

# CAF

Common Assessment Framework  
A new era of quality work at Tampere College

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# QUALITY HANDBOOK

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# 1 Leadership

The city strategy of Tampere states that an important aspect of management is to anticipate changes in the operating environment and implement the required decisions as well as to increase productivity. This covers both quality and effectiveness and entails working co-operation between trustees and officials as well as an open and collaborative decision-making culture that involves employees, citizens of the municipality and stakeholders.

The city strategy includes targets in terms of the ability to provide services and their effectiveness, HR management, development of working methods and economy.

## 1.1 *Development of vision, values and operating idea*

The management of Tampere College has in place a common vision, values and operating idea. Strategic goals, critical success factors, operational goals for the year and a plan for their implementation and measurement are also in place. Improvements and corrective actions are based on input from feedback systems. Visions, values and operating idea are evaluated regularly taking internal and external changes in the operating environment into account.

The training provider (the City of Tampere/the Committee for Education, Competence and Economic Development) determines the basis of strategic planning. When setting strategic goals for Tampere College, the views of employees (electronic survey), the student body (meeting with the Director of Vocational Education and Training) and local advisory councils for vocational education and training (meeting memos) have a voice. The production strategy of Tampere College is approved by the Board of Upper Secondary Education.

The values, vision and operating idea are disseminated using personal interaction, e-mails, the intranet, online learning environments, bulletin boards, information meetings and printed bulletins and guides.

Meetings between management, staff and students as well as the system of shop stewards and occupational safety representatives facilitate finding common views.

## 1.2 *Development of the organisational management system*

In the organisational structure of the City of Tampere, services promoting culture and quality of life are grouped together. Within this structure, upper secondary education constitutes a profit area. The administrative structure can be found in the organisational description (on the intranet under Documents, HR, Tampere College). The management system is based on a matrix organisation: headed by the Production Director, the Administration and Services Unit provides support for the sectors of study (*Technology, Services and business economics, Health and social services, Transport and forestry, Immigrant education and Vocational adult education and training*). The Quality and Evaluation unit operates under the Director of Vocational Education and Training.

The responsibilities and authority of the Director of Vocational Education and Training and of the Directors of each field of study are specified in the respective task descriptions. The task descriptions of the divisional heads are more detailed. Achievement of results and change management steer the management system and the quality management system. Internal bulletins and information meetings are used to inform staff and stakeholders about upcoming changes and their foundation.

Measures for service contracts are developed together with the purchaser. Measures for annual operating targets are specified in strategic planning and monitored in connection with the service contract by reporting three times each year. Feedback is processed by the Contract Monitoring Group, the Board of Upper Secondary Education and the Management Group of Tampere College. Corrective actions are based on the reports.

Financial and HR administration staff use the SAP ERP enterprise resource planning systems of the City of Tampere. The KuntaToimisto information system of the City of Tampere is used for making decisions. Information Management is steered by The City Group. The IT support staff of Tampere College provide support for the units. Tampere College uses ProCapita as their student information system and the Moodle virtual learning environment for web-based teaching. In addition, further online services used by the City of Tampere – such as the ZEF Evaluation Engine – are at the disposal of Tampere College. A facilities management system for Tampere College is being developed and sector-specific Information and Communications Strategies have been drawn up for the education sector.

The Internal Inspection of the City of Tampere steers and monitors conformance to regulations and carries out inspections of different sectors every year.

Project management complies with the quality system of the City of Tampere. Project instructions for Tampere College include detailed instructions for projects (on the intranet under Documents, Staff, 08. Project activities).

### **1.3 *Motivating and supporting staff***

The management of Tampere College adheres to values and objectives set and improves its management methods according to feedback and results of development discussions.

Employee competence is strengthened in line with the objectives set by ensuring adequate resourcing. Employees are informed about key organisational issues, innovation and development culture are supported and excellence is recognised and awarded. Employees' individual needs and circumstances are taken into consideration when possible.

### **1.4 *Contacts with political decision-makers and other stakeholders***

The objectives of Tampere College are founded on education policies set by the Finnish government and the Ministry of Education (*Research and Development 2007–2012 Development Plan and Vocational College Strategy*), the city strategy, the production strategy, the HR strategy and the productivity programme. Successful management requires working co-operation with political trustees and officials at all levels.

As specified in the values of Tampere College, partners' needs are accommodated. Local advisory councils for vocational education and training are established with significant stakeholders that represent various other stakeholders, trade unions and interest groups. Investments have been made to develop the role of the student association. Students' voices are heard, for example, as part of strategic planning and representatives of Tampere College are actively involved in regional and national organisations and associations.

Tampere College seeks visibility and recognition by sending participants to events organised by different interest groups and organisations.

## 2 Strategy and planning

Strategy and planning are based on the strategies of the City of Tampere. Approved by the City Council, the city strategy Tampere Flows is in place until the year 2020 and is the most important steering document for the City of Tampere. The service strategy drawn up by the Committee for Education, Competence and Economic Development describes the policies of the city strategy from the viewpoint of the purchaser. The production strategy for upper secondary education, which is approved by the Board of Upper Secondary Education, is the service provider's description of how ordered services and the objectives of purchased services shall be achieved. The annual plan of Tampere College describes the production strategy for vocational education and training.



Figure 1. Strategic management system of the City of Tampere

In the purchaser–supplier approach, the service agreement is a core element steering purchasing of services and therefore an important tool for co-operation.

The objectives of the city strategy and service strategies are incorporated into service agreements.

### 2.1 Current and future needs of stakeholders

Tampere College gathers information on the needs and expectations of national stakeholders through active involvement in co-operation groups of the National Board of Education, clusters of Vocational Education Providers in Finland (KJY) and the trade unions of the different occupational fields. Tampere College monitors and gathers information on legislative, societal and economic changes by following reports, statements and other State publications and in particular information provided by the Ministry of Education and the National Board of Education.

Tampere College actively participates in regional co-operation and gathers information on the needs and expectations of stakeholders. Tampere College co-operates actively and extensively with other vocational education and training providers in the Tampere region both in themed workgroups and various projects gathering information on current and future needs of stakeholders.

Local advisory councils for vocational education and training (on the intranet under Documents, HR, 02. Tampere College, Advisory councils for VET) provide information on the needs and expectations of local working life providing statements on the curricula of their occupational fields, among other things. Business needs are charted using the INKA evaluation system and workplace instructor feedback.

The City of Tampere uses the CAF (Common Assessment Framework) to assess activities within the organisation. Tampere College follows the procedures set by the city.

### 2.2 Updating strategies and operational plans

The Director of Vocational Education and Training is responsible for planning the strategy of Tampere College with assistance from the Management Group and the Quality and Evaluation unit. Management reviews the extent to which strategic goals have been achieved based on feedback received and evaluates the operating environment on an annual basis. Employee opinions are heard in connection with strategy updates. To ensure students' participation in planning and implementing strategies, the Director of Vocational Education and Training meets

representatives of the Students' Association of Tampere College (TAQ) and the Directors of the different fields of study meet representatives of respective student associations.

Tampere College has an extensive range of measures to monitor and evaluate its strategy. Client satisfaction surveys provide feedback on the opinions of clients and stakeholders. The number of primary applicants reflects the attractiveness of the educational institution. Implementation of the strategy is monitored through feedback gathered externally. Scorecards of the Committee for Education, Competence and Economic Development and tri-annual reports monitor the service agreement and the strategy is updated based on these reports.

