

Programme for the Development of Teaching and Studies 2010–2012



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1. Background and strategic objective

Since 1992, the Senate of the University of Helsinki has applied the University's Programme for the Development of Teaching and Studies to steer the development of education at departments and faculties. Throughout the University, high-quality results are based on goal-oriented and determined efforts. The Finnish Higher Education Evaluation Council (FINHEEC) has audited the University's quality assurance system and found that the education sector meets the highest standards.

The Programme for the Development of Teaching and Studies 2010-2012 takes into account the effects of the ongoing reform of the Finnish university system on the management of education. The programme is also based on the results and development proposals stemming from a recent international assessment of the management of education. Moreover, the implementation of the previous programme was assessed to aid in drawing up the current programme. In particular, the promotion of internationalisation and the further development of academic advising will continue from the previous period.

Strategic objective from 2010 to 2012: Teaching and learning will be of high quality. The international dimension will be an essential component of all activities.

1.1. Teaching philosophy: research-based teaching and learning

One of the long-term strategic objectives of the University of Helsinki is to promote research-based teaching. The quality of teaching at a research-intensive university is founded on top-level, multidisciplinary research and teachers who are also researchers in their own field of specialisation and who use teaching methods that enable inquiry-based learning.

Teaching is based on academic research and applies the results of multidisciplinary research on university-level teaching, studying and learning. Each member of the academic community engages in both teaching and research. In addition to possessing knowledge of their own research field, each university teacher must disseminate extensive information about the latest research in their discipline through their teaching. Research-based teaching also means that students are familiarised with and participate in the work of the research community.

The objective of teaching and academic advising is student-oriented, profound learning in line with the principle of life-long learning. The university community

fosters the development of students into versatile and responsible experts in their field.

1.2. Learning environment

Each unit must further develop its teaching and learning environment as part of its core duties. This development work is based on feedback from students and employers as well as on the results of an international evaluation of education and an audit of the University's quality assurance system. Education should be planned to increase student participation in the activities of the academic community.

The well-being of the whole academic community supports the University in achieving its strategic objectives and high-quality results. The University will continue to evolve into an inspiring and rewarding environment for work, study and learning. All units will promote collegiality and the well-being of their staff and students. The latter also depends on pedagogical solutions which must be assessed and further developed by the members of the academic community in each field.

The international dimension will continue to be promoted in all activities. Teachers must encourage students to follow up on international developments in their disciplines. Learning and teaching in an international, multicultural and multidisciplinary environment increase the scope and depth of understanding and provide the knowledge and skills needed to communicate in different languages and situations. An international learning environment leads to an understanding of the significance of languages and cultures and provides the competence necessary to work in international research environments and workplaces.

The University will further develop its high-quality learning environment and will ensure that teachers and students have equitable access to information and library services, learning materials, equipment, user support and advice as well as appropriate, accessible work environments.

The University will enhance research and development in higher education as well as multidisciplinary research on learning and teaching, including research on university pedagogy. The University will increasingly monitor the quality of its learning environment and learning results. In order to develop key figures needed for quality assurance, the University will apply the results of research on higher education and university pedagogy.

1.3. Degrees and life-long learning

The University's education mission covers the three tiers of degree education according to the Bologna Process as well as specialist training, Licentiate degree education, continuing education and Open University education. Degrees completed at the University provide a solid foundation for the continuous development of expertise as well as for life-long learning. The University offers specialist and continu-

ing education to academic degree holders and advances the connections between degree education, the Open University and continuing education.

Bachelor's, Master's, doctoral and other studies pursued at the University provide profound knowledge and skills based on scientific research (see figure below). Education is planned and teaching is arranged so as to meet the challenges posed by changes in society and working life.



Figure. Components of an academic degree of high quality

2. Core areas of development and measures to be taken

2.1. Management of education

The management of education will be boosted on the basis of the results of the recent international evaluation and the management system to be created in connection with the upcoming university reform.

Management and leadership will serve to ensure the high quality of teaching. The aim is for the entire teaching and research staff as well the student body to be able to participate in the planning and development of teaching. As part of the management of education, the University will ensure an adequate service level in academic administration to allow teachers to concentrate on their core duties, namely teaching, supervision and research. Management will also aim to promote the further development of an international learning environment.

The University will actively make efforts to define quality criteria for teaching on both national and institutional levels. Quality will serve as a criterion in the distribution of resources. The University will ensure that learning objectives will be set and learning results assessed as well as learning methods selected and developed on a field-specific basis.

The purpose of evaluations is to produce new knowledge for the further development of the University. Evaluation projects will be planned so that faculties and departments may prepare for them in their resource and annual plans. As part of its quality assurance system, the University will regularly carry out international evaluations of education. The evaluation of postgraduate education will be implemented simultaneously with the upcoming research assessment during the current planning period.

In the planning of teaching, faculties and departments will take into account the needs of international activities and bilingualism as defined in the University's Language Policy. The opportunities offered by the alliance agreement between the University of Helsinki and the Swedish-speaking Hanken School of Economics and Arcada Polytechnic will be exploited.

The University of Helsinki bears a special responsibility for the development of multidisciplinary teacher education in an increasingly multicultural society. Teacher education lays a foundation for the success of the nation in all fields of scholarship.

The needs of professionally active citizens to upgrade their competence will be supported by high-quality and efficient systems of adult and continuing education.

Cooperation between doctoral programmes, researcher training and other doctoral-level education will be enhanced while taking into consideration the special nature of each field. Postgraduate students may be employed by the University or another institution, and their studies may be full time, part time or take place alongside employment.

Measures to be taken:

1. The faculties will define what research-based teaching and learning actually mean in their education, and, on the basis of this definition, will devise an action plan for the further promotion of research-based teaching and learning.

Schedule: 2010-2012

Responsible organ: Faculties

Definition and monitoring of the result: The definition has been devised and implementation has been launched.

2. The distribution of labour between academic and administrative leadership as well as teaching cooperation on the University, faculty and departmental levels will be clarified and specified. The overall planning of teaching must be improved in cooperation with students.

Schedule: 2010-2012

Responsible organ: Administration Office, faculties, departments

Definition and monitoring of the result: Units will report on their progress in connection with the reporting belonging to operations management. Definitions have been devised.

3. The University will define the status and responsibilities of directors and persons in charge of multidisciplinary modules, programmes, Master's degree programmes or equivalent modules and programmes. Special care will be taken to ensure that such directors have adequate teaching resources at their disposal for the needs of their programme every year. Equal measures will also be taken for the management of subject teacher education.

Schedule: 2010-2012

Responsible organ: Administration Office, faculties, departments

Definition and monitoring of the result: The definitions have been devised and are being implemented in the division of labour.

4. The faculties will survey the needs for continuing education and specialist studies in their fields of education and will devise a plan for responding to these needs in cooperation with institutes responsible for adult education, such as the Palmenia Centre for Continuing Education. The plan will take into account non-degree studies and studies offered by the Open University, which can be completed as continuing education. Furthermore, resources will be surveyed.

Schedule: 2010-2012**Responsible organ:** Faculties, departments, Palmenia Centre for Continuing Education, Open University, Administration Office**Definition and monitoring of the result:** Units will report on their progress in connection with the reporting belonging to operations management.

5. Cooperation between doctoral programmes, researcher training and other doctoral-level education in the faculties will be increased. The faculties will determine the significance of a national doctoral programme or other researcher training programme for their doctoral education as a whole. The right to pursue a degree in a doctoral programme, researcher training and other doctoral-level education will be granted on the basis of criteria determined and announced beforehand, and student selection will be entrusted to a committee for postgraduate education or an equivalent expert group.

Schedule: 2010-2012**Responsible organ:** Faculties, doctoral programmes and researcher training programmes**Definition and monitoring of the result:** Faculties have described the forms of cooperation in their operations manuals. Admissions criteria have been determined and the composition and duties of admissions boards have been defined.

6. The University supports three languages in its everyday operations, namely, Finnish, Swedish and English. The University offers language support to its staff and students for the implementation of English-language education, supervision, student services as well as an English-language learning environment on all levels of degree studies (Bachelor's, Master's, doctorate).

Schedule: 2010-2012**Responsible organ:** Administration Office, Language Centre, faculties, departments**Definition and monitoring of the result:** Units will report on their progress in connection with the reporting belonging to operations management.

7. The University will launch a programme for teacher and other multicultural education in cooperation with multiculturalism experts in the various faculties. The programme will also be tailored to fit the purposes of continuing education for teachers.

Schedule: 2010-2012**Responsible organ:** Faculties, Palmenia Centre for Continuing Education**Definition and monitoring of the result:** The programme is ready and instruction has begun.

8. The registration, documentation and statistics concerning central aspects of the University's operations (students, degrees and study processes) will be further developed to support the management of education and planning of re-

sources. This service will focus on the production of essential data, and special efforts will be made to analyse and exploit the data.

Schedule: 2010-2012

Responsible organ: Administration Office, faculties, departments

Definition and monitoring of the result: A centralised service will provide easy access to the most important data on students, degrees and study processes. Management will be based on analysed data collected from operations.

9. The University will draw up recommendations for the use of information and communication technologies in teaching and support services for teaching. Efforts will be made to ensure the compatibility of recommended tools (such as Moodle and Oodi). The University's library and information services will increasingly be involved in the development of learning platforms.

Schedule: 2010

Responsible organ: Department for Strategic Planning and Development, IT Department, library

Definition and monitoring of the result: The recommendations have been devised and approved, and processes of central importance, such as student registrations and the opening of course websites have been integrated so that data can easily be transferred from one system to another.

2.2. Student-teacher ratio

The University aims to improve the student-teacher ratio in all fields to ensure high-quality teaching. Field-specific student-teacher ratio objectives will be set for Bachelor's, Master's and doctoral-level education. When setting these objectives, international comparative data for each field will be considered.

Teaching and supervision resources will be fitted to accommodate the needs of the students' high-quality learning and as well as the demands of field-specific pedagogical solutions. When setting objectives for the student-teacher ratio, attention will be paid to the students' opportunities to complete their degrees within the normative timeframe set for degree studies, the structure of teaching, teaching arrangements and methods as well as to the share of research in teachers' workloads. The needs of small-group teaching will be considered in connection with teaching resources. The generation of a communal spirit and high-quality learning will be supported by organising teaching so that teachers will have enough time for their students.

In each field, the number of students will be adjusted so that all students can receive high-standard teaching and advising. When deciding on student intake, the educational needs of society at large will be considered. The University will ensure that an adequate number of Swedish-speaking students will be recruited with a view to satisfying societal needs.

Measures to be taken:

10. The University will investigate the principles of calculating the student-teacher ratio. Field-specific student-teacher ratio objectives will be prepared, and faculties will use these objectives to monitor developments. Moreover, pre-conditions for improving the student-teacher ratio will be investigated and efforts will focus on finding the means to improve the ratio.

Schedule: 2010

Responsible organ: Department for Strategic Planning and Development, faculty

Definition and monitoring of the result: The principles and field-specific objectives have been set.

11. The faculties will adjust the number of student places in accordance with the available teaching resources in Bachelor's and Master's as well as in doctoral-level education. Student intake will be regulated in accordance with degree objectives. From 2011, student intake will be revised on the basis of the long-term follow-up of the needs of society at large and of the labour market.

Schedule: 2011-2012

Responsible organ: Department for Strategic Planning and Development, faculties

Definition and monitoring of the result: Developments in the student-teacher ratio will be monitored in each field.

12. Teaching will be implemented by exploiting in a more efficient and versatile manner the department staff and other available experts (including docents, postgraduate students, Academy of Finland research fellows, experts from the University's independent institutes, international exchange teachers and experts from professional life).

Schedule: 2010-2012

Responsible organ: Departments

Definition and monitoring of the result: The use of teaching resources will be monitored.

2.3. Feedback system for teaching

The faculties and independent institutes providing instruction will ensure that the feedback system for teaching and education is sufficiently extensive and that the processing and exploitation of feedback constitutes an essential part of the development of teaching. Interaction is a crucial element in the feedback system and culture.

Measures to be taken:

13. All faculties and independent institutes providing instruction or continuing education will have a functional feedback system, which ensures that feed-

back information is systematically used in the management of teaching and in decision-making processes. At all levels of studies, efforts will be made to hear students' views and student feedback will be collected. Feedback will be collected on courses, modules and entire degree programmes, and employers will also be asked to provide feedback. Students will be informed of the practices and procedures of feedback collection, and the University will ensure that international students have opportunities to provide and to receive feedback.

Schedule: 2010-2012

Responsible organ: Faculties, departments, independent institutes

Definition and monitoring of the result: The processing of feedback has been agreed upon within the faculties and independent institutes, and these processes have been documented in their operations manuals. The faculties and independent institutes have also agreed on how various impacts will be evaluated and monitored.

14. All faculties and departments will make use of feedback from the labour market on Bachelor's, Master's and doctoral-level education. The feedback on practical training periods and questionnaires directed at recent graduates, professionally active alumni and employers will be built into a consistent entity. Besides these questionnaires, systematic use will be made of the materials provided by Statistics Finland.

Schedule: 2010-2012

Responsible organ: Faculties, departments, Department for Strategic Planning and Development

Definition and monitoring of the result: The processing of feedback has been agreed upon within the faculties and these processes have been documented in their operations manuals. They have also agreed on how various impacts will be evaluated and monitored.

15. The OPPI survey (student views on learning and learning environments) will be developed into a feedback tool covering the whole University and will be implemented in all faculties. The development of this student survey will be based on research on higher education, and will be tailored to meet the special needs of the faculties and their international degree students. The feedback received through the OPPI survey will be used in versatile ways.

Schedule: 2010-2012

Responsible organ: Centre for Research and Development of Higher Education, faculties, departments, Department for Strategic Planning and Development, IT Department

Definition and monitoring of the result: The survey has been tailored to meet the needs of faculties, the processing of the results has been agreed upon within the faculties and these processes have been documented in their operations manuals.

2.4. Students' studying abilities and academic advising

The University will ensure an operating environment and circumstances that will enable both Finnish and international students to complete their studies within the normative timeframe set for the completion of degrees. Academic advising is part of teaching duties. Students' well-being, ability to study and study skills are supported by high-quality teaching and supervision, a high-quality learning environment with easy access, communality, and specialised advising services that include social services for students. As specified in the University's division of responsibilities related to quality, students are responsible for their own learning and commitment to their studies.

The international dimension of studies and teaching is promoted by enhancing multilingualism and multiculturalism so that students are provided with opportunities for international mobility, degree students are recruited from different countries, instruction is offered in Finnish and Swedish as a foreign language, instruction for both Finnish and international students is provided in languages other than Finnish and Swedish, and the teachers and non-academic staff are supported in facing the challenges of internationalisation. As defined in the University of Helsinki Language Policy, the University also bears a special responsibility for Finland's national culture as well as for the status and position of its national languages in research and scholarship.

Postgraduate education must be of a high quality from the point of view of content and pedagogy, and must support the student's growth as an expert.

Measures to be taken:

16. Faculties will devise general instructions for the supervision of Bachelor's and Master's degree students. The instructions will include the responsibilities and obligations of both supervisors and students and determine the division of labour between those providing supervision and academic advising. At the same time, the need for training among faculty officials providing advice on the devising of the personal study plan (PSP) will be surveyed, and opportunities to arrange this training will be explored. Units providing Open University courses and continuing education will devise similar instructions.

Schedule: 2010-2011

Responsible organ: Faculties, Open University, Palmenia Centre for Continuing Education, Ruralia Institute

Definition and monitoring of the result: Units have decided on the relevant principles, which are documented in their operations manuals. The training needs of PSP advisors have been surveyed, and training arrangements have been explored.

17. From the beginning of studies, PSP advising encourages students to include language studies as well as studies or training abroad in their studies. To support PSP advising, a recommended period of studies abroad will be included in models for degree completion.

Schedule: 2010-2012

Responsible organ: PSP advisors, departments, faculties, Language Centre

Definition and monitoring of the result: The number of outgoing exchange students, the number of recognised credits completed abroad.

18. At the beginning of their studies, doctoral students will be provided with orientation support and peer support, and they will be introduced to the research community. The supervisors of doctoral students will be supported in upgrading their qualifications on a field-specific basis. The professional development of supervisors will be integrated into the division of labour and the current practices of faculties and departments, for example, by forming pairs consisting of a senior and junior supervisor, by offering opportunities for orientation and training, and by providing peer support and mentoring.

Schedule: 2010-2012

Responsible organ: Faculties, departments, doctoral programmes, researcher training programmes, research groups, supervisors of doctoral dissertations, Centre for Research and Development of Higher Education

Definition and monitoring of the result: The number of orientation and get-to-together events, the form and amount of peer support, the number of work pairs and supervision groups, the number of participants in training and orientation.

19. The University will conduct a survey on the well-being of students and the adequacy of support services provided by the University, together with the Student Union and the Finnish Student Health Service. The results of this survey will serve as a basis for the improvement of students' well-being. The University will follow up on the recommendations to be issued by the joint studying ability project between the Finnish Council of University Rectors, the Finnish Student Health Service and the National Union of University Students in Finland.

Schedule: 2010-2012

Responsible organ: Department for Strategic Planning and Development, Centre for Research and Development of Higher Education

Definition and monitoring of the result: The survey has been completed and appropriate measures have been taken. The recommendations of the studying ability project have been implemented.

20. The University Language Centre will be responsible, together with faculties, for language and communication studies required for degrees, including the maturity test in the native language. Services for language and communication studies will be established in the Language Centre. The purpose of these services is to provide expert support for faculties in the planning and implementation of teaching in academic writing and communication in the native languages.

Schedule: 2010**Responsible organ:** Language Centre**Definition and monitoring of the result:** The Language Centre has launched these services in cooperation with faculties.

21. Students active in the administrative organs of the University or in academic organisations will be granted credits. Faculties will create a unified practice for the granting of such credits.

Schedule: 2011**Responsible organ:** Faculties, Department for Strategic Planning and Development**Definition and monitoring of the result:** Decisions have been made on the number and criteria of such credits.

22. The University will explore possibilities for introducing a system of grants from centralised grant funds that would promote the smooth progress of studies and graduation in the normative timeframe set for the completion of degrees in the relevant legislation.

Schedule: 2011-2012**Responsible organ:** Department for Strategic Planning and Development, Finance Department**Definition and monitoring of the result:** An investigation of the grant system has been conducted.

2.5. Appreciation for teaching and teaching careers

The appeal of academic careers will be improved. The aim is that the professional growth of teachers will be supported and the connection between teaching and research will be reinforced. Faculties will put increasing emphasis on teaching qualifications in recruitment and will assess these qualifications using portfolios or equivalent résumés. Teaching skills and pedagogical training will also play a decisive role in career progress and the salary system. The University will tend to teachers' job satisfaction by applying a salary system that takes teaching qualifications into account and by ensuring that teachers have opportunities to conduct research. The University will support teachers' international activities and will take into account the special needs presented by international recruitment.

Measures to be taken:

23. The University and its faculties will promote career advancement on the basis of teaching merits. Qualifications in university pedagogy will be defined so that teaching experience, formal education (if any) and qualifications acquired in other ways will be considered. The University will advocate qualifications in university pedagogy on salaries so that the salary system will encourage participation in the development of teaching and pedagogical training.

Schedule: 2010-2012

Responsible organ: Department for Strategic Planning and Development, Human Resources and Legal Affairs Department, faculties

Definition and monitoring of the result: Qualifications in university pedagogy have been defined and this definition is being utilised in career advancement and salaries.

24. All faculties will use a portfolio or an equivalent résumé of qualifications in the recruitment of teaching personnel. If necessary, university and faculty-level regulations and instructions will be revised, and the special needs presented by international recruitment will be taken into account.

Schedule: 2010-2011

Responsible organ: Faculties, Human Resources and Legal Affairs Department

Definition and monitoring of the result: University-level instructions have been revised and all faculties use a portfolio or equivalent résumé.

25. Superiors will agree with the teaching staff on scheduling research periods in the annual workload and in teaching periods. The annual workload will include participation in pedagogical training and participation in international exchanges.

Schedule: 2010-2012

Responsible organ: Faculties, departments, superiors

Definition and monitoring of the result: The number of research periods, the number of participants in in-house pedagogical training, the number of participants in international exchanges.

26. To enhance the teaching staff's competence in university pedagogy, the University will organise general and field-specific courses in university pedagogy. This training will also be offered in both Swedish and English. The University will offer a programme (60 credits) providing extensive pedagogical qualifications for university-level teaching. This programme can also be completed in the form of in-house training.

Schedule: 2010-2012

Responsible organ: Centre for Research and Development of Higher Education, faculties

Definition and monitoring of the result: The teaching staff in all faculties is being offered field-specific training in university pedagogy. The University also regularly arranges Swedish- and English-language training in university pedagogy. The programme providing general university-level pedagogical qualifications has been launched.

27. Faculties, departments and independent institutes are developing the means to reward high-quality teaching and the exemplary development of teaching.

Schedule: 2010-2012**Responsible organ:** Faculties, departments, independent institutes**Definition and monitoring of the result:** Faculties, departments and independent institutes reward their staff or units for high-quality teaching and/or the exemplary development of teaching.

3. Resources

The implementation of the Programme for the Development of Teaching and Studies will be funded with the help of faculty- and department-specific prioritising and the reallocation of resources, allocations from the central administration and resources provided by the centralised support services. Detailed resourcing will be based on budgets to be agreed upon in unit-specific negotiations.

The University will support the implementation of the most important reforms of the strategy period by reserving and acquiring strategic funding for development projects. The areas in need of development that emerged in the international evaluation of education are also supported through strategic funding. The resources of the as yet undesignated four senior lectureships in university pedagogy in the University Senate's pool of lectureships will be allocated in accordance with the strategic objectives of the University.

The University will negotiate with the Ministry of Education over the funding of strategic development areas by presenting a summary of the most salient measures to be taken. The University's core areas of development with national significance include:

- **Research-based teaching and learning**

The University's long-term strategic objective is to continue to strengthen research-based teaching and learning. This entails, among other things, that students be involved in the work of the research community from the early stages of their studies, that learning and research environments be closely integrated, that a close connection be maintained between teaching and research, and that Master's degree programmes be established in key areas of research. Strategic funding is needed for the development of a steering system for studies and research that will take into account the special nature of the various fields of science. Research-based teaching also requires that additional resources be directed at the pedagogical training of teachers and researchers supervising research. Furthermore, research-based teaching also requires that teachers have more opportunities to concentrate on research regularly, and that resources be available so that teaching will not suffer from such arrangements.

- **Internationalisation objectives of teaching and studies**

Internationalisation calls for the significant reorganisation of academic advising and supervision so that student and teacher exchanges will add value to the quality of teaching and degrees without delaying graduation. International activities also mean that significant resources must be directed towards language training.

- **Enhancement of doctoral education**

The objective of resource allocation in doctoral education is to provide high-quality supervision and opportunities for doctoral students to receive supervised teaching experience in their own research field. Doctoral students must also be offered leadership training.

- **Management of education**

In the management of education, resources shall be allocated so that the quality of degrees will improve through increased competence in university pedagogy, a strong research foundation and feedback systems. Feedback will be acquired systematically from employers and various interest groups in society. Measures taken to improve the student-teacher ratio also belong to the management of education.

4. Implementation and monitoring

Faculties, independent institutes and the Administration Office will describe in their target programmes how they intend to implement the listed measures to be taken and assigned under their responsibility in the Programme for the Development of Teaching and Studies 2010-2012.

Faculties and independent institutes will document in their target programmes the measures to be taken and how they will be prioritised. The Programme for the Development of Teaching and Studies contains some objectives and measures that have already been carried out in some units. The purpose is to disseminate these sound, tried and tested practices through this programme.

The target programmes will serve as a basis for performance negotiations between the rector and the faculties/independent institutes. Objectives and resources for the upcoming three-year period will be agreed upon in the negotiations.

The implementation of the Programme for the Development of Teaching and Studies will be monitored through quantitative objectives and indicators agreed upon in connection with the operations management process. The progress of the measures to be taken will be reported in connection with annual reporting and strategy period reporting.