

LAU REA

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University of Applied Sciences



QUALITY HANDBOOK



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QUALITY HANDBOOK

Introduction

Laurea's quality policy creates a common foundation for quality management at Laurea. The quality policy describes the general principles of our quality management, which include the implementation of student-centric operations, competent and motivated personnel, compliance with shared rules and regulations, integration of quality management in all activities and as part of the work of each person at Laurea, and systematic monitoring and evaluation of quality with the aim of continuous development of the activities. Quality policy also describes the objectives of our quality system and the division of responsibilities in quality management which are presented in this quality manual.

Quality management is part of proactive supervision and management of performance, operating and financial processes, projects and the implementation of daily operations. The goal of quality management is to support us in achieving our strategic intent and goals. The foundation of quality management at our institution is a quality system that promotes continuous development of our operations.

The impact of our quality system is systematically assessed by the Finnish Education Evaluation Centre. The objective of auditing is to assess whether the higher education institution's quality work matches the European principles of quality management. One of the key starting points of the auditing model is the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) document, which highlights competence, student-centric operations and research-based planning, implementation and development of education. Moreover, auditing assesses whether the quality system of the higher education institution produces relevant information with regard to continuous development and whether this information results in effective development measures.

Laurea has participated in the auditing carried out by the Finnish Education Evaluation Centre twice: in 2010 and 2016. The next audit at Laurea will be carried out in 2022. The audits of our quality system have not only supported the development of our quality system, but other feedback provided by the audit teams has also been a significant support for the management of our higher education institution in identifying both the necessary development targets and our strengths.



Jouni Koski
President, CEO

Organisation and management system of the Laurea University of Applied Sciences

Our organisation consists of four university units and a service unit:

- W** **The W unit** in Espoo consists of two campuses: Leppävaara and Otaniemi. The unit's areas of expertise in education are business management; business information technology; safety, security and risk management; hospitality management, as well as social services and health care (degrees of Bachelor of Social Services; Bachelor of Health Care, nurse; Bachelor of Health Care, public health nurse; and Bachelor of Health Care, physiotherapist).
- E** **The E unit** is located on the Tikkurila campus with the areas of expertise being social services, health care and correctional services (degrees of Bachelor of Social Services; Bachelor of Health Care, nurse; Bachelor of Health Care, public health nurse), business management, business information technology, and beauty and cosmetic
- C** **The C unit** consists of the Hyvinkää, Lohja and Porvoo campuses. The unit's areas of expertise in education are business management as well as social services and health care (degrees of Bachelor of Social Services; Bachelor of Health Care, nurse).
- D** **The D unit** consists of degree-awarding Master's programme education, online studies and shared digital components of degrees.
- S** **The service unit** includes guidance and support for education, RDI activities and regional development and business operations. In addition to these, the service unit includes other services that support Laurea's operations. and security services and Laurea's other support services.

Figure 1 shows Laurea's organisation.

The responsibilities and powers of Laurea's bodies and key directors are described in our Rules of Procedure. The General Meeting is responsible for the duties defined for it in the Limited Liability Companies Act, Universities of Applied Sciences Act and the articles of association. The Board of Directors is responsible for the administration of the company and the proper organisation of the company's operations. The President is a managing director as provided in the Limited Liability Companies Act. The President leads the operations of the University of Applied Sciences and resolves matters concerning the University of Applied Sciences which have not been assigned to another administrative body by statute or regulation.

The Vice Presidents support the President in the strategic management of Laurea and, together with the President, form the Rectorate, which is responsible for the social impact and supervision of the interests of Laurea. The unit director is in charge of the implementation of the strategic policies and commonly agreed operative procedures, the functions of the University of Applied Sciences in their unit and the productivity thereof as well as the RDI activities, regional development activities and services and the business operations of their unit.

The duty of the regional advisory boards is to improve the competitiveness of Laurea by strengthening Laurea's connection with the innovation system and social decision-making. The Regional Advisory Board participates in Laurea's quality management in regional development and takes part in the preparation of strategies. The International Advisory Board's duty is to support the strategic development of Laurea UAS. The Alumni Advisory Board supports the strategic development of education at Laurea. The Alumni Delegation aims to ensure closer connections between the alumni and Laurea students and supports the University of Applied Sciences in the development of the alumni activities.

Operational responsibilities related to the development of our operations by actors and development teams are presented in the standard operating procedures for Education, RDI, Regional Development and Business, and Services and Administration. The common principles set out in the standard operating procedures strengthen the openness and uniform implementation of operations at Laurea. The standard operating procedures are based on values, strategy, rules of procedure and quality system.

Our supervision of activities is based on strategic management, forecasting, planning of operations and finance, operational management as well as quality management. Risk management is part of our operations, decision-making and strategic planning.

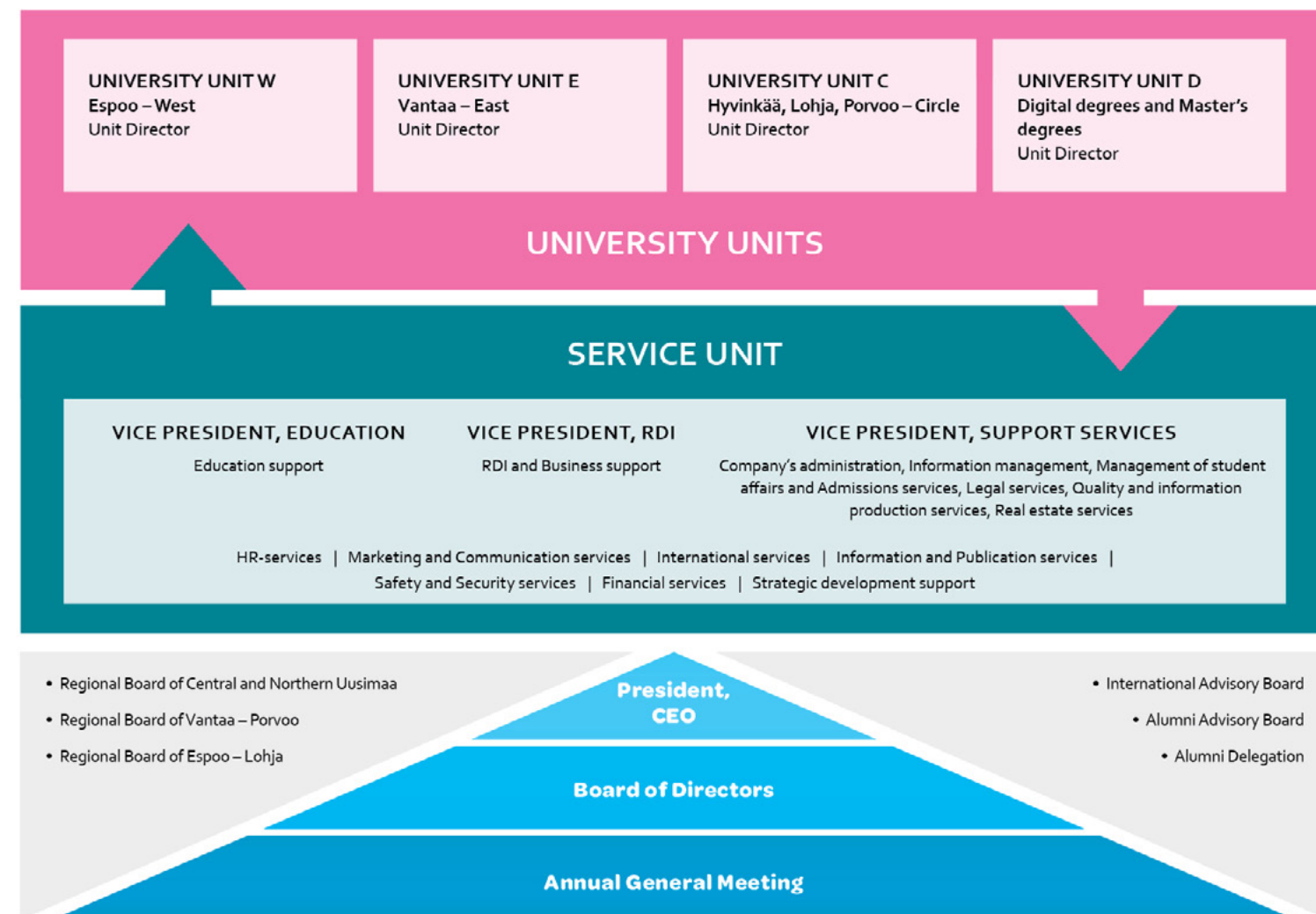


Figure 1. Laurea's organisation

Quality management

Quality management refers to the procedures, processes and systems that we use to plan, implement, monitor, develop and manage our operations in alignment with its strategic objectives. The foundation of quality management at Laurea is a quality system that promotes continuous development of the operations

