

# TAMPEREEN AMMATTIKORKEAKOULUN AUDITOINTI

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## Abstract

- Assessment of the audit team

## Title of publication

Audit of Tampere University of Applied Sciences (Tampereen ammattikorkeakoulun auditointi)

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Self-assessment of Tampere University of Applied Sciences (eds.) Teemu Jokinen, Piia Tienhaara & Anu Vainonen

## The Higher Education Evaluation Committee's decision

The Tampere University of Applied Sciences passed the audit on February 16, 2022.

The Quality Label is valid until 16 February 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 Tampere University of Applied Sciences (TAMK)

Common services of the higher education community - customer control and service management of the service buyer as part of the buyer's quality system

### Theme and partner for benchlearning

Theme: Best quality management practices in two higher education institutions – promoting effectiveness and reform

Partner: Hanze University of Applied Sciences (the Netherlands)

## Key strengths and recommendations

### Strengths

- The quality management procedures for the planning and implementation of education provide excellent support for student-centred and work-based activities.
- TAMK's operating culture encourages experimentation, sharing of ideas and co-development.
- The information produced by the quality system is utilised in various ways at different levels of the organisation and it is used to develop operations in a target-oriented manner.
- In a short time, common services have improved the smooth delivery of services and customer experience of service efficiency.

### Recommendations

- The quality management of degree education and continuous learning should be developed as a whole in the future.
- The role of RDI activities must be strengthened as part of TAMK's strategic development and annual planning process, which helps to coordinate strategic objectives and RDI activities.
- A simplification and prioritisation of quality management procedures would strengthen the steering effect of the strategy.
- The operational service activities and the service-specific management teams of the higher education community should be separated so that operations development is steered by the strategy and the future service development as a whole. Service-specific management teams now deal too frequently with operational problems.