive supervision and guidance is monitored and developed with the help of student feedback.

Teaching and research staff provide academic supervision and research-related supervision that require knowledge of the content of scientific fields and studies.

At least once a year, degree programme steering groups monitor student progress. Digital tools offer degree programmes improved opportunities to identify problems related to student progress and enable them to offer support, for example, through the channels of student supervision. The directors of bachelor's and master's programmes have the digital tool Oodikone at their disposal for real-time monitoring, while the directors of doctoral programmes use the Thessa supervision support tool. The progress of doctoral students in their studies and theses is supported not only by their supervisors, but also by thesis committees.

University Services and Helsinki University Library are both responsible for disseminating information and providing advice and special guidance in their specialist fields as well as for offering support and materials to the teaching and research staff.

Practices supporting the protection of students' rights are described on the Instructions for Students website. These practices ensure the equal treatment of students at the different stages of their studies. The purpose of the student wellbeing group is to monitor students' wellbeing and learning ability.

Strengths	Enhancement areas
Increasing number of applicants; motivated and committed students	Further development of the different application routes and renewal of the Open University route
Shared principles for the completion of degrees and for the recognition and validation of prior learning	Design and establishment of practices for continuous learning
Research-based HowULearn feedback system as part of studies	Introduction of HowULearn in doctoral education
Oodikone used by bachelor's and master's programme directors and Thessa by supervisors as a tool in monitoring doctoral student progress	Establishment of shared guidelines for supervision and guidance at the UH

1.2 The implementation of education

- Auditointiryhmän arvio

Clear and consistent student selection processes in place

The University of Helsinki has well-formulated, transparent processes in place for student selection, which follow meaningfully the national principles for providing different pathways to university studies. The responsibilities are clearly assigned within the organisation. The university has ambitious qualitative targets in student recruitment, and it steadily attracts a good number of applicants. The admissions process addresses a wide spectrum of perspectives from applicants' motivation, commitment and aptitude for studies. The information for applicants is well presented on the university's website and the national Studyinfo online service, which also serves as the application and admissions system.

The university has systematic procedures for the recognition and validation of prior learning (RPL) acquired either in formal education or in non-formal and informal education and practice. The RPL procedures apply to all degree programmes and students. As for many other study-related matters, there are good general instructions available for students and teachers on the Instructions for students and Introduction for teachers sites and Flamma (for staff). For advancing flexibility and fluency of studies, in addition to procedures, it would be worthwhile for the university to monitor how the recognition works in practice. For example, how well the students and staff are aware of these opportunities specifically in relation to learning objectives of different degree programmes.

There is variation in student experiences in relation to teaching and support

The examples of good experiences provided by students and teachers, gave evidence of teaching and learning activities with good variation in methods of teaching and learning, interactive ways of working with peers and the teacher, logically structured courses where the content, activities, learning tasks and assessment were aligned with the learning objectives. Students mentioned high-quality teaching, impactful assignments and group work, inspirational and committed teachers, and courses that had really changed their thinking. Continuing education students especially appreciated the flexible studies that they were easily linked to in their work. There was evidence of target-oriented teaching and students being active in their own learning processes.

Good examples were also given on interaction between students and teachers at course level – demonstrating flexibility and sensitivity to varying circumstances that the students may face during their studies. Students also point out that this kind of interaction and involvement supports well-being and a sense of belonging. Good support had also been available from

teachers during the pandemic, independently of studies and courses. The overall impression is that the degree programmes are well managed, and that there are many dedicated and pedagogically-oriented teachers who engage with their students and support their learning. Overall, there is a positive spirit and atmosphere at the university encouraging pedagogical experimentation, developing teaching skills, and having a focus on students learning.

On the other hand, several students' experiences were also influenced negatively, where teaching did not fully live up to the university's set principles. These may be individual cases, pockets or perhaps in some cases wider challenges in some units. Although the overall experience may be good, these individual cases have an impact on student experiences at the university. The challenges had to do with the teachers' overall commitment to teaching, overlaps and repetition in course designs, unidimensional teaching in the form of mass lectures, or a lack of support or engagement with the students. In doctoral education, the experiences were mostly linked to supervision.

The dividing factor between experiences seemed to relate to the size of the student group and how the programme was delivered and support made available. Students talked about the importance of feeling welcome and feeling a connection with the university community. The variation in experiences also related to feedback and guidance. In smaller group settings students were mostly pleased with the guidance and had received personal feedback. However, sometimes a personal contact with teachers was missing, and no feedback was available. This is a challenging issue considering the different volumes of students in different programmes, disciplines and faculties. But because it is creating some inequality in student experiences, this should be addressed by the university together with the linked question of resources that was frequently mentioned during the audit visit. The issue also relates to the question of teaching as a private act, and accountability mechanisms in place to assure a certain quality of teaching. One such mechanism in place is the tenure track system, in which teaching, development of teaching and learning, and feedback are considered. However, this mechanism does not include all teaching staff. The university could also consider further structures and incentives to increase the value of engaging in teaching and educational development.

The doctoral students' learning environment is strongly impacted by their supervisor, and it is of importance that supervisors have the tools to provide a good learning environment for doctoral students. The audit team suggests that the university creates a framework for supervision and supervisory competence, together with an ongoing dialogue regarding the quality of doctoral education. The university could also consider compulsory training for doctoral supervisors, which would be in line with many other Scandinavian universities.

Teachers and external stakeholders both identify that there are good examples of interaction between university and working life – different stakeholders in society, industries and companies. There are also obvious differences in the university's disciplines, in which the professionally oriented have more built-in and natural links to working life. In the more theoretical degrees, compulsory practice periods play an important role in supporting the students' integration into

professional life. At the same time, external stakeholders in particular point out that there is also potential for more systematic engagement between the university and different stakeholders in society. Some of the stakeholders suggest that the gap between academic studies and real life should be further diminished. More systematic connections, whether in the form of guest lectures, real life cases or excursions, could be beneficial and would advance both the quality of learning and the impact of the whole university.

Support and guidance for international and doctoral students needs attention

The university has a data-driven approach to student well-being, and there is also flexibility exercised by individual teachers that indicates sensitivity to well-being issues. The audit team commends the university for investing in communicating to the university community in three languages. Introduction to Studies, which is the key information site for all students, is an indication of this commitment. The university has made clear efforts to reach students and doctoral students with study-related information and their services. There are also service points that provide general study services at different campus and faculty-specific service points. However, several groups of students find the university's support system somewhat difficult to navigate. This relates both to the digital and physical support systems available. Some students suggested a complete map of university services and IT services with brief descriptions available from the Introduction to Studies front page. A one-stop student services helpdesk was also among the students' suggestions.

One of the strengths of the university's educational provision is the options available for students in their study choices. Students can quite freely benefit from the offering of different faculties. There are also defined practices for study transfers. The other side of the freedom and flexibility is that it requires more guidance for students in relation to their study choices.

The university has good guidelines for the provision of academic supervision and guidance and for the monitoring of student progress that covers all degree levels. The guidelines provide, among other things, a clear framework of responsibilities and general content in terms of guidance. According to the principles, each student and doctoral student should have an assigned coordinating teacher responsible for guidance. The university is encouraged to follow up on the implementation of the guidelines in practice, because academic guidance is not reaching all students and doctoral students in the way it is described.

Doctoral students appear to need more information about the doctoral education system and core processes (e.g., doctoral education structures, criteria for article-based dissertations, criteria for the assessment of dissertations and for defending the thesis), with some differences in processes and procedures experienced across the university.

Based on the discussion in the audit, international students feel less included, and are sometimes left to caring peers or teachers. These students have some difficulties in engaging with the

community and finding practical support for their studies. International students are treated at the university as any other students. This is a good principle overall, but the approach does not sufficiently acknowledge the fact that international students have special needs of support. The audit team recommends that the university develops the support provided for international students and engages international students in this work so that the services meet their needs (see also Chapter 4).

1.3 The evaluation and enhancement of education

- Korkeakoulun itsearviointi

Annual follow-up and reviews as a tool in the quality management of degree programmes

The UH applies systematic procedures in monitoring and improving the quality of operations in its degree programmes.

Doctoral programmes were launched in their current form in 2014 and bachelor's and master's programmes in 2017. Since 2019, the activities of degree programmes have been followed and assessed in annual follow-up connected to university- and faculty-level operations planning. In the annual follow-up, degree programme steering groups discuss the current status of the programmes to form a picture of the situation and provide a general assessment of the different areas of operation. The current status, general assessment, successful activities and measures to be taken are documented on an electronic form (status report).

In addition to annual follow-up, the UH will begin conducting a review of degree programmes at three-year intervals in 2022. Reports on the current status and self-assessments will serve as core material for these reviews. Based on the reviews, the faculties may assess development needs in degree programmes as well as the need to establish, merge or discontinue degree programmes.

The UH must describe more clearly the process of annual follow-up and ensure that faculties take the results of annual follow-up into account. Communication about changes made on the basis of the results must be enhanced so that it is systematic and open.

The Academic Affairs Council, the Research Council and the steering group for doctoral education are responsible for developing quality management practices for degree programmes on the university level and for drawing conclusions from annual follow- and reviews.

Support services and the library enhance the quality of education

The UH provides systematically organised administrative, pedagogical and educational technology and library services.

University Services is responsible for the administrative support provided to degree programmes, and offers central services and training in educational technology. The senior lecturers in university pedagogy at the Centre for University Teaching and Learning support the degree programme steering groups in implementing pedagogical solutions related to curricula and in exploiting student feedback, especially the feedback obtained from the HowULearn survey.

University Services supports the selection process of degree programme directors and organises the orientation for new directors in collaboration with the Centre for University Teaching and Learning. The forum for bachelor's and master's programmes directors convenes regularly to discuss topical issues and offer peer support in management. The directors of doctoral programmes collaborate within the framework of the doctoral school steering groups and other meetings.

The management and development of support services for education is the responsibility of the director of development at Teaching and Learning Services and the director of development at Research Services.

The heads of academic affairs supervise educational planning and student advice services in the faculties. The head of services for doctoral education manages the coordination of services for doctoral education.

Enhancement of the status of and support services for degree programmes

Between 2015 and 2017, the UH carried out an education reform almost simultaneously with the separate processes of establishing discipline-specific units in the faculties and reorganising support services. The organisation of support services was also motivated by financial grounds as the resources of Finnish universities were cut on a national level.

Due to the separate processes, the status of the degree programmes and the distribution of the workload of the teaching and research staff between the degree programmes were not defined clearly enough. Since the reforms, the UH has sought ways of connecting the degree programmes with the UH's internal processes of operations planning, financial planning and human resources planning. In particular, the administrative structures and services of degree programmes jointly coordinated by multidisciplinary faculties must be reconsidered to clarify their position.

Degree programmes have a need for more numerous and more varying support services than what is currently available to them. The UH is solving the issue of the adequacy of services on a case-by-case basis.

Training in university pedagogy for the teaching and research staff

The UH offers the teaching and research staff training to promote their pedagogical skills and to enhance the quality of teaching.

The Centre for University Teaching and Learning trains the teaching staff to be experts in university-level teaching, learning and supervision. The centre conducts and supports research in its field and is engaged in research cooperation with other universities. The degree programmes encourage their staff to participate in pedagogical training, even if finding the required time for it might be challenging. The UH has recognised the need for increased training for the supervisors

of doctoral students.

Stakeholder participation in the development of education

Internal stakeholder groups, including students, teaching and research staff, and the administrative staff, participate in the planning, implementation and evaluation of education as members of degree programme steering groups, other decision-making bodies as well as working groups. The UH interacts with the Student Union on a regular basis. Among other things, the Student Union appoints student members to different university forums and working groups.

The faculties have various ways of maintaining contact with external stakeholders and employer representatives. Some faculties engage in close collaboration with their stakeholders, such as the Faculty of Medicine with the Helsinki University Hospital.

Some faculties employ fixed-term professors of practice, who contribute to teaching, establish contacts with employers and support students' career skills. The UH has established a working group to further develop the duties and activities of professors of practice.

To boost stakeholder collaboration, some faculties have established advisory boards which include representatives of employers and alumni.

Faculties have also conducted surveys and organised stakeholder events to discuss the development needs of education with labour market and alumni community representatives.

Making use of student feedback

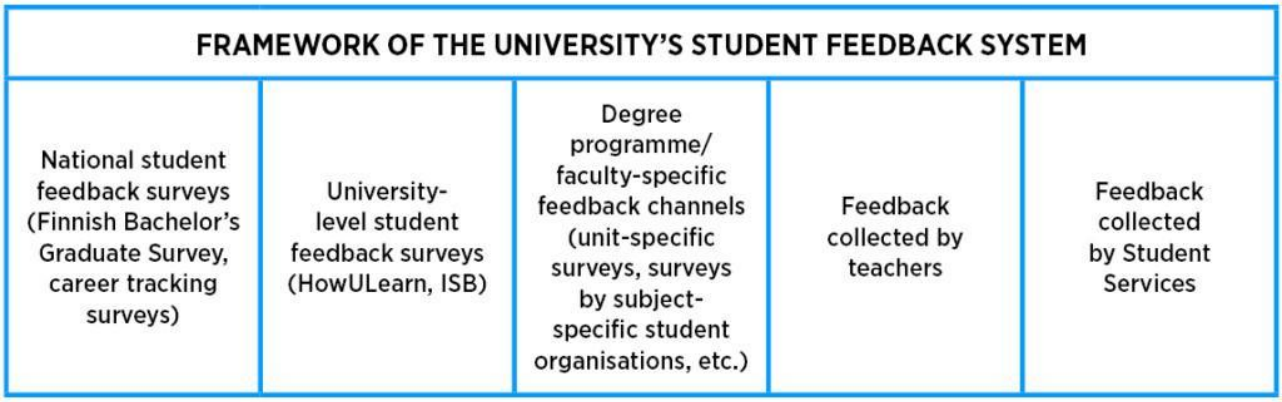


Figure 5. Framework of the UH's student feedback system

The UH collects student feedback in a multifaceted manner and systematically makes use of the information obtained through, for example, the Finnish Bachelor's Graduate Survey and career tracking surveys for holders of bachelor's, master's and doctoral degrees. The HowULearn surveys provide degree programmes with feedback on teaching as well as information on the

development of the students' learning skills and their workloads. The survey results help degree programmes to develop high-quality teaching and learning and support curriculum design. Every two years, the UH participates in the International Student Barometer.

The degree programmes use the annual status report form to assess the efficiency of their feedback processes. As the degree programmes have raised in the follow-ups the need for a university-wide course feedback tool, the UH is currently developing two different course feedback systems. The Centre for University Teaching and Learning is developing an interactive research-based tool for development measures taken during courses known as HowUStudy. In addition, the UH will deploy in the autumn of 2021 a more traditional system for collecting end-of-course feedback.

The Academic Affairs Council monitors the functionality of the framework of the student feedback system and issues guidelines for its further development. The UH has recognised the need for further clarification of the framework of the student feedback system.

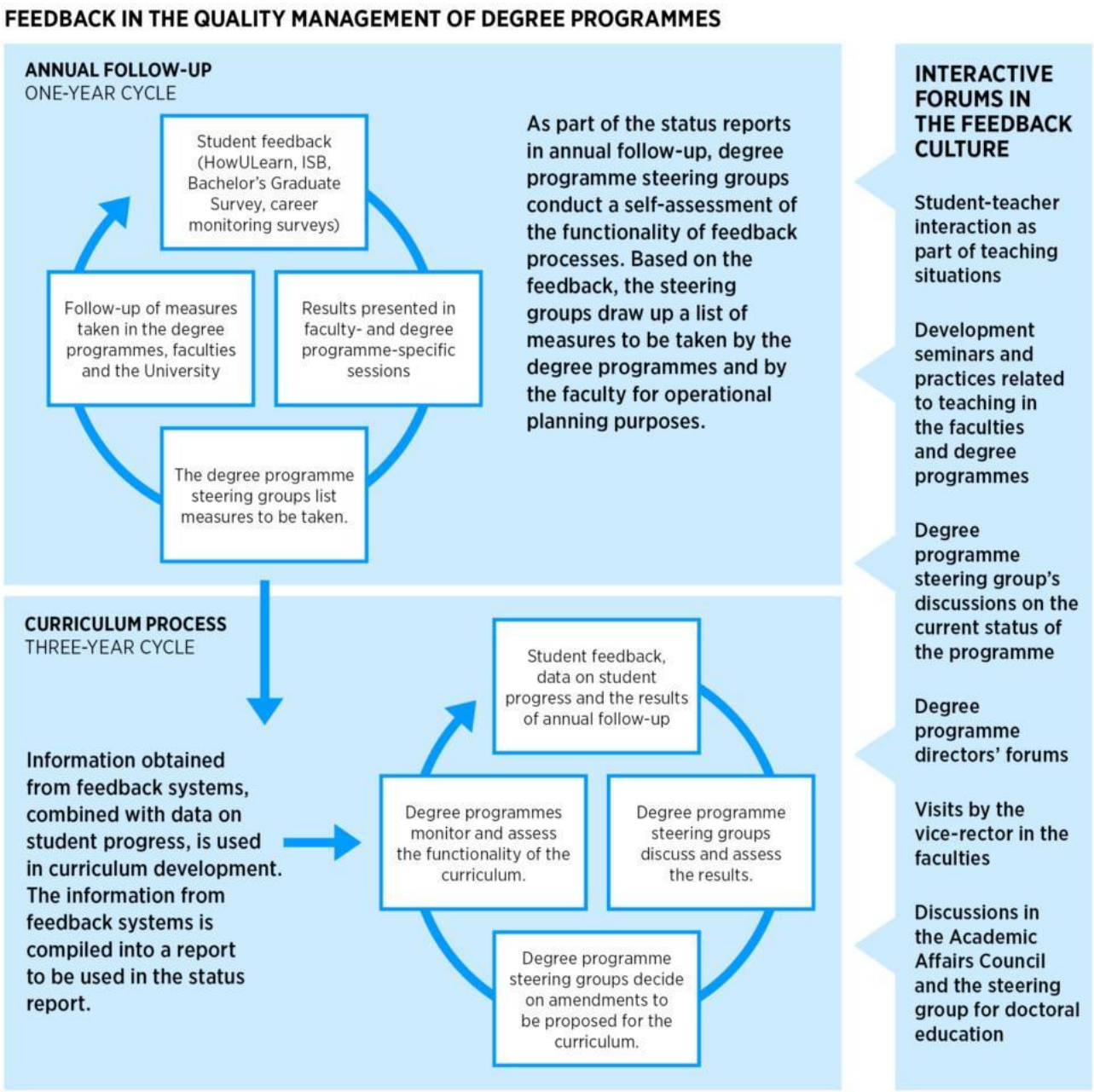


Figure 6. Use of feedback data in the development of teaching

Strengths

Systematic annual follow-up of degree programmes

The degree programme directors' forum that regularly convenes to support management and leadership

Enhancement areas

Clarification of the position of degree programmes in the organisation

Training for the supervisors of doctoral students

The activities of the Centre for University Teaching and Learning and its senior lecturers in university pedagogy

The role of the Academic Affairs Council in the development of education

Processes and practices relating to collaboration with external stakeholders

Clarification of the framework of feedback systems; communication about the changes made on the basis of feedback

1.3 The evaluation and enhancement of education

- Auditointiryhmän arvio

The university collects student feedback data systematically to enhance the quality of education

For its degree programmes at bachelor's, master's and doctoral degree levels, there are digital tools available for monitoring students' progress and responsibilities have been assigned to directors of programmes and steering groups. The University of Helsinki collects data from the national, university, degree programme, teacher and student services level. The degree programme, faculty-specific or course surveys are not compulsory, but the teachers are encouraged to collect feedback. The HowULearn questionnaire provides feedback on the teaching and development of students' learning skills and workloads. The data are analysed at degree programme and faculty levels and cover the demographics of the students, their progress, and their experiences of studying at university.

The usefulness and importance of the different systems for collecting feedback is acknowledged by staff and contributes to a quality culture built on evidence from data. Although several channels for student feedback are used and have an established role in the quality management of teaching and learning, some aspects can still be improved. Responsibilities for collecting course feedback – whether it is the responsibility of the teachers, the degree programme or the faculty or even the student associations – are sometimes unclear. Possibly the new systems, HowUStudy and Norppa, will clarify this. Many of the student associations, which are numerous at the university, also have their own feedback surveys, and provide that feedback in programme steering groups. The university's student feedback systems such as HowULearn create valuable data on student learning, but as mentioned by some students they also want to give feedback concerning their programmes and structures.

As described in SAR, as part of the annual follow-up cycle, national- and university-level feedback results are presented in faculty- and degree programme-specific sessions. Degree programme steering groups conduct a self-assessment in which the feedback is analysed, and programme-level and faculty-level measures identified. The new Norppa course feedback system was recently launched, but information on the feedback process from a PDCA cycle perspective is not yet available. The audit team suggests that the course-level feedback is also integrated into the steering group self-assessment process. Feedback systems for doctoral students focusing on programme- or doctoral school-level feedback also need attention.

The audit team recommends a continuous dialogue with students regarding their possibilities to influence the degree programme they are engaging in. In addition, the university should initiate closer collaboration and discussion with the student associations regarding their role in relation

the university's role in collecting student feedback. If feedback is collected too many times, it may result in low response rates in surveys. On the other hand, not all students understand why they should fill out the questionnaires as they are not clear about what it might lead to or how it will benefit them. This also leads to low response rates and reduced trust in the outcomes of questionnaires being valid.

Several students, including international and doctoral students, met by the audit team were uncertain whether their feedback had an impact, and if their views were considered when they were heard. When improvements and developments are made, it is thus important to make them visible, so that students can see that their feedback matters. Although student feedback may have a big impact, that information is not necessarily reaching students. A good thing would be to involve student associations in the analysis of the feedback and in discussions about what could be improved and how. There are also some good practices of mid-course evaluations, a practice that the audit team recommends could be employed on a wider range of courses.

The university monitors and evaluates educational degree programmes in a systematic way

The university gives strong evidence of long-standing, university-level development of degree programmes and teaching, which has transformation in university pedagogy at the core. A driving force has been the Centre for University Teaching and Learning (HYPE) and its staff. The audit team considers the implementation and spreading of HowULearn as a tool for evaluation and enhancement of education as a great example of the impactful work at the university, and even nationally.

The university employs annual follow-ups and reviews as a tool in the quality management of degree programmes that are connected to university- and faculty-level operations planning. The steering groups discuss the status of programmes and conduct the annual programme reports. This system, based on the sample of reports reviewed and audit discussions, seems to work well and is a good practice for systematically integrating the analysis into the annual operations management process.

As mentioned, the university has undertaken a massive reform of bachelor's, master's and doctoral degree programmes. The reform was initiated based on feedback received and different evaluations. A review of the degree programmes and the reform will be conducted next year, and in the future at three-year intervals. This is well in line with the European guidelines (ESG) requiring periodic review of degree programmes.

The link with the changing needs of society and working life is in general taken into consideration in the programmes. The ways and the extent to which programmes take the perspective of external stakeholders into account and are geared towards relevance to working life differ due to the various types of programmes offered at the university. There is still room for the university to carry out more versatile monitoring of how its education provision impacts and links to society

through following up on employment rates more systematically, for instance. Continuing education needs are considered effectively in the university's educational provision and are also well linked to the university-level strategic development processes.

Systematic developments of support services are based on the needs of students and staff

The support services as part of University Services are part of the annual operations planning process with linked assessment. In addition, University Services have their own surveys and there is evidence of data use for the improvement of support services for both staff and students.

There is a high level of understanding for students with special needs, a group of students that seems to be expanding. A specific task group has worked on special needs and developed the concept of 'individual needs' to be more flexible and support students across campuses.

The Centre for University Teaching and Learning (HYPE) plays an important role in researching higher education and implementing pedagogical solutions, and in linking teaching practice to higher education research. The responsibilities of HYPE as well as university services have clear responsibilities and are contributing to a systematic approach to the development of teaching and learning throughout the university (see also Section 3.2). There are ample opportunities for collaboration and sharing informally through various networks such as the forums for programme directors. The educational leadership course developed by HYPE together with the HR department also afford good opportunities for the development of leadership and educational leadership among meso level leaders.

1.4 The HEI’s examples of successful enhancement activities

- Korkeakoulun itsearviointi

University of Helsinki Teachers’ Academy – A network of distinguished teachers

The purpose of the Teachers’ Academy, founded in 2013, is to promote the status and development of teaching in the academic community and to enhance the quality of teaching.

Members of the teaching and research staff may apply for a fellowship in the academy in a call for applications arranged every other year. Appointment as a fellow to the Teachers’ Academy is the UH’s highest recognition of teaching merits and expertise in the field of teaching. Teachers selected for the fellowship are appointed as members of the Teachers’ Academy, in addition to which both they and their home units receive a three-year grant for the development of teaching. The fellows serve as teachers, members of steering groups or directors of the UH’s degree programmes, or as vice-deans for academic affairs.

The UniHow framework supports student learning and the development of teaching in the degree programmes

UniHow is an application developed at the UH to support students’ reflection on their learning and the teaching development efforts of degree programmes. The operating logic and content of the system draw on research in the field of university pedagogy focusing on the quality of education and student feedback. As some parts of the application are still under development, the service will become more extensive in the future. The current situation of the service is as follows:

- The HowULearn survey is used at the bachelor’s and master’s levels to systematically collect student data.
- The HowUStudy course-specific survey is currently being tested and will be deployed during the academic year 2021–2022.
- The HowULearnPhD survey for doctoral students and the HowUTeach survey for teachers are under development.

Thanks to their research-based nature, the data collected through UniHow can be extensively applied. With the survey data, it is possible to 1) provide students with feedback to support their learning, 2) offer degree programmes pedagogical support for their teaching development efforts, and 3) conduct detailed further analyses and make use of the data in research.

The key objective of UniHow is to support an interactive feedback culture and, in the

development of teaching in the degree programmes, to draw attention to the qualities of good learning and teaching, and the ways in which they are connected to students' learning processes and learning outcomes.

The status report form as a tool in the annual follow-up of degree programmes

The current status report form is an aid for self-evaluation, development, documentation and reporting in the degree programmes.

It is a digital tool for the documentation of discussions focusing on the current status of degree programmes that forms a part of their annual follow-up process. The status reports and plans for measures to be taken are at the disposal of the steering groups of bachelor's, master's and doctoral programmes. The form also includes reporting functions that support monitoring.

Senior lecturers in university pedagogy promote the quality of research-based teaching and learning

The senior lecturers in university pedagogy at the Centre for University Teaching and Learning work on the campuses, providing pedagogical support to degree programme steering groups and teachers. They provide basic- and intermediate-level education in university pedagogy, participate in teaching development projects, organise training and workshops, conduct research in university pedagogy, support the research-based development of teaching and learning, disseminate information on pedagogical issues, are responsible for implementing the HowULearn surveys for degree programmes, and participate in the development of the UniHow feedback system. They also assist the degree programmes in processing the HowULearn survey results and conduct detailed analyses of these results when necessary.

The specialists in university pedagogy are strongly connected to quality management (student feedback in particular). One senior lecturer in university pedagogy bears special responsibility for the quality of education and student feedback.

Research-based support for an intervention course promoting student wellbeing

A web-based, eight-week intervention course was built for students of the UH to promote both students' wellbeing as well as their learning and study skills. The basis of the intervention course was to promote psychological flexibility and students' study skills with the help of peer support and reflection.

This course was offered as a voluntary course to all students at the UH twice during the academic year 2020–2021. It was advertised in the autumn of 2020 through social media and by student organisations and programme directors at a number of faculties of the UH. Altogether 566

students enrolled in the course.

Of the 256 students who enrolled in the second course, 170 students voluntarily participated in a study focusing on two lecturers in pedagogy. The students answered questionnaires which included all study measures simultaneously with the participants in the first group and thus served as the control group. The effect of this course will be measured with multiple datasets, including questionnaire data, reflective journals and physiological data on wellbeing with a longitudinal experimental design. This research very strictly follows the ethical guidelines drawn up by the Finnish National Board on Research Integrity. The results of this study are expected to be published in autumn 2021 at the latest.

See the published article by Henna Asikainen and Nina Katajavuori on a course designed to support students' coping and wellbeing.

2 HEI promotes impact and renewal

- Auditointiryhmän arvio

Evaluation area II assesses the procedures used to manage and improve societal engagement, strengthen the impact of the HEI's research, development and innovation activities, and support an innovative organisational culture.

The evaluation area II as a whole is at the level good.

The audit team identified the following as the key strengths and recommendations:

Strengths

- Clear importance is attached at the university to the mission of societal engagement and impact, with good structures in place to steer the activities related to that mission.
- There is a strong link between the strategy of the university and the organisation of research activities.
- The university has numerous links with its environment through research, partnerships, societal activities and alumni, making it a major actor in Finnish society.

Recommendations

- The societal engagement and impact and its relationship with the teaching and research missions could be more clearly defined to support high-level leadership in national development.
- The university should manage its partnerships in a more systematised way.
- The university should better organise the network of its alumni in support of its strategy.

2.1 Managing societal engagement and impact

- Korkeakoulun itsearviointi

Management system for societal engagement and related decision-making

Societal engagement, or public engagement, is implemented through research and teaching, the University of Helsinki's (UH) core duties. The management of societal engagement and the assessment of the results of activities are part of the operations management and management system of the UH and its units, while funding allocated to these activities is part of the core funding of units and University Services.

On the university level, the responsibilities and structure of societal engagement are divided into three tiers: 1) University leadership, that is, the board as well as the rector, vice-rectors and the chancellor, 2) the Council for Societal Interaction composed of representatives of faculty management, and 3) faculty councils and faculty-level societal engagement bodies, including unit staff and University Services specialists as members. In addition to societal engagement groups under faculties and independent institutes, a number of committees and advisory boards operate on the university level, to which partners are invited to support the UH also in the development of societal engagement. The Communications and Community Relations sector supports the UH, faculties, independent institutes and other units in the strategic planning, practical implementation, monitoring and development of their societal engagement activities.

The key UH regulations that govern societal engagement are the UH's strategic plan, Regulations and various principles associated with partnerships approved by the University Board. Regulations and guidelines approved by the board are implemented in other university operations as part of the UH's operations management process.

Management-related knowledge pertaining to impact utilised in operations management on a regular basis

Societal engagement is developed in relation to goals predetermined on the basis of information produced by the management and quality system. This information is used to assess the impact of activities when the UH reports on and plans, for example, the implementation of the agreement it has concluded with the Ministry of Education and Culture, assesses how the strategic plan and the related implementation plans are carried out, prepares a new strategic plan and selects development projects. Data and information are published on the UH intranet Flamma and in reports, annual reviews and financial statements. Members of the UH community can explore the chosen indicators in various systems.



Figure 7. Key figures for impact, 2020

The impact of research is assessed at regular intervals as part of university-wide research assessment, last conducted in 2018–2019.

Many dimensions to the impact activities of an academic community

Typical of a multidisciplinary university, the spectrum of goals, measures and results associated with the societal engagement and impact of faculties and independent institutes is broad. The UH's impact profile is diverse, including open science, citizen science and continuous learning as well as European and global dimensions of research and learning. Shared facilities such as Think Corner, research infrastructures, Helsinki University Library together with Helsinki Innovation Services (HIS) and University of Helsinki Centre for Continuing Education (HY+) provide a professional interface for engagement activities of various types. Based on the data produced by the quality system (assessments, key figures), it can be said that the different forms of impact match the special characteristics and operating cultures of different disciplines well. At the same time, the broad spectrum of activities poses a challenge to the UH and academic units; how to ensure a sufficiently unified direction and activities which are not dependent on the efforts of a few active individuals or not distributed unevenly to an unreasonable degree?

The practices of impact management and the production of situational overviews on the relevant levels of academic communities require further development. While societal engagement and impact are activities implemented through the core duties, related interpretations and meanings

cannot be taken for granted, as clearly highlighted in the Council for Societal Interaction in the self-assessment stage of the audit process. The development of the process of earning credit so that, for example, business and third-sector collaboration, efforts to popularise research, and textbook writing are taken increasingly into account has been included in the UH's implementation plan in 2021. Furthermore, a decision has been made to design a system of rewards and incentives for business collaboration, third-sector collaboration and the application of research results, including the assessment model for associate and full professorships, which has been redesigned to consider societal engagement and impact evidence.

Strengths	Enhancement areas
Open science, citizen science and continuous learning are prominently displayed in the UH's strategic plan	A shared understanding of societal engagement terminology
Systematic and comprehensive basic structure for development of societal engagement and impact	Enhancement of collective ownership in social engagement activities, clarification of the role of academic units
Societal engagement has become a concrete element of the implementation plans of the UH and its units	Development of comprehensive support services and procedures
HIS, HY+ and Think Corner supplement the impact efforts carried out through the UH's core duties	The significance of societal engagement in rewarding and recruitment procedures as well as career advancement models and data collection (TUHAT)

2.1 Managing the societal engagement and impact

- Auditointiryhmän arvio

The university attaches importance to societal engagement and impact

The strategic plan of the University of Helsinki expresses a broader vision phrased as ‘With the power of knowledge – for the world’, through the priority given to strategic choices and themes in which societal engagement and impact appear, among others through the focus on responsibility and sustainability. The self-assessment report states that societal engagement is implemented through both research and teaching. The impulse to that policy is given by the university leadership, i.e., the board, chancellor, rector and vice-rectors, and the implementation is monitored at the university level by the Council for Societal Interactions, and at the level of the faculties by a vice-dean (referred to as societal interactions or for public engagement, depending on faculties), faculty councils and faculty-level societal engagement bodies. The link between the levels is guaranteed by one of the vice-rectors acting as the spokesperson of all the vice-deans in charge of societal interactions in the faculties, but also through the annual operations planning process. The political will and the ambition for societal engagement and impact are strongly expressed in the university’s objectives and structures and were repeatedly referred to during the audit interviews. The system put in place allows for a common view of societal engagement and impact, despite differences in faculties resulting from the specifics of each field of study. The audit team commends the university for this approach.

A more systematic university-wide approach to management and follow-up of societal engagement is needed

The university’s self-assessment report (SAR) indicates that the management of societal engagement and the assessment of the results of activities are part of the operations management and management system of the university and its units. The central process is the strategic operations planning with four-year strategic implementation plans and interim assessments and rector’s negotiations conducted annually. The process, which includes the university as a whole, faculties, independent units, university services and doctoral programmes, has been further systematised along with the new strategy and the use of the Suunta system. There is also built-in dialogue in the process through the rector’s meetings with campus leadership, the leadership seminars and the involvement of the university and faculty/unit boards.

Overall, the process is well-structured with clear target setting and division of responsibilities for the implementation of the strategic objectives at university and faculty/unit level, also in relation to societal engagement and impact. The process engages and commits the faculties and units in the process to identifying their own strategy-linked objectives and actions. However, there is also

an apparent risk of duplication and ineffective use of human resources, when all faculties and units are looking for their own ways to implement the strategy, e.g., in relation to sustainability and responsibility. Therefore, it is important that the university tries to maximise possible synergies between faculties and spreads the initiatives and ideas created in individual faculties. A good practice already in place is to make a synthesis of faculty actions and good initiatives as part of the annual process. The university should also consider where unified actions for the university as a whole would be more beneficial. What should still be strengthened in the process are the 'Check' and 'Act' parts of the process. There is variation between the plans, and clear follow-up measures linked to concrete actions were not identified in most of the plans reviewed.

Societal engagement is not directly taken into consideration in the funding allocation model for faculties (as of 2022), in which the 10% of the funding based on performance of faculties concerns education (5%) and research (5%) activities, and strategic funding (10%) may be open to societal engagement activities but is not necessarily. Opportunities for funding exist but are not formalised. The same applies to the monitoring of the societal engagement activities, mostly left over to faculties and units or to the Think Corner system that count, for instance, the participation of members in public debates and media. There are no quantitative measures at the organisational level. The key figures for impact are listed (SAR fig. 7), but it is not clear how these figures correspond to the set objectives or are based on an analysis linked to the university's environment. Overall, there should be better strategic university-level indicators (quantitative and/or qualitative) to follow up on the strategic objectives. There are no follow-up indicators that relate to sustainability and responsibility, for example. Such indicators could be linked to the operations planning process.

A clear definition of societal engagement would bring structure to the management of societal engagement

Although good operations planning and management structures are in place with clearly assigned responsibilities, among others to a vice-rector and to vice-deans, some leadership and systematisation is still lacking in societal engagement. It is often hard to determine whether societal engagement activities were a result of the university's strategy or whether they grew organically from activities in faculties and units. The respective roles of top-down and bottom-up approaches are not well identified. In audit team's view, this is mostly resulting from the absence of an official shared definition of what societal engagement and impact mean for the university as a whole. As explained during the audit visit, the aim has been to keep the definition open, to give room for disciplinary differences and not to get stuck with a single definition. There is clearly a respect for discipline-specific needs and solutions at the university, which applies not only to societal engagement and impact but to all activities. This is commendable. However, the other side of the approach is that leadership in societal engagement and impact for the university as a whole is then more difficult.

Given the place of the University of Helsinki in its city, region and country, and the

multidisciplinary nature of the university, there is a great potential for societal engagement and impact. Indeed, some of the external stakeholders met by the audit team expressed that the leadership in leveraging this interaction potential could be more present, especially in wider issues that concern national development. This gives the impression that the impact of the university is not as broadly realised as it could be on local and national levels. The stakeholders emphasised that this is more a question of high-level leadership than individual academic actors, for there are many good examples of members of the community having a big footprint in society within the limits of their expertise. On the other hand, the expectations on the University of Helsinki to show leadership in national development are also very high, perhaps higher than for any other university in Finland.

The lack of systematisation and formalisation could have an impact on the career path of teachers and researchers. At recruitment, research and teaching are usually emphasised more in the evaluation of applications than societal engagement. Reported activities may play a role in the advancement of a career, but it mostly depends on faculties and units. A clear recognition of societal engagement activity making it an integral part of the work portfolio, based on a common definition and shared objectives and ways, of course respective of the characteristics of faculties and fields of study, would have a positive impact on staff well-being. It would also raise even further the awareness about the importance of societal engagement. This could also facilitate the development of real impact management, a desideratum pointed out in the SAR, and allows for a better analysis of societal engagement activities in the recruitment process of faculty members, as noted in this report (Section 3.2).

The university wants to have a strong global influence and to be an influential social force. A clear definition would make it easier for the university — at university level, in the faculties, and in the management system — to translate the ambition in defined goals and ways, and to support it more adequately than is the case presently. Also, the analysis of the operating environment and the integration of that analysis in the management system of the university needs more systematisation.

2.2 Research, development and innovation activities with impact

- Korkeakoulun itsearviointi

Comprehensive practices of open science and the promotion of research ethics

The UH has pledged to observe national and international principles of open science and research as well as the guidelines of the Finnish National Board on Research Integrity TENK.