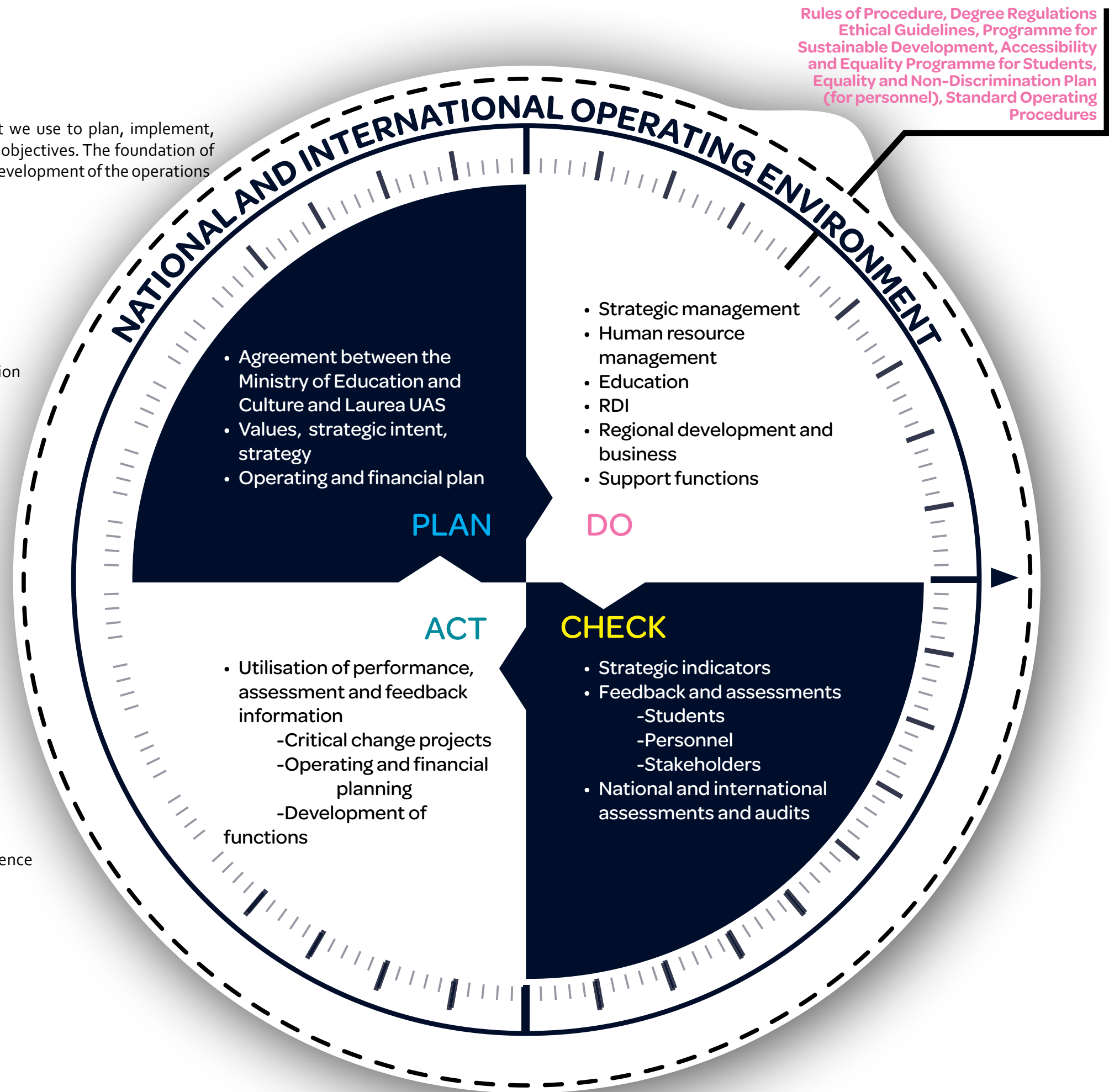
Laurea's quality system and its objectives

The quality system describes an entity of operations that comprises the division of responsibilities, procedures and resources of quality management. Our quality system aims to:

- support management and the quality of the operations by producing systematic information on the operations;
- harmonise and streamline the quality management procedures and operating methods;
- strengthen Laurea's quality culture and participation of Laurea employees in quality work;
- support the use of good practices.

Our quality system is based on the circular model of continuous development: Plan – Do – Check – Act (PDCA). "Plan" includes the baseline for planning our operations and the objectives set for them. "Do" contains our key functions and related descriptions and instructions. "Check" refers to monitoring and assessing our operations by means of the defined indicators and other assessment and feedback methods. "Act" involves applying data produced by the indicators as well as the assessment and feedback data in order to develop our operations. Figure 2 shows our quality system.

The national and international operating environment creates a framework for all our activities. In addition, our operations focus on the regional competence and development needs of working life and responding to them.



Operational planning and its basis (Plan)

The planning of our operations is governed by the agreement signed between Laurea and the Ministry of Education and Culture. The agreement is prepared every four years. It includes the objectives set on our operations, such as degree objectives and other development targets concerning our operations.

Laurea's values – openness, responsibility and impact – guide our operations and promote the development of Laurea's quality culture. Our strategic intent is to be an international developer of working life competence and vitality in the Uusimaa region in 2030. In the strategy, we describe the critical needs for change identified in our strategy process as well as the strategic choices required to answer these needs and to achieve our strategic intent. Our annual operations are guided by the operating and financial plan (TTS). The plan is based on our strategy, and it is prepared as a part of the joint planning process resulting in the operating and financial plans for Laurea, the university units and the service unit. The operating and financial plan links our management system with our quality system. The operating and financial plan process is shown in Figure 3.

