



# TEACHING EVALUATION MATRIX

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## I INTRODUCTION

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This introduction to the Teaching Evaluation Matrix defines the salient values and changing strategic themes related to the quality of teaching at the University of Helsinki. The definitions are based on the University's Strategic Plan and the Programme for the Development of Teaching and Studies 2007-2009. In the evaluation matrix, the above-mentioned values and themes are considered in light of the various aspects of teaching quality. The second part of the Teaching Evaluation Matrix contains a four-level framework which sums up the whole spectrum of quality from poor to excellent. As the category of excellence is based on the same elements as those in the 'good' column, these elements have not been repeated in the 'excellence' column.

### 1. ENDURING VALUES

#### Research-based teaching

According to the teaching philosophy of the University, teaching and studies are always based on research. The objective of studies is a student-oriented, thorough education that provides a solid basis for lifelong learning. Teaching is based on appropriate methods that draw on the research and development of higher education. At the University, students will acquire skills to seek out, critically assess, analyse and exploit scholarly knowledge, and to produce and communicate new knowledge in their field. Both competence and the application of theoretical knowledge are surveyed when evaluating learning. At a research-intensive university, the starting points for teaching include broad-based research and excellent teachers who are qualified researchers and teachers in their fields. The high esteem enjoyed by teaching is evident from the significance given to teaching qualifications in the filling of posts. Research-based teaching also entails that students are familiarised with and participate in departmental research work as part of their studies.

(Programme for the Development of Teaching and Studies 2007–2009)

Research-based teaching means that research is featured in instruction in various ways and that students are encouraged to get acquainted with and participate in research. When planning teaching, consideration is given to the fact that today's students may be tomorrow's top researchers. Furthermore, studies are designed to allow professors to teach first-year courses and students to form contacts with the department's research right from the beginning of their studies. The curricula will include state-of-the-art research information and teachers are urged to integrate instruction with their own research and the ongoing projects at the department. Research-based teaching encourages students to engage in a learning process where they will search for and independently build up a model of the subject of learning. Students are understood to be members of the scientific community. Teachers and researchers cooperate in the arrangement of instruction. Teachers are provided with opportunities to engage in research work. Teaching and the development of teaching draw from research information on university-level teaching and learning.

#### Focus on learning

At the core of the University's teaching philosophy are the promotion of thorough learning based on understanding, high-quality expertise and the ability to apply knowledge in problem solving. The purpose of teaching and supervision is to support learning and professional growth and to encourage lifelong learning and self-development. The principle of student-centredness means that the student is an active and responsible participant in the academic community. The success of teaching is measured by the quality of student learning and learning results. This principle challenges the University to regard students as individuals and as diverse learners. Closely connected to student-centredness is the collective creation of knowledge, which enhances teaching methods that rely on seeking, producing and evaluating information in collaboration. Learning in peer groups steers students to share their expertise and supports their professional development before and during their careers.

(Programme for the Development of Teaching and Studies 2007–2009)

Student-centredness means that the student him- or herself is responsible for the learning process. The department, for its part, is responsible for ensuring opportunities for the learning process. The department has adopted versatile teaching methods and teachers are offered training in their application. Student evaluations are collected on a large scale and students receive feedback on their learning results. Students devise personal study plans, whose implementation is monitored in combination with supervision. The department also offers students alternative and flexible learning opportunities. The success of the department's teaching is measured by the quality of the students' learning results. Different learning styles are taken into account.

The principle of learning-centredness is manifested in the primary objectives of teaching, which are in-depth learning, based on understanding and high-quality expertise. The department's teaching methods, learning styles, evaluation criteria and feedback systems are in line with the above-mentioned principle. Students participate in the planning of the objectives and contents of teaching. Learning-centredness also takes into account the substance of instruction, and equal attention is paid to the quality of instruction and teaching methods.

## Goal-oriented long-term development of teaching

The strategic goals and objectives set by the academic community concern all its members. These goals and objectives can be reached in various ways and can be assessed critically. The freedom of teaching enjoyed by the academic community extends to both the content and methods of teaching. The purpose of managing teaching is to support the achievement of objectives set for the quality of teaching and learning, and for the development of teaching methods.