Tampere College applies the results of The Ten Town Study (health and the ability to work among Finnish local government employees and occupational health survey) results when monitoring, measuring and evaluating its' HR strategies. Competence development is a strategic goal of the City of Tampere and Tampere College follows the city policy in enhancing development discussions.

Organisational reforms at Tampere College are based on the requirements of the operating environment and enhance the ability of Tampere College to meet the needs of stakeholders, improve productivity and use resources to better effect. Balancing tasks and resources with operating plans (such as investment and HR plans) advances achievement of strategic goals.

Tampere College takes stakeholder views into account when planning strategies and activities and involves working life contacts in order to meet the needs of working life.

### ***2.3 Implementing strategic activities***

The Director of Vocational Education and Training with assistance from the Management Group and the Quality and Evaluation unit is responsible for implementing the strategy of Tampere College. Steering groups for the different fields of education are responsible for implementing field-specific strategic activities. The Quality and Evaluation unit and Financial Administration unit provide monitoring data on the strategy of Tampere College as material for development of activities.

The strategic and operational goals are converted into actions in annual plans and work plans and firmed up in HR, ICT, investment and international activity plans.

### ***2.4 Reforms and innovations***

The project activities of Tampere College focus on strategic key areas providing opportunities for regional, national and international networking. Online services are developed in addition to the internet through an intranet for upper secondary education (<https://intra.2aste.tampere.fi>). Moodle (<http://moodle.tampere.fi>) is the established online learning environment of Tampere College and students have access to the ProCapitaWeb course credit system as well.

To promote sustainable development, each field of study has a Sustainable Development Representative trained by the City of Tampere, which arranges various events on sustainable development for students and staff.

The Quality and Evaluation unit evaluates and develops the activities of Tampere College and is responsible for the provision of evaluation and statistical data to enhance the use of data in operational control and to develop and maintain the quality assurance system for upper secondary education as well as planning and implementing strategies.

Certain support services, such as meal services and facilities maintenance, are outsourced. Feedback on change management is gathered, for example, through employee satisfaction surveys. Anticipatory information on change needs is gathered and applied in planning educational provision, for example, to develop dual VET qualifications.

## **3 Human resources**

### **3.1 HR planning, administration and improvement**

The qualitative and quantitative HR plan of Tampere College is drawn up following the upper secondary education strategy and the service strategies of the City of Tampere and the orderer (as specified in the orderer–producer model) guidelines. Required qualities and competences as well as future challenges and changes are among the issues considered when drawing up the HR plan. Demographics, retirement schedules, succession plans, competences of current employees, competence drain and actions needed to maintain the necessary level of competences need to be charted. The Administrative Manager and the Financial Manager give monthly status reports in the HR plan that employees receive (legal, statutory and public service collective agreement) information on requirements for and instructions on applying to offices and other positions. Further instructions for employees of the city can be found on the City of Tampere intranet. In addition, employees are aware of the City of Tampere’s internal recruitment channels, job rotation opportunities and development possibilities as part of project activities. Employees’ tasks are evaluated based on competence classification using standardized forms and job performance is assessed using a job performance evaluation form.

HR Management uses the online systems of the City of Tampere (SAP, Täysosuma, Travel, Kahva, FORTIME and INTRA).

Recruitment follows the procedures of the City of Tampere.

Occupational health and safety procedures, (occupational health services, occupational safety and health organisation, rescue and crisis plan et al.) as well as crisis communications instructions are regularly updated on the intranet. In addition, employees participate in exit drills and emergency training. Employees are members of the contributory sickness fund of the City of Tampere.

The Equality Plan of Upper Secondary Education complies with the Equality Plan of the City of Tampere and the Equality Act which is applied to students as well. Employees’ experiences about equality and well-being at work are charted in *The Ten Town Study: health and the ability to work among Finnish local government employees* survey. The results of the survey and subsequent actions are reviewed in the Management Board, the Co-operation Group, Management Groups and unit meetings.

Tampere College encourages employees to participate in training and international expert exchange programmes. Reconciliation of private and working life is taken into account with flexible working arrangements and the needs of disabled and handicapped employees are met individually with the help of the Relocation Service of the City of Tampere, in case existing arrangements within Tampere College do not suffice.

### **3.2 Identifying, developing and applying employee competence**

Holding development discussions with all employees is a strategic goal of Tampere College. Development discussions shall include competence assessments and/or performance assessments. Implementation of development discussions is reported once a year as part of the Activity and Financial Monitoring report. Succession plans and training and competence development needs brought up in development discussions are reviewed when drawing up the personnel plan. In certain fields, job satisfaction surveys are carried out using the feedback features of the INKA evaluation system that will be expanded to include all fields of education.

The strategy of in-service training is based on strategic focus areas of upper secondary education and the personnel plan. Implementation of the strategy is monitored through tri-annual measures, for example, percentage of personnel costs.

Employees have job descriptions and new employees participate in induction training for employees of the City of Tampere. In certain fields, induction is implemented through mentoring which practise is intended to be extended to all fields of education. The City of Tampere has an actor–mentor programme in which Tampere College participates wherever possible. Employees may also develop their competences through project activities. In addition, pedagogic development is included as part of the new curriculum of Tampere College.

Management training, which includes management training by the City of Tampere, training specifically agreed with occupational health services, targeted management coaching and shop steward training by trade unions, is used to enhance well-being at work and to identify and solve conflicts.

### **3.3 Promoting employee participation**

The objectives of Tampere College are based on the city strategy and its’ service strategy as an orderer in the orderer–producer model. Annual plans include a year plan and a production service agreement. Results are

reported and measured tri-annually and presented to the Extended Management Group. Each field of study disseminates the results to employees facilitating discussions to achieve consensus between management and staff.

The open atmosphere of Tampere College facilitates provision of feedback to superiors. Information meetings and development discussions are arranged on a regular basis and memoranda of Management Group meetings are available for all employees via the intranet. Further official channels of influence include participation of employee representatives and trustees in the Management Group, employee representatives in the co-operative organ and the Qualification Committee for competence-based qualifications.

Tampere College promotes openness and open interaction within the working community by arranging various social and other events with an agreed common framework. Employee surveys are carried out and community spirit is advanced through the employee magazine Väkky (Sparky) and via the intranet and online communications are used to inform employees about topical issues. Teamwork was promoted in connection with the latest organisational reform and it continues to be supported.

The management of Tampere College encourages employees to have an influence through ideas for Tampere College gifts, entrepreneurship initiatives in the common curriculum and workplace ergonomics initiatives, among other things.

Tampere College encourages employee influence by involving staff in drawing up development plans and activities, such as the strategy survey, The Ten Town Study: health and the ability to work among Finnish local government employees survey and open drafting of the quality handbook.

Well-being at work is surveyed through the biennial Ten Town Study: health and the ability to work among Finnish local government employees survey and the INKA evaluation survey, among others. Summaries are submitted to the Extended Management Group for information and the results of surveys are published for staff for discussion followed by drawing up unit-specific development plans with actions, schedules, responsibilities and measures.

## 4 Partnership and resources

### 4.1 Key partners

Young students seek to attend Tampere College after completing their compulsory education or matriculating from general upper secondary schools in the sub-region. Tampere College co-operates with businesses, employers in the public sector and Centres for Economic Development, Transport and the Environment in planning the provision and recruiting students into adult education. Tampere College publishes details of its activities and provision real-time on the institution's website ([www.tao.tampere.fi](http://www.tao.tampere.fi)) according to its marketing plan which is reviewed on an annual basis.

In order to make students' pathways to learning successful, employees co-operate on an ongoing basis with students, the parents or guardians of underage students, student health organisations, departments of social services and health care in students' municipalities of residence, businesses and public and third sector employers, Centres for Economic Development, Transport and the Environment, the Finnish Social Insurance Institution KELA, other vocational institutions, general upper secondary schools as well as universities and universities of applied sciences. Student counselling is provided for those seeking to move into education and training and during studies according to an annually reviewed Counselling Plan.

Co-operation with partners is developed through Partnership Agreements, such as on-the job learning and international student and teacher mobility agreements. Employee awareness of partnership agreements, co-ordination of responsibility areas, co-operation processes and systematic and unified monitoring system is increased. Partnerships are developed, for example, with the 15 field- or qualification-specific local advisory councils for vocational education and training, and interaction is promoted in various ways. Tampere College is open to ideas, incentives and feedback from partners.

### 4.2 Financial administration

Financial administration of Tampere College follows the procedures set by the City of Tampere. Budgets are drawn up to secure the focus areas based on the city strategy. As specified in the orderer–producer model, the City Council drafts a budgetary framework and Tampere College drafts a budget which the Board of Upper Secondary Education then approves.

The financial status of the institution is monitored with monthly financial reports reviewed by the Management Group of Tampere College. Tri-annual monitoring reports on the activities and finances included in the service agreement are reviewed by the Board of Upper Secondary Education and the Extended Management Group of Tampere College.

The cost monitoring system reflects the organisational structure. Tampere College has started productising its educational services according to the classification of education specified by the Finnish National Board of Education.

Budgets are drawn up by sectors of study (*Technology, Services and business economics, Health and social services, Transport and forestry, Immigrant education, Vocational adult education and training*). Directors of the different fields of study and the Director of Adult Education are responsible for their budgets and the Director of Vocational Education is accountable for the vocational education budget.

Investment plans are drawn up and updated annually.

### 4.3 Information and technology management

The ProCapita student information system is used to monitor students' progress and attendance. The INKA evaluation system is used to systematically gather student feedback on the learning environment, the learning atmosphere, teaching and teachers, studies and subjects of study as well as student and workplace instructor feedback on the on-the-job learning period.

The AIPAL competence-based qualification feedback system is used to gather information about studies leading to competence-based qualifications and knowledge-based periods of apprenticeship training. In labour policy education, student feedback is gathered using the OPAL system, in short-term training the ZEF evaluation engine and printed feedback forms are used. The fields of education process the feedback gathered and present summaries to the Management Group of Tampere College, the Contract Monitoring Group and the Committee for Education, Competence and Economic Development.

Online environments, such as the Festo e-learning environment (remote access address: <http://193.111.118.215:81/classroommanager>) and the Moodle learning environment (<http://moodle.tampere.fi>) support individual learning pathways and teaming up, for example, on-the-job learning instruction and web-based courses.

Employees leaving permanent or temporary employment lasting longer than 12 months shall use the intranet to fill out an online exit interview form developed by the HR unit of the City of Tampere.

Tampere College has an Archiving Plan that complies with the instructions of the City of Tampere. Archiving student feedback needs further planning.

As specified in its vision statement, Tampere College educates and trains professionals who use ICT in innovative, responsible and developmental ways. Tampere College has a strategy for the years 2009–2012 for using ICT in teaching ([http://tvt.tampere.fi/ammattiopiston\\_tvt-strategia](http://tvt.tampere.fi/ammattiopiston_tvt-strategia)) and an IT plan that specifies the networks, servers, machinery and equipment and outlines future development trends.

#### **4.4 Management of premises**

To ensure effective use of premises, reservations for classrooms and working sites at Tampere College are made through a reservation system. Reservations are made through contact points and timetables and reservations are published on the Tampere College website (<http://www.tao.tampere.fi/tao/TAOWWWTAO/lukujarjestykset.html>). All units have good transport connections and premises and offices are accessible for the physically challenged.

Classrooms have data projectors and computers, IT classrooms have extensive ranges of key software and all buildings have copiers.

Machinery safety has been enhanced by investing in new CE-marked machinery and modernising old machines. The occupational safety organisation makes regular inspections to detect deficiencies or flaws and to implement timely measures.

Tampere College has a sustainable environmental development programme in which the field-specific environmental effects of units are charted and recycling of materials and equipment is developed (<http://www.tampere.fi/kestavakehitys/johtaminen/ohjelmat/tampereenammattiopisto.html>).

## 5 Processes

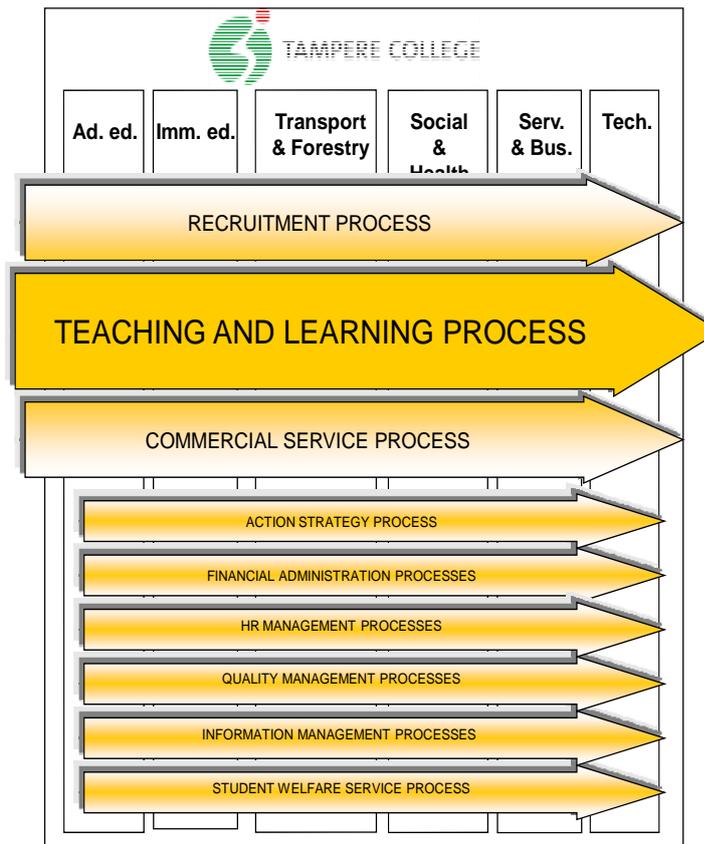


Chart 2. Processes of Tampere College

### 5.1 Continuous process identification, planning and improvement

The main processes of Tampere College are described in the operating system of the educational institution. Processes are divided into core and support processes. Core processes comprise teaching and learning processes, the recruitment process and the commercial service process. Each process is assigned a process owner with specific areas of responsibility. Process owners, the Quality and Evaluation unit and the management of Tampere College are jointly responsible for process flow and development.

Administrative co-ordinators plan, evaluate and develop activities and procedures together with management and process owners. The one stop shop principle is applied to projects, marketing, student counselling, international activities and support services (maintenance, security, acquisitions and logistics).

Processes are linked together and both staff and students move between processes. The effectiveness of processes at Tampere College is evaluated continuously. Participants have received induction training and are aware of their tasks within the different process phases. Process documentation is saved on the intranet as well as in the common section of the Tampere College curriculum.