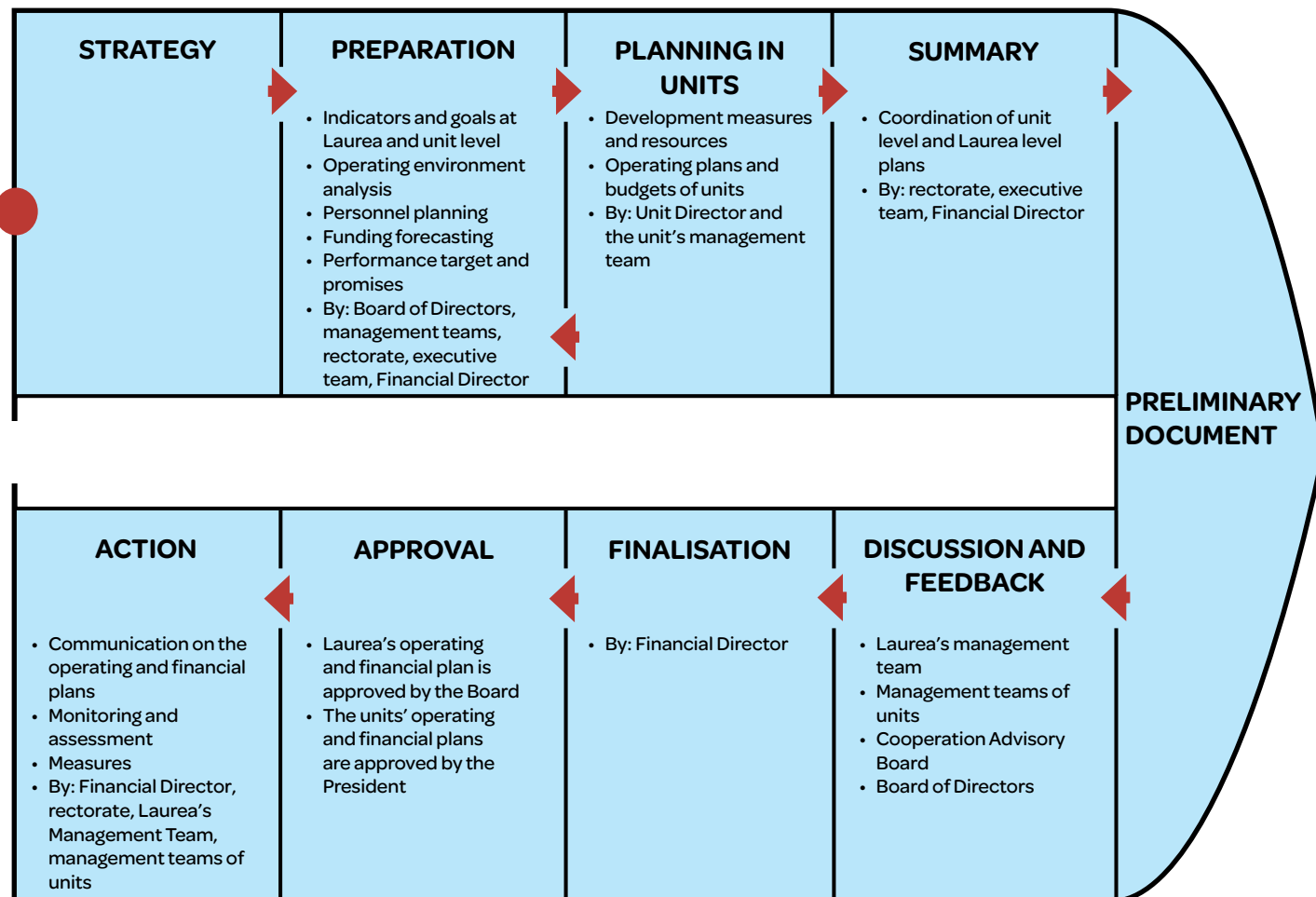


Figure 3. Laurea's operating and financial plan process



Operations (Do)

Our basic operations – strategic management, human resource management, education, RDI activities, regional development and business – are based on the continuous development of our operations. In accordance with the PDCA model, every function has starting points and objectives that guide them, key processes, quantitative indicators that evaluate the operations, as well as other assessment and feedback methods and development practices. The activities are guided and supported by the rules of procedure, degree regulations, ethical guidelines, the programme for sustainable development, the accessibility and equality programme for students, the equality and non-discrimination plan (for personnel) and the standard operating procedures.

The key objective of **strategic management** is to meet the changing needs of society in an agile manner through Laurea's education, RDI and regional development activities. The PDCA for strategic management is presented in Figure 4.



Figure 4. PDCA for strategic management

The key objective of **HR management** is to support the wellbeing of personnel at work, continuous development of competence and strategic personnel planning. The PDCA model for HR management is shown in Figure 5.

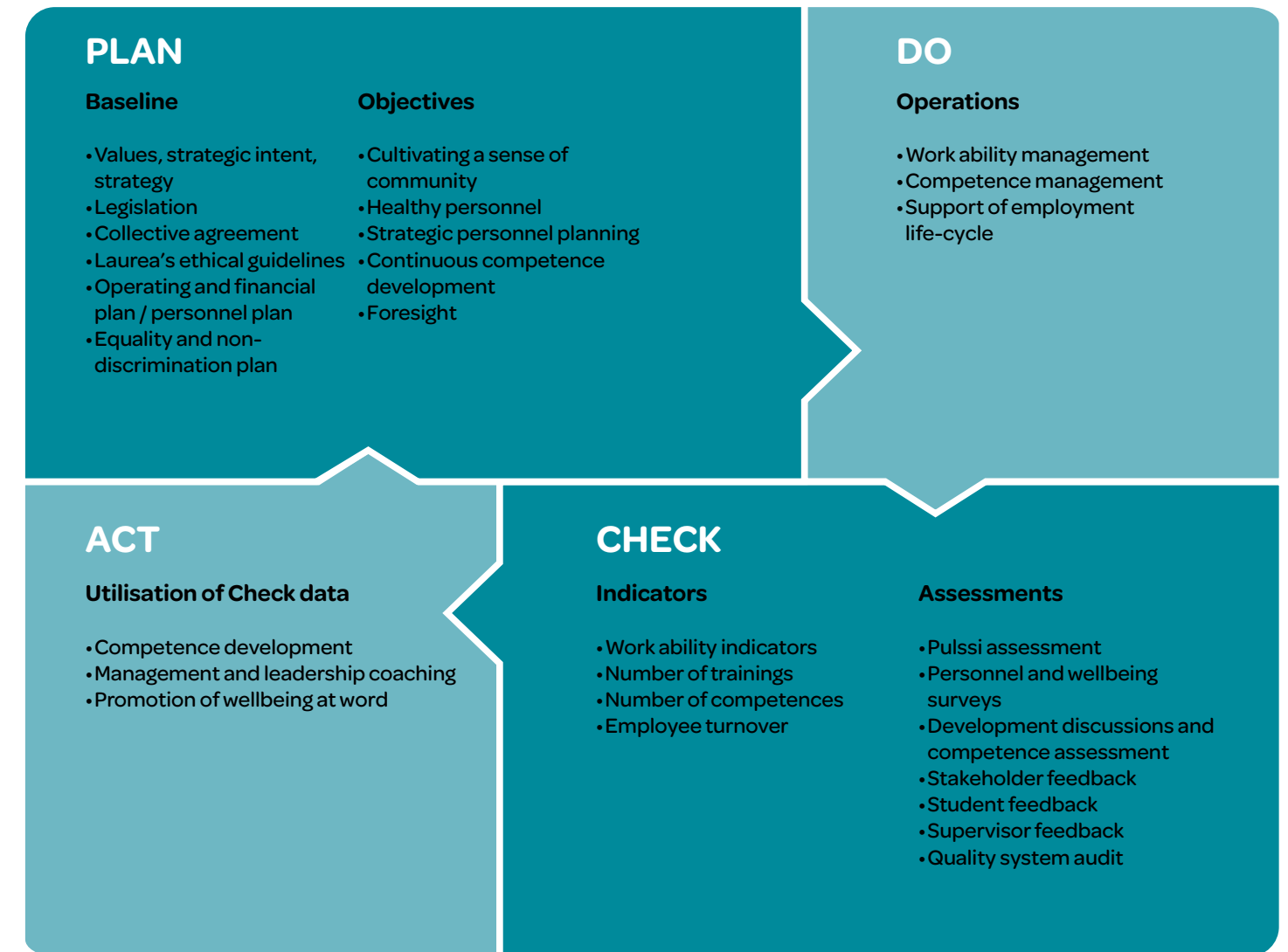


Figure 5. PDCA for HR management

The **education activities** aim to implement, develop and renew education in a high-quality, productive and effective manner. The PDCA model for the education activities is shown in Figure 6.

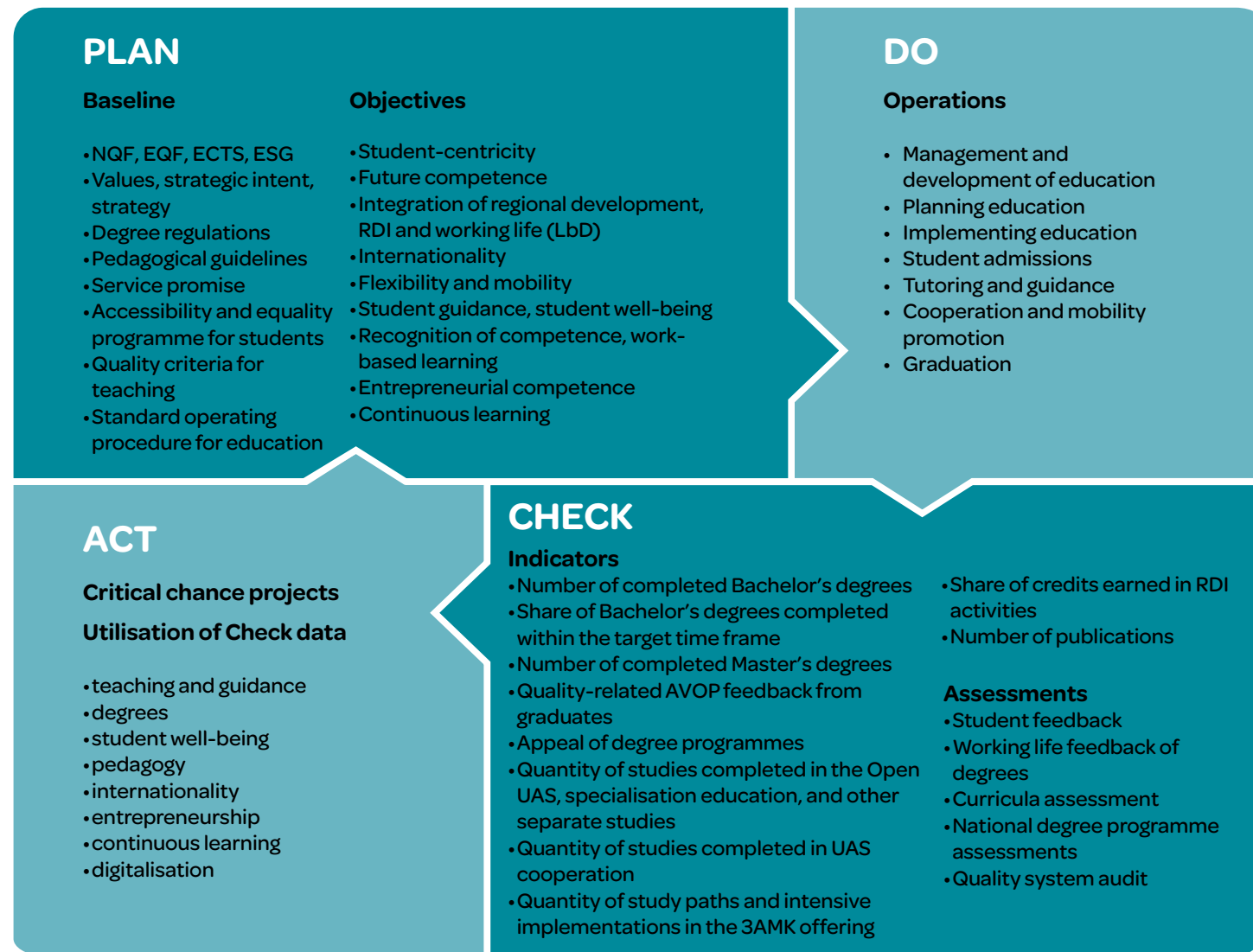


Figure 6. PDCA for education

The key objective of the **RDI activities** is to increase the impact and scope of the activities and to strengthen the integration of the regional development, teaching and the RDI activities. Figure 7 shows the PDCA model for the RDI activities.

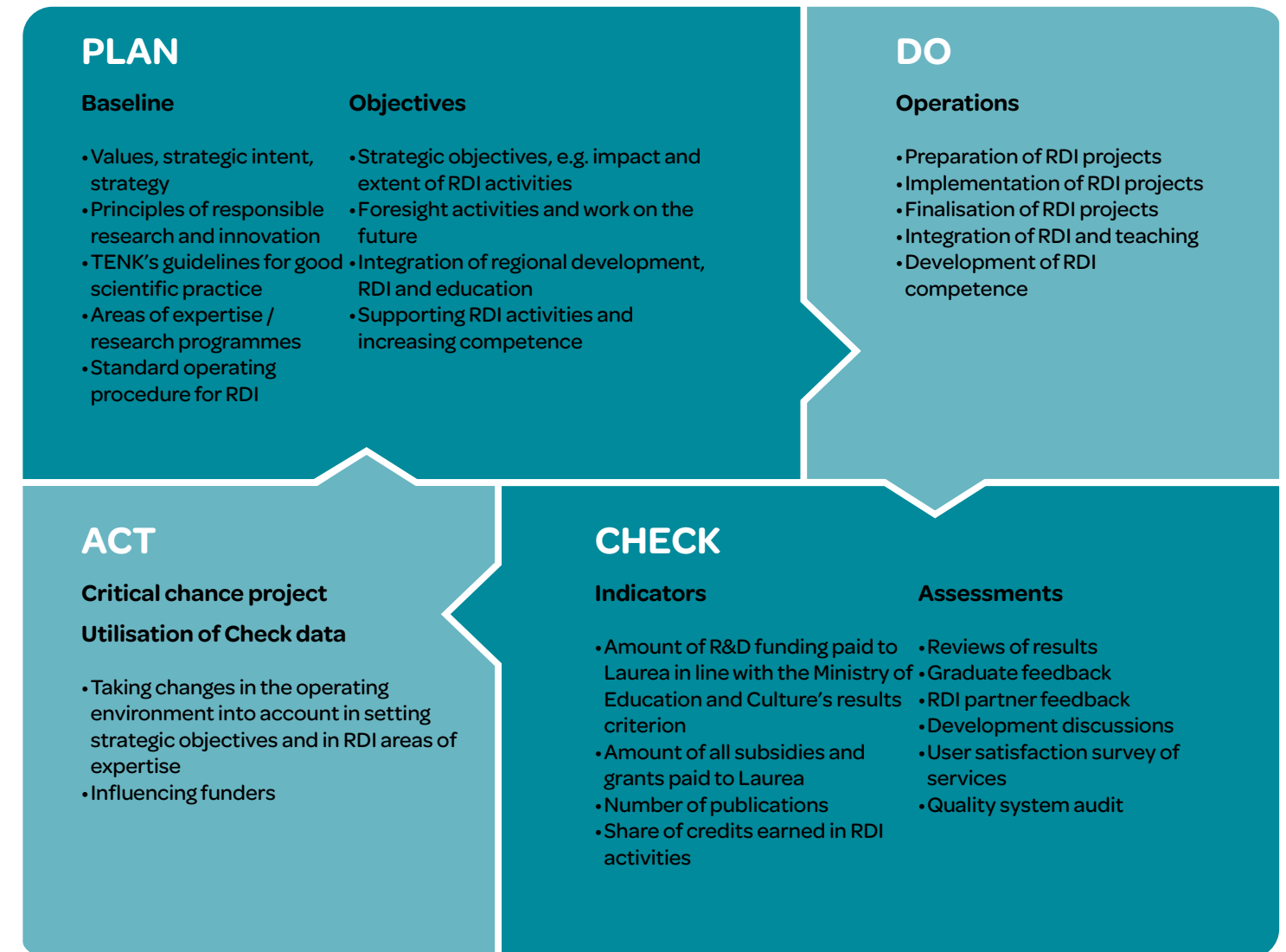


Figure 7. PDCA for RDI

The key objective of **regional development and business operations** is to meet the needs of Laurea's operating area and to develop the operating area in a profitable and impactful manner. Figure 8 shows the PDCA model for the regional development and business operations.