(Programme for the Development of Teaching and Studies 2007–2009)

In the development of teaching, the best results can be achieved through goal-oriented long-term development work. The common strategic goals and objectives of the academic community are concretely announced in unit-specific target programmes which are implemented with determination. The departments evaluate and revise their target programmes regularly; moreover they make use of various kinds of evaluation methods when choosing areas of emphasis and means of implementation. For the purposes of improving the quality of teaching, the departments conduct self-evaluations and obtain feedback from external assessors. These assessments will have clear implications for the development of teaching. The development needs revealed by the assessments will be recognised and appropriate action will be taken.

The development of teaching is a common concern for the entire department; the development work should not depend on certain individuals or special projects. Development projects will be planned as part of the regular operations of the unit, in accordance with the principle of continuous improvement. All teachers and students may participate in or obtain information on teaching experiments. The departments follow innovations and developments in other departments and universities in Finland and abroad. The departments are active members of national and international networks related to the development of teaching in their fields.

## Esteem and support for the teaching profession

Ensuring that the teaching staff are competent and can cope with their work is a challenge for the heads of the faculties and departments and the entire teaching community. The University will encourage units to cooperate and create a sense of unity. The high esteem in which teaching is held is evident, for example, in the emphasis given to teaching qualifications in application processes for vacant positions. The University will continue to improve teachers' teaching skills. Departments will be responsible for providing the teachers with training in university-level teaching and learning during working hours.

(Programme for the Development of Teaching and Studies 2007–2009)

Departments can provide concrete examples of how the teaching profession is appreciated and how it is promoted. The departments have considered opportunities for the professional development of their teaching staff and have established functional practices for their professional advancement. Teachers have information about pedagogical training and are offered opportunities to obtain this training. Sufficient teaching qualifications are required in the filling of teaching positions. The departments have discussed the need to consider teaching qualifications and are committed to take continuous heed of the matter. The high esteem for the teaching profession becomes evident in the definite emphasis given to teaching qualifications in the filling of teaching positions.

## 2. CHANGING STRATEGIC THEMES

The quality of learning and student guidance as well as an international learning environment have been designated as key development areas at the University of Helsinki during the strategic period 2007–2009. Special attention will be paid to defining and reaching learning objectives. Efforts will be made to increase international activities and establish them as part of everyday teaching.

### Quality of learning and student guidance

At the University, learning of high quality means thorough understanding of new knowledge as students reach the learning objectives defined in the curriculum. With the support of teaching and supervision based on high standards, students will grow into independent and cooperative experts in their field, who competently communicate in their native language, one or both of the national languages and the foreign languages prevalent in the field.

(Programme for the Development of Teaching and Studies 2007-2009)

### An international learning environment

An international learning environment can be created by promoting multilingualism and multiculturalism so that opportunities will be offered for student mobility, the recruitment of degree students from a wide variety of countries, the completion of studies in Finnish and Swedish as a foreign language, and the completion of courses given in languages other than Finnish or Swedish, and for teachers and other staff to receive support in the challenges of internationalisation. Learning and teaching in an international environment will broaden our understanding of how things are learnt and understood, and how things are communicated in different languages and situations. An international learning environment will enhance thorough learning and hone awareness of the significance of languages and cultures, and will prepare students to act in increasingly international work environments.

(Programme for the Development of Teaching and Studies 2007-2009)