Provision of education is outlined in the *Vocational Education and Training Act (630/1998)*, the *Vocational Education and Training Decree (811/1998)*, the *Vocational Adult Education Act (631/1998)* and the *Vocational Adult Education Decree (812/1998)*. Process owners update processes together with staff, students and stakeholders when the operating environment (such as laws, decrees and organisation) changes.

Co-operation between stakeholders and Tampere College ensures that education and training is of a high quality, that it meets the demands of working life and that it is up to date. The principle of inclusion is applied to collaboration with Tampere College staff and stakeholders, such as local advisory councils for vocational education and training.

Performance is monitored using national measures of performance-based funding. In addition to performance monitoring using key indicators of operational objectives for education and training with degree targets, feedback is systematically gathered from students and co-operation partners. Tampere College uses various customer feedback systems to gather feedback from students during their studies and upon completion of their

qualifications as well as employer feedback on students' capabilities. In addition, feedback on the functionality of core processes is collected from candidates taking their competence-based qualifications and their assessors.

An IT plan specifies the networks, servers, machinery and equipment and software and outlines future development trends. Tampere College uses the ProCapita student information system and students' parents and guardians also have access to this. Other system tools include the intranet, the Mimosa timetable programme, the Tampere College website and the Moodle online learning environment as well as an on-the-job learning portal (<http://www.tao.tampere.fi/tao/TAOWWWTAO/tyossaoppiminen.html>).

## ***5.2 Citizen- and customer-oriented service and product development and production***

Education staff and planners at Tampere College plan, design and provide customer- and citizen-oriented education and training taking changes in local working life and society into account. In addition, Tampere College uses its student feedback systems to plan and develop services and provision. Not only staff, but also stakeholders and students participate in planning and development. Tampere College monitors changes in its operating environment and reacts to these changes by adapting its provision accordingly, for example.

Online communications are developed through online student feedback systems, the intranet, the internet and the learning platform. Student and stakeholder input are vital for developing and planning information channels and sources.

Reliable information on Tampere College and the services it provides is communicated regularly. Education and training has been made more flexible by developing online education and training and evening classes. Provision also caters for students with special needs by identifying their needs and providing adequate resources for their education and training and counselling.

## ***5.3 Development of processes***

Tampere College actively develops internal processes through benchmarking. Benchmarking increases co-operation and disseminates good practices between different fields of education. Effectiveness of processes is measured against other organisations and customers through benchmarking and external evaluations.

Stakeholders and students are involved in development of processes and actively participate in the extensive processes of curricular work, vocational skills demonstrations and competence-based qualifications.

Tampere College provides resources for process development through project and/or internal funding. New innovations are facilitated by supporting teamwork, implementing development discussions and openness. Tampere College participates in development and pilot projects in support of learning.

## 6 Customer- and citizen-oriented results

### 6.1 Customer satisfaction

Tampere College uses the INKA evaluation system and the AIPAL adult education feedback system to gather customer feedback and the Opal labour policy education feedback system and the ZEF evaluation engine or printed forms to gather feedback on customer satisfaction with short-term training. In addition, teachers gather field-specific feedback regarding study units.

Students' channels of influence include the student association, Q&A sessions for students as well as tutor activities. Student representatives participate in local advisory councils for vocational education and training as well as the autumn and spring Youth Forum meetings. Students assess their progress in the on-the-job learning periods and receive feedback from workplace instructors while parents also give feedback to group instructors at family evenings, for example.

The ProCapita student information system is the primary IT tool for students. Students can view their study records and credits are entered on the system within two weeks of completion. Assessment forms for youth education are saved on the system and are ready to use when the new semester starts. Students who are dissatisfied with their assessment have 14 days to submit a request for rectification after receiving their results. Processing time for requests is the interval at which the local board for vocational skills demonstrations convenes. The number of requests received by the local board for vocational skills demonstrations is recorded.

Adult students can submit requests for rectification concerning assessments of vocational skills demonstrations within 14 days after receiving their results. Requests for rectification are addressed to the qualification committee for the relevant vocational field.

### 6.2 Indicators of customer- and citizen-oriented results

Feedback received through the INKA and AIPAL systems is reviewed every year. The Quality and Evaluation unit compiles reports of the feedback and presents the results to the Management Group.

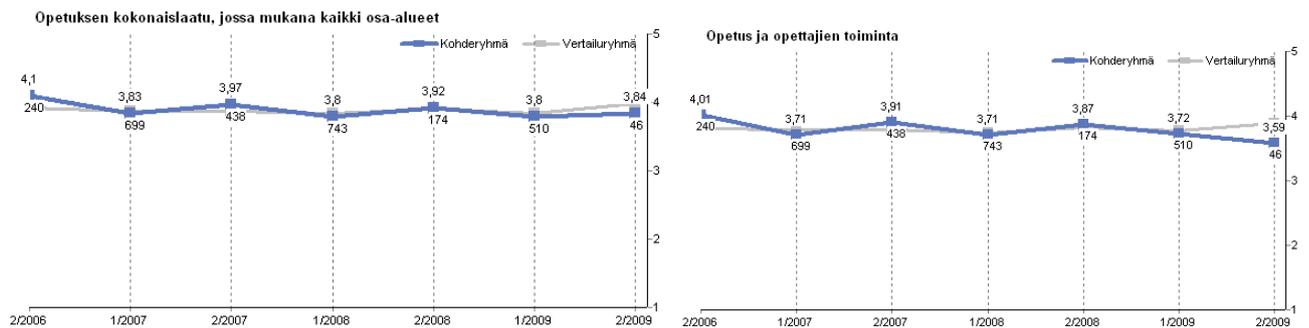


Figure 3. Feedback by continuing students at Tampere College submitted through the INKA system in 2006–2009. Control group, all Finnish students. Total quality of teaching – includes all factors Target group Control group Teaching and teachers Target group Control group

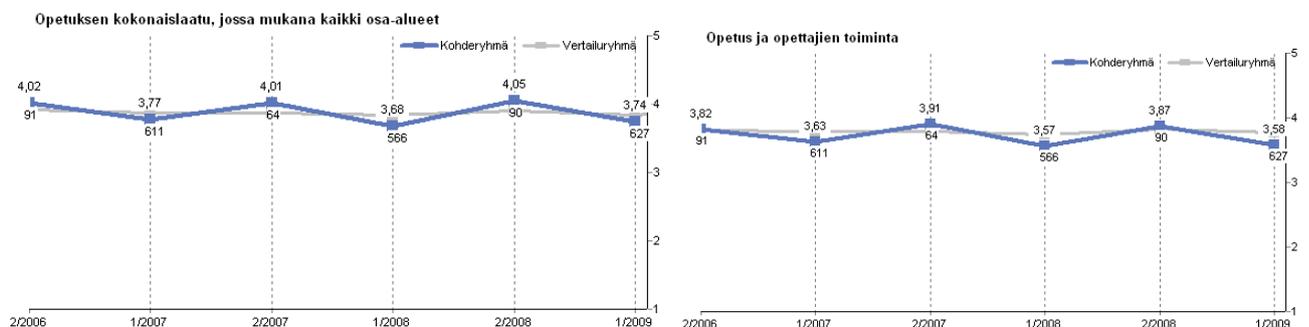


Figure 4. Feedback of Tampere College students who have completed their studies submitted through the INKA system in 2006–2009. Control group, all Finnish students. Total quality of teaching – includes all factors Target group Control group Teaching and teachers Target group Control group

Customers and citizens consider Tampere College to be a reliable institution, which is reflected in the number of applicants and students on placement in working life or in continuing education. In 2009, there was an average of 1.95 applicants for each available new student place, which is one of the highest applicant rates in Finland. For many years, the rate of finding employment or placement in continuing studies has been at a high level for students from Tampere College.

The Adult Education unit is surveying customers' and citizens' image of Tampere College through image research carried out by Taloustutkimus. Customers and citizens view Tampere College as being an aspiring and developing educational institution and consider Tampere College to be among the leading educational institutions in the Tampere Region.

Self-motivated student-years of adult students are recorded every year.

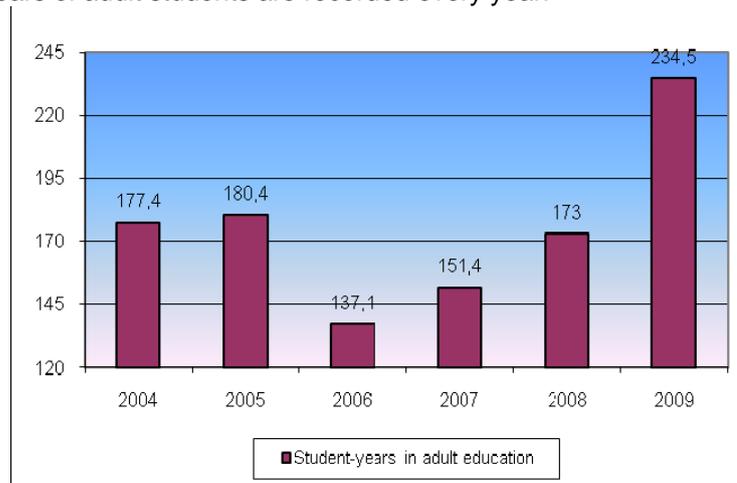


Figure 5. Self-motivated student-years of adult students, 2004-2009 Student-years in adult education

In on-the-job learning and counselling, Tampere College uses on-the-job learning portals, Moodle and mobile technology. The number of businesses co-operating with Tampere College in on-the job learning as well as the number of students in on-the-job learning are recorded.

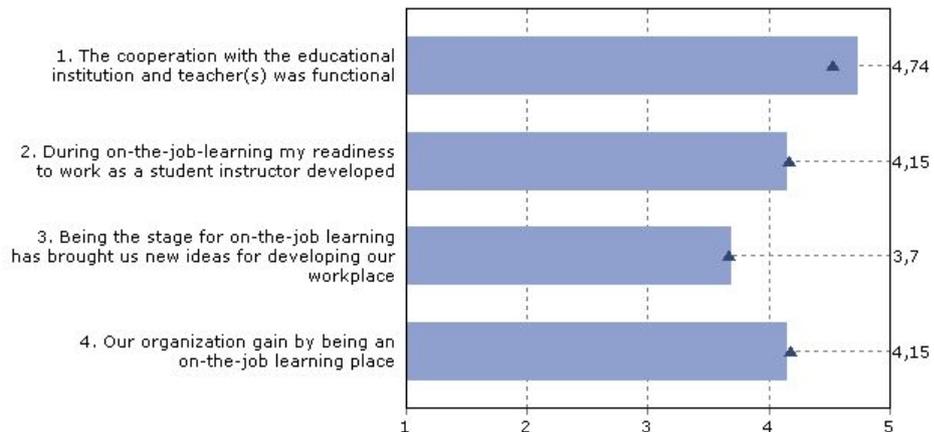


Figure 6. INKA feedback on implementation of on-the-job learning

The ICT strategy of Tampere College extends from the year 2009 to 2012 describing operating models and learning outcomes that advance and promote the use of ICT in teaching, learning and in other staff tasks.

Every unit of Tampere College has a library that provides an open learning environment with versatile equipment and software for developing the ICT and media skills of employees and students alike. Tampere College has access to an Adobe Connect Pro web-based virtual meeting room environment providing new communications possibilities.

The Tampere College website is used to publish timely information and to provide information about the institution and studies at the educational institution. Both staff and students have access to the intranet, the institution assigns every student an e-mail address to facilitate provision of information and student contacts. Tampere College publishes an Annual Report, various guides, publications and presentations every year.

The Adult Education unit publishes an annual training calendar. Youth education is described in the upper secondary education guide of the City of Tampere, which comprises the services provided by Tampere College as well as general upper secondary schools throughout the city. Tampere College has a periodical customer magazine that describes the services provided by Tampere College and includes timely information. All publications are also available on the Tampere College website.

The different units of Tampere College arrange family days and visitors' days to showcase the services and provision of the vocational college to students' families and other interested parties. The number of guests attending family and visitors' days is monitored.

## 7 HR results

### 7.1 Employee motivation and results of job satisfaction surveys

Tampere College measures employee motivation and job satisfaction by participating in the Ten Town Study: health and the ability to work among Finnish local government employees survey.

Tampere College follows an HR programme approved by the City of Tampere and monitors compliance with its vision and business ideas through various measures (development discussions, The Ten Town Study results, surveys on well-being at work and staff absences due to illness).

The City of Tampere participates in the extensive The Ten Town Study carried out by the Finnish Institute of Occupational Health that measures well-being at work and the results are used to improve employee well-being and the quality of working life by facilitating identification of essential points of influence to promote health and the ability to work. Results of follow-up surveys enable more thorough evaluation of changes in the quality of working life and their effects on employees.

The Ten Town Study: health and the ability to work among Finnish local government employees monitors development of the workplace atmosphere. In 2008, the value of the workplace atmosphere barometer, 3.41, was slightly lower than the average in the City of Tampere (3.65).

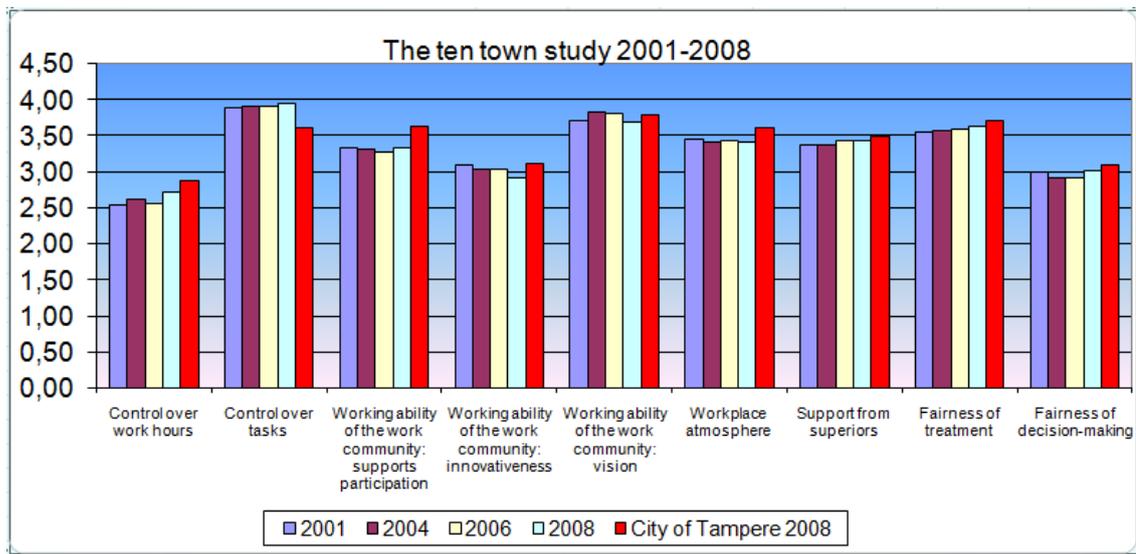


Figure 7. Functioning of the Tampere College working community in 2001, 2004, 2006 and 2008

Achieving the vision of being at the forefront of education and training requires commitment from employees. According to The Ten Town Study and in terms of commitment to the vision, Tampere College is level with other units of the City of Tampere. 48.46% of employees wish to continue in their jobs and a total of 77.83% would recommend their employer to others. Commitment is evaluated annually in connection with development discussions and performance appraisals. Employees of Tampere College participate in customer service training based on the results of The Ten Town Study.

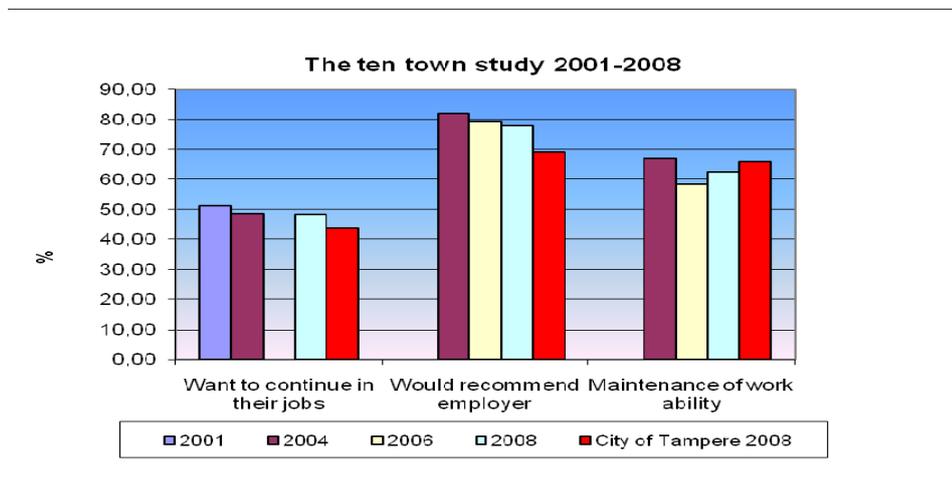


Figure 8. Commitment in the Tampere College working community in 2001, 2004, 2006 and 2008

## 7.2 Indicators of HR results

In the City of Tampere, every branch of administration drafts a personnel account. The *Investments in employees* chapter includes the number of employees and the staff structure. The *Personnel status* chapter deals with employee well-being. The *Investments in employees* chapter describes employer's investments in their employees. Tampere College personnel data is integrated into the personnel account of the City of Tampere.

Competence development is a strategic objective in the City of Tampere. The City of Tampere has a target of ensuring high-quality services, competitiveness and continuous renewal through competence development. Among the targets of Tampere College is that 80% of teachers are formally qualified. Assessments show that the target has nearly been achieved already for four successive years. Tampere College maintains its employees' competences through continuing education and training. In 2008, continuing education and training amounted to 1.9% of personnel costs.

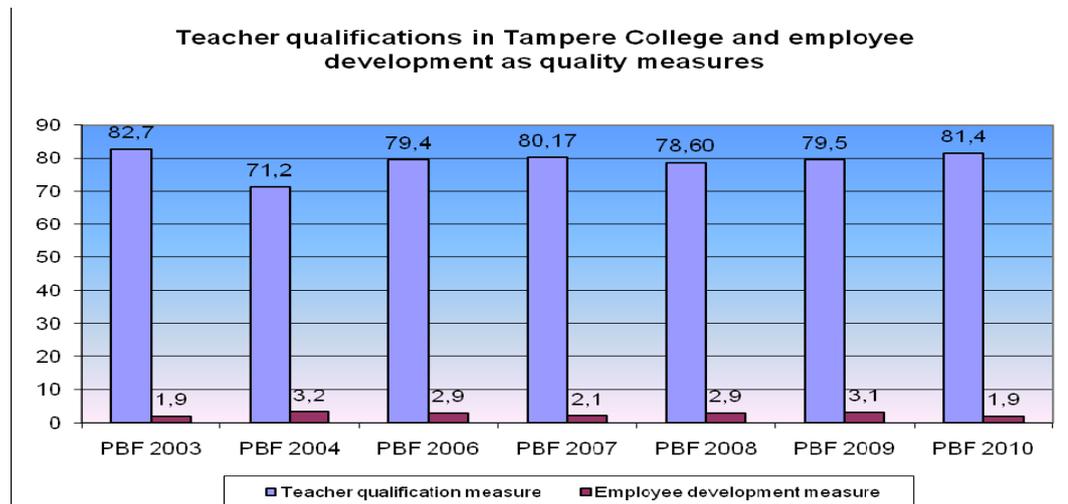


Figure 9. Teacher qualifications and employee development as measures for performance-based funding through the National Board of Education

The City of Tampere monitors employee absences. Employees of Tampere College had notably fewer absences due to illness than employees in other sectors. In 2008, employees of Tampere College were absent due to illness for an average of 13.46 days, which is approximately a day less than in 2007.

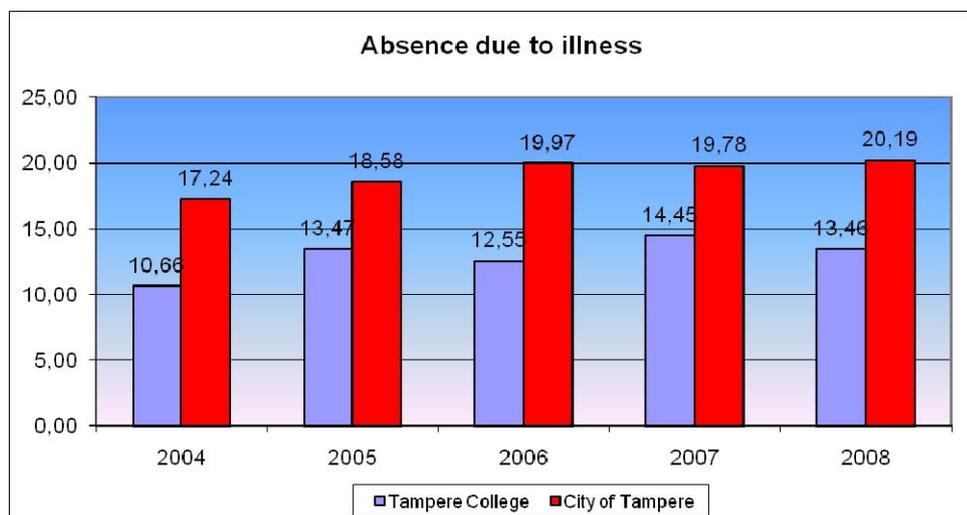


Figure 10. Absences due to illness, 2004–2008

An HR target of the City of Tampere is that annual development discussions are held with every employee. Development discussions in support of open interaction are part of the strategic management system and HR plan of the City of Tampere. Development discussions were held with 55.26% of Tampere College employees while the average among City of Tampere employees was 59%. The percentage of development discussions held has gradually risen in every monitoring round.

## 8 Societal results

### 8.1 Stakeholder views on societal results of the organisation

Tampere College influences the quality of life of citizens and its' customers by educating and training qualified employees and entrepreneurs. In addition, completion of a vocational qualification provides eligibility for further education.

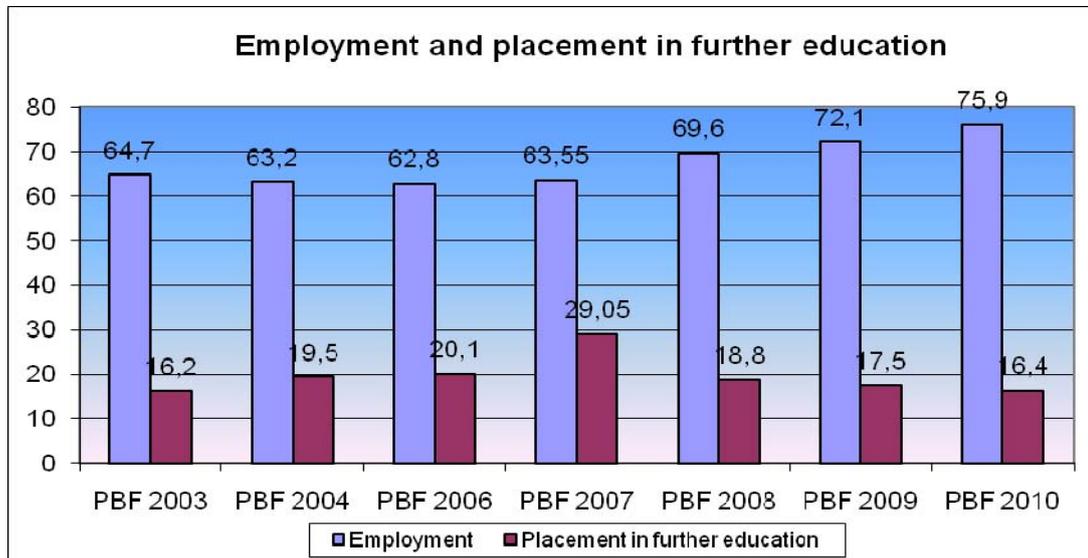


Figure 11. Employment and placement in further education in the performance-based funding system of the Finnish National Board of Education

Tampere College provides both youth and adult education and training. Adult education includes apprenticeship and labour policy education as well as vocational and/or specialist vocational qualifications to enhance vocational skills. Dual VET qualifications and/or completion of parts of qualifications as well as provision of tailored continuing education and training provide flexibility to meet the changing vocational skills requirements of working life. The possibility to combine general upper secondary and upper secondary vocational qualifications provides extensive opportunities. Every year, more than 1,000 students complete their upper secondary vocational qualification and approximately 150 matriculate at the same time. Approximately 250 students per year complete further and specialist vocational qualifications.

Extensive project activities (saved on the intranet under Documents, Employees, 08. Project activities) are used to advance learning professional skills and organising projects. Projects are implemented in co-operation with other regional, national and even international education providers that develop vocational education and training.

Prevention of exclusion among young people is a significant task. Student welfare and special needs education resources are directed to supporting students (a status report on student welfare can be found on the intranet under Documents, Employees, 13. Quality, evaluation and statistics, Reports submitted to the Finnish Education Evaluation Council). Student outreach activities, preparatory instruction and guidance for VET and preparatory vocational education and training operate as separate functions. Time to complete, suspension and drop-out rates are monitored and further counselling is provided for students discontinuing their studies.

Preparatory vocational education and training for students with immigrant background is a specialty of Tampere College. In addition, labour policy education is provided for immigrants to facilitate integration into Finnish society.

The Valvira National Supervisory Authority for Welfare and Health has authorised Tampere College to issue statements recognising professional qualifications completed abroad (Recognition of Professional Qualifications directive 2005/36/EU).

**Local advisory councils for vocational education and training** represent working life and provide important feedback on the degree of success and development of education and training. **Qualification committees** monitor organisation of skills demonstrations and award certificates for competence-based qualifications. **The Qualification Committee for competence-based qualifications** approves plans for implementing and assessing skills demonstrations, supervises skills demonstrations, approves Skills Assessors and processes students' requests for rectification concerning skills assessments.

The reputation of Tampere College shines through in terms of the applicant/student intake ratio, applicant/office and position ratio, project partnerships and networks, regional and national development tasks, availability of on-the-job learning places, success in international Skills competitions and international project co-operation. The Adult Education unit of Tampere College participates in image studies carried out by the Taloustutkimus marketing research company providing positive publicity for Tampere College.

Raising environmental awareness of staff and renewing learning environments helps to decrease adverse environmental effects in line with the climate strategy of the City of Tampere. The City of Tampere has nominated unit-specific sustainable development representatives to motivate employees and students through campaigns. (See page 14 in the common section of the curriculum). Ethical principles are applied in all activities.

Democratic society is promoted in both teaching and activities by supporting the work of student associations and participating in the Youth Forum of the city. Students and staff have representatives within the Management Group and local advisory councils for vocational education and training. Student opinions are also voiced at planning reform meetings.

Tampere College implements openness towards society by arranging family and visitors' days and information sessions. Information on the organisation, contacts, studying, applying to education and training, guides and publications and business co-operation of Tampere College is available on the college website.

## **8.2 Indicators of societal results**

Tampere College participates in networking activities and keeps in touch with key stakeholders. Networking involves actively sharing information and competences with others and co-operation with external stakeholders further boosts common activities. Regular contacts include working life, authorities, other vocational education institutions and training as well as institutions providing basic education and general upper secondary schools.

The Communications and Marketing unit of Tampere College monitors the media coverage that Tampere College receives by surveying the use of media among first-year students, for example. Advertising campaigns are implemented with outdoor advertisements on buses and lampposts.

Tampere College provides extensive immigrant education which is administratively separated from other activities. Integration measures are implemented in co-operation with social and labour authorities and support measures are monitored.

Students can influence the activities of Tampere College through the student association, the Management Group and vocational advisory councils. Employees support students in transitional periods and by applying early support measures. Prevention of exclusion is measured by, for example, the number of plans for further guidance that are drawn up, but preventive measures are continuously present in everyday teaching and counselling.

Early intervention, charting the need for support and possible support measures assist employees to cope with their work. Annual development discussions are held with staff and students receive study counselling as specified in the counselling plan.

Tampere College has up-to-date fire and rescue plans, a crisis management plan and instructions for crisis communications.

## 9 Key performance results

Tampere College monitors the key performance results specified in the city strategy, the service strategy and its' own production strategy. Key objectives include effectiveness, attraction, internationalisation and financial targets. Measures for these targets are: percentage of students completing their studies, percentage of students discontinuing their studies, plans for further guidance drawn up for students discontinuing their studies, primary applicants per study place, students and teachers in international exchange and productivity.

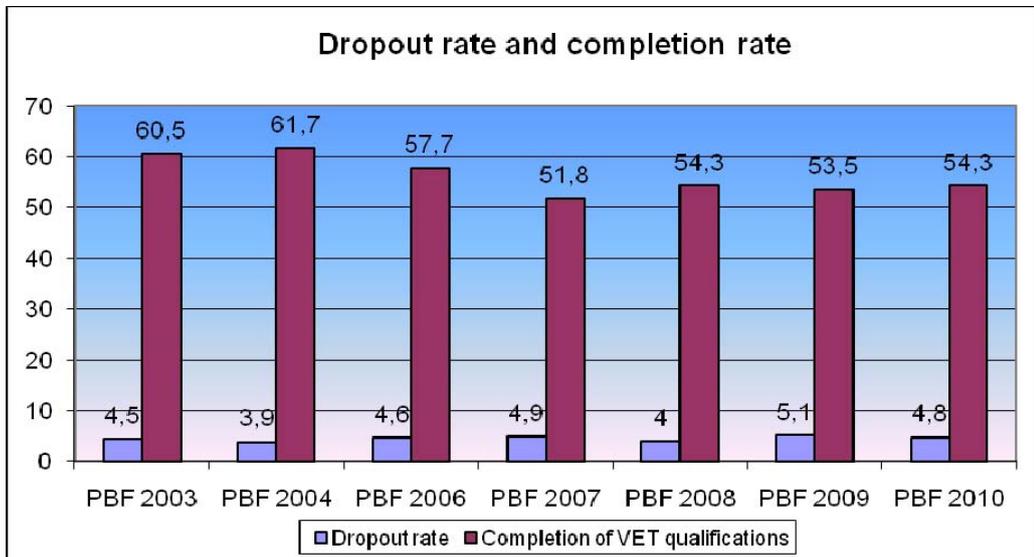


Figure 12. Dropout rate and completion rate of VET qualifications in the performance-based funding system of the Finnish National Board of Education

At Tampere College, plans for further guidance are drawn up for students who discontinue their studies. In 2009, further guidance plans were drawn up for 67.4% of the 181 students who discontinued their studies for negative reasons.