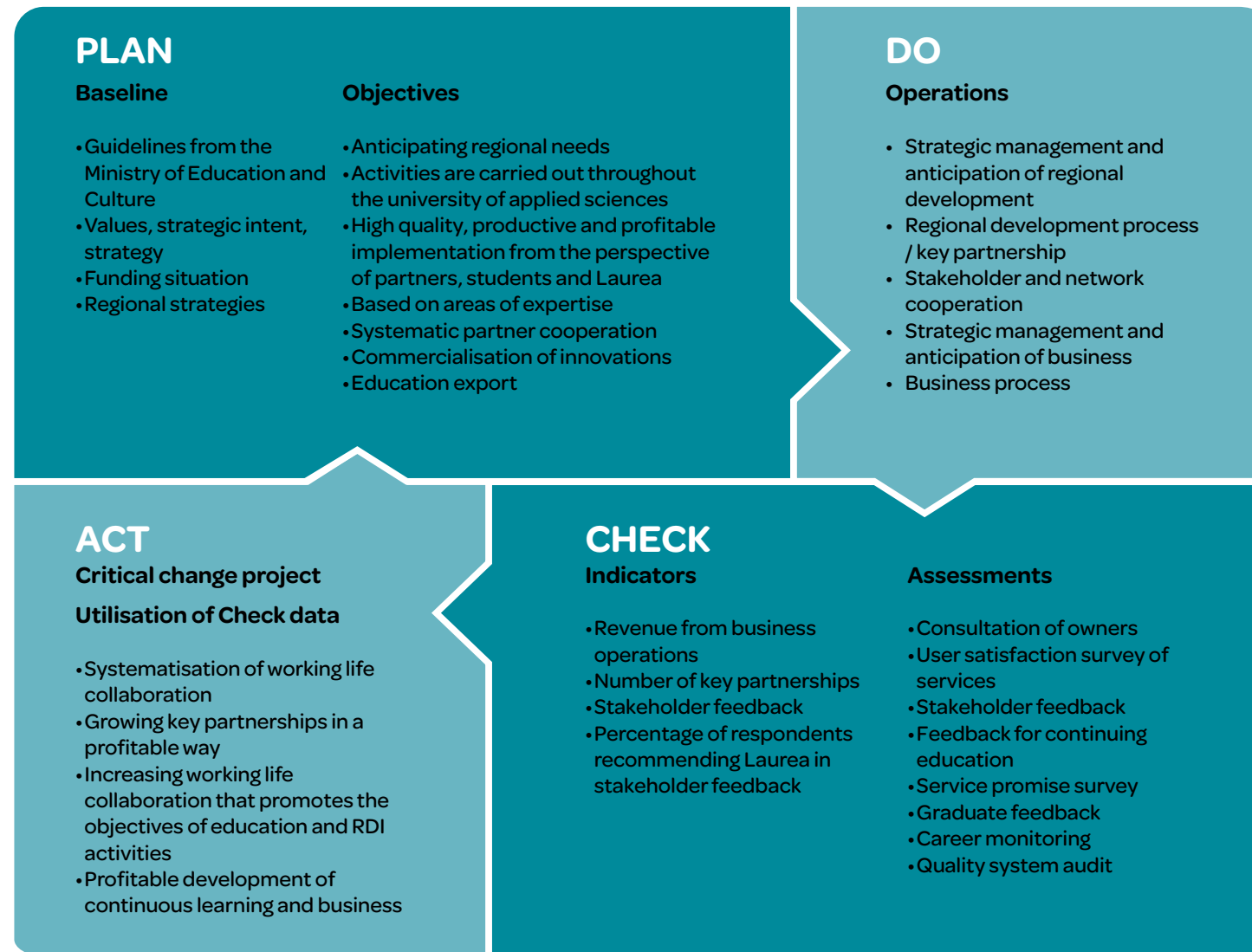


Figure 8. PDCA for regional development and business operations

Support functions: The services supporting Laurea's activities form a service unit consisting of the steering and support of education, RDI activities and regional development and business operations. The service unit also includes other support services, such as support for strategic development, financial management, IT services, security services, quality and information production services, HR services, marketing and communications services, admission services, international services, facility services and information and publication services. A key method for evaluating and developing services is the User Satisfaction Survey for Services.



Monitoring and evaluation of operations (Check)

We use defined indicators to monitor the achievement of our objectives. Our strategic indicators are based on the funding model of the Ministry of Education and Culture and Laurea's strategy.

The strategic indicators of education are:

- Number of completed Bachelor's degrees
- Share of Bachelor's degrees completed within the target time frame
- Number of completed Master's degrees
- Quality-related AVOP feedback from graduates (Bachelor's and Master's)
- Appeal of degree programmes (Bachelor's and Master's)
- Quantity of studies completed in Open University of Applied Sciences, specialisation education and other separate studies
- Quantity of studies completed in UAS cooperation
- Quantity of study paths and intensive implementations in the 3AMK offering
- Share of credits earned in RDI activities
- Number of publications

The strategic indicators of RDI activities are:

- Amount of R&D funding paid to Laurea in line with the Ministry of Education and Culture's results criterion (from domestic and international sources)
- Amount of all subsidies and grants paid to Laurea
- Share of credits earned in RDI activities
- Number of publications

The strategic indicators for regional development activities and business activities are:

- Revenue from business operations
- Number of key partnerships
- Stakeholder feedback, overall grade
- Percentage of respondents recommending Laurea in stakeholder feedback

Strategic indicators are monitored twice a year at the Board of Directors of Laurea University of Applied Sciences Ltd., on the management team of the institution and on the function-specific management teams. The Board of Directors and the management team of the institution process the indicator data at Laurea level, and in other teams the data is also processed at the unit level. The observations are recorded and forwarded to the unit management teams and, if necessary, to other actors for processing. The measures taken on the basis of the observations will be discussed at the next meeting of the Laurea level management team that forwarded the observations.

The Rectorate discusses indicator data twice a year in meetings with university units in which the necessary development measures are agreed upon together.

Annex 1 describes the evaluation practices for personnel, students and stakeholders, their objectives, the implementation cycle, the parties processing the results and the parties that initiate development measures.

The selected indicators are monitored four times a year. These indicators include: the amount of R&D funding paid to Laurea in line with the Ministry of Education and Culture's results criterion (from domestic and international sources), revenue from business operations and the number of key partnerships. If necessary, other indicators can be processed more often than twice a year.

In addition to quantitative metric results, we evaluate activities with other defined evaluation and feedback data. Since the student is at the centre of our activities, student feedback plays a key role in the development of our activities. Figure 9 shows our student feedback system which covers the student's study path.

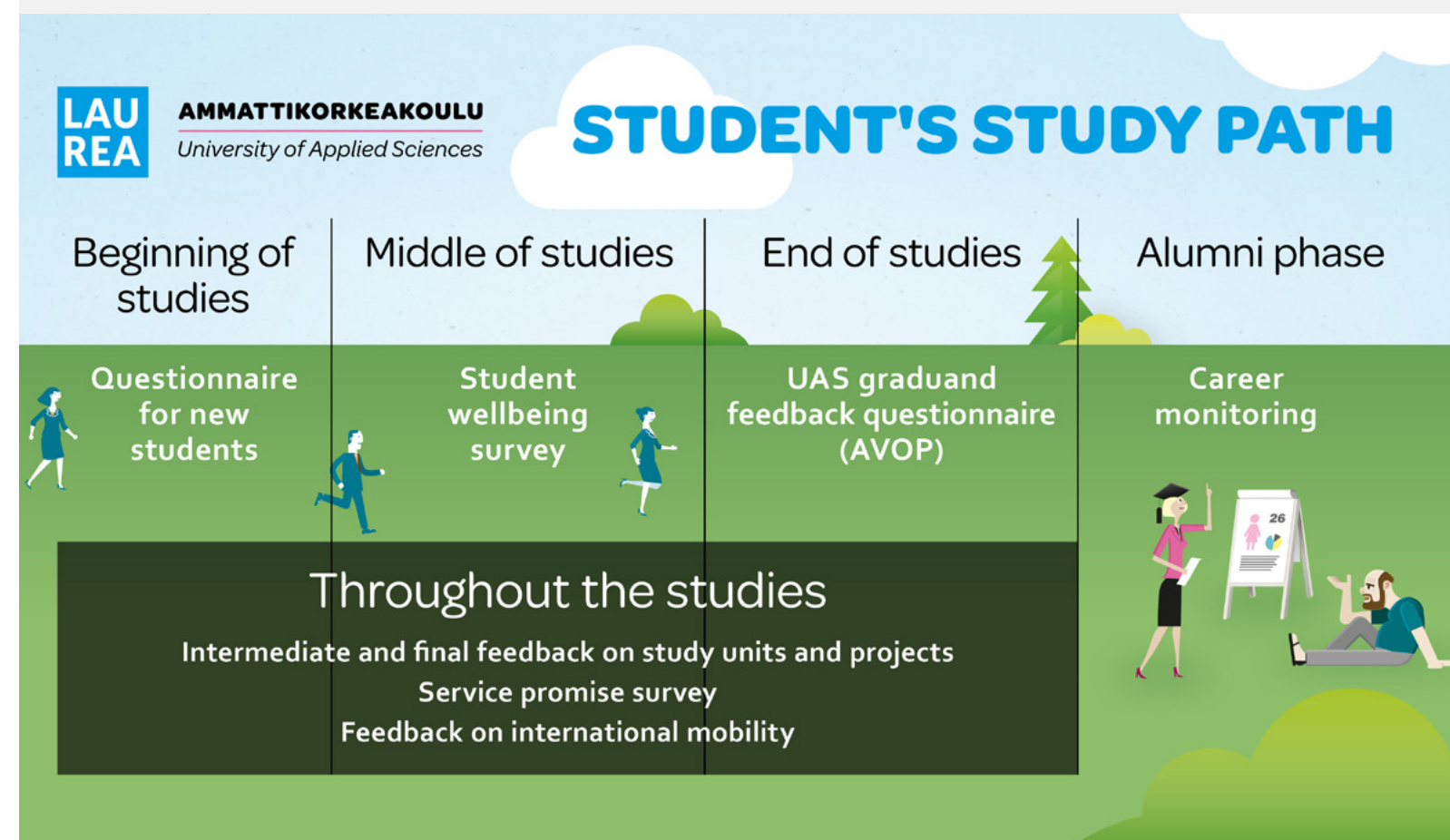


Figure 9. Laurea's student feedback system

Developing operations (Act)

The impact of our quality system is demonstrated by the utilisation of the data received from the indicators and other assessment and feedback data in the development of our operations.