## II ASPECTS OF THE QUALITY OF TEACHING

ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
<b>1. OBJECTIVES AND PLANNING</b>				
<b>Management of the quality of teaching</b>				
<b>Management and strategic planning of teaching</b>	The department is not familiar with teaching strategies at the University or faculty level, nor does it have a perspective on it. It is unclear who is in charge of teaching guidelines, decision-making and the division of labour at the department.	University and faculty strategies are familiar and have been discussed, but the department's own views have not been noted down. No decisions on departmental guidelines or adaptations of strategic programmes have been made.	The department has devised its own teaching strategy which is in line with the University and faculty strategies. When devising the strategy, the department's own objectives and means for creating an international learning environment have been surveyed. The head of department and the steering committee play an active role in the implementation of the teaching strategies.	The leadership of the department is committed to carrying out University and faculty strategies and monitors their effects systematically. The division of tasks among the teaching staff and the channelling of resources comply with the strategic guidelines. Strategic guidelines are prepared and carried out in cooperation with the entire teaching staff and students.
<b>Planning of education and curriculum design</b>	Neither the department nor the teachers have a complete picture of the educational programme. Teachers do not know what their colleagues are teaching. The courses do not form a sensible whole and the effectiveness of the curriculum is not monitored. There are bottlenecks in the way of study progress, but they go undetected and thus are not removed. Teachers and students are unsure about how and when they could influence curriculum design.	There are individual teachers who try to ensure the compatibility of their own teaching with that of other courses. No practices have been developed to ensure an efficient and comprehensive planning of the teaching programme.	The department has a well-defined curriculum. Both teachers and students are aware of their unit's and discipline's share in the entire degree programme. Besides defining learning objectives, the curriculum specifies the prerequisites and workload for each course. The courses, each taking students to a deeper level of understanding, form a sensible entity. The department expects teachers to continually develop the contents of their teaching and to ensure that their teaching functions as a sensible whole. When designing the curriculum, consideration is given to alternative ways of completing the requirements and to the possibility of having studies completed elsewhere incorporated into the degree.	The department's well-defined curriculum is comprehensively applied and forms a functional part of the degree. The curriculum specifies learning objectives, the contents of teaching, and assessment and teaching methods towards the same effect. The whole department, including researchers and students, participates in the planning. Goals are set in accordance with international standards in the field, and teaching is developed further together with national and international partners. The achievement of objectives is monitored through the assessment of student performance and study progress.
<b>Learning objectives and core elements</b>	Learning objectives have been documented in the faculty course catalogues. They bear little relevance to the teaching of individual teachers, nor help individual students in their learning efforts. The students are not aware of what is the core expertise required of an expert in the field.	Learning objectives are discussed in the department only when the degree requirements or the entire syllabus are being fundamentally reformed. Then, learning objectives and the roles of different sub-fields are agreed upon together. Care is taken to update teaching materials. The analysis of the core curriculum is a familiar concept, but the department lacks knowledge of how it can be implemented in the setting of learning objectives.	The curriculum and learning objectives are regularly discussed and monitored at the department. Learning objectives are presented to the students in a lucid and concrete manner. Also, the demands of the labour market have been taken into account when agreeing on learning objectives. Teachers and students are aware of what the essential core elements in the degree requirements are. On the basis of an analysis of the core curriculum, teachers and students can make a distinction between the core	Course contents and learning objectives have been chosen to form a balanced whole, catering for both academic standards and professional demands. Also students participate in the definition and evaluation of learning objectives. The department uses international research results as reference material when deciding on degree requirements. The department regularly reviews the core curriculum on the basis of international developments and feedback from the labour market.

ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
			curriculum, which is compulsory to all, and optional elements.	
<b>Quality assurance of education</b>	The department lacks information on the quality assurance of education and is not interested in it. Old routines are followed by habit and established practices are not questioned. Responsibilities are divided randomly or according to tradition, and no documented information exists on this.	The department is aware of the responsibilities involved in the quality assurance of education and practices have been discussed. The division of responsibilities is clear at least to departmental administrators, and all members of the staff know their own responsibilities. Practices have been documented to some degree, but clear guidelines and objectives are lacking.	Established practices and their present state, division of responsibilities and available resources have been discussed at the department. A well-prepared document on the division of responsibilities has been drafted and is available to staff and students alike. All members of the staff know their own responsibilities.	The department actively develops measures of quality assurance and acknowledges their importance to the improvement of operations. All practices related to the entire learning process have been made transparent, i.e. are documented in writing, have been evaluated and areas in need of development have been recognised. Self-evaluation is regarded as an essential element in gaining recognition for the activities of the department, and monitoring and developing them further. Students are actively involved in evaluation. The information obtained from evaluations is used towards improving operations.
<b>Management of the quality of resources</b>				
<b>Student recruitment</b>	Student admission follows traditional practices. The department sees no reason to invest in reforming the student admission system.	Reforming the student admission system is regarded as important, but finding new methods is seen as a difficult challenge. Some individual changes have been made, but there is uncertainty about their real effects. International students are admitted without checking their ability to cope with studies and ensuring the quality of the teaching and supervision offered to international students.	With its selection process the department wishes to ensure the motivation and skills of new students. Consistent development work has been done and the results are systematically monitored. There are different channels for different applicant groups. The admissions criteria for international students have been thoroughly investigated and correspond to the teaching on offer. The department has also invested in marketing and disseminating information about its field.	Student recruitment is part of the faculty's teaching strategy and target programme. The selection process is implemented as efficiently and expeditiously as possible. Good practices have also been found for the selection processes for Master's programmes. The implementation of objectives and student quotas in different fields are monitored regularly. Marketing and the dissemination of information both in Finland and abroad is appropriate and makes use of online services.
<b>Management of human resources</b>	The department has not fully succeeded in ensuring the teaching staff's academic competence or other necessary expertise. The division of labour and prioritising of tasks are not considered together with staff. The teachers are overburdened, but the department has taken no action within its power to remedy the situation. The teachers have no clear idea of the department's overall resources.	The distribution of labour and priorities are discussed on the basis of the faculty human resources policy. The professional competence and job satisfaction of the teaching staff are regarded as a common challenge for the department. The department is aware of the possible lack of teaching resources or expertise. Some individual solutions have been found in some disciplines or fields, but these have not been of a permanent nature.	To ensure the professional and scholarly competence of its teaching staff, and to enhance their well-being at work, the department has devised its own human resources policy. The policy also considers the opportunities and challenges brought about by international teaching cooperation and international staff at the department. An even distribution of labour (incl. international cooperation, coordination of international projects and related tasks) and priorities have been agreed upon. Many researchers teach and supervise students.	The department's human resources policy is implemented and monitored systematically. The whole staff, including researchers and students, are aware of the overall resources of the department, and together explore solutions for the lack of resources. New solutions have been found for the shortage of resources, and plans extend far into the future. International teacher exchanges support the human resources policy: visiting teachers contribute to teaching resources and teachers returning from abroad bring back valuable experiences that can be exploited in

ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
	The majority of the teaching staff are employed on a fixed-term basis.		Teachers are encouraged to participate in higher education development courses, cooperation and networks. Students participate in the planning of the department's future activities and the contributions of all personnel groups are highly appreciated.	departmental activities. The system of teaching periods facilitates the integration of teaching and research work. Teachers are motivated and can cope with the pressures of their work.
<b>Teaching qualifications in the filling of teaching posts</b>	Teaching qualifications, such as pedagogical training and the use of ICT in teaching, are not taken into account when teaching posts are filled. Such merits are viewed with suspicion or belittlement.	Teachers have academic portfolios which are used when applying for a position. It is unclear, however, how teaching qualifications are assessed and what the department's view of them is.	The department has drawn up a consistent set of principles according to which teaching qualifications are considered and assessed. Faculty guidelines for the filling of posts (incl. evaluation of teaching qualifications, international teaching experience) are fully implemented. Teachers are encouraged to compile academic portfolios and the department's atmosphere is favourable towards the upgrading of teaching qualifications.	The leadership of the department is committed to consistently promoting teaching qualifications and the high quality of teaching. This is a self-evident and predictable practice and continuously produces good results. The department and the faculty monitor the implementation of the relevant guidelines in the filling of posts.
<b>Teaching skills</b>	Teachers have no pedagogical training, and teaching skills are not taken into account in the planning and management of operations at the department. The head of department is not informed of the teachers' qualifications, and does not conduct review meetings with the staff.	Some teachers have taken the initiative to acquire pedagogical training and training in the use of ICT in teaching, even though this is not encouraged at the department. Review meetings are a familiar concept but have not yet been introduced or have been replaced with assessment discussions related to the new salary system.	The department encourages the development of teaching skills. Most teachers have acquired pedagogical training and/or training and in the use ICT in teaching. Student feedback praises the high standard of teaching. As the head of department conducts review meetings with the teachers, communications have improved and the discussions contribute to the planning of teaching.	The goal is that all teachers, including non-permanent staff, receive pedagogical training and training in the use of ICT in teaching. The results of higher education research are taken into account in many ways in departmental planning and management. New teachers are familiarised with the teaching tasks in accordance with the department's teaching philosophy. Teachers who teach international student groups are offered the opportunity to participate in special training in intercultural teaching. The department has issued recommendations for the language requirements of teachers teaching international student groups.
<b>Management of the teaching and learning environment</b>	The use of department premises and facilities is unplanned and unorganised and acquisitions of necessary equipment have been neglected. The department assumes no responsibility for the situation and takes no steps to remedy it. Students do not feel welcome at the department and, in fact, are rarely seen on the premises.	Problems concerning the premises have been noted and there are plans to resolve them. Students do not have their own space or facilities to use computers on the premises. However, students feel welcome at the department.	The department premises are well established and equipped, also from the point of view of ICT and applied sciences. Teachers, researchers and students have had the opportunity to participate in the planning of the premises. The students have their own premises at the department, which has improved cooperation and interaction between teachers and students. The demands of an international learning environment have been taken into account in signage and	The department premises are appropriately equipped and are easily converted to suit the need of various teaching situations. Neighbouring departments and faculties have joined forces and found satisfactory solutions to particular mutual needs. Library services have been developed in cooperation with the library to meet the needs of the department and its students, and to contribute to an inspiring learning environment.

ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
			instructions. The library is an integral part of a high-quality learning environment.	

ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
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## 2. IMPLEMENTATION

<b>Teaching methods</b>	Teaching methods are not consciously evaluated. Teaching is routinely based on traditional methods and ICT is not used in teaching.	Individual teachers experiment with new teaching methods, (including the use of ICT), suitable for different teaching situations and exploring different alternatives.	The department supports the development of teaching methods. The matter is discussed openly in the department and the connection between learning objectives and learning assessment is understood. Teachers make use of their training in university-level teaching and the use of ICT in the development of teaching methods.	Versatile learning situations and teaching methods support different learners and the attainment of learning objectives. The importance of applying relevant pedagogical methods in various teaching situations is understood, and a range of methodological options are in use. The department closely follows the latest publications on educational research.
<b>Supervision and guidance of learning</b>	The department is not able to provide its students individual supervision related to their study plans, nor does the department have teacher tutors.	The students devise personal study plans, but the department has not organised the relevant supervision and follow-up. Student supervision and guidance is not taken into account in the division of labour or teachers' working hours. Student supervision and guidance is provided in the form of teacher tutoring, for example.	The department actively develops supervision and organises a teacher tutor system in accordance with the various stages of study progress. Students are offered supervision, tools and web-based applications for devising their personal study plans. The personal study plan is connected to the system of monitoring study progress and other studies.	Various supervision processes covering the entire time of study have been surveyed and are well-established. The implementation of supervision and guidance is monitored and practices are developed further on the basis of feedback. The special demands related to the supervision of international students have been recognised and teachers attend training in intercultural supervision.
<b>Student advice</b>	Student advice and guidance is restricted to consultation hours. The department has not assigned any division of labour or responsibilities in this matter.	The department has established a division of labour and has clearly assigned the persons responsible for student advice and guidance.	Student advice is understood to be an important task for the entire staff and to contribute to smooth academic progress. Guidance is included in the calculation of working hours. Student advice also comprises introducing students to the opportunities and means of internationalisation.	The department has established a clear division of labour for students advice and guidance, which is systematically implemented and monitored on a yearly basis. There is sufficient guidance available at every level of studies. The division of tasks between those providing student advice is clear and teachers are well informed about each other's work. Cooperation is efficient.
<b>Learning strategies</b>	The department sees no connection between teaching students study skills and the domain of its discipline.	Individual teachers are acquainted with different learning and studying techniques. On their own courses, they try to support different types of learners, e.g. by offering a variety of ways of completing the course.	The department has invested in developing the students' study and learning skills. Students with learning difficulties or students whose studies are delayed are directed to seek various support services on offer at the University.	The department focuses on the acquisition of good learning strategies right from the beginning of studies. The significance of these skills for graduates in their professional life is fully understood. The principle of lifelong learning is introduced to students as an integral part of the work of an expert in their field.

ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
<b>Learning materials</b>	The material is often gathered hastily: handouts, transparencies, slides, etc., which lack cohesion and a pedagogical foundation. Feedback from students has no effect on the quality of learning materials.	Individual teachers have attempted to develop their teaching material, such as handouts, text books and web-based courses, but the department takes no interest in their efforts. Courses taught in Swedish lack learning material in Swedish.	The department coordinates and supports the preparation, availability and distribution of diverse learning materials. It invests in educational quality and teachers are encouraged to learn new ways of producing materials. The use of learning materials is well-reasoned and is developed further on the basis of feedback. Care is taken to have the language of English-language learning materials checked.	The whole department, including students, is involved in the development of learning materials. The principle of cooperation is a fruitful one in the planning of learning materials. All the materials are available to all teachers and the availability of course textbooks is ensured in cooperation with the library.
<b>Contacts with the labour market</b>	Students are not aware of how and what kind of studies support orientation to working life. The teachers' and researchers' labour market contacts are not made use of in planning the contents or methodology of teaching.	Practical training or professional orientation studies are part of the Bachelor's degree. The student is responsible for finding the work placement. Teachers may provide some contacts with the job market.	Also the Master's degree may include practical training related to the field. Contacts with the labour market, skills required in professional life and job seeking skills are developed together with various partners (Career Services etc.) The department may arrange work placements, and in most cases, the trainee is paid a salary. Through work experience the students obtain an idea of the skills needed in working life.	The experience and skills acquired during professional orientation studies and practical training, including international traineeships is surveyed by means of student reports and contacts with employers. The credits obtained from practical training must be proportionate to the duration of the training period. Students are encouraged to apply for international traineeships. The department is well-informed of the demands of working life. Special attention has been paid to the traineeship and employment of the department's international students.

ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
<b>3. ASSESSMENT</b>				
<b>Learning assessment criteria</b>	The department has not defined learning objectives or assessment criteria for courses. Students are not informed of the criteria used in grading.	Some teachers have made their assessment criteria available to the students and thus students have arbitrary information about assessment policies. The grading scale for papers and Masters' theses is inconsistent.	The department has defined learning objectives and assessment criteria for all courses and these very clearly and they are made available to students before the beginning of each course. Information is disseminated about grading policies. Teachers are instructed to use the grading scale in its entirety in a consistent manner.	The department has a versatile and pedagogically well-founded assessment system. The assessment criteria are compatible with learning objectives and methods. Part of the assessment is designed to form a part of teaching and learning situations. The distribution of grades is regularly monitored. The department ensures that international students understand the grading policies in use.
<b>Learning assessment methods</b>	Assessment is seen as an issue of control and surveillance. Teachers are not familiar with each other's grading policies. Examinations are based on	Individual teachers compare grading policies and experiment with examination practices. Teachers are interested in student feedback concerning examinations and are willing to develop examination	The department recognises that learning assessment methods strongly steer student learning. Before the beginning of courses, students become aware of the assessment methods used. The development of examinations is discussed from a pedagogical	The assessment methods used by the department support in parallel the objectives of learning and current teaching methods. The assessment of learning and feedback to students steer them towards thorough learning and understanding. Teachers



ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
	regular routines.	practices on the basis of this feedback.	point of view and teachers are encouraged to develop their assessment methods. The department has documented information about the assessment methods in use.	receive training in the planning and implementation of assessment. Assessment methods and their development are continuously monitored.
<b>Provision of feedback to students</b>	Students do not receive individual feedback for their learning, skills or progress. Teachers regard giving feedback as a burden. Feedback is given only during consultation hours and students do not really take advantage of this opportunity.	Feedback is given to students only randomly. Some teachers have developed their own methods of giving feedback. Feedback is not, however, understood to be a part of the teaching process as a whole.	The significance of feedback as an instrument of learning is recognised among teachers and students alike. Students are encouraged to seek feedback. The provision of feedback is under development and is regarded as an integral part of high-quality instruction.	Individual feedback is used to support thorough learning as a natural part of the teaching process. Modes of providing feedback are developed systematically in cooperation between colleagues and help is sought from experts when necessary.
<b>Student feedback for teaching and supervision</b>	Feedback on teaching and supervision is not collected on a departmental scale. Some individual teachers may collect feedback for their own purposes. No channels exist for student feedback.	There are attempts to maintain a student feedback system. Continuity is uncertain, for students are passive and teachers do not wish to or know how to make use of feedback obtained from students in teaching or supervision. The importance of feedback is acknowledged, but is also conceived as complicated, laborious and even oppressive.	Feedback is collected on learning, teaching and supervision. The department is engaged in continuous development and includes students also in this work. Feedback is appreciated and taken into account in activities. Students are regularly informed of the development of feedback practices.	The department develops feedback practices in order to ensure appropriateness and objectivity. Feedback is also used as an instrument in the development of collegiality and interaction. Both teachers and students focus on developing their abilities to provide and receive feedback. Feedback is always given constructively in a spirit of mutual respect. Students are also asked to provide feedback on the success of the department's international activities.
<b>Feedback from the labour market</b>	No feedback is collected from employers. There is no precise information about graduate employment and careers.	The department has carried out individual surveys on graduate satisfaction regarding their education, or has randomly made use of feedback collected elsewhere.	The department has collected some information on employer and graduate satisfaction, or has regularly made use of feedback collected elsewhere. The faculty or department has an advisory committee which communicates with interest groups in the field.	Feedback from employers is gathered systematically using various channels. Contacts between the faculty or department and their interest groups and alumni are solid. The information obtained from feedback is used in the planning of education.
<b>Follow-up of graduate employment</b>	The department has no accurate information about the employment situation of its graduates.	Organisations in the field produce information about the employment situation of graduates. The department follows developments.	The department has collected some information on the employment situation of its graduates, or has regularly made use of information collected elsewhere. The department is also informed about the future labour market needs for graduates in the field.	The department is well informed about the educational needs of the field and the employment situation of graduates, and uses this information in the planning of operations. Students receive information about employment prospects in the field early on in their studies.

ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
<b>4. POSTGRADUATE STUDIES</b>				
<b>PLANNING</b> <b>Recruitment and status of postgraduate students</b>	<p>The admission criteria for postgraduate studies are unclear and incoherent. Students find it difficult to obtain information on the admission requirements and funding. The department has no up-to-date information on the number of its postgraduate students or the stage of their studies.</p>	<p>Information is available on the application process for postgraduate studies, but there are inconsistencies between the practices of different disciplines, which are not documented anywhere. Registration is arbitrary and it is difficult to obtain up-to-date information on the progress of postgraduate studies.</p>	<p>The faculty and departments have launched consistent admission criteria for postgraduate studies. All postgraduate students have been registered and their studies are registered in the Oodi system. The study and research opportunities of part-time students are catered for. Advice on funding is also available.</p>	<p>The department actively recruits postgraduate students from Finland and abroad. Admission is based on previously determined and announced selection criteria and systematic student selection. The admission criteria are available in the national languages and English. At the selection stage, the department ensures that high standard supervision and guidance is available in the field of the prospective dissertation. The progress of postgraduate students is followed by means of an up-to-date register. This follow-up is part of the supervision of students and their personal study plans.</p>
<b>Planning of postgraduate education and curriculum design</b>	<p>The department lacks information on postgraduate education as a whole, as well as on the scope and requirements of the degree. Curriculum design is not coordinated. Postgraduate students do not know how and when they could contribute to curriculum design.</p>	<p>The department is aware of the University guidelines for doctoral degrees, but no departmental practices exist for effective and comprehensive planning of postgraduate studies.</p>	<p>The planning of postgraduate education is coordinated and is in line with University guidelines. The students are aware of the relationship between the dissertation, research work and the required studies for the doctorate. The students know which courses are available at their own department and which courses from other faculties and doctoral programmes may be incorporated into their degrees.</p>	<p>The department has a clear plan for postgraduate education which is implemented comprehensively over a long period. The entire department, including researchers and doctoral students, are involved in the planning of postgraduate education. Objectives are set with a view to international standards and education is developed in cooperation with national and international partners. The implementation of objectives is monitored by surveying the quality of learning results and the progress of studies. The department has guidelines for the recognition of studies completed in other universities in Finland or abroad for the doctoral degree.</p>
<b>IMPLEMENTATION</b> <b>Courses offered to postgraduate students</b>	<p>Very few courses are offered on the postgraduate level and the department has no coordination in the provision of such courses.</p>	<p>The department has discussed the development of postgraduate level courses and with the help of individual projects has been able to momentarily diversify the range of courses on offer.</p>	<p>The department coordinates the provision of postgraduate level courses. Courses on the philosophy of science, research ethics and international research cooperation and exchanges are an integral part of postgraduate studies. Students are encouraged to include various expertise-oriented elements into their studies, such as courses on leadership, development of higher</p>	<p>Various cooperation opportunities have been exploited in the provision of teaching, including courses offered by graduate schools and doctoral programmes. The courses on offer support the writing of the dissertation and provide competence for research and expert positions. Teaching takes into account also professional demands outside the research community.</p>

ASPECTS OF TEACHING QUALITY	Passable quality and results	Improving quality and results	Good quality and results	Excellent quality and results
			education, science communication, as well as teaching assignments and project work. Students interested in postgraduate studies may opt for research-oriented studies already at the undergraduate level.	
<b>Supervision of postgraduate students</b>	Postgraduate students are appointed a supervisor, but only formally. The department does not share a common conception of the rights and responsibilities of students and supervisors.	The department has discussed the principles of the supervision of research and postgraduate studies. There are individual teachers who put special effort into postgraduate supervision. Research groups operate separately from the department. Postgraduates who are involved in the research groups are likely to receive better supervision than those who are not.	Each postgraduate student has been assigned a supervisor, and care is taken to ensure the supervision of part-time doctoral students as well. The department makes use of good practices passed on by doctoral programmes and graduate schools. The department actively discusses the principles of the supervision of research and postgraduate studies students, as well as the rights and responsibilities of students and supervisors.	A personal study plan, which includes a research plan and a plan for study progress, is devised with each postgraduate student. This plan is regularly up-dated together with the supervisor throughout studies. Faculty guidelines are consistently followed in the drafting and up-dating of the plan. Special attention is paid to the supervision of the initial stage of postgraduate study.
<b>Doctoral programmes and cooperation concerning postgraduate education</b>	There are no doctoral programmes or graduate schools and no cooperation in postgraduate studies in the field, and the department takes no interest in these.	Some postgraduates in the field have taken part in some doctoral schools or programmes, but there is no accurate information available.	There are graduate school and doctoral programmes in the field and researcher positions are sought after. The department has put great effort in the funding and organisation of postgraduate studies.	The graduate schools and doctoral programmes in the field are well established and their results are internationally acclaimed. Education is also organised in cooperation with international partners. Quality and results are monitored and evaluated.
<b>ASSESSMENT</b> <b>Assessment criteria</b>	The department has not defined the assessment criteria for postgraduate studies nor the doctoral dissertation. Students are not informed of the criteria used in grading, nor of the distribution of grades.	Students have only arbitrary information about assessment policies and grading. The grading scale of the doctoral dissertation is used too narrowly.	The department has defined learning objectives and assessment criteria for postgraduate courses and they are made available to students before the beginning of each course. Clear descriptions of the assessment criteria for doctoral dissertations have also been devised. Examiners are instructed to use the grading scale in its entirety in a consistent manner.	The department has a versatile and pedagogically well-founded assessment system. The assessment criteