



# Quality at the University of Lapland



LAPIN YLIOPISTO  
UNIVERSITY OF LAPLAND



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# Quality of work at the University of Lapland

**Quality management** at the University of Lapland is part of the daily work of all members of the community. It is joint operation in keeping with our goals and continuous improvement of our activities.

All members of our community – students as well as personnel – are in charge of the quality and quality development of their own activities. Our quality policy underlies the goals, principles, and responsibilities involved in first-rate operation and services.

The quality system is based on the strategy of the university. Quality management covers our core functions – education, research, and artistic activity – and the related societal interaction and influence and services that support the core functions.

The values, strategic objectives, and goals of the university concern all the members of the community.

In my opinion, quality largely depends on – and this also concerns universities – how well the organisation functions and implements its goal-oriented task. The basic task of the University of Lapland relates to teaching and research at the highest possible level and to stakeholder collaboration. A first-rate university is based on successful implementation of these tasks, continuous learning, and the ability to adapt by means of quality management when necessary.

**Antti Syväjärvi, Rector**



# Quality management and quality improvement

**All functions** at the university are linked to quality. Thereby our quality improvement is based on the principle of continuous development. All functions and services involve planning, implementation, monitoring, evaluation, and development.

The university strategy forms the basis for all our activities. The strategy implementation plan concretizes the measures through which the quality and activities of the university are developed and ensured.

Our university also uses internal and external evaluations to develop and ensure quality. In accordance with the Universities Act, the university's quality system is evaluated every sixth year.

Quality efforts and management involve the principle of continuous development of our quality and activities. The activities are examined and evaluated, and they are revised according to how quality manifests itself.

**Satu Uusiautti, Vice-Rector for education**





# Quality of education

**The University of Lapland** is devoted to providing high-quality education. Our teaching is therefore based on first-class, multidisciplinary, and internationally networked research and artistic activity.

Our teachers are professionals in science and arts and they appreciate diversity. Our multicultural student and science community is artistically and scientifically creative.

Students gain knowledge and skills enabling them to act in expert positions in both Finnish society and international contexts. They also gain the skills needed to complete doctoral studies.

Education is monitored as part of our quality system and operations management, which in practice means keeping track of feedback. Based on development needs collected from the feedback, the quality of education and teaching is improved in the faculties and units. Thus, students play an important role in the development of our education.

**The objectives of** our education derive from the university strategy. The achievement of the objectives is monitored for instance through the performance indicators defined by the Ministry of Education and Culture.

The university actively follows the relevance of education in terms of the job market. We monitor how those with a basic degree are employed after graduation. Further, we assess how the skills acquired from studies meet the requirements of the job market. The results of the monitoring and the ensuing targets of development help us in our endeavour to improve the quality of our education.

Education is obviously part of our basic function that manifests quality from various perspectives. One can discern a genuine desire to produce quality education and to realise the values that we set for education as a university. First and foremost, these values include the basic element of knowledge orientation. Then again, there is also a connection between teaching and research, that is, research orientation and between teaching and our artistic activity – after all, we are a science and art university – and between teaching and innovation in general. However, the quality of education centres on the student. And student orientation is a basic value that in my view represents the quality of education.

**Satu Uusiautti,**  
**Vice-Rector for education**

# Quality of research

**We think that an open** and responsible operating culture and research integrity form the basis for research quality. Academic peer reviewing is therefore an integral part of research quality management.

An open operating culture has been recognised in our strategy as part of supporting the wellbeing and communality of students and personnel. In accordance with our open and responsible operating culture, we continuously strive to raise the level of equality and justice even higher in our community.