The realisation of the operating and financial plans is monitored regularly by means of reports based on the agreed indicators. The Rectorate visits the management teams of the units twice a year to review the unit's performance development from the perspective of TTS monitoring data and, if necessary, set priorities for the development of operations. In addition, the implementation of the TTS is regularly discussed in the management teams of the units and the function-specific management teams. The implementation of the TSS is reported to the Board of Directors three times a year.

In order to reach our strategic intent, the Rectorate outlines in the operating and financial plan the critical change projects and their responsible actors in accordance with the strategy confirmed annually in June by the Board of Laurea University of Applied Sciences Ltd. The strategic critical change projects for the agreement period 2021-2024 with the Ministry of Education and Culture are:

- Promoting a competence-based approach, the quality of learning and the effectiveness of studies in degree-awarding education
- Increasing education other than degree-awarding education in order to address the challenge of continued learning in society
- Increasing high-level open digital studies and expanding their availability
- Expanding and deepening the strategic regional, national and international partner network
- Increasing the impact of RDI activities and boosting competitive funding

The opening ceremony of Laurea's academic year is the foundation for the co-creation of our operations and a forum for sharing information, and in addition to the entire personnel, student representatives also attend it. In addition, the units organise regular development events of their own. Other systematically organised development and sharing forums include the meetings of the management teams (Laurea and the units), regional advisory boards, International Advisory Board (IAB), Alumni Advisory Board and development groups, as well as the meetings of supervisors, management and Laureamko student union, team meetings and development discussions.

Our quality system is being developed systematically. The focus areas of the development of the quality system are specified annually, and responsibility for implementing them lies with the quality management development group. We use the EFQM (Excellence for Quality Management) model as a comprehensive evaluation and development tool for our operations. This is used to carry out evaluations as part of the preparation for the audit of our quality system by FINEEC. The audit is carried out every six years and is a key method for developing our quality system and operations.

Quality management responsibilities

Laurea's President bears the overall responsibility for quality management that complies with our quality system. The Vice Presidents support the President in the responsibility for the quality and its development in their operating area (education, RDI, regional development and business operations). The unit directors (W, E, C, D) are responsible for the quality of their unit's operations and its development. The director in charge of quality management and the quality coordinator support, steer and develop Laurea's quality management in accordance with our quality system. Laurea's development group for quality management assesses and develops our quality system and is responsible for the implementation of the annual focus areas of the development of our quality system. The director of development is responsible for our safety and security management and the risk assessment of our operations.

The entire Laurea community participates in our quality work: students, personnel, key working life partners and stakeholders. Quality work refers to goal-oriented and responsible activities in the basic operations and in meeting the strategic objectives. Our students play a central role in providing feedback on our operations. The student union Laureamko appoints student representatives to all our development groups and also to our management team. Thus, the student representative in each development group is an equal developer of the operations and an active influencer in the promotion of the student-centric approach in our operations. Our standard operating procedures describe the key roles, responsibilities and monitoring practices of our personnel. The standard operating procedures also define the composition, responsibilities and monitoring policies of our development groups. Our goal-oriented development teams utilise the information produced by our quality system in the development of operations. Our working life partners and strategic stakeholders participate in the development work by providing feedback (e.g. through the stakeholder survey) and participating in the development operations (e.g. the workplace steering groups for the degrees) as well as in the work of the central administrative bodies (e.g. the regional advisory boards). Figure 10 shows our stakeholder classification.

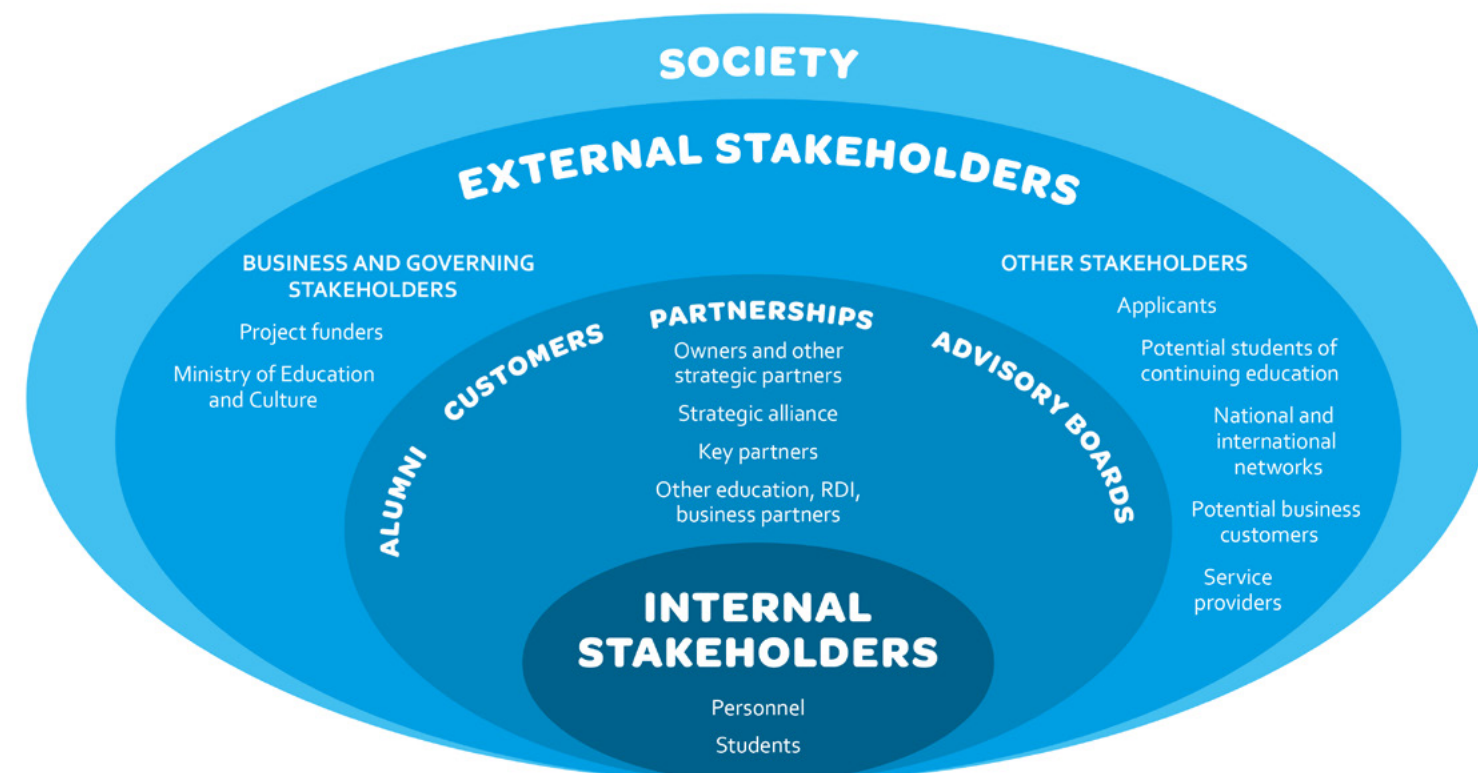


Figure 10. Laurea's stakeholder classification

Quality management documentation and communication

Our quality management is documented in this Quality Manual and in the Quality Journey presentation as well as on our intranet site. Platforms that strengthen documentation and support operational management and quality management include:

- **Teams:** working platform for development groups
- **ARC:** information management and descriptions of functions
- **Power BI:** result data
- **LATO:** Critical change projects, development measures and their monitoring
- **ASHA:** case management
- **CastilSec:** risk assessment
- **Proz4:** safety and security management

Our quality management is reported on many of our channels to our internal and external stakeholders. Our most important internal communication tools are President's letters, President's open discussion events, semester reviews and the intranet. Some of our key external communication tools are the Laurea Review, the Forerunner Magazine, the report on societal impact and interaction, the annual review, Laurea Journal, Laurea publications, Laurea's website and social media channels.