Tampere College is among the most attractive VET providers in Finland. In 2009, an average of 1.95 primary applicants applied for each new student place.

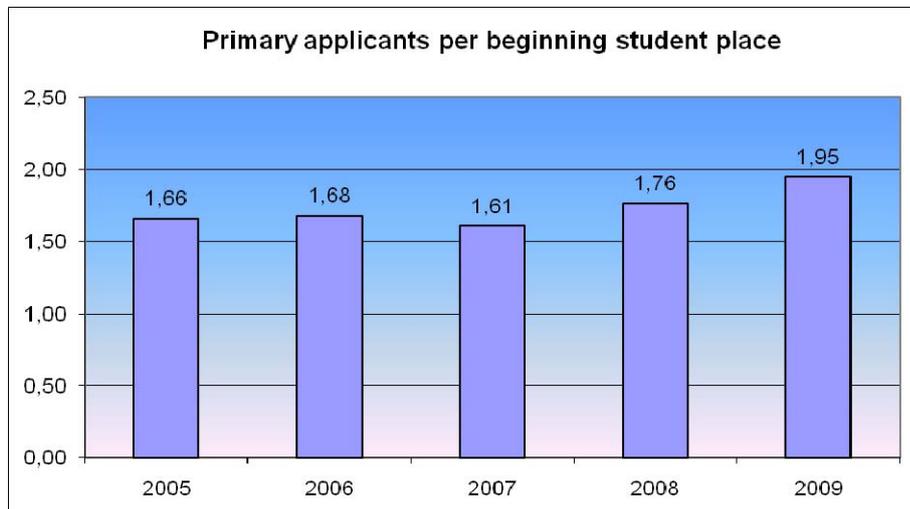


Figure 13. Primary applicants per new student place, 2005–2009

International activities are strongly rooted within Tampere College: on-the-job learning periods abroad and international student exchanges are available in all fields, language training is arranged for employees and members of the education staff are encouraged to participate in expert exchanges abroad.

International exchange, 2008 - 2009

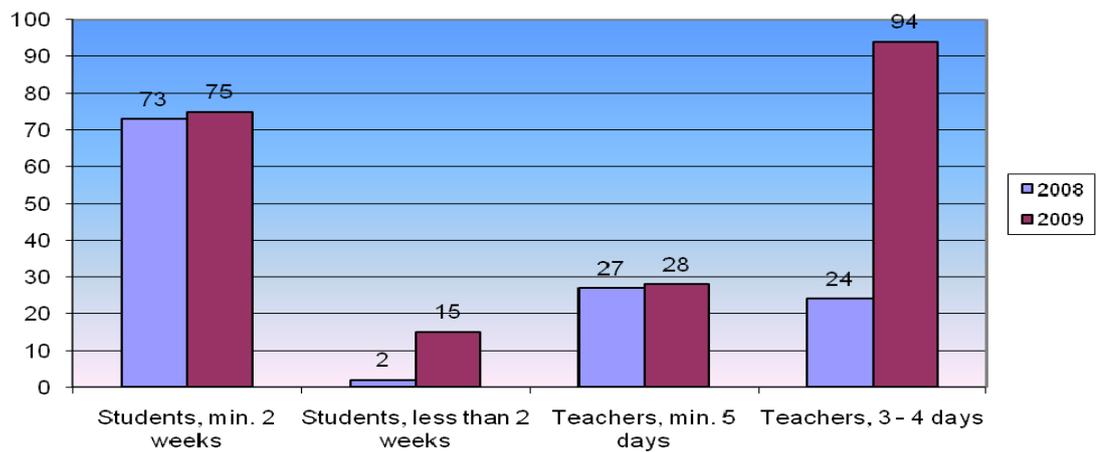


Figure 14. International exchange, students and teachers, 2008–2009

Productivity of vocational education and training provided by the City of Tampere has improved since the year 2000. The Financial Statement of Tampere College is a public document that is presented together with the Monitoring Report (1 January to 31 December). In addition to the Financial Statement, the Monitoring Report contains other quantitative and qualitative objectives and their results. Financial statements are compared with corresponding figures from the previous year, targets for this year and actual figures this year.

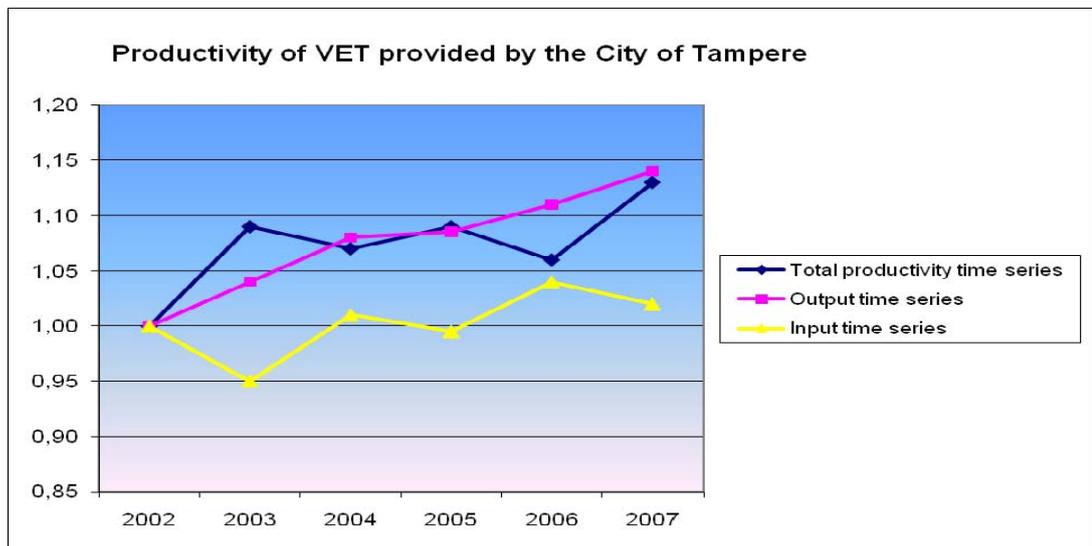


Figure 15. Total productivity of VET provided by the City of Tampere  
 [Atte Honkasalo: Tampereen kaupungin tuottavuus 2002–2007 (City Of Tampere, productivity 2002–2007), publication A7/2008]

Auditors' reports are processed by the relevant units and statements on reviewing the results and subsequent actions taken are made available to the auditors.

Tampere College monitors development of service sales and payable services in euros.