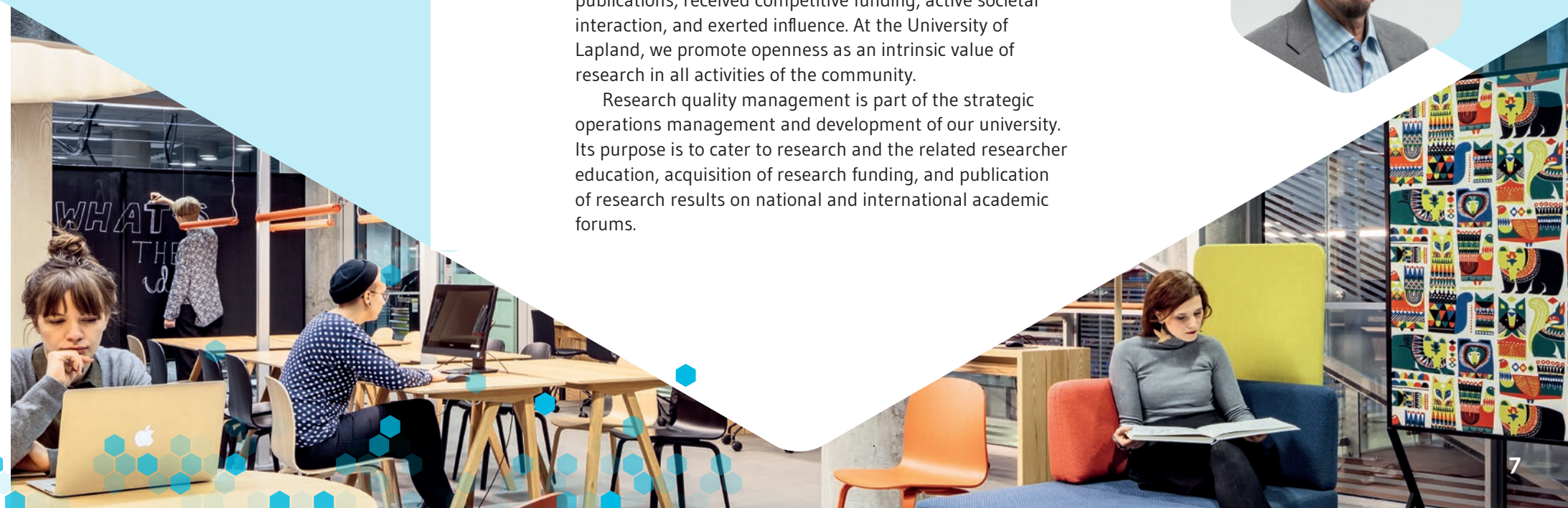
High-quality, trustworthy, and influential research requires responsibility in each phase. Responsible research covers and combines the responsible conduct of research, research integrity, responsible science communication, and open science.

**Top-quality research** manifests itself as high-level publications, received competitive funding, active societal interaction, and exerted influence. At the University of Lapland, we promote openness as an intrinsic value of research in all activities of the community.

Research quality management is part of the strategic operations management and development of our university. Its purpose is to cater to research and the related researcher education, acquisition of research funding, and publication of research results on national and international academic forums.

Thinking about research – and where its quality stems from – the recipe consists of an enthusiastic researcher, a worthy research topic, resources, the research environment, various services, and the community. If all of this is in order, the researcher will stay enthusiastic about the work, which then spawns those good research topics, and the circle continues. In other words, it is kind of a growing snowball or recurring circle if everything works.

**Osmo Rätti,**  
**Vice-Rector for research**





# Quality of artistic activity

**At the University of Lapland**, artistic activity adheres to our strategic choices, independent artistic activity, and creative expression. It is firmly connected to the education and research conducted at the university. Artistic activity enables the production of new knowledge through art-based research and methods.

Combined with research, it contributes to the profile of the faculty and the profile of our university as a science and art university. Our Faculty of Art and Design is engaged in versatile, prominent, and extensive artistic activity.

The quality of the activity is managed through the planning of resources and working hours. We monitor the practices of artistic activity in terms of its funding, recognitions such as rewards, peer-reviewing, and curated exhibitions.

**Artistic activity creates** and maintains intangible values and strives to enhance wellbeing in an ethical and sustainable manner. At our university, the activity is both regional and international. Societal influence is realised through a live connection between the activity and artistic professionalism, businesses, and the third sector.

Artistic activity does not have its own set of ethical norms. The Ministry of Education and Culture has investigated the following: the establishment of an ethics board for the cultural domain, harassment and inappropriate behaviour in the film and TV business, and the ethics of culture policy. Cupore (the Center for Cultural Policy Research) has examined the susceptibility of actors in art and culture to harassment.

Artistic activity in the Faculty of Art and Design is carried out according to the guidelines of the National Board on Research Integrity, the copyright instructions of the Copyright Information and Anti-Piracy Centre, the instructions of Kuvasto (copyright society for artists working in the field of visual arts) and Teosto (copyright organisation for music creators, composers, and publishers), and the recommendations of the report on founding an ethics board for the cultural domain (Liedes 2020).

Artistic activity in our faculty can be regarded as an axis of a sort. At one end, there is an engineering-oriented interface. As for the other end, it represents autonomous art, free art. It is a very broad spectrum along which people are engaged in artistic activity.

In my opinion, the activity is carried out by following procedures not unlike those of research quality management.

There is a lot of planning involved, and the artistic activity also supports the strategy of the university. There are these precepts, if you will, that you can use for support and guidance in your activities.

**Satu Miettinen, Dean of the Faculty of Art and Design**



# Societal interaction and influence

**Societal interaction and influence (SII)** underlie the core functions of the university, that is, education, research, and artistic activity. First-rate SII contributes to the development of the university and surrounding society.

The strategy of the university is the starting point for SII management. SII is part of the work and everyday life of the entire university community.

**Through continuous and** close interaction, the university and surrounding society gain the best possible means to anticipate and fulfil future needs for expertise. The University of Lapland is engaged in strong regional and international network collaboration.

At our university, SII manifests itself for instance as supported flexible and continuous learning. Our university offers a broad spectrum of supplementary and open university education related to continuous learning. Through first-rate research, we strive to produce knowledge that meets future needs and to answer questions that bear social relevance.

SII is an operating principle that underlies all our activities and steers us in carrying them out.

**Osmo Rätti, Vice-Rector for research**

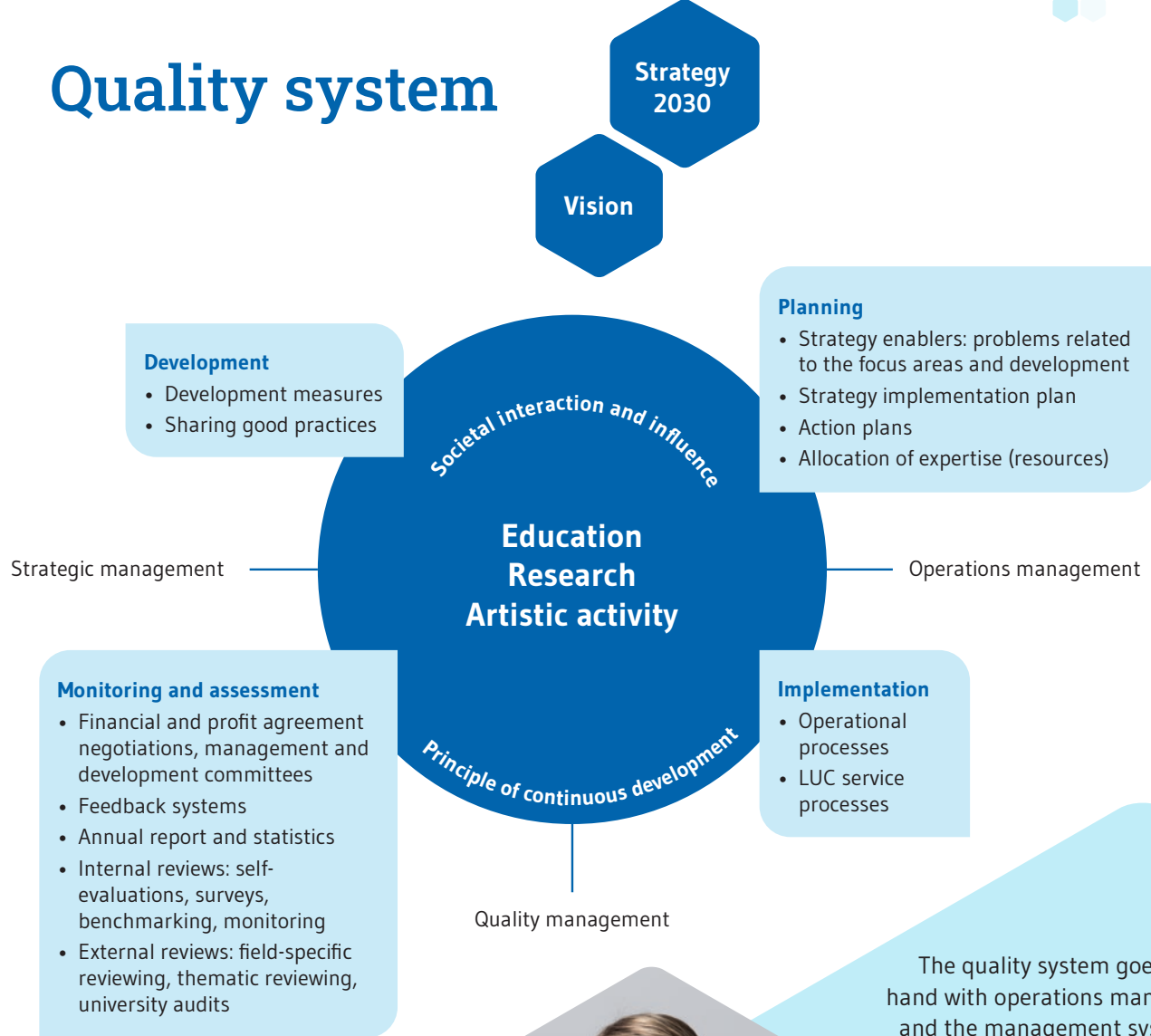
From the viewpoint of continuous learning and supplementary education, the research conducted at our university is a considerable strength. Our education is strongly based on research, we build on research, and research is made applicable to practice.

**Antti Koski, Director of Education and Development Services**





# Quality system



The quality system goes hand in hand with operations management and the management system. It is an operational concept where we have determined our responsibilities, procedures, resources, and processes through which actors plan, implement, monitor, evaluate, and develop their own operations and services.

**Hanna Marttiini, Quality Manager**





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