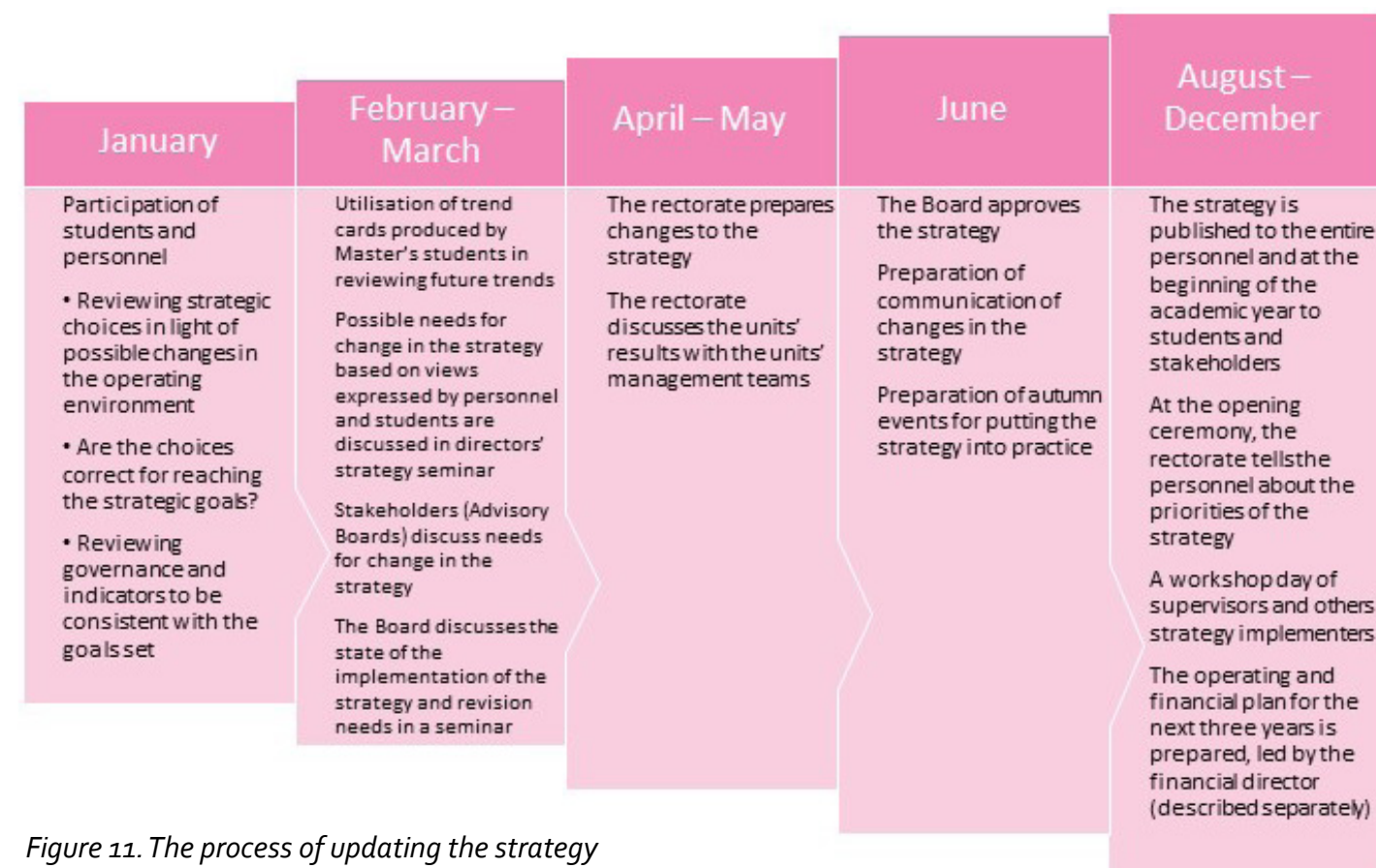


Figure 11. The process of updating the strategy

Quality culture and its development

Quality culture as part of the operating culture of an organisation describes the atmosphere of developing the operations and the individual and collective commitment to quality management. Quality culture is built from a shared view, commitment and drive to develop the operations towards achieving the strategic intent.

Laurea has been engaged in systematic quality work ever since its inception at the beginning of the 2000s. Our quality culture consists of the continuous assessment and development of the operations by means of the defined indicators as well as through internal and external assessment and feedback procedures (cf. Annex 1). The development of our quality culture is promoted by the forums for co-creation and sharing. The development groups mentioned in the standard operating procedure promote co-creation.

In addition to long-term development, the quality culture at Laurea consists of collaboration and open, responsible and effective operations. Our values promote the development of quality culture. Openness refers to the transparency of our operations. **Openness** builds mutual trust, which is the prerequisite for successful co-creation and collaboration. An example of the open and sharing culture is the monthly President's letter and the President's regular open discussion events that are open to the staff. Our strategy process is also an indication of an open operating culture. All the members of the Laurea community as well as our key stakeholders can help produce and analyse information and make observations required for our iterative and annually specified strategy. Figure 11 shows the process of updating our strategy.

Responsibility as a value means taking responsibility for the results of our work and collaboration. Laurea employees collaborate with others in an ethical, student-centric and customer-oriented manner and responsibly support the success of students/partners. Responsible operations at Laurea are supported especially by the ethical guidelines, the accessibility and equality plan (students), the equality and non-discrimination plan (personnel) and the programme for sustainable development.

Impact guides all of our operations. In order to build effectiveness, Laurea employees are actively engaged in societal interaction regionally, nationally and internationally. Effectiveness is generated when the extensive RDI activities and competence achieved through education are transferred to workplaces. We have a partnership management model in place in order to secure systematic and high-quality management of key partnerships. Its objective is for Laurea to gain long-term, permanent and satisfied partnerships with whom Laurea engages in extensive and multi-disciplinary cooperation in teaching, RDI activities and business operations. Laurea has been publishing a report on societal impact and interaction since 2016. The report examines the impact of our higher education institution through our strategic themes and presents the most important measures concerning impact for the year in question.

Attachment 1

Participation of staff, students and stakeholders in the development of operations

1 Personnel

Survey or evaluation	Objective	Timing	Processing	Starting development measures
Pulssi survey (entire staff)	Evaluation and development of the functioning of the organisation, smooth operations in everyday life and work performance	3x/year (January, May, September)	Management Team, teams, Cooperation Advisory Committee	Management Team, unit management teams
Personnel survey	Assessment and development of mutual trust capital and interactive relationships between the work community	Every other year	Management Team, supervisors, personnel, teams, Cooperation Advisory Board	Supervisor and teams, Management Team, HR services
Survey on wellbeing at work	Assessment and development of the personnel's wellbeing and ability to work	Continuous	Management teams, supervisors, teams, occupational safety and health organisation	HR services in cooperation with occupational health care
Development discussions and competence development (all personnel)	Assessment and development of work, wellbeing at work and competence	Continuous, each person at least once a year	Supervisor and employee, teams	Supervisor and employee, teams
Evaluation of the functioning of the strategy (VIIMA online tool, all personnel)	Appropriate update of the strategy	January-April	Management Team, Board of Directors	Board of Directors
Risk assessment / Continuity management	Risk assessment of operations and assessment of continuity management	Continuous	Board of Directors, Management teams	Persons responsible for functions
Assessment of TTS content	Producing different perspectives for TSS content with the aim of implementing the strategy in a goal-oriented manner	Autumn	Personnel, unit management teams, function-specific management teams, Cooperation Advisory Committee, Rectorate, Management Team, Board of Directors	Rectorate
User Satisfaction Survey for Services	Assessment and development of the adequacy and quality of services	January	Function-specific management teams	Operators in the service unit
EFQM internal assessment	Self-assessment of operations and performance	Every six years	Vice Presidents, unit directors	Vice Presidents, unit directors
EFQM external evaluation	Assessment of direction, operations and performance	Every six years	Management Team	Rectorate
Rectorate visits	Evaluation of the strategic objectives and performance of the units	April-May and September-October	Rectorate, unit management teams	Unit management teams
Survey or evaluation	Objective	Timing	Processing	Starting development measures
Self-assessment of the quality system	Evaluation and development of the functionality of the quality system and quality management (= priorities set for the year in question)	October	Rectorate, development group for quality management	Development group for quality management
Quality system audit	Assessing whether quality work meets the European principles of quality management, whether the quality system produces information that is appropriate for the implementation of the strategy and for the continuous development of operations, and whether it leads to effective development measures	Every six years	Management Team, function-specific management groups, unit management teams, development group for quality management	Function-specific management teams