The UH's practical measures relating to open science and research are presented on the UH's open science website. According to UH policy, research publications and research data produced within the UH are, as a rule, openly available, while the UH's research infrastructures are in shared use and open. Membership in LERU, EUDAT, OpenAIRE and other similar European organisations and infrastructures requires commitment to the principles of open science and research.

The University's open science and research services include services for open access publishing, research data services, metrics services, as well as instructions for making learning materials openly available. Helsinki University Library monitors the visibility of research, the number of open access publications and related channels. Each year, the UH presents the Open Science Award in recognition of significant work to promote open science.

At the UH, the chancellor carries the overall responsibility for research ethics and the responsible conduct of research. The chancellor is also in charge of inquiries concerning alleged violations of the latter. The research integrity advisor scheme introduced in 2017 is aimed at promoting the responsible conduct of research, identifying research misconduct and improving preventive measures.

Research ethics are assessed in the UH's own research ethics committees: the Ethical Review Board in the Humanities and Social and Behavioural Sciences, the research ethics committee of the Faculty of Medicine and the Viikki Campus Research Ethics Committee. Medical research projects which require a statutory statement from an ethics committee of a hospital district are assessed by the four regional ethics committees of the Hospital District of Helsinki and Uusimaa (HUS). Besides conducting reviews, the committees offer guidance to UH researchers in questions concerning research ethics and assist in resolving related problems. In addition to research ethics, matters related to research data management and data protection are reviewed in conjunction with ethics reviews.

Comprehensive services for open access publishing and advanced research data services

provided in multidisciplinary collaboration with Helsinki University Library, the IT Centre and Research Services are a strength of the UH. Clear responsibilities and operating models have been designed for self-regulation associated with research ethics. In addition, a compulsory course on research ethics has been part of doctoral education since 2017, with about 600 doctoral students taking part every year.

Key enhancement areas for research integrity are related to making data open, earning credit in the field of open science, increasing training offerings and promoting cooperation between different sectors (e.g., research ethics, data support and legal counsels for research). At the moment, the number of open research datasets and their use cannot be comprehensively monitored. Training in research integrity for postdoctoral researchers, thesis supervisors and international researchers active at the UH should be developed, as should services with a more researcher-oriented approach. Another goal is to intensify cooperation related to promoting research integrity between sectors (research ethics, data support and legal counsels for research) to ensure the provision of more researcher-oriented services.



Figure 8. Key figures for research, 2020

Impact assessed as part of research assessment

The research conducted at the UH was assessed in 2018 and 2019. The assessment was conducted by four international panels, and the process encompassed all research at the UH, including its societal impact. The research assessment results have been systematically applied

to the development efforts of faculties as well as to the preparation and implementation of the UH's strategic plan. The assessment was planned with regard to field-specific differences and carried out in an engaging and dialogue-based manner, which was considered important and challenging as well as, according to feedback, a successful method of assessment. A decision was made to carry out the next assessment, in 2025–2026, using the same framework.

Assessment results indicate that the scientific quality of research at the UH is of a high international standard: top-level research can be found on every campus. The societal impact and public engagement of the units assessed was also considered mainly excellent or very good. The UH's open and shared infrastructures are of a high international standard, and they are developed in a systematic manner.

The enhancement areas revolve around themes associated with leading and managing individuals and activities: fostering multidisciplinary research based on curiosity, ensuring access to an attractive research environment, agreeing on shared operating models, and focusing on matters related to equality. In the field of societal engagement and impact, further enhancing the systematic nature of activities, strengthening collective ownership and ensuring sufficient support were identified as key enhancement areas. The Council for Societal Interaction, which has consolidated its role after the assessment, constitutes a systematic measure used to engender a shared understanding of interpretations of impact and build bridges between services and the academic community.

Innovation at the UH – Impact from openness

Innovation stems from the efforts of the academic community supported by a number of parties within the UH and in its immediate sphere. The UH has identified the applicability of research results and the strengthening of the impact generated through such activity as one of its enhancement areas.

A diverse service structure supports the achievement of the strategic goal of making research results increasingly available to different sectors of society through business collaboration and innovation. University communications serves researchers, for example, by supporting the development of visibility (training, websites, conventional and social media). The altmetrics tools introduced by Helsinki University Library efficiently measure the visibility of publications. Grant coaches from Research Services guide researchers in describing the impact of their work in applications targeted at funders. With the support of Teaching and Learning Services, project-based courses where students solve challenges posed by businesses are organised in cooperation with businesses and communities. Invention disclosures by researchers are submitted to the UH-owned HIS, which offers assistance in acquiring patents and establishing spin-offs. Other actors supporting innovation work are Think Company, Terkko, the SPARK Finland programme and Demola.

At the same time, obtaining a clear overview on the scope, performance and diversity of

innovation activities is challenging due to discontinuities in their monitoring. There are several operators involved in RDI who do not necessarily always act in concert. Such heterogeneity is a challenge also from the perspective of business partners. Cooperation is considered meaningful and smooth, provided that the right academic individuals and support services are successfully matched. A partnership pilot joining different service branches (2019–2020) demonstrated that businesses are looking for broad-based and multidisciplinary collaboration but are unable to find everything they are looking for from the UH. In the future, the pilot will be used to strengthen the management of partnerships by making the utilisation of the Customer Relationship Management (CRM) tool increasingly systematic.

Strengths	Enhancement areas
The practices of research integrity are developed as a whole	Use of feedback and assessment data pertaining to research, development and innovation on different levels of management
High-quality research and skills base, including available research infrastructures	Mechanisms of monitoring open science; determination of the quantity of data made open
The practices of research assessment are based on a broad interpretation of impact, and they cover all of the UH’s academic units	The heterogeneity of RDI operators hinders the initiation of collaboration as well as the utilisation of innovation and commercial potential
University communications, Helsinki University Library and innovation services provide comprehensive support for promoting the application of research results	Systematisation of partnership management and comprehensiveness of knowledge

2.2 Research, development and innovation activities with impact

- Auditointiryhmän arvio

Research at the core of the strategy and driver of societal engagement

The University of Helsinki positions itself as a research-intensive university and research is placed, along with teaching, at the core of its strategy. The ambition to contribute to reforming society is central to the strategy, and this is particularly present in the selection of the four interdisciplinary themes. The targets are also clearly defined in the 'Where will we be in 2030?' statement and specified in the four-year implementation plans.

As described in the previous section, there is a clear process in place which very much relies on the faculties/units setting their own strategy-related targets and actions. The process takes disciplinary differences in research well into account. However, as already noted, both the follow-up and using the information collected for further improvement needs to be strengthened. Currently, the only research-linked university-level strategic follow-up indicator is 'High-quality and international open-access publications'.

On the other hand, as noted in the SAR, the impact of the university's research is evaluated externally as part of the Research Assessment. The Research Assessment 2018–2019 evaluated all units on three criteria: scientific quality, research environment and unit viability, and societal impact. The coherence of the approach, placing societal impact in the evaluation and in the strategy, is to be commended. The systematic collection of information on impact at six-year intervals is rather slow. A more frequent and systematic way of collecting information on the societal impact of research activities would reinforce the societal engagement and impact policy of the university.

Research ethics and responsible conduct of research are central

The University of Helsinki is committed to the Finnish National Board on Research Integrity (TENK) guidelines. The university has also issued ethical guidelines for all its members and for all activities, to which are added ethical principles specific to the activities, including research. Research ethics are assessed by the university's own three research ethics committees, and ethical research matters are coordinated by a specialist in University Services. Training on research ethics and integrity is part of the formation of doctoral students, provided by the doctoral schools. The university could try to make sure that all doctoral students take this training at the beginning of their doctoral education.

Openness is listed as one the university's strategic choices and priorities, and open science is

firmly encouraged at the university and supported through various initiatives and services. Among these, one can point to the open science website, the open science services offered by the University Library and by University Services, the Think Open blog about open science for researchers, as well as the annual open science award since 2017. University researchers can also apply for funding from the University Library to cover publication fees. A member of the university is also leading the open science group of LERU (League of European Research Universities). The policy is monitored in the integrated management system, and the current rate of open science publication is at 80%. The audit team commends the university for these achievements. A course on open science is available for doctoral students, although not compulsory. Based on audit interviews, the priority in publishing still goes to journals with high-ranking factors that are usually not open science journals. The audit team therefore recommends the university to continue its efforts in supporting the open science policy.

Great improvements have been made at the university in supporting innovation activities and business collaboration

Partnerships with companies and external stakeholders are diverse and offer a good image of the dynamics of research at the university. The university supports them to enhance the societal impact of research, in line with its strategy. Substantial progresses have been achieved in the organisation of an innovation chain that includes several structures, such as websites for the members of the university and for external partners, Business Collaboration Services with a commercialisation unit, among others, Helsinki Innovation Services, a preincubator, and services for each campus. The university actively takes part in initiatives such as Slush to promote research-based innovations. Moreover, the university is a partner with other actors in the field of innovation such as Think Company and the SPARK Finland programme. These are remarkable achievements the university is to be commended for. Several of the staff members recognised the great improvements made at the university in terms of its innovation and commercialisation services and support available. On the other, there are still things that can be improved at the university for supporting company collaboration. According to some staff members, some internal obstacles still exist, and the overall mindset should be more open towards company collaboration.

2.3 Promoting renewal through the organisational culture

- Korkeakoulun itsearviointi

Culture of experimentation implemented through pilots, by utilising tools of agile and lean development and introducing the project management model

Digitalisation of the activities arising from the interdisciplinary research efforts of the UH has been characteristic of development in recent years. Digitalisation has been taken into consideration in developing research infrastructures such as novel social sciences and humanities infrastructures (Helsinki Institute of Social Sciences and Humanities), while teaching has been developed by sharing knowhow associated with cutting-edge platforms in pedagogy. In terms of services, the UH has appointed a director for digitalisation. The digital skills of the staff and students are constantly upgraded. An extensive programme for the digitalisation of services has been launched by University Services.

In recent years, development at the UH has been systematised by employing piloting, agile and lean development, and a project management model. Activities are often reformed by piloting, which means that new methods, services or information systems are initially trialled among a restricted group (faculty, unit). Pilots are used to test the feasibility of concepts and their benefits before wider deployment. Examples of pilots include the gradual expansion of the YPA-Help service as well as the introduction of the HowULearn feedback system and the Efecte system. In teaching, piloting has been used, for example, at Kumpula Campus (MOOC.fi, MOOC Centre, studies in the Open University Path in Digital Education for All).

The methods of agile development, service design and lean thinking are applied to the development of activities and services in particular, and are also used to make related processes less complicated. The methods are promoted, for example, in the DigiHUB development community for digital services, the network of lean coaches and in different development projects (e.g., Think Corner). Applying agile and lean methods has strengthened a mindset of continuous improvement at the UH. It has also promoted customer-oriented thinking, cooperation between different units and sectors, and the empowerment of staff members in improving their own work and teamwork.

The project management model has systematised project management at the university level and has brought transparency to different units of the UH.

Strong external stakeholder activities in support of operational

development

The UH's external stakeholder collaboration is active in nature and combines several perspectives. University operators are actively networked both nationally and internationally. This applies to the UH as a whole, its academic units and the University Services (e.g., international co-creation networks such as NUAS, Heads of University Management & Administration 'Network in Europe' HUMANE). The UH is an attractive and respected partner, particularly in networks related to the theme of sustainability, and a pioneer in co-creation associated with sustainability-related teaching and research (HELSUS Co-Creation Lab, Sustainability Masterclass) and in responsible investment.

International partnerships and networks are an important tool in quality assurance and development, linking the university closely with the best universities in the development of research, teaching and societal engagement. The concrete focus varies on the basis of the profile and emphases of individual networks, but, overall, they provide opportunities for scaling activities (e.g., shared study modules or virtual mobility), engaging in co-creation (joint think tanks, the drawing up of common recommendations, joint new initiatives) and improving cost-efficiency (by pooling resources).

On the international stage, LERU and Una Europa are the most important strategic university-level networks. In addition, the UH has concluded strategic partnerships with the University of Edinburgh, Peking University and Stockholm University, as well as the University of Nairobi as of 24 March. The first partnerships were concluded in 2015.

The goal of international strategic partnerships is long-term and broad-based collaboration which adds value especially to research by combining the partners' complementary strengths. Una Europa offers the UH a new type of strategic framework for international collaboration, which has made collaboration efforts in education and research more focused and systematic. The UH's partnerships have a particular emphasis on doctoral education and its systematic internationalisation in the form of, for example, shared doctoral student places, summer schools and mentoring programmes.

In 2021 the UH has also taken an active role in EVALUATE, an international project aimed at developing the assessment of strategic partnerships, which systematises quality management practices. The collaboration conducted in the project has brought together various operators at the UH (partnerships and assessment competence) and expanded assessment-related knowledge throughout the network. The activities of faculties and academic units are developed collaboratively with a range of advisory boards (e.g., scientific advisory boards), including the university-level International Advisory Board. Based on the feedback provided by scientific advisory board members, the UH is a partner eager to develop and capable of reflection, as well as willing to listen to the views of stakeholders and develop its activities on the basis of such feedback.

The UH’s partnerships with the municipalities in the Helsinki Metropolitan Area are an important form of societal engagement. Cooperation with the City of Helsinki is broad-based, ranging from individual research and collaboration projects to the establishment of extensive innovation platforms. The UH has also concluded strategic partnership agreements with the cities of Espoo and Vantaa.

The partnership with the Hospital District of Helsinki and Uusimaa (HUS) is strategic in nature, an organic part of the everyday activities of both organisations and the professionals in their employment. Other important national and regional cooperation networks include the Open University (cooperation with 22 general upper secondary schools and 22 vocational colleges), the Studia Generalia lecture series, the University of Helsinki Centre for Continuing Education HY+, LUMA Centre (science education), the UH’s research stations in Finland and abroad, as well as university consortia in which the UH is a partner: Lahti University Campus, Mikkeli University Consortium MUC and the Ruralia Institute in Seinäjoki.

On the university level, the goal of business collaboration is to support the implementation of the UH’s strategic plan and those of its partners, as well as to promote their values. Partnership models are developed and tailored together with businesses. Business Collaboration Services supports research collaboration and commercial projects, while Career Services supports partnerships related to employer contacts during studies. Business representatives contribute to the development of UH operations on different levels, from the University Board to various faculty committees and the board of the Alumni Association.

The nearly 200,000-strong alumni community of the UH is important to the university, as alumni comprise an influential network of experts in Finland and abroad. Alumni are a central element of the UH’s societal engagement. Alumni collaboration is conducted on both university and faculty levels. At the heart of international alumni activities are alumni clubs, which currently organise activities in, among other locations, Brussels, Berlin, Beijing, Stockholm and London.

Thanks to the UH’s multidisciplinary profile, cooperation with decision-makers is active and extensive. Experts of the UH are respected, and they are an important part of central bodies which support decision-making. Cooperation with decision-makers promotes the identification of demands for research-based knowledge as well as enables the exchange of information and networking. By maintaining contact with decision-makers, the university community influences the image of the UH and its activities. The UH’s image is measured by reputation surveys conducted at regular intervals, where decision-makers on the national level and in the Helsinki Metropolitan Area constitute one group of respondents.

Strengths	Enhancement areas
The UH’s multidisciplinary profile enables extensive alumni and stakeholder activities as well as collaborative development. Members of the UH community have strong networks on various levels, also internationally	Clarification of the setting of goals for external stakeholder activities: collaboration, partnerships and networks that include decision-makers

The advisory boards of academic units have succeeded in assembling several high-profile experts to support individual fields and the UH in their development efforts	Assessment activities related to strategic partnerships to be systematised: before, during and after the partnership
An enhanced mindset of continuous improvement at the UH with the help of agile development, service design and lean methodology	Influencing opportunities of alumni and utilising EU collaboration in international alumni activities to be enhanced
A pioneer in research and teaching related to sustainability and responsibility, impactful models of co-creation, a home base for sustainability, responsibility and climate panels	Large number of sustainability and responsibility networks, development of data management associated with partnerships

2.3 Promoting renewal through the organisational culture

- Auditointiryhmän arvio

The organisation is open to new initiatives but has to make sure that the initiatives form a coherent ensemble

The University of Helsinki undoubtedly encourages innovative and experimental activities, not only in research and education but also in its own organisation. The whole process of the digitalisation of activities, also accelerated by the context of the pandemic, is a good example of this. If the university is in some way, and in its structure, a traditional university, it has proven to give room for pockets of creativity, to always be open to new ideas and to regularly launch new initiatives. A good example of this is provided by the Think Corner initiative. Think Corner is an arena of open discussion and communication through which members of the university can communicate the results of their activities to a broader audience and to society. It is a remarkable success. Think Corner, among other things, contributes to strengthening the ties between the university and the City of Helsinki, and it serves as training in communication for researchers. The interventions on Think Corner are counted in the societal engagement workload of the researchers.

As such, the university is as creative as it can be. The audit team commends the university for also being a real learning organisation, learning from itself and from others, in a continuous PDCA cycle. For instance, the university is very active in different international and national networks, sees the importance in such work and uses them as a source for internal development. However, the multiplication of ideas and initiatives can at times give the impression of a lack of priorities. The audit team therefore encourages the university to better exploit its potential by affirming a stronger leadership in support of an innovative culture and to make sure that such a culture is really pushed down to the faculties. For a full innovative organisational culture, research and education could be more strongly linked. This is important for enhancing renewal in education and striving for innovation, as well as for the students to be fully creative and open-minded and engaged in the development of the university.

External stakeholders and alumni to be fully onboarded

One of the strengths of the university is its intense network of relationships with external stakeholders, be it the City of Helsinki and the Helsinki Metropolitan Area, the Hospital District of Helsinki and Uusimaa, among others. The history, the size and the specific location of the University of Helsinki in the city and the country serve as the basis for this extensive network. A tool like Think Corner supports it. However, the university still engages with stakeholders in a rather informal way, lacking structure and systematisation. This may be due to the peculiar relationship between the university and Finland: being the largest university in a small country,

members of the university quite naturally have good relations with politicians, media people, entrepreneurs and society at large, without the university controlling and monitoring it.

The same applies to alumni. They are numerous in the Helsinki Alumni Community – more than 45,000 – and benefit from several initiatives taken by the university: Helsinki Alumni Hub, alumni benefits and alumni events. Still, the culture of alumni is not yet mature and how the university can interact with them is not yet fully formulated, while recognising that there are also differences in alumni activities within the university. Alumni represent a huge potential for the university: they form for instance an important target group for continuing education. More importantly, alumni can serve as an interface between university and society, working to help the university to understand what is happening around it, and reporting on the state of knowledge in companies.

Collaboration with stakeholders is crucial for the university and it is part of its strategic choices 'Knowledge and learning are for everyone', and 'Openness enhances scientific research and collaboration'. The preparation of the strategy was a collective process in which external stakeholders were involved. The identification of external stakeholders, however, seems to arise from traditional partners of the units through a bottom-up approach, rather than from a systematic analysis and identification of the key national and international stakeholders. A more systematic stakeholder analysis would enable the university to identify its key strategic stakeholders, both at the level of the entire university and of its units, as well as the type of cooperation with each of the stakeholder groups. This would also help to monitor the effectivity of community engagement.

2.4 The HEI’s examples of successful enhancement activities

- Korkeakoulun itsearviointi

Strategic communication and impact plan

The strategic communication and impact plan supports the implementation of the strategic plan: in autumn 2020, in cooperation with faculties, units, sectors and the rector and vice-rectors, a university-level strategic plan for communication and impact as well as faculty- and unit-specific operative plans for communication and impact were drafted to support the implementation of the UH’s strategic plan and its objectives. A collaboratively produced plan that encompasses the entire organisation will enhance the impact of communication and boost transparency and efficiency in the planning of communication. The goal is that the UH becomes an even more influential force in the next strategy period and that its reputation, its image among stakeholders and its social status are further consolidated.