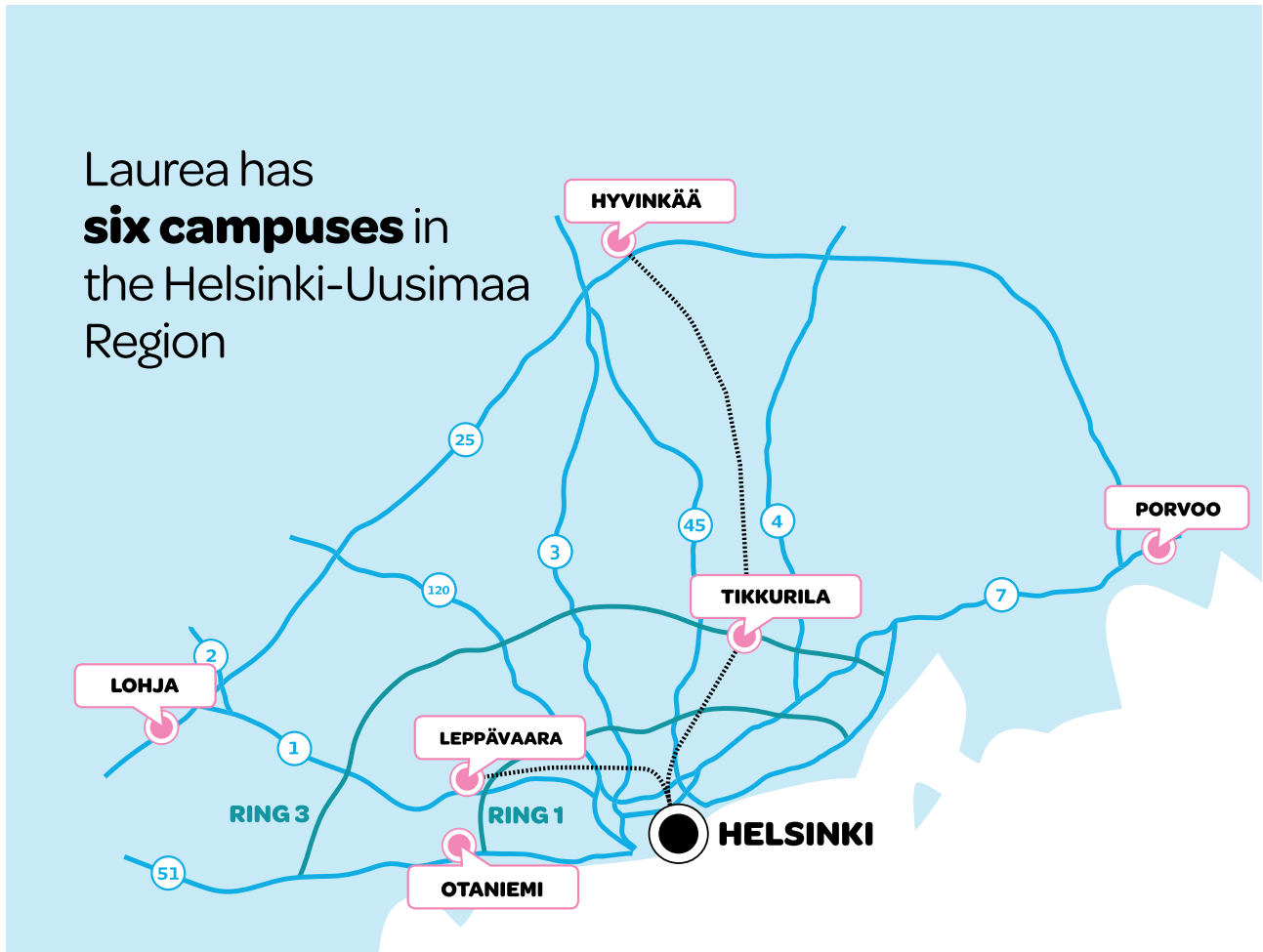
2 Students

Survey or evaluation	Objective	Timing	Processing	Starting development measures
Study unit feedback (intermediate and final feedback)	Assessment and development of the study unit / project, promotion of students' learning	Continuous	Teacher/teacher team. Teacher and supervisor	Teacher
Feedback on international mobility	Evaluation and development of practices related to the different stages of student exchange	After student exchange/placement	Development group for internationality	Development group for internationality
Library customer satisfaction survey	Evaluation and development of library services	Every three years	Development group for information and publishing services, Education Management Team	Development group for information and publishing services
Assessment of accessibility and equality	Evaluation of the functionality of the accessibility and non-discrimination plan	Spring (about April, every four years)	Development group for student wellbeing, Education Management Team, Service Unit Management Team	Responsible actors mentioned in the plan
Initial phase survey for Bachelor's and Master's degree students starting in the autumn	Evaluation and development of access to information and guidance	October-November	Education Management Team, Service Unit Management Team, meeting of management and Laureamko	Degree development groups
Survey or evaluation	Objective	Timing	Processing	Starting development measures
Student wellbeing survey for 2nd year students	Assessment of the learning process and student wellbeing	November	Education Management Team, development group for student wellbeing, meeting of management and Laureamko	Development group for student wellbeing, degree development teams
Service promise survey for students	"We are here for you at Laurea" assessment	Early spring (January-March)	Management Team, Education Management Team, Service Unit Management Team, meeting of management and Laureamko	Degree development groups
Survey for graduating students	Assessment and development of teaching and learning, student satisfaction	Continuous. Survey results in March-April	Education Management Team, RDI Management Team, meeting of management and Laureamko	Degree development groups
Quality Talks assessment	Development of degrees based on student feedback surveys	May	Degree development teams, actors in the service unit for education	Degree development teams, actors in the service unit for education
Curricula assessments	Evaluation in line with development priorities	Continuous	Development group for education and guidance	Degree development groups
Evaluation of the functioning of the strategy	Appropriate update of the strategy	January-February	Laureamko, management, Board of Directors	Board of Directors

3 Stakeholders

Survey or evaluation	Objective	Timing	Processing	Starting development measures
Career monitoring for alumni who graduated 5 years ago	Monitoring careers, labour market situation and degree satisfaction. Development of education, career guidance and alumni activities	October	Education Management Team, Service Unit Management Team, Regional Development and Business Operations Management Team	Degree development groups
RDI partner feedback	Evaluation and development of project activities	Continuous	RDI Management Team	RDI services
Stakeholder survey	Assessing the perceptions and satisfaction of Laurea partners concerning their cooperation with Laurea	End of year	Regional Development and Business Operations Management Team, Management Team	Management Team
Customer feedback for continuing education	Evaluation and development of business operations	Continuous	Unit (W, E, C, D)	Unit (W, E, C, D)
Evaluation of the functioning of the strategy	Appropriate update of the strategy	January-April	Regional Advisory Boards, Alumni Advisory Board	Management Team, Board of Directors

Laurea has
six campuses in
the Helsinki-Uusimaa
Region



REAL-LIFE ASSIGNMENTS arising from the needs of workplaces, such as projects, have a significant role in the studies. These projects help students to develop networks during their studies and also to develop important workplace skills.

THE LAUREA COMMUNITY comprises approximately **6,500** Bachelor's degree students, **890** Master's degree students, **550** staff members and over

26,400 Laurea alumni. Laurea has no religious or political affiliations.

LAUREA FOCUSES ON practical research and development work in strategic areas, based on future needs and strong expertise in the fields of social services and health care, service business and security.



AMMATTIKORKEAKOULU
University of Applied Sciences

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