DigiHUB activities

Located in the centre of Helsinki, DigiHUB is a coworking space and competence community that promotes the customer-oriented and open development of digital services at the UH. More and more digital services are designed at DigiHUB, where activities are based on an experimental culture with a startup mentality. The DigiHUB facilities are also used collaboratively with the teacher and researcher community. DigiHUB cooperates with similar units at the Yle public service broadcasting company and the City of Helsinki.

Key tools include mentoring, coaching, the sharing of expertise and collaborative learning. DigiHUB brings together the UH’s lean activities and digital roadmap by applying agile methods in carrying out projects associated with the roadmap. DigiHUB is a community composed of service design, analytics and technology guilds open to anyone interested in creation at the UH, as well as a lean leader guild targeted specifically at supervisors and leaders.

Think Corner

The University of Helsinki’s Think Corner is an arena of open discussion and cooperation open to all, founded on science and research. Think Corner organises accessible talks and thematic events, provides other scientific content and offers co-working facilities on three floors.

Think Corner in its current form was realised in conjunction with the renovation of a former University administration building in 2016–2017. Service design was applied to designing the Think Corner service concept together with future users, the UH community and numerous

stakeholders (alumni, decision-makers, Helsinki residents).

Every year, Think Corner produces four extensive programme series presenting the UH's multidisciplinary research themes and current topics. At the Uuden tiedon klubi ('Club new knowledge') events, UH researchers introduce their latest research efforts every month, while recurring lunch sessions at Think Corner offer research-based perspectives on current events. Think Corner events can be attended on site and followed via live streams, through social media channels as well as on YouTube and by listening to podcasts.

At Think Corner, various organisations and members of the UH community can also organise events independently, with support provided by Think Corner's meeting and event services.

Every year, Think Corner welcomes over 600,000 visitors and organises more than 500 events involving over 1,400 guest speakers. The events serve to introduce all disciplines active at the UH, both individually and alongside each other, as a substantial share of Think Corner events are cross- and multidisciplinary.

Viikki Innovation Platform

Viikki Innovation Platform, a result of the long-term strategic partnership between the UH and the City of Helsinki, launched operations in the beginning of 2021. Viikki Campus boasts a promising co-creation process combining teaching and research in biological sciences, agriculture and forestry, as well as pharmacy and veterinary medicine, with recognised potential to grow into a high-impact innovation environment.

The three-year project will survey business interests and needs as well as research-based innovations that show promise, in addition to launching a range of development projects and operating models, such as brainstorming hackathons. The starting point is the development of sustainable food chain solutions in the Viikki Food Innovation Lab. The plans also cover the Cultivator programme active in Viikki. The goal is to increase research-based innovation activities by systematically bringing together students, researchers, startups and operators established in the field.

Partnership pilot

The partnership pilot (2019–2020) was a two-year development project jointly carried out by Research Services, Teaching and Learning Services, and Communications and Community Relations. The goal was to develop new support services (e.g., charting potential, the development of tools and practices for research project leaders and degree programme directors) and determine principles for the utilisation of the new CRM tool in the systematic management of partnerships. The main conclusion of the pilot is that proactive business collaboration requires a new approach from University Services. The businesses conclude partnerships with fewer universities and are looking for multidisciplinary and extensive collaboration (global trend in the

2010s and 2020s, intensifying also in Finland). Businesses also wish to collaborate but are unable to find everything they need from the UH. The development work based on the pilot is in early stages but suggests promising new initiatives for collaboration.

3 HEI enhances quality and well-being

- Auditointiryhmän arvio

Evaluation area III assesses the functioning and development of the quality system and how the system is used in strategic management. The procedures used to support the competence development and well-being of the staff are also assessed.

The evaluation area III as a whole is at the level good.

The audit team identified the following as the key strengths and recommendations:

Strengths

- The progressive integration of the quality system and management system, serving both the faculty and unit levels and the administrative units.
- The integrated management and quality system enhances a systematic approach to the development of the university's activities and aligns the management and faculty levels so that all management levels and staff feel involved in the strategy implementation.
- The university has structures in place for evidence-based activities to support the development of staff competences and identification of challenges.
- Transparent staff recruitment processes give clear indications for applicants and people seeking promotion for how their portfolios are assessed

Recommendations

- The integrated management and quality system should be streamlined to make the faculty and university level approaches converge more effectively. Inter-campus initiatives and networks could also contribute to this.
- The university should be more proactive in terms of diversity and inclusion.
- Criteria should be developed for assessing societal engagement in recruitment processes.
- The university is encouraged to develop an anonymous reporting channel – a whistle-blower system – where staff and students can report misbehaviour.

3.1 Using the quality system in strategic management

- Korkeakoulun itsearviointi

An integrated management system supports the UH’s management and objectives

The integrated management system of the University of Helsinki (UH) consists of a management system, a steering framework and a quality system. The different areas of the integrated management system are partly overlapping and partly parallel, supplementing each other.

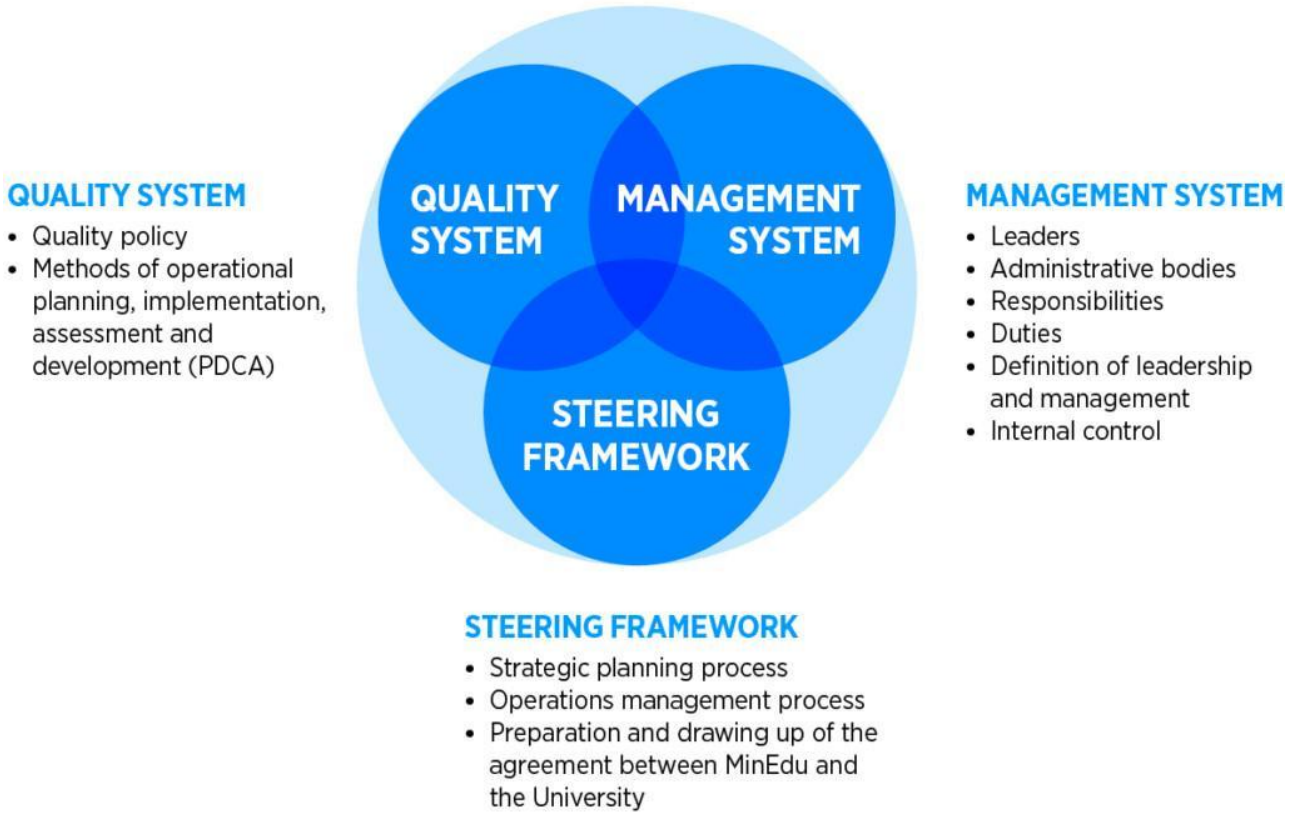


Figure 9. The UH’s integrated management system

The steering framework is based on related principles approved by the University Board to ensure that the UH’s strategic plan is implemented in accordance with the objectives set. To ensure that operations management supports management even more effectively, it is being further developed in a strategic, coherent and streamlined direction.

The operations management process consists of the subprocesses of operational planning (teaching, research, societal engagement, service operations), budget planning, human resources planning, teaching planning, continuous monitoring and assessment, and risk

management.



Figure 10. The UH's operations management process

Operational planning

As part of the operations management process, the UH and its units draw up four-year implementation plans based on the strategic plan. The implementation plans set out the most important objectives and describe what will be done, by whom, with what resources and in what timetable. The plans are documented in the Suunta system, in which objectives and indicators are set for each action to be taken.

The UH's model for the allocation of funding has recently been updated. According to it the allocation of funding for the faculties is distributed according to a ratio of 80 % stable funding, 10 % based on performance and 10 % according to the strategic component. Incentives in the UH model include performance and strategy shares.

Implementation and follow-up of activities

The leadership of the UH (at the university level and the unit level) regularly monitor activities using various indicators. These indicators are presented in the RAPO reporting system and partly on the external University website. All UH staff have access to RAPO. The leadership also use the Suunta system to monitor strategic indicators as well as the activities and risks documented in implementation plans. The Institutional Research and Analysis unit supports the UH leadership and the University Services sectors in the production and analysis of information.

The rector and the Board monitor the situation in the units with the help of actual indicators as a part of the steering process. The university-wide checkpoints in the monitoring of implementation plans have been agreed to coincide with annual and interim reports of the board and the UH management group as well as to always take place before the rector's negotiations. Implementation plans are updated annually based on monitoring, or if significant changes occur in the operating environment of the UH or the unit. The leadership meet regularly to discuss the operations management process and other topical issues.

Major strategic development activities are organised into projects or compiled into larger programmes in the UH's project portfolio and monitored in accordance with the UH's project management model.

Development of activities

All UH activities are developed in accordance with the PDCA (Plan, Do, Check, Act) model of continuous development. It has been found to function well and is used in a versatile manner as the basis of the quality system. The UH's shared approaches are described on intranet Flamma using quality cycles/navigators based on the PDCA method.

Project management is a key method of operational development. Projects and ventures related to operational development and information technology are increasingly implemented in accordance with the university-level project management model. Projects and project-like development tasks are described in the project portfolio. The model is currently not used in research projects or construction projects. The project management model has systematised and brought transparency into project management at the university level. Further, the self-assessment process associated with the audit has highlighted the fact that development efforts are undertaken broadly in many UH units and service sectors. However, each faculty has a distinct operational culture which, in turn, poses a challenge for managing the development efforts comprehensively.

At the UH, enterprise architecture seeks to enhance the way the operations and services of an organisation work together. It maintains models of the current state of the integrated management system (services, processes, information, data systems and technologies). The tool for modelling is the data governance model, which in future will be used in improving management, operations and data systems.

Collective strategic planning

The Strategic Plan of the University of Helsinki 2021–2030 was drawn up collectively. Staff and students had the opportunity to participate in the different stages of the preparation, and external stakeholders were also involved in drawing up the plan. The community had the opportunity to consider what factors will affect the operating environment of the UH in the future, what strategic choices the UH should make and how the choices affect the community members'

own work or studies. After the strategic plan was approved in spring 2020, the UH organised open campus meetings where participants discussed the strategic choices and related university-level activities. Unit-specific sessions, such as faculty development seminars, were also organised to help put the strategic plan into practice. The objective of these sessions was to incorporate the strategic plan into the work and studies of each member of the UH community.

Implementation plans and target and development discussions strengthen links between day-to-day work and the strategic plan

When drawing up unit-specific implementation plans, units and communities discuss the impact of the strategic choices on studies and work both within them and in their immediate community (degree programme, faculty, separate unit, independent institute, research group, service sector, team). The role of University Services is to support the UH and individual faculties and units in realising their implementation plans.

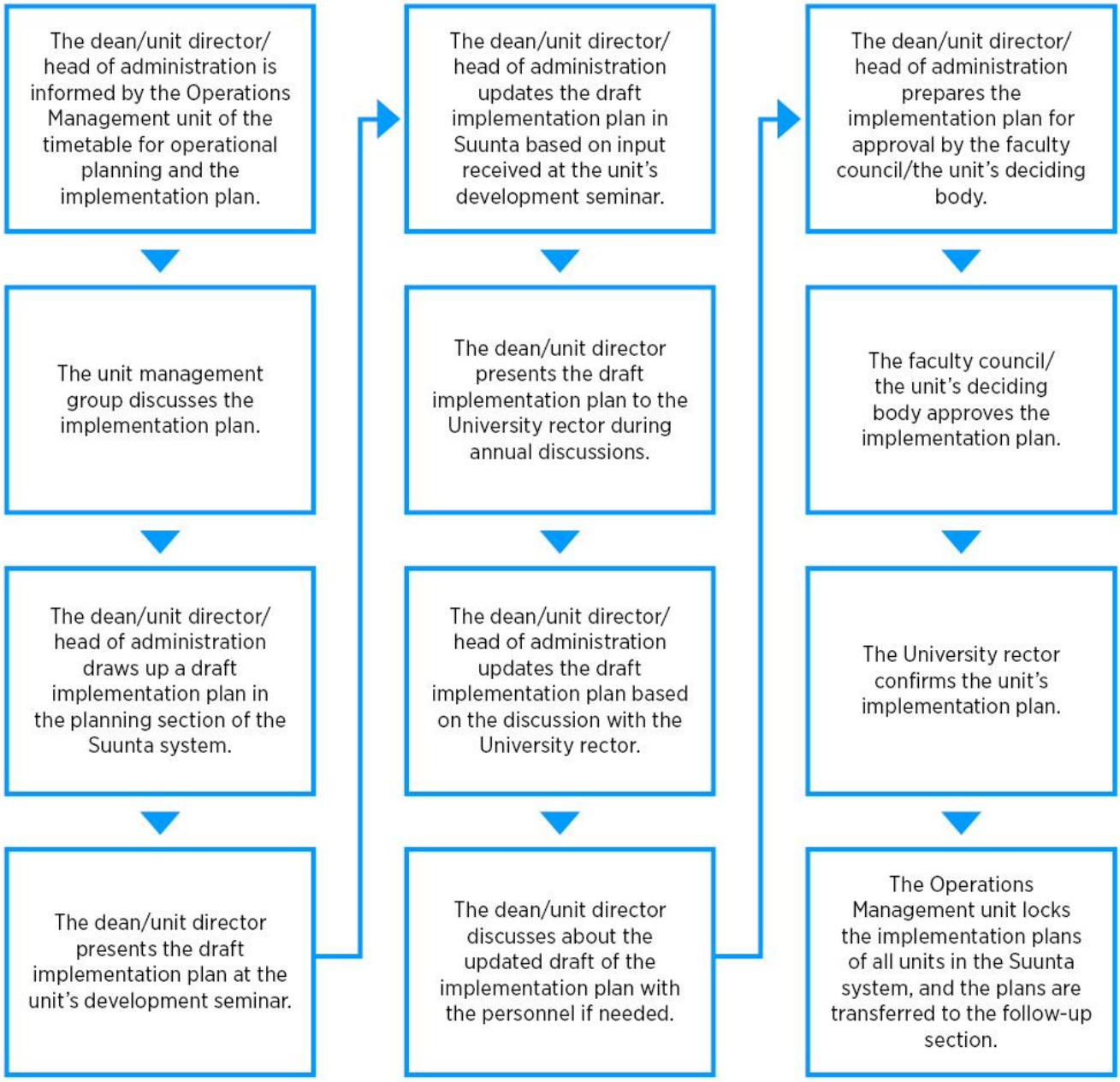


Figure 11. The process of devising a unit-specific implementation plan

The links between the strategic and implementation plans and day-to-day work is discussed as part of the orientation process and in target and development discussions. The supervisors have the responsibility of connecting the strategic plan with the employees' work tasks in these discussions. The UH's project management model connects each project to the development areas in the strategic plan. This helps staff involved in projects to understand the link between their work and the strategic plan.

Strengths **Enhancement areas**

Collective implementation of the strategic planning process	Further boosting of the competence of supervisors to enable them to discuss the strategic plan and implementation plans in target and development discussions
The implementation planning process is connected to strategic objectives and, hence, unit objectives. Operational planning and management have been strengthened in recent years	The development of shared approaches requires continuous discussion on how to move from distinct operational cultures to shared, university-level approaches and when variation is justified
Regular leadership sessions linked with annual cycle (annual seminar concerning the implementation plan of the UH, Leadership Arena sessions, extended management group meetings, leader meetings on campuses) have been found to be useful	The role of the enterprise architecture and the data governance model in improving management, operations and data systems can be reinforced
The introduction of the project management model in 2018 has increased the systematisation of the UH’s operational development and made development work more visible	Management of the UH’s development projects takes place so as to align their objectives, content, interrelationships and timetables

3.1 Using the quality system in strategic management

- Auditointiryhmän arvio

The university’s integrated management system needs to be streamlined

As described in the self-assessment report (SAR) and the intranet Flamma, the university has an integrated management system that combines quality system, management system and steering framework. The quality system follows the Plan-Do-Check-Act (PDCA) model where the development objectives make the starting point of the planning cycle with the target of continuous development driven by follow-up indicators and other data, feedback and evaluation data and internal audits.

The key principles, objectives and responsibilities of the quality system have been clearly defined on the university’s intranet Flamma and on the external web pages in three languages. The quality policy states that the aim of quality work is to support the achievement of the university’s strategic objectives, and it assigns the responsibility to each member of the university community in contributing to those objectives and for the quality of their own work. The quality policy also states that the purpose of the quality system is to provide the supporting framework for the quality management of the university’s activities.

The integrated management system has evolved organically from on the one hand traditional steering systems and methods, which were described during the audit visit as ‘top-down’, and on the other hand a quality system which was considered as ‘bottom-up’. New elements have been amalgamated with the old ones and the system has been modified to meet the temporal requirements and novelties. This has resulted in a rather complex system which should be streamlined for better and more simple usability.

Both the visualisation and the description of the system in the SAR and on Flamma are complex with partly overlapping and parallel systems. The role of the quality system in the whole system, in particular, is not fully clear. Neither is it clear how the steering framework and management system are separate entities. In the documentation available, the quality system was described as the same as the integrated management system and sometimes as a separate and subordinate system. There are currently several visualisations in place to some degree affecting the user-friendliness and understanding of the system (integrated management system, quality system, operations management system, annual cycle for the operations planning process, university-level quality cycle/navigators for different core activities and units). The need to develop the integrated management system into one coherent system was also recognised during the audit visit.

The strategic objectives of the university are at the core of the integrated management system

Based on the audit discussions, the strategy compilation process was excellent in terms of participatory approach and dialogue with both the internal and external stakeholder communities. The discussions during the audit confirmed that the staff of the university had been involved in the strategy process and could easily identify themselves in the strategy. While this approach was very laborious, it guaranteed an end product that enjoys wide support and commitment from the entire community, making the implementation easier and more successful. Based on discussions with student representatives, the compilation of the strategy was a well-managed and engaging process, and as a result they were able to see their input in the current strategy. On the other hand, it was noted that in the implementation phase students are not that involved anymore. This would be an opportunity for the university to think about innovative ways to engage the students in some of the strategy-linked processes, for instance in furthering the target ‘Our University is the best place to study and work’.

The university’s strategy forming the core of the integrated management system clearly defines the objectives for the core duties. The systematic strategic implementation process ensures that there is a clear target setting, actions are defined at university and unit levels, and there is an annual follow-up process in place connected to operations management. Many processes and actions are underway, and the university has already identified needs for further development as part of the strategy implementation.

The integrated management system serves the management, units and administration of the university

There is a certain level of discrepancy between academic freedom and a strict quality system. The faculties operate quite autonomously and have their distinct operating cultures. As described in audit discussions, there is a constant balancing at the university of how much structure and guidance should be common to all units, and on the other hand giving room for and respecting discipline and faculty needs and differences. The university has focused on developing a system serving the university as a whole, which is more flexible and dynamic than ready-made systems. A fully harmonised quality management across the entire university was considered as challenging due to the wide variety of cultures, traditions and types of science in the faculties and units.

In the discussions with university and faculty leadership, the integrated management system was considered to serve their needs well, bringing a more professional grip and effectivity to their management practices. The system has also enhanced collaboration. At the same time, the system was regarded to be quite complex, and many different digital tools are used for monitoring and reporting.

The university is commended for developing its system towards an integrated management system, which provides better support for the management of the university and the systematic implementation of its strategic objectives. However, as mentioned, there is a need for more clarity in the system but also for streamlining to make faculties and university-level approaches converge more effectively. The university has a well-functioning committee structure and uses different university-wide networks and inter-campus initiatives, and these are certainly important for a more converging approach.

3.2 Supporting the competence development and well-being of the staff

- Korkeakoulun itsearviointi

Objectives defined in the strategy steer the development of competence and the promotion of staff wellbeing

In accordance with the strategic plan, the UH wishes to be ’the best place to study and work’. The focus areas of staff competence development are based on university-level strategic choices.

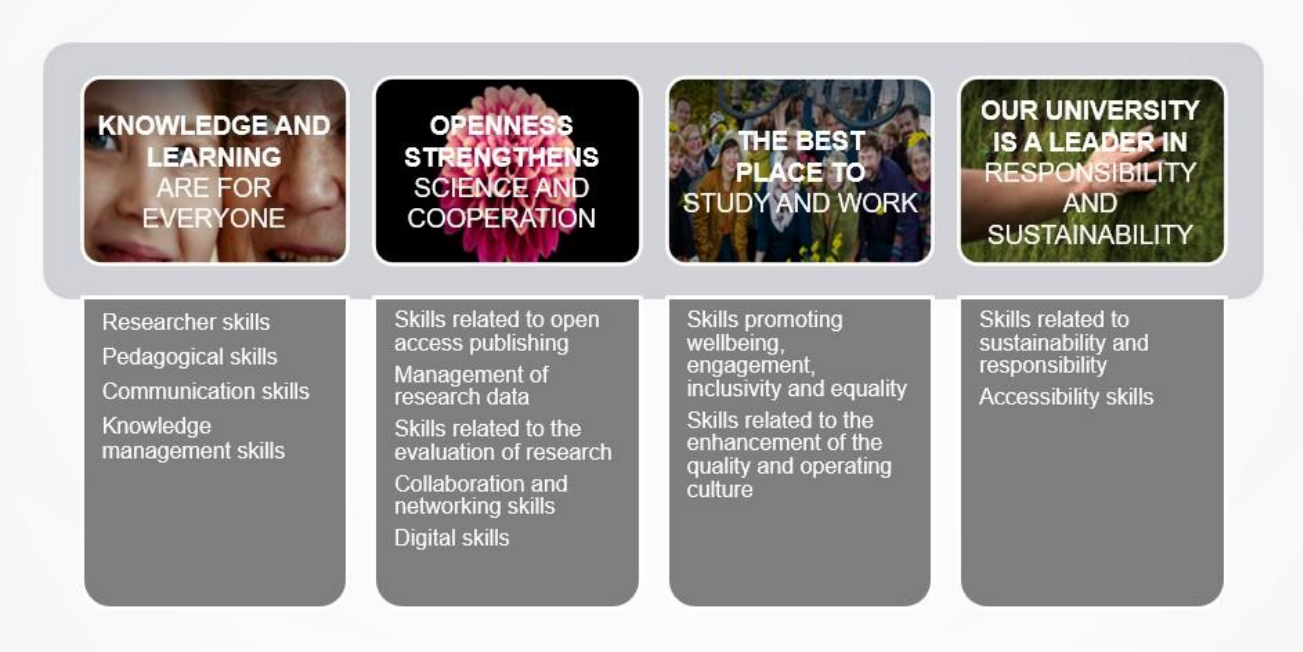


Figure 12. Focus areas of competence development 2021

Work is planned, work-related objectives are set, and their implementation is monitored

Individual objectives based on the implementation plan are set in target and development discussions, which are monitored annually. The work plans of teaching and research staff are based on these discussions. As regards teaching and research staff, the teaching, guidance and supervision needs of degree programmes are explored, and a fair division of the workload is ensured as far as possible, while allocating sufficient time for research. The practices associated with work plans vary considerably at faculties, and the planning process has been identified as a development challenge.

Support for staff competence development

As an employer, the UH supports various forms of competence development, guided by the principle of continuous learning. Supervisors are tasked with supporting employees' competence development, for example, by revising practices and encouraging employees to participate in working groups, networks and projects. In support of this task, supervisors can use the 70-20-10 model for competence development.

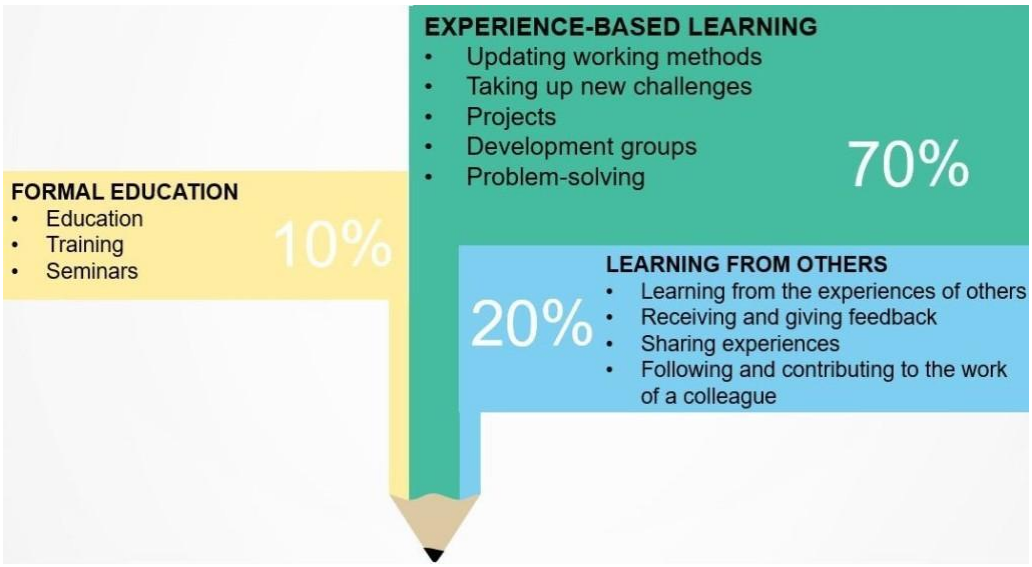


Figure 13. 70-20-10 model for competence development

Staff can access information on the UH's extensive staff training opportunities in the SAP Suffeli system. Other means of competence development include work supervision, coaching, mentoring, independent learning and international exchange. New approaches created to support professional and career development include job enrichment and job shadowing.

Specialist and support staff can develop in their career, for example, through internal recruitment, job rotation, fixed-term locum positions and the rearrangement of duties.

As for teaching and research staff, career advancement takes place in accordance with a four-level model. To support the career development of university lecturers and clinical instructors, the University Board approved in 2020 a career model that supplements the four-level model. The new model increasingly supports the progress of teachers holding a permanent third-level position to the position of senior university lecturer, senior clinical instructor, assistant and associate professor or professor.

Permanent teaching and research staff can apply for a research-intensive period, which supports their academic career development and strengthens the link between teaching and research.

The University's Centre for University Teaching and Learning supports degree programmes and faculties in the development of teaching and learning as well as, based on research on university

pedagogy, educates UH staff in becoming specialists in university teaching and learning.

Ensuring the transparency and fairness of recruitment

The foundations of recruitment are the Universities Act and the Regulations of the University of Helsinki. Recruitment is based on human resources plans, which are part of the implementation plans of the UH and its units. Process descriptions have been drawn up for recruitment, and open, public application procedures are usually used. Recruitment documents are also public. The criteria for assessing applicants are agreed when defining an open position.

In some recruitment processes, an appointment committee is used. The provisions on disqualification of the Administrative Procedure Act are applied in recruitment. The objective is that all open recruitment processes are carried out using the SAP eRekry system, but this is not yet the case. The purpose is to explore and enhance current practices in connection with the deployment of a new recruitment system in the coming years.

Support for staff wellbeing

Supervisors are responsible for ensuring the preconditions necessary for staff wellbeing. To help supervisors, the UH has developed clear processes, and supervisors are offered related training and coaching. A national workplace wellbeing survey of all staff is carried out at two-year intervals. Based on the results, units draw up development plans for occupational wellbeing. Occupational wellbeing and related development measures are taken into account in the implementation plans of units. Several faculties and units have a separate occupational wellbeing group.

In addition to statutory occupational health services, staff have access to extensive medical services. The UH also provides staff and supervisors with coaching, training and webinars that support occupational wellbeing, and produces support material on topical issues. Members of the UH community have access to the reasonably priced sports, exercise and wellbeing services provided by UniSport.

The UH applies workplace mediation as a method for resolving conflicts in work communities. The University’s Occupational Health and Safety Committee presents an annual award to a unit, group or network. Depending on the selection criteria, this award is entitled the occupational safety award, the occupational wellbeing award or the work community award.

In addition to a statutory occupational health and safety organisation, the UH has an occupational health and safety committee on each of its four campuses. The Occupational Safety Programme for the occupational safety period 2020–2023 was drawn up collaboratively by the occupational safety representatives of the employer and staff and is monitored regularly. The university-level Occupational Health and Safety Committee is chaired by one of the vice-rectors.

Procedures related to the equal and non-discriminatory treatment of staff

The UH is committed to promoting equality and preventing discrimination in all its activities. Equality and accessibility contribute to the quality of a multicultural and multilingual UH community (staff, students and cooperation partners). One of the vice-rectors chairs the University's Equality and Diversity Committee, which is supported by an equality adviser and contact people for equality and accessibility, harassment contact persons as well as others, such as supervisors. Some units also have occupational wellbeing, equality and diversity groups. The Equality and Diversity Committee presents the annual Maikki Friberg Award for notable work promoting equality and diversity. All members of the UH community may suggest potential recipients.

As required by the Act on Equality between Women and Men, The University of Helsinki Equality and Diversity Plan includes a written report on the UH's equality actions, an estimate of the success of implementing the measures included in the previous plan, and lists of focus areas for future development and measures planned to achieve equality. The Equality and Diversity Plan has been drawn up cooperatively with various partners, and its measures are systematically monitored.

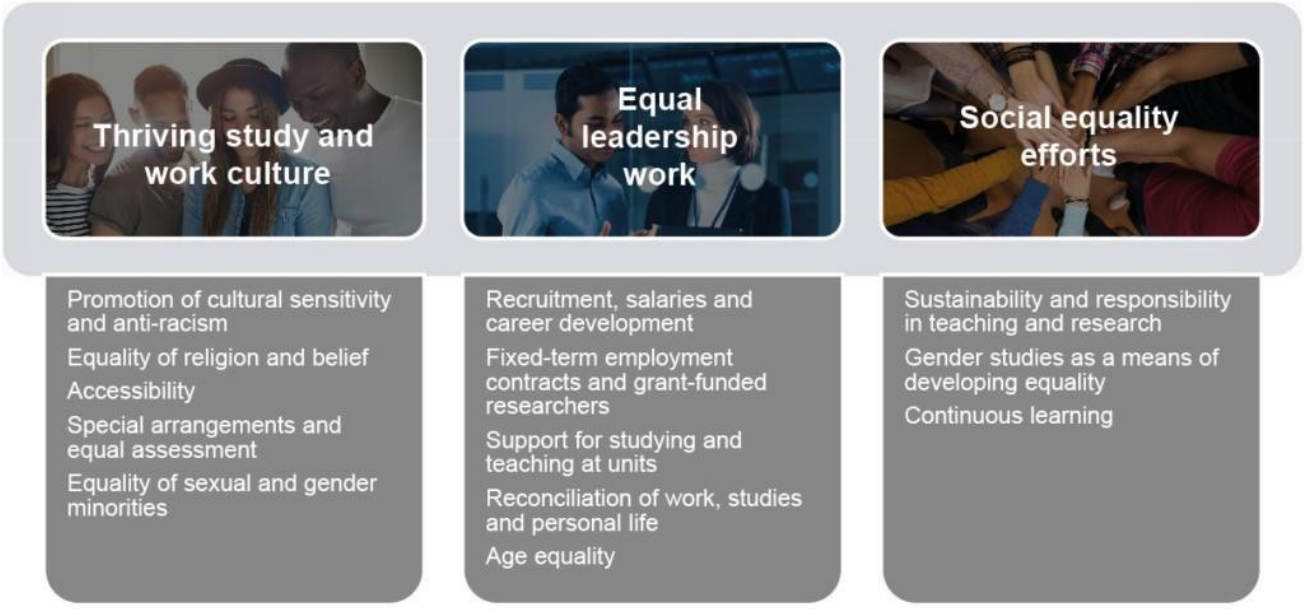


Figure 14. Equality and diversity focus areas in the Equality and Diversity Plan

The UH has promoted equality and diversity, for example, through cooperation with international networks (LERU, Una Europa), staff training and other events, and as part of university-level surveys and reports (workplace wellbeing survey, UniHow feedback). The UH has issued instructions for the prevention of inappropriate treatment and harassment and aims to increase the UH community's awareness of these instructions through communication.

Strengths	Enhancement areas
Competence development activities, such as extensive staff training opportunities and management and leadership training, in support of strategic objectives	Development of work plans and systematisation and standardisation of the procedures for research-intensive periods and other duties for teaching and research staff
Diverse practices of promoting staff wellbeing, e.g., UH-trained internal coaches and mediators for conflicts	Further harmonisation of the quality and openness of recruitment through continuous internal coaching and the deployment of a new recruitment system
To support supervisors, the UH has developed clear processes for recruitment and challenging situations	Promotion of equal opportunities of the English-speaking members of the UH community as a part of the efforts to promote equality and diversity
Promotion and enhancement of transparent and fair recruitment processes to increase the attractiveness of the UH to international professionals	Boosting quality management awareness and competence of community members has been recorded in the staff skills development plan as a development area

3.2 Supporting the competence development and well-being of the staff

- Auditointiryhmän arvio

Good systems are in place for identifying and following up on staff competence needs

The University of Helsinki has very good and systematic structures in place for evidence and strategy-based activities to support the development of staff competencies. Priorities for staff training are identified annually based on the strategic priorities of the university, which is a commendable approach. There are systematic processes in place with target and development discussions and work plans for teaching and research staff, although more unified practices would be needed at the university in terms of work plans, as noted in the SAR. As described in the SAR and on Flamma, the university uses a framework for skills development based on which most of the skills development are founded on experience-based learning and learning from others. The actual training part only comprises 10%. This approach can be visible from the other methods and tools now on offer, such as counselling, coaching and mentoring, job shadowing and enrichment. During the audit visit, good examples were provided for instance on the coaching and mentoring of young researchers who were mentored by senior professors in writing research proposals and grant applications.

Overall, the development of staff competence is well supported and coordinated. There are a lot of opportunities for staff to develop their skills, from university pedagogy, digital skills, languages to peer mentoring and self-leadership. In addition, faculties also offer own training and support. Most of the academic staff members participating in the audit had attended the university pedagogy courses. On the other hand, it was noted by some staff and students that there is still variation in the university with some staff lacking training in university pedagogy. Variation between units was also noted. In some units all teaching staff are expected to attend pedagogical training, while in others staff felt it could be more encouraged.

Pedagogical training is not compulsory. From the institutional perspective it is strongly recommended and there are structures in place that are connected to the tenure track system. When new staff are recruited to tenure track positions with insufficient pedagogical skills, they are required to create a pedagogical plan to enhance their skills as part of the tenure track. The plan is made with the staff member’s supervisor who is also supposed to follow up on the training. However, senior academics are left outside this structure.

The Centre for University Teaching and Learning (HYPE) has a crucial role at the university in enhancing the pedagogical skills of its staff. HYPE’s importance in providing tools for curriculum development, e.g., through the pedagogical leadership course, was repeatedly mentioned during

the audit visit. HYPE's courses were generally considered relevant and timely. One challenge mentioned was that the courses are so popular that it is sometimes difficult to get on the courses. Among others, there is increasing interest among doctoral students to attend them. Based on the audit interviews, doctoral students who teach (usually 5% of their time) as teaching assistants would also need some clarification as to what support they can get in developing their teaching skills. Because the capacity at HYPE is limited, it was mentioned that other options are currently being looked into, such as the planned MOOCs course in university pedagogy and collaboration with the Open University.

As already discussed, the Teachers' Academy can be highlighted as an excellent forum through which practices, experiences and ideas about teaching are shared throughout the university. Staff also mentioned co-teaching, peer learning and assessment, and other collaborative methods for improving teaching as good ways to improve competencies. These types of methods could be encouraged more. This is also in line with the university's competence development framework mentioned above.

Teachers who are not fully employed at the university but who actively teach in programmes should also be considered regarding their teaching competence. The Faculty of Medicine requires their teachers who have combined positions with the university and the hospital to also partake in teaching courses provided by MediPeda. This structure could serve as an inspiration for other programmes with regular part-time teachers.

The university is exemplary at collecting data and using it for supporting its staff. Examples of such approaches were provided by University Services, faculties and units. For instance, during the pandemic HYPE conducted surveys for both staff and students and used that information for providing various types of activities for teachers in transforming their teaching into online teaching. As in other higher education institutions, a big digital leap that had been planned for years was taken at the university during the pandemic. However, based on the audit discussions, digitalisation leaves some people behind, and online teaching will need to be followed up in the coming years.

Recruitment processes are transparent for research and education

The processes are transparent through clear criteria that are made public on web pages and communicated clearly to applicants for positions as well as people seeking promotion. In particular, the use of criteria for how teaching competence is assessed can be commended as good practice. Some academic staff members noted in discussions that teaching is still an underdog to research, and that teaching and its development should be considered as high a merit as research. On the other hand, it was also noted that this is a wider issue in university culture, and teaching is appreciated at the University of Helsinki more that in many other universities internationally.

Regarding engagement with society, there is a lack of clarity regarding the degree to which it

should count in recruitment and career advancement processes. This has also been noted in the SAR and audit discussions and there is an ongoing process to incorporate societal engagement in the recruitment process. The audit team encourages the university to look into opportunities for establishing clear criteria for what is meant by societal engagement, and the degree to which it should have an impact on recruitments and career advancement.

Based on the audit interviews, tenure track system is appreciated as a way to make career advancement processes transparent. There are, however, differences between faculties, and specifically in those faculties with many researchers on fixed term contracts, there is a need for clarity regarding opportunities for competence development.

Well-being of staff is monitored and emphasised through the university's processes

The university has high ambitions and wants to be 'The best place to study and work'. The university has clearly invested in staff well-being, as evidenced by others in the work of University Services but also in the work conducted in faculties and units, e.g., in the form of well-being groups. The university collects well-being data regarding staff (biannually). During the COVID pandemic, data has been collected twice from students and staff. The pandemic's impact on well-being was acknowledged. However, at least based on the discussions during the audit, there was no clear plan as to how this will be dealt with in the future. There is also an emphasis on a healthy research environment, which is regularly surveyed. Data is analysed at different levels and data collection and analysis have clear support from the rectorate.

Well-being groups, that started at grassroot level in some departments, are now implemented widely at the university. Other examples that have spread across the university is the code of conduct, which was initiated in the Faculty of Science and is now implemented across the university. Well-being is discussed with supervisors in the annual development discussions. As can be noted from the SAR and audit discussions, the supervisors are considered as central in terms of staff well-being. HR is also working with supervisors regularly to help them detect any challenges among their staff and enhance work well-being in research group, faculty or unit level.

Well-being was particularly emphasised in the university's benchlearning activities with the University of Edinburgh (see Chapter 5 of this report). Staff expressed that there was plenty to learn from this exercise and ideas have also been linked to the ongoing strategic development.

Although good structures and university-level principles are in place, based on audit discussions, the university could be more proactive concerning equality, diversity and inclusion. This is also in line with the university's core value of inclusivity and its strategic developments. Including topics of inclusion, equality and diversity in the annual operations planning process presumably ensures that these topics are kept on the agenda with clear target setting, actions and follow-up linked to them. Based on the operations plans reviewed, many good processes and actions have already been implemented or are planned in connection with inclusion, equal opportunities and

occupational well-being of all staff. The audit team also suggests that the university could consider developing an anonymous reporting channel – a whistle-blower system – where individuals can report misbehaviour.

3.3 Functionality and development of the quality system

- Korkeakoulun itsearviointi

The quality system supports the continuous development of activities

In accordance with its strategic plan, the UH aspires for the highest possible quality in all its activities. The UH's quality system encompasses the UH's core duties of teaching, research and societal engagement, the services supporting these duties, and the management methods of continuous development (PDCA).

The objectives of the quality system have been defined as follows. The UH's quality system

- Supports the attainment of the objectives set forth in the University's strategic plan
- Supports work, studies and management within the University community
- Ensures operations that are fit for purpose, and supports the reform and continuous development of operations
- Encourages the sharing of good practices, the use of feedback and collaborative learning
- Indicates whether we are heading in the right direction and whether we need to adjust our course
- Promotes the clarity and visibility of operations.

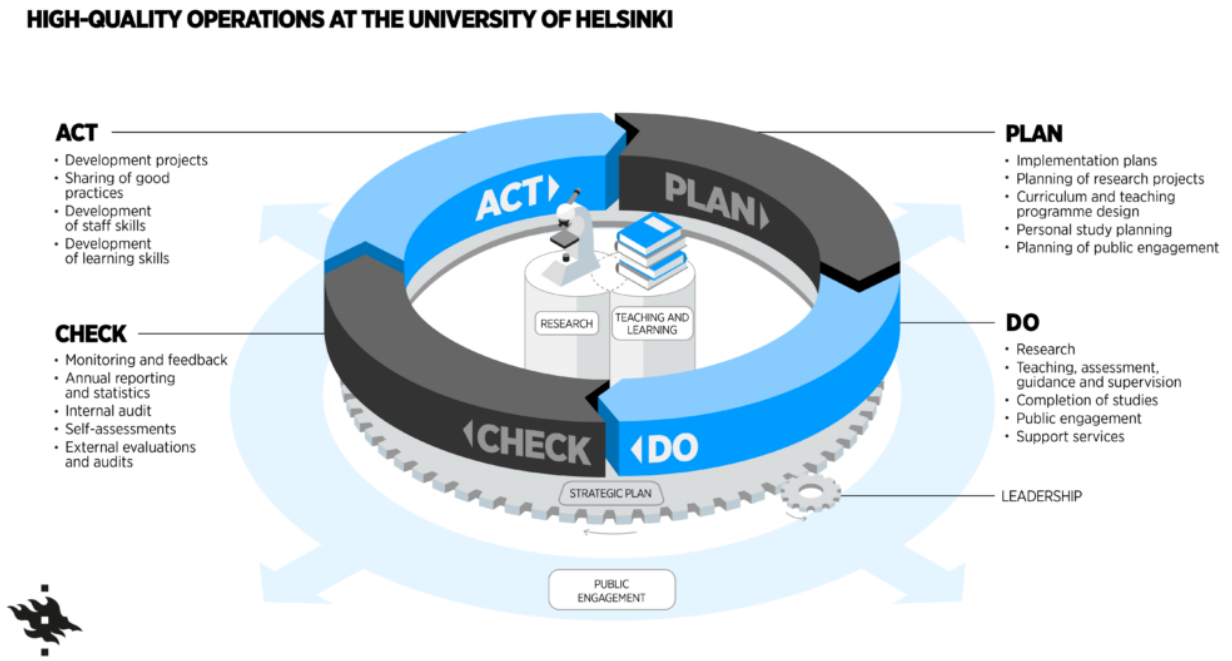


Figure 15. The UH's quality system

Guidelines and instructions corresponding to the UH's quality documentation are available on the

UH’s intranet Flamma and on the Instructions for Students and Instructions for Teaching websites. The content on Flamma is targeted to staff, but students can also access the site.

Flamma and the websites offering instructions serve not only as quality documentation, but also as platforms for internal communication and inclusive leadership. The distribution of the instructions across several platforms poses challenges, particularly for internal communication aimed at the whole community (both students and staff), but it has the strong point that all student instructions can be found in a single location where anyone can access them.

Documentation corresponding to a quality manual is described on Flamma using quality cycles/navigators based on the PDCA method:

- High-quality operations of the University
- High-quality research of the University
- High-quality teaching of the University
- High-quality studies at the University
- High-quality support services of the University

Faculties and independent institutes have compiled their quality documentation on their Flamma pages. To ensure the quality of content on the above sites, a model for reviewing quality documentation is currently being developed. The quality documentation reviews will be part of quality reviews, which are also under construction and will be put into operation in 2022 as a part of the operations management process.

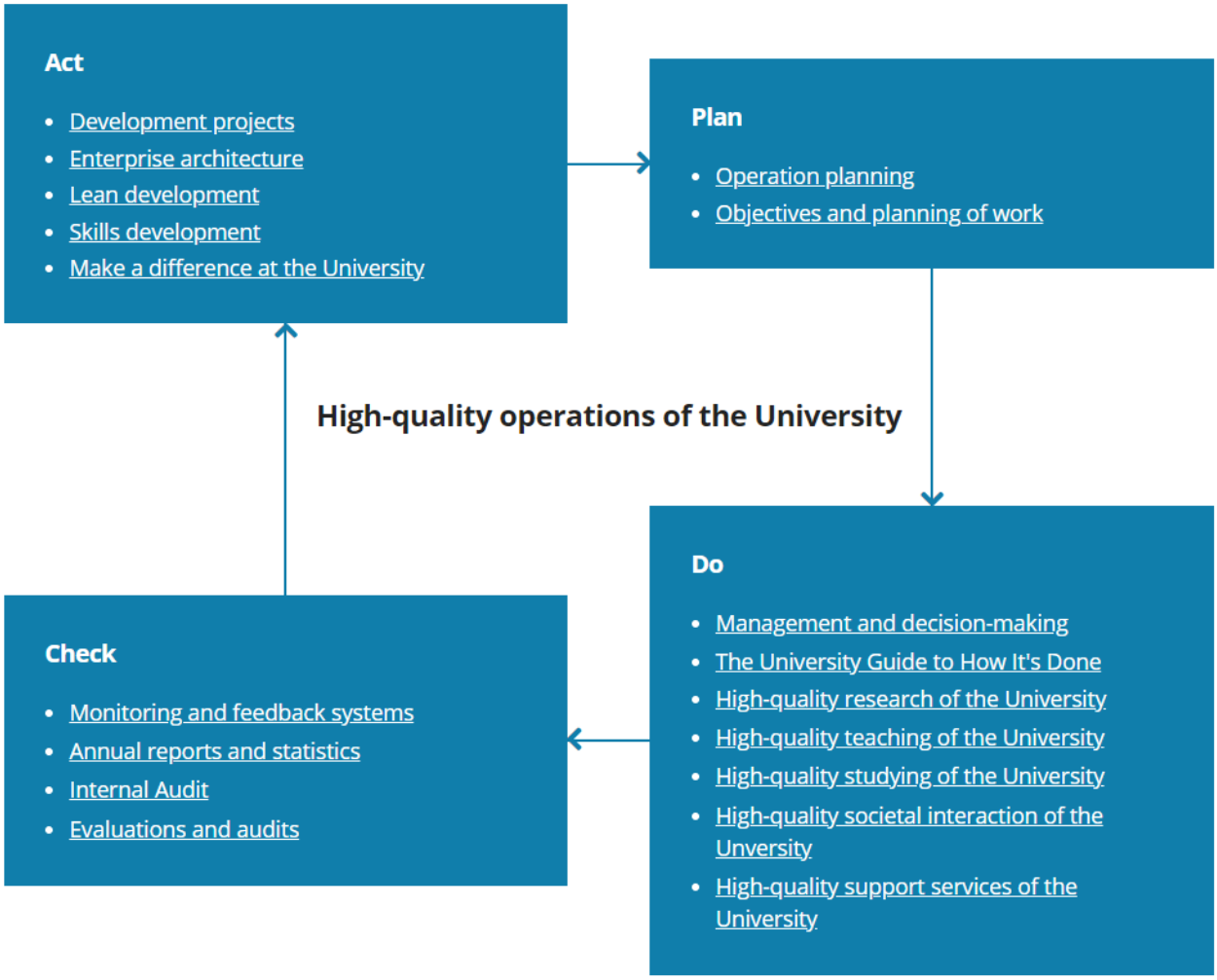


Figure 16. The university-level quality cycle/navigator

A participatory quality culture and the sharing of good practices

The UH's decision-making bodies apply a tripartite approach to ensure that members of the UH community participate in decision-making that affects them and the UH. The tripartite approach is also used in many preparatory bodies. Following the reform of the UH's degree programmes, the new programmes' steering groups have enabled students to influence the development of teaching and other issues.

The activities of units are planned annually through collaboration, for example, at the development seminars of faculties and independent institutes. Activities are also developed in connection with statutory cooperation procedures.

Members of the UH community participate in the development of operations through projects, serving, based on their regular duties, as project group members, advisers, project managers, project owners or steering group members.

Networked activities (internal and external) are a key form of operational development. As part of

the self-assessment carried out for the audit, the UH community has recognised that the good practices of networks should be used more widely to develop the UH's activities. It is easier to share and use good practices within a faculty or unit than between faculties and units. As the introduction of the project management model proceeds, clearer processes must be created for incorporating good practices and ideas generated by networks into university-level development projects.

A large number of preparatory bodies, groups and forums operate at all university levels, which ensure a wide participation of the UH community in preparing important matters. The preparation processes are as open as possible.

Student, staff and service surveys help to identify strengths and enhancement areas. The results are used in operational planning, but the utilisation of feedback still requires further development. For example, student participation in the processing of student feedback can be increased.

Continuous development of the quality system

The UH's quality system is adapted to support the objectives set in the strategic plan. In addition to the methods of monitoring applied in the operations management process, the quality system includes numerous procedures for identifying development needs.

INTRA-UNIVERSITY PROCEDURES
Regular meetings of the University's management group
Meetings between the University's management group and the University's Student Union
Campus visits by the rector and vice-rectors
Assessments of operations and results
Administrative bodies and committees
Degree programme steering groups
Student feedback surveys and staff workplace wellbeing surveys
University Services feedback surveys as well as YPA-Help
Unit steering groups, administrative bodies and committees
Unit meetings, development seminars and similar unit-level activities
Development networks
Staff target and development discussions
STAKEHOLDER COOPERATION
International Advisory Board (IAB)
Unit-level advisory boards, such as Scientific Advisory Boards (SAB)
Strategic international partnerships
UNA Europa cooperation
National and regional cooperation with stakeholders
Cooperation with policy-makers
Business cooperation
Alumni cooperation

Figure 17. The UH's key methods for identifying development needs

The UH uses structural development to attain objectives related to the continuously updated research and education policies, and to respond to changes occurring both in the internal and external financial operating environments.

The UH employs an internal audit as part of its internal administration and monitoring system. The internal audit is overseen by the University Board and conducted under the rector's supervision. The internal audit, which is mainly based on an annual risk evaluation process, supports the development of the UH's operations and, simultaneously, of its quality system.

Examples of identifying the development needs of the quality system and taking action can be found under the topics of sustainability and responsibility, which are highlighted in the UH's strategic plan. The quality system will be developed during the implementation plan period 2021–2024, particularly by creating a separate policy programme, management system and indicators for the UH's sustainability and responsibility efforts.

During the Covid-19 pandemic, the UH has noted that its quality system is capable of responding quickly to changing needs. The UH has conducted surveys on the exceptional circumstances at six-month intervals and used the results to enhance communication and staff training. The results show that the UH has succeeded in its crisis management even though the circumstances have been challenging, especially for students.

University Services develops services comprehensively, ensuring that digitalisation of the services has been taken into account in the most optimal way. Lean and agile methods as well as service design are applied in the development of operations. Personal service supports the use of digital services and assists in the handling of complicated service requests. Where possible, processes are streamlined, using automation. Services are increasingly developed through cooperation with independent institutes providing services.

The service structures and operations of the UH have proved to be capable of changes and continuous improvement. Further development still needs to be done to prioritise services and streamline the administrative processes. Despite all the good progress since the establishment of University Services, the coordination of different administrative sectors and duties as well as related cooperation must still be further enhanced.

Assessments of UH operations are conducted in accordance with the principle of enhancement-led evaluation. The results of external and internal assessments are taken into account in the operational development of the UH and its units. The principle is to avoid implementing more than one university-level assessment at a time. In addition to university-level assessments, many development and assessment projects are ongoing at the UH in different units or themes.

Year	Regular assessments	Assessments concerning operational development projects or changes in the operational environment	The goal of the assessment
2017		**Evaluation of the organisation of doctoral education at the University of Helsinki**	To assess the functionality of the organisational structures and the management of doctoral education (DE) at the University of Helsinki; to assess the strengths and weaknesses of the 2014 reorganisation of doctoral education in terms of improving the quality and coordination
2017		**Beyond the Changes: The effects of, and lessons from, the downsizing and restructuring process of 2015–2017** (assessment chaired by professor Sue Scott)	To help the University to recover and move on from the major changes that occurred in 2015–2016 and from the downsizing in particular
2018-2019	**Research assessment 2018–2019 (RAUH)**		To produce an overview of the quality and impact of the research conducted at the University, to assist in identifying future research opportunities and to support the renewal of research
2022	**Review of the degree programmes**		The reviews produce information which helps the relevant faculty to assess the development and reform of degree programmes and their curricula. This information also aids the faculty in establishing, merging or abolishing degree programmes.
2023		**Assessment of the operation system and management system of the University of Helsinki**	To assess how the operation and management system supports the operations and management of the University of Helsinki, taking the changes in the operational environment into account. To assess the strengths and development targets of the recent changes in the operation system (re-organisation of the administration as University Services in 2016, the reform of the degree programmes in 2017, abolishment of departments under the auspices of the faculties in 2018)
2024	**Assessment of the service structure** (including assessment of the administration)		To assess the internal and external structure of services to answer the needs of the operations and management of the University; to find targets of development for customer-focused services

Figure 18. The university-level assessments carried out after the previous audit of the quality system and upcoming assessments during the implementation plan for the years 2021–2024

The UH has established a quality management steering group (Laava), headed by a vice-rector, to supervise and coordinate quality management and assessment. The steering group includes members representing the leadership, teaching and research staff, specialist and support staff, the Student Union, and external stakeholders.

Strengths	Enhancement areas
Active development networks	Developing the operations management process by strengthening the status of the degree programmes and introducing quality reviews
Continuous improvement of service structures and operations. Good capability for changes. The University Services organisation has harmonised approaches and strengthened the service culture	Clearer processes must be created for incorporating good practices and ideas generated by networks into university-level development
The PDCA method encompasses all of the UH's core duties and related services	Promotion of the prioritisation and streamlining of administrative and service processes, taking the needs of digitalisation, a customer-oriented approach and decreasing public funding into consideration. Enhancement of the coordination of different administrative sectors and duties as well as related cooperation
The methods of enhancement-led evaluation have been successfully applied in operational assessments	The utilisation of the results of the student, staff and service surveys in the development work requires further development

3.3 Functionality and development of the quality system

- Auditointiryhmän arvio

PDCA model is well integrated in the activities, but further development is still needed

The university's integrated management system covers education, research and innovation activities, societal engagement and support services. A good development has been to use the PDCA cycle as the guiding principle and describe the different aspects of the core duties according to that logic on Flamma (the quality cycle/navigators). The key processes of research and teaching at the university are well managed with a set of performance indicators and follow-up of the performance.

The operations planning process ensures a university-level systematic approach to societal engagement (public engagement), which would otherwise be lacking. Better university-level indicators could be used to follow up on the key strategic focus areas, in addition to 'Share of student feedback respondents (Bachelor's Graduate Survey)', 'Share of international students pursuing a master's degree' and 'High-quality and international open-access publications', now used in the annual follow-up of operations plans.

In general, the PDCA model seems to be used well throughout the various levels of operations, but collecting and using feedback information (Check) in recognition of the development needs of the operations (Act) could still be enhanced. In particular, the 'Act' part will need further attention from the university. At the moment, the process from data to actions and the follow-up of the actions could be improved. One reason is that the responsibilities for closing the PDCA or feedback loop, i.e., that actions are taken and followed up, are not always clear enough. The ongoing process of creating process descriptions could bring more clarity to this.

On the other hand, the audit evidenced a reflective quality culture based on an active collection of different types of data in the form of statistics, surveys, annual reviews, audits, periodic evaluations, etc. The university has good, perhaps too many, digital tools in place to facilitate different processes, data collection and monitoring of data. There was evidence that various information was used to identify challenges and development areas in the university's activities and for improvement. Innovative approaches, such as the thematic benchlearning exercise with the University of Edinburgh, which was part of the audit, are welcome and provide tools for the improvement and development of activities and processes.

Postdocs represent a crucial group for long-term development of research environments

Audit interviews provided a strong indication of a systematic and professional approach in the development of research and innovation activities. For instance, the staff recognised the great developments that have taken place at the university in developing innovation services and support for building research cultures. It was recognised in discussions with staff that the development and renewal of science often begins with projects with PhD students and postdocs. There was a strong agreement among several staff members that the single thing that would best support the university in advancing its research would be to focus the support on its postdocs. Sustainable and flexible solutions for their employment, such as 50/50 contracts with companies, would be needed to ‘keep the best brains’ at the university.

A quality culture is well on its way

The quality culture at the university is open and there are many opportunities for members of the university community to get engaged in the development of the university. The audit team appreciated the self-critical and open culture for discussion and collaboration, which was also highlighted especially by staff members. In general, opportunities for staff to influence and participate in the development of the university were considered good. However, from the faculty staff point of view, the quality work of the university is not that visible to everyone. There seems to be ambiguity in the concept of the university’s quality system, which perhaps could be explained by the relatively recent developments in renewing the system and by how the system is presented.

One challenge, which is also discussed in Chapter 4, is that the international staff do not have the same opportunities to participate at the university. This was brought up as a challenge in some discussions with staff. While the university is to be commended for being very good at producing information and materials in Finnish, Swedish and English, for instance on the Flamma website, the main administrative language of the university is still Finnish. The challenge in terms of languages does create unequal opportunities among its staff. The university seems to be well aware of this challenge. For instance, the issue of ‘active and full community participation regardless of language or cultural background’ has been addressed in the annual operations plans.

Student representation is at a good level at the university. A general challenge, which does not concern only the University of Helsinki, is that it is sometimes hard to find student representatives. There are many programmes at the university and sometimes it is difficult to get positions filled, especially in fields with a small number of students. The university has tried to boost student engagement by clarifying from what kinds of duties students can get credits and be paid when contributing to the university. The student representatives are appointed by the student union and play an important role in providing the student perspective on many different

issues. The rectorate interacts with student representatives regularly. The student union seems more distant to students than the student associations, which play an important but informal role in relation to channelling student experiences and needs. One area where the university could improve is the representation of doctoral students, which is good at the level of doctoral schools and doctoral programmes, but perhaps could be strengthened at the faculty and university levels. There also appears to be a need for more information among the doctoral students concerning the division of responsibilities between the doctoral schools and faculties.

The identification of external stakeholders seems to mainly arise from traditional partners of the units through a bottom-up approach. To some extent there seems to be a lack of systematic analysis and identification of the key national and international stakeholders, resulting in building on tradition and to a certain degree in a sometimes haphazard community engagement. A more systematic stakeholder analysis would enable the university to identify its key stakeholders for the entire university and its various units as well as the type of cooperation with each of the stakeholder groups. This would also help monitoring the effectivity of community engagement.

The feedback culture will need to be strengthened

Apart from the formal participation of the student representatives, there seems to be a culture of good informal contact with teachers where it is relatively easy for students to talk to or email lecturers about their needs. Although several channels for student feedback are used and have a central role in the quality management and development of teaching and learning, as discussed in Section 1.3, the system is not working as well as it could. Several students, including international and doctoral students, met by the audit team were uncertain whether their feedback had an impact, and when they were heard, if their views were considered. Although the audit gave the impression that the university and most of the staff value student feedback and student engagement highly, there seems to be pockets at the university where the feedback culture does not reach all the way. There is a need for the university to strengthen the feedback culture and close the feedback loop.

In addition, the university could better use opportunities in collecting and taking advantage of external views on university operations. In the fields of education of professionals, such as medical doctors, primary and secondary school teachers, veterinarians and lawyers, communication and cooperation are active with hospitals, schools and other employers of the professionals. But in the fields where employment places for graduates are not so obvious, there could be more room for active outreach and feedback collection from well-defined external parties.

There is evidence of systematic development of the system, but efforts are still needed by the university to simplify the integrated management system and forming it into one holistic system without separate components. The audit team was pleased to note that several of the improvement areas identified in the audit have already been identified as action points in

connection to the strategic focus areas. This indicates a good awareness of the university of its challenges, a well-functioning system to gather information on the university's activities, and a capability of the institution to take the actions required for further improvement.

3.4 The HEI’s examples of successful enhancement activities

- Korkeakoulun itsearviointi

YPA-Help

The accessibility of the services provided by the University Services unit was improved by creating a digital ‘one-stop shop’ for staff, called YPA-Help. The aim was to offer staff an accessible advice channel and reduce the time spent trying to find the right person or team at University Services. Other objectives included the enhancement of service quality and the development of the duties of University Services staff so as to reduce their workloads and the fragmentation of work. The new service channel was opened gradually to various UH units in spring 2020. User feedback has been positive, and the purpose now is to develop YPA-Help as a service platform and introduce new services alongside the current core services.

Kumpula Campus Code of Conduct

Based on the UH’s values, the Kumpula Campus Code of Conduct was drawn up to promote inclusivity and wellbeing at the Faculty of Science and guide people’s behaviour and activities at the Faculty. The Code of Conduct was prepared by a small working group, HR Services and the Faculty Council, and published in 2019. The Code of Conduct is intended to function as a proactive and preventive tool, ensuring that the Faculty is a good and safe place to work, study and visit. The Code of Conduct has proved to be a good way to articulate the day-to-day behaviour and practices based on the UH’s values to be adopted in the international campus community. The Code of Conduct has also been used to address difficult situations. Due to the praise received for the Kumpula Campus Code of Conduct, the UH was keen to apply it more widely. Accordingly, it served as the basis for the university-wide ethical guidelines published in 2020.

Mentoring and coaching

As part of the support for staff development and continuous learning, the UH has developed various supervision methods. It has posted detailed instructions for mentoring on Flamma and published a workbook and video tutorials concerning mentoring to support mentors and actors. Mentoring can be carried out independently, but HR Services also offers mentoring programmes to different staff groups, with information provided on Flamma. In addition, HR Services trains peer mentors to support groups of UH community members who work in the same role.

The UH has also trained staff members as internal coaches. Approximately 20 staff members have completed this training and are now developing their activities in a coaching network, which

has also defined the UH's coaching process. Alongside mentoring and coaching, the UH supports occupational wellbeing by offering work supervision and workplace mediation.

Activities of the quality network

Before the establishment of University Services in 2016, the UH operated a network of quality coordinators, appointed by each unit. The contact people represented a wide variety of staff. Some did not have the power to influence the promotion of quality management in their unit. After the UH organisation was restructured, the roles of the quality contact people were abolished.

In 2017 a new, open quality network was established for all UH staff interested in operational quality and development. This network meets four or five times a year to consult specialists, share good practices and further develop the UH's quality efforts. The network also visits organisations of interest for quality management and operational development. The network members have actively developed the UH's quality management, for example, by working on the UH's quality system, drafting a quality glossary (*Key quality concepts at the University of Helsinki*) and conducting campus interviews in spring 2020. The members also develop the network activities.

The quality network comprises around 180 staff members who play an important role in promoting a quality culture in their units and work communities. After the network began to operate, the heads of administration at units were tasked with supporting quality management. Some independent institutes that provide services have also designated their own quality contact people.

4 HEI as a learning organisation

- Auditointiryhmän arvio

The evaluation area IV assesses an area selected by the HEI where it wishes to receive feedback for the enhancement of its activities.

The University of Helsinki chose the concept of international master's degree programmes as the evaluation area IV.

The audit team identified the following as the key strengths and recommendations:

Strengths

- The development of the university’s international degree programmes has been based on a bottom-up approach and organic development in many areas/disciplines.
- The international degree programmes have good attractiveness with an increasing number of applicants.
- International students appreciated the flexibility of the university’s international degree programmes, including the ability to customise their studies and bring their own interests into the programme.

Recommendations

- The concept of multilingual programmes is unclear, and the conceptual structure of international programmes should be reviewed.
- The university’s strategy and goals for internationalisation could be more explicit, including the role of international programmes in that strategy.
- The university should invest in proactive equality, diversity and integration (EDI) work and the integration of international students both in the university community and Finnish society.
- The service needs and delivery in different international programmes should be clarified.

4.1 The concept of international master’s programmes

- Korkeakoulun itsearviointi

The University of Helsinkfi (UH) has selected the concept of its international master’s programmes and their functionality as an area on which it would like to receive external feedback. During the strategy period 2021–2030, “We will continue to actively and openly recruit international students and staff, while also keeping in mind our responsibility for the national languages of Finland as the languages of research and edification” (Strategic Plan of the UH 2021–2030). This self-assessment excludes the four international joint master’s programmes that the UH is involved in.

A bilingual university – International degree programmes

As a bilingual university, the UH is obligated to provide teaching in the two national languages of Finland, Finnish and Swedish. Students also have the statutory right to receive instruction and complete their degrees in these two languages. The relevant legislation also provides the UH with the right to offer instruction in languages other than Finnish or Swedish (in practice, in English). Students may complete studies in English, and they also may complete their entire degree in English, provided that they have demonstrated the necessary language proficiency at the application stage.

According to a general principle at the UH, teaching and education with the same content is provided in only one language, either in one of the national languages or in English. While students have the right to complete studies and their degree in the national languages, the language of scholarship and research in many fields is English, and the UH wants to attract international students to such fields; thus it has developed the concept of multilingual degree programmes. In multilingual programmes, teaching is offered in English only, but students may complete their studies and degrees in one of the national languages, i.e., in Finnish or Swedish.

When new international programmes are established, faculties must present justifications for not offering the programmes in the national languages and provide evidence of the resources available for providing an international learning environment. The UH has not set any targets for the number of international programmes, nor does it expect programmes to be of a certain language. The degree programmes and faculties must specify the language of the programmes, and consequently, the degree of their internationality.

According to the Universities Act, the right to complete a degree is granted, as a rule, for both the bachelor’s and master’s degree in student admissions. Having completed a bachelor’s degree, students may continue to a master’s programme defined as an option for graduates of the bachelor’s programme in question. A significant number of such master’s programme options are multilingual programmes, which explains the high number of Finnish students in them.

Of the UH's 63 master's programmes, 35 are international programmes. Of these, 26 are multilingual and nine are English-language programmes. A total of 57% of students in multilingual programmes complete their degree in Finnish or Swedish and 36% in English (the language is unknown for 7%). The majority (62%) of students in multilingual master's programmes have completed their bachelor's degree at the UH. The above percentages clearly demonstrate that in many fields at the UH, all master's level education takes place in multilingual degree programmes. In one of the largest faculties of the UH, all master's programmes except for one are multilingual, which means that the bulk of the Faculty's students are pursuing their degrees in a multilingual programme. A total of 21% of the students in the English-language master's programmes have completed their bachelor's degree at the UH. Finnish citizens account for 78% of all students in the international master's programmes.

Judging by the number of applicants, the UH's international master's programmes are popular. In 2021, the number of applications rose to 7,400, showing an increase of 58% from the previous year. The three most popular programmes were multilingual. Statistics on the student admissions are available on the UH's website. Students are admitted to the English-language master's programmes only through a separate admissions procedure. Students are admitted to the multilingual programmes through both a separate admissions procedure and from the UH's own bachelor's programmes.

Despite the large number of applicants, not all international programmes are able to fill all their student places. The number of open student places in the English-language programmes is between 30 and 40. Student numbers in the multilingual programmes are significantly greater due to the number of students continuing on from the UH's bachelor's programmes.

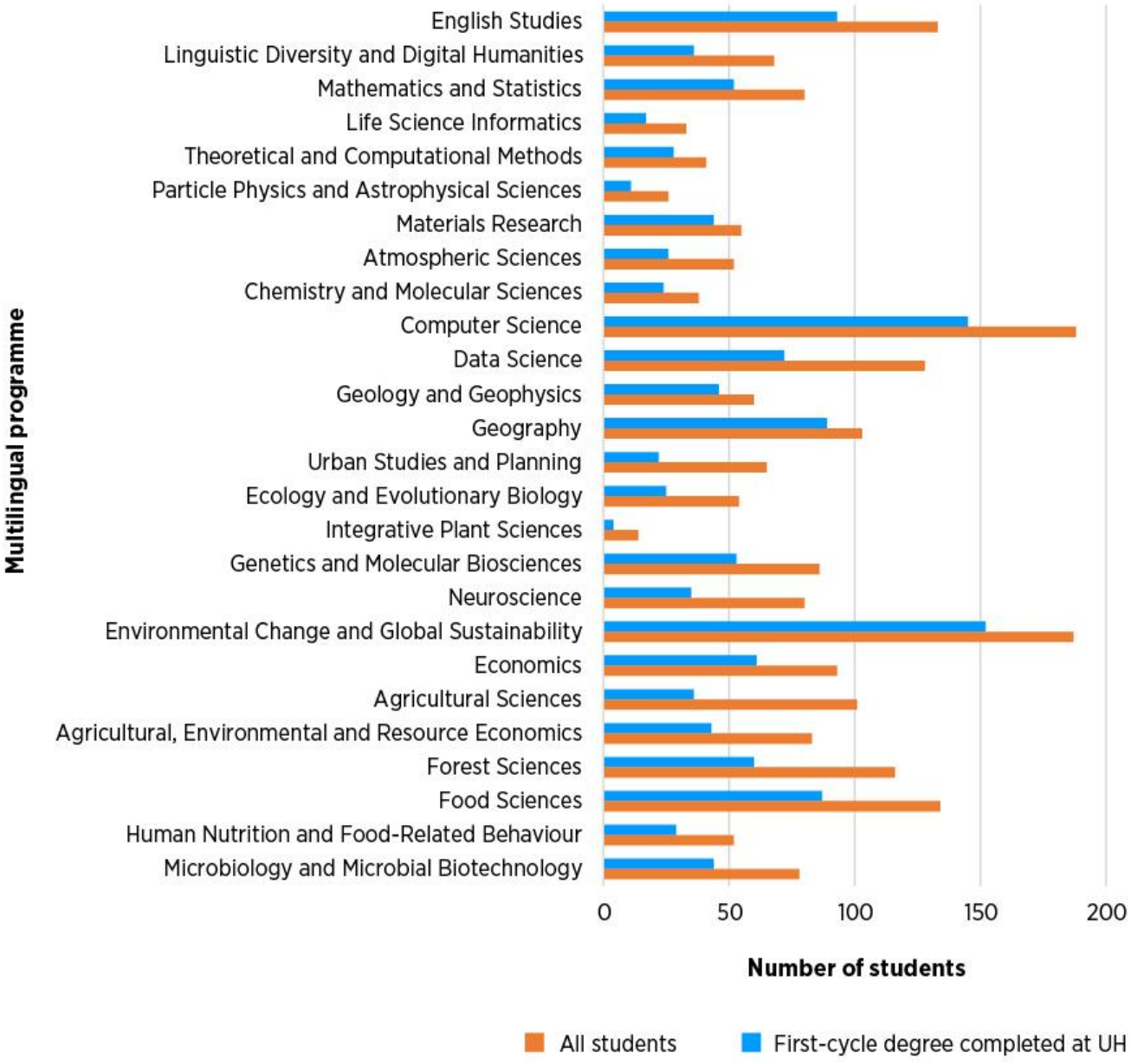


Figure 19. Multilingual programmes: students with a first-cycle degree completed at the UH, autumn 2020

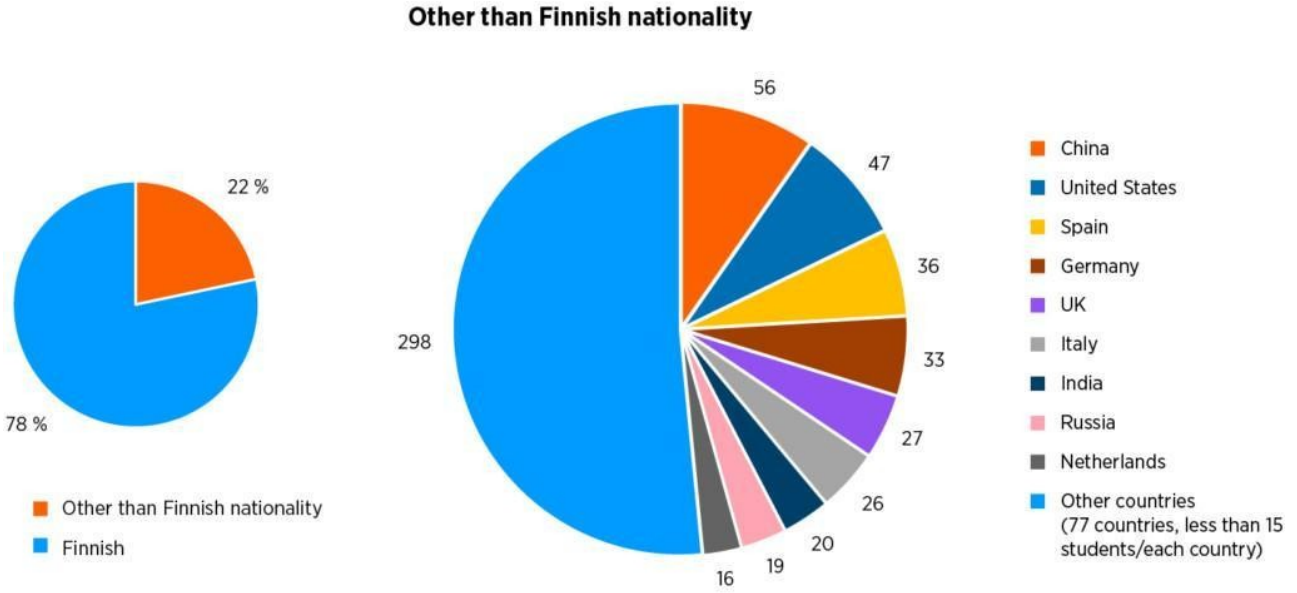


Figure 20. UH International master's programmes: students' nationality, autumn 2020

Universities have been obliged to collect tuition fees from students from outside the EU/EEA since 2017. Universities were also obliged to establish scholarship systems to aid students liable to pay tuition fees. The UH compared the fees and scholarship systems of universities abroad to determine the level of the tuition fee to be charged. At the UH, the annual fee charged by international programmes since 2017 has been €13,000, €15,000 or €18,000. The income from the tuition fees is distributed as follows: 60% is allocated to the programmes for development and operations, 25% to the scholarship scheme and 15% to marketing and other services designed for the programmes.

So far, the number of students liable to pay tuition fees has been modest. In 2020 they numbered 108, of whom 41 received a grant or scholarship from the UH. Up to the present, most of the income from the tuition fees has been allocated to the scholarship system. Students subject to tuition fees normally complete their studies within the target duration of two years.

The annual monitoring of degree programmes also yields information on the status of international master's programmes. The review of degree programmes coming up in 2022 will include the international programmes. The UH will start collecting feedback from international students also through the HowULearn student survey. The UH has participated in the International Student Barometer five times between 2010 and 2020. The survey is taken by both international exchange students and degree students.

Strengths	Enhancement areas
Smooth student progress, well-functioning academic supervision, guidance and advice	The international attraction of degree programmes to be increased

An international learning environment	The reality of an international learning environment in multilingual and English-language programmes, when the majority of the students have a Finnish background
Internationalisation at home for Finnish students	Estimation of the number of students continuing from bachelor’s programmes to master’s programmes

4.1 The concept of international master’s programmes

- Auditointiryhmän arvio

The University of Helsinki selected the concept of international master’s programmes and its functionality as an evaluation area of the audit. In addition to the functionality of the concept, the university was interested in getting feedback on the quality management mechanisms and the promotion of cross-cultural learning and integration in its international programmes. The topic is well linked to the strategy of the university (2021–2030). The University of Helsinki strives to strengthen its status as an international university and increasingly attract international students and staff. The university also aims to be the best place to study, to be an example of genuine multilingualism, and support the integration of its students into the university community and Finnish society.

The concept of multilingual programmes is unclear

The degree programme reform has been the largest educational reform at the university in recent years. International master’s programmes were also renewed as part of the reform. As noted in the self-assessment report (SAR) and other audit material, the international master’s programmes at the university include two separate categories of master’s programmes: English-language and multilingual. The main distinction between these two programme categories is that in the multilingual programmes the students have the possibility to complete their assignments and examination in Finnish, Swedish or English. In the English-language programmes, the students do not have this option. The other distinction is that the biggest intake to the multilingual programmes is from the university’s bachelor’s programmes and include Finnish students who continue their studies to master’s level. As indicated in the SAR, many of these students then opt, at least officially, to complete their degree in one of the national languages.

When looking at the degree programme information for prospective students on the university’s website and the Studyinfo national website, the two separate categories of international programmes do not really exist, and the ‘multilingual’ aspect is not openly advertised. Many views were expressed during the audit visit that the concept of multilingual programmes is not that clear. It seems that ‘multilingual’ as a term is a bit confusing for both academic staff and students. In many multilingual programmes, English is the teaching language and the multilingual aspect only relates to the students’ statutory right to write their assignments and exams in Finnish or Swedish. It was also pointed out that utilising this possibility is quite rare, although some students were said to be very aware of their rights in terms of language. In many programmes in practice, students write their thesis in English and all the exams are in English.

The university’s bilingual profile and its national duties in providing teaching and experts in Finnish and Swedish came across strongly during the audit interviews. The two separate

categories of international master's programmes have clearly been developed for the university to fulfil its legislative duties. Rationales mentioned also relate to effectiveness and finances. According to the audit material, when the content of a course or programme in Finnish or Swedish overlaps with an international one, a merger of the two is considered. The leadership of the university underlined that there is a delicate balance in seeking to develop teaching and learning opportunities both in national languages and in English.

The university could have more explicit goals for internationalisation and international programmes

Based on the audit interviews, the internationalisation of the degree programme portfolio has taken place quite organically at the university without explicit targets or a development strategy. The developments and introductions of international programmes have been based on faculty- and programme-level initiatives. For many faculties, the international development of education has been quite natural and a part of the organic development of the discipline. It relates to the international nature of the discipline and in arranging all teaching in English to be able to use research staff widely in teaching, as there is a lot of international researchers and professors in some faculties. Although this has resulted in several high-quality programmes with natural connections to discipline-specific needs and research contexts, some of the potential aspects of educational impact remain somewhat unexploited. These include systematic connections to working life for ensuring smooth transition after graduation, and financial potential of international education.

The fact that most of the students in international programmes come from Finland suggests that the concept of international programmes could be reconsidered. The audit team recommends that instead of framing some of the programmes as international, and a subset of them multilingual, the university could 1) explicate its strategic goals for internationalisation of education, 2) reflect on and define the roles of different programmes in this strategy, 3) categorise the programmes based on the language of operations, including students' rights in relation to language, and 4) make sure that continuous development for advancing points 1–3 takes place.

The issues of language challenge equal opportunities of staff

The fact that the university is trying to ensure the statutory rights of the Finnish students to complete parts of their degrees in their mother tongue (Finnish, Swedish) in its international programmes (multilingual) is to be commended. Based on the audit interviews, the 'multilingual' aspect does, however, bring with it some complexity from the staff perspective. What teaching in a multilingual programme entails, has not always been clear from the start for all academic staff teaching in the programmes. In addition, with a lot of international staff, it can sometimes be hard to find qualified academic members to mark assignments or exams. Some of the academic staff noted that there should be a better oversight in recruitments in terms of what the needs are

in the degree programmes.

It was also pointed out by academic staff that the multilingual aspect is seen as creating a separation between teaching staff and inequity concerning who teaches at the bachelor's or master's level. Finnish- or Swedish-speaking teachers were said to be allocated to teach at the bachelor's level taught in Finnish or Swedish, and international teachers to master's level taught in English. Finnish- and Swedish-speaking teachers may also be more burdened with administrative duties than the international staff. These issues were also mentioned in some of the annual reports of programme steering groups. Overall, these developments could create tension in the long term and inequality in the opportunities provided to staff.

The balancing between different languages also relates to the administrative language of the university. From the international staff point of view, their opportunities to participate fully at the university are to some extent hindered by the administrative language being mainly Finnish. Based on discussions with staff, not all systems and data are available in English, making it hard for international staff to access some information. The ambitions of the university in terms of multilingualism are commendable and there is no doubt a lot of potential in this at the university. However, the university should make sure that the structures in place promote the equal opportunities of its staff.

International students' needs to be better considered in academic and service support

From the students' point of view there are both good practices and issues that merit further development in international master's programmes. The experiences of students in the international master's programmes vary. At best, the university's teachers are enthusiastic, some even exceptional. Generally, the teachers were considered to be receptive to students' questions and invested in building a collaborative academic community. In many cases there is good interaction at the level of individual teachers. The students appreciated being able to customise their studies and bring their own interests into the programme. Flexibility in general was highlighted as a strength, which especially related to study choices, deadlines and teachers understanding the students' other commitments in life. In some international programmes there are plenty of courses available in English. Career courses and receiving information on working life opportunities were also appreciated, although working life opportunities were said to overwhelmingly require Finnish language skills.

As discussed in Section 1.2, the services at the university are predominantly organised in a way that international students are treated as any other students. While this might be justified from the equality point of view at the surface level, the approach somewhat lacks the sensitivity in understanding the different situations of international students when they arrive at master's level education. As noted by international students, many of their peers have already studied three years at the university and consequently are much more integrated into the system.

Based on the student discussions, the university would need to make additional efforts to better identify the needs of international students and to make sure that both academic and service support reaches international students. Some of the improvement measures suggested by students include:

- Better welcoming services covering immigration, integration and generally settling in.
- Orientation and introduction courses should support students to be informed about the basics of the programme as students come from diverse cultural and educational backgrounds. There should be more orientation courses for university in general, including the IT systems.
- University contacts are unclear. Student concerns are often referred from one department to another. A physical helpdesk for international education and students' services is needed.
- Guidance offered to international students needs to incorporate international student perspectives.
- The quality of academic guidance to support students' navigation in flexible programmes: selecting courses and modules, particularly optional ones. The guidance should be available already to incoming students.
- Career services could employ advisers who have similar background/experiences as the international students.
- Better channels for alumni networking would support the international students.

Based on student discussions, even more attention could be given to academic community building. Integration of international students and cross-cultural learning seemed to be well built into the design of some of the university's international master's programmes and courses. As was noted by staff, the integration of students and support for cross-cultural learning should be facilitated from the start. Programmes with a clear profile were also considered to better support the creation of a programme community.

In addition to support and guidance, challenges and improvement areas identified by the students related to language issues.

- More optional courses in English are needed in some programmes.
- The administrative language for international English programmes advertised in English should be English.
- Language skills of staff teaching in international programmes is sometimes an issue affecting study experience.
- Many of the research/work/networking opportunities still require Finnish language skills. More English-language internship opportunities for international students are needed together with formal structures for helping students find these opportunities.
- Student support services should be covered completely and comprehensively in English.

The audit team recommends that the university engages in initiatives providing better support for

international students with the aim of providing equal student experiences for all.

The university could further develop the follow-up of its graduates

Based on discussions with staff, there is good support, guidance and guidelines available for international programmes. Overall, the staff seemed pleased with the systems and data available for programme monitoring and development. They also recognised that improvements had been made in this respect at the university. An area where more data is needed is data on student satisfaction and employment issues. For instance, data on how many of those who graduate stay and start their careers in Finland would be needed.

The audit team notes that the university has a growing potential in making a societal impact through international education. In addition to measures related to programme attractiveness, fluency of studies and student services, leveraging this potential call for intensive interaction with different stakeholders in the society. Fluent transition to working life could be an explicit target from student recruitment and throughout the student path. The results, e.g., employment figures, qualitative employment, and the actions or drivers of those developments should be actively monitored for keeping up the positive development. Tuition-based earnings could also be systematically focused on.

International students could be more engaged at the university

Based on the discussions with students, one concern is that international students do not seem to be very familiar with their rights within the university. As suggested by students, the university should ensure that the students are better informed about their rights, university operations and student engagement in general. The audit team notes that there is good and well-structured information for students available on Introduction to Studies site, but there is a clear need to communicate the information through various channels.

The issue of student feedback was also raised in discussions with students from international programmes (see Section 3.3). It is not always clear to international students where to provide feedback. In some cases, students do not trust that their feedback is considered, leading students to taking other means of communicating their concerns such as social media. Decentralised feedback systems do not necessarily take international student experiences into account in an effective way at the university. Students also noted that not all steering groups are working in the optimal way from a student point of view. Student involvement in programme planning is not always systematic and, as mentioned above, in some programmes English is not used as a language.

Many of the challenges concerning international programmes and students are the same across faculties and different disciplines. Best practices could be more extensively shared between programmes and faculties. The meetings for programme directors and for international programmes are good, existing forums in which such practices can be shared and discussed.

Overall, as growing internationalisation leads to diversity, the process of building an inclusive culture at the university should be as proactive as possible. The university should invest in proactive equality, diversity and integration (EDI) work and the integration of international students both in the university community and in Finnish society.

5 Benchlearning

- Korkeakoulun itsearviointi

Planning and goals of benchlearning

The planning of the University of Helsinki's (UH) benchlearning was initiated in spring 2019 through the cooperation of the rector and vice-rectors, the audit steering group and the project manager for benchlearning. In the first stage, the benchlearning theme and partner were selected. In terms of the latter, emphasis was placed on the following:

- The partner university should be a member of the League of European Research Universities (LERU).
- The partner university should have special expertise relevant to the benchlearning theme.
- To engender learning, the partner university should not be too similar to the UH.

In addition to the above criteria, the aim was to make the benchlearning process an element of a long-term development partnership. The University of Edinburgh, one of the UH's strategic partners, was selected as the benchlearning partner.

The new strategic plan of the UH strongly emphasises student and staff wellbeing. The UH's objective is to be the best place to study and work in 2030. Therefore, staff and student wellbeing was chosen as the benchlearning theme (incorporated into evaluation areas '1 The HEI creates competence', under 'The implementation of education', in terms of support for student wellbeing, and '3 The HEI enhances quality and wellbeing', under 'Supporting the competence development and wellbeing of the staff').

Benchlearning goals:

- To obtain feedback from the benchlearning partner on where the promotion of wellbeing among UH students and staff currently stands
- To gain new perspectives for the promotion of student and staff wellbeing
- To establish social networks for the promotion of themes relevant to the wellbeing of students and staff

After the selection of the partner and theme, the planning of a more detailed benchlearning programme began. The programme was designed in close inter-university cooperation, utilising the expertise of student and staff wellbeing specialists. The sessions focused on staff wellbeing included themes of management and leadership, supervisory work and the acquisition and upgrading of professional qualifications. The sessions on student wellbeing were dedicated to the significance of the community, the role of student unions in promoting wellbeing, growth into an expert as well as the relevance of learning environments and learning paths for professional

development.

Mutual sharing of advance material related to the theme was considered key to successful benchlearning to ensure an equal starting point and the opportunity to concentrate on sharing best practices and conducting comparative dialogue instead of general introductions.

According to the original plan, the aim was to carry out the benchlearning process as an on-site visit in late 2019. The selection of the benchlearning partner and theme as well as the planning stage postponed the schedule to early 2020 when, in turn, the coronavirus pandemic upended the plans. By the decision of the audit steering group, benchlearning was first moved to autumn 2020.

Due to the coronavirus situation in the autumn, the steering group decided on 2 September to conduct the process virtually over remote connections on 24 and 25 November 2020.

Implementation of benchlearning

As the decision was made to implement the benchlearning process online, the original programme had to be adapted. Instead of three days, the programme was narrowed down to two, part of the content was cut, and sufficient breaks were included during the virtual sessions. Staff and student sessions were carried out in parallel to enable a longer duration and wider audiences for both thematic entities. Zoom was chosen as the virtual platform.

Participants in the sessions on student wellbeing included representatives of senior leadership from both universities, the rector of the UH, vice-rectors from the University of Edinburgh, the director of development from the UH, the director of student wellbeing from the University of Edinburgh, specialists, teaching staff and students. Similarly, the sessions on staff wellbeing were attended by representatives of senior leadership, a vice-rector from the UH, the directors of human resources from both universities, a dean from the UH, heads of human resources and specialists.

Instructions on the method of working for the sessions were distributed in advance. The sessions began with introductions to each theme, after which best practices and enhancement areas were identified on both sides. The progress of the sessions was steered by chairs, and secretaries recorded key observations on template forms. Solid advance planning and instructions as well as documentation were employed to ensure the success of the virtual process.

Evaluation and results of benchlearning

To assess the success of benchlearning, the participants from the UH were sent a small survey, in addition to which a feedback session was organised. Benchlearning was also assessed in the audit steering group.

Overall, the process was considered a success, although areas for development were identified.

The schedule was found to be too tight. With short sessions, it was difficult to conduct in-depth discussion. For instance, the discussion on quality management viewpoints was fairly shallow. There were challenges associated with distributing the advance material, and no material was received from the partner university for certain sessions. Some of the session participants changed from session to session. The introductions prepared by the universities did not always match.

The selection of a theme relevant to both universities and the diversity of perspectives were considered particular strengths. Both universities have emphatically highlighted in their strategic plans people and community wellbeing. Mentoring for staff and tutoring for students were found to be important tools for promoting wellbeing at both institutions. In recent years, both universities have focused on the development and digitalisation of services. In matters pertaining to equality and diversity, the differences in the history and environment of the two universities were acknowledged. The themes are essential and topical for both universities. The development actions determined on the basis of benchlearning have been taken into account in the implementation plan of the UH for the years 2021–2024.

The atmosphere in the benchlearning sessions was enthusiastic, and their virtual implementation went better than expected. The method made it possible to have a larger number of participants than would have been possible in conjunction with an on-site visit, especially in the case of the UH. The tools utilised in the process (e.g., the template forms) were found to function well. The chairs, introductory speakers and secretaries conducted their duties successfully.

Good practices of the UH	**Good practices of the University of Edinburgh**
Work between key stakeholders concerning student wellbeing, e.g., dedicated workgroups and networks related to student wellbeing	Student Mental Health Strategy and Student Experience Action Plan
Student Union and student organisations have a strong role in the UH’s decision-making.	Simplification of service structure for students, three contact points: schools, student hubs specialist services
A holistic approach to student wellbeing. An approach to student wellbeing based on the ability to learn	Service Excellence Programme advancing both student and staff wellbeing
University Services development since 2016: developing tailored services to faculties and easy-to-use online services	Experiences and thoughts among employees shared in small groups (peer-to-peer support), both academic and supporting staff together for learning and increasing openness and trust
Coaching and mentoring as methods to increase staff wellbeing (e.g., coaching for new deans)	A holistic way to improve the UH instead of developing separate operations
	Just-in-time skills development for staff

Concrete actions to be applied on the basis of the benchlearning process

Development of career and counselling psychologist services, included in the University of Helsinki Implementation Plan 2021–2024, measure 9: Smooth student progress

Development of teacher tutoring in support of student wellbeing, included in the University of Helsinki Implementation Plan 2021–2024, measure 9: Smooth student progress

Promoting equality and diversity of staff and students through LERU and Una Europa collaboration

Development of University operations with an increasingly comprehensive approach. Instead of developing individual functions, the organisation is developed as a whole.

Audit team's feedback

The University of Helsinki carefully selected the topic for its benchlearning activity and the partner. The project was unfortunately affected by the COVID pandemic, but the activity was still successfully carried out online. The activity was based on mutual learning and exchange with active participation from both institutions. During the process, several examples of excellent practices at the partner university that the university can learn from and get new ideas for improvement were identified. The University of Helsinki can especially be commended for selecting a key strategic priority area as the benchlearning topic, and for linking the outcomes of the benchlearning activity to its strategic development.

Appendix 1. Evaluation criteria for the level good

1 Evaluation area I: HEI creates competence

1.1 The planning of education

The degree programmes and other provision are planned with clearly defined learning outcomes. The planning process ensures that the educational provision is in line with the HEI's strategy and relevant for working life. Aspects concerning internationalisation and continuous learning needs are ensured in the planning process. In terms of degrees, it is ensured that they correspond with the National Framework for Qualifications and Other Competence Modules. The education is planned so that the teaching methods, assessment of learning, and learning environments support the achievement of the learning outcomes. Students and external stakeholders participate in the planning of education in a purposeful manner. Research, development, innovation and artistic activities are integrated in the education in a way that links research-based information to the education in a relevant way. The students' workload is defined according to the principles of the ECTS (European Credit Transfer and Accumulation System). The HEI has systematic procedures for approving the plans for degree programmes or other study entities.

1.2 The implementation of education

The HEI applies the provisions and regulations concerning student admission, the recognition of prior learning, progress of studies and completion of degrees consistently and transparently. The education is implemented in a manner that supports target-oriented learning and the active role of students in their own learning process. Students receive feedback on their learning which helps them achieve the learning outcomes. The procedures connected with the implementation of education support the efficient progress and completion of studies as well as the integration of students with professional life. The well-being and equality of students are promoted throughout the student's study path. The HEI provides adequate resources, counselling and other services to support the progress of studies and learning.

1.3 The evaluation and enhancement of education

The HEI systematically collects and uses feedback data on the needs of students, the implementation of the education and the progress of studies in order to enhance the education. Feedback-on-feedback, i.e., information on changes introduced based on student feedback is provided to students in an appropriate manner. The HEI monitors and evaluates the degree programmes and other provision to ensure that they are up to date with regard to the latest research findings as well as the changing needs of the society and working life. Opportunities for continuous learning are ensured in the educational provision. In the degree programmes and

other provision, how well the intended learning outcomes are achieved is analysed. Feedback and evaluation data is used systematically in the enhancement of education. The needs of staff and students are considered in the development of support services.

1.4 The HEI's examples of successful enhancement activities

The HEI is able to present examples of successful enhancement activities.

2 Evaluation area II: HEI promotes impact and renewal

2.1 Managing societal engagement and impact

The HEI enhances its societal engagement and impact, and this is also supported by its management system. The HEI has defined goals for its societal engagement and ways in which it attempts to reach those goals. Information produced by the HEI's analysis of its operational environment is used to set the direction for its activities. Appropriate procedures help to ensure that societal engagement supports the implementation of the HEI's overall strategy.

2.2 Research, development and innovation activities as well as artistic activities with impact

The HEI's research, development and innovation activities as well as artistic activities contribute to reforming society. Targets have been set for the impact of the HEI's research, development, innovation and artistic activities. The HEI collects relevant information regarding the societal impact of research, development, innovation and artistic activities, and the information is used in the enhancement of these activities. The HEI has systematic procedures for ensuring the responsible conduct of research. The HEI enhances open science.

2.3 Promoting renewal through the organisational culture

The organisational culture of the HEI encourages experimental activities with partners and strengthens the conditions for a creative atmosphere. The HEI seeks opportunities to engage with stakeholders in activities which enable renewal and enhancement. The HEI has functioning procedures that support the use of the competences possessed by its staff and students. The HEI has target-oriented cooperation with its alumni and it utilises the alumni in enhancement activities. Collaboration with both national and international networks supports the enhancement of the HEI's activities. The HEI has well-functioning procedures for managing and updating its stakeholder relations and collaboration networks.

2.4 The HEI's examples of successful enhancement activities

The HEI is able to present examples of successful enhancement activities.

3 Evaluation area III: HEI enhances quality and well-being

3.1 Using the quality system in strategic management

The principles, objectives and responsibilities of the quality system constitute the HEI's quality policy, which is public. The quality policy forms a common basis for the quality work. The information generated by the quality system is used in the management of the HEI. The system supports the profile of the HEI, the achievement of its objectives related to the core duties and the implementation of its strategy. The HEI ensures that the staff recognise the connection between their own work and the goals of the HEI.

3.2 Supporting the competence development and well-being of the staff

The HEI has functioning procedures to identify development needs concerning staff competence and to support the development of staff competence. The HEI has transparent procedures for staff recruitment. The HEI has systematic procedures to support the well-being, equality and non-discrimination of staff.

3.3 Functionality and development of the quality system

The HEI has a functioning quality system which covers its core duties. The quality system helps the HEI to recognise development needs and to enhance its activities in a goal-oriented manner. There is evidence of the functionality and impact of the quality system on the enhancement of the core duties. The system is developed in a systematic manner.

The quality culture of the HEI is participatory and open. Staff, students and external stakeholders participate in the enhancement of the HEI's activities in a purposeful manner.

3.4 The HEI's examples of successful enhancement activities

The HEI is able to present examples of successful enhancement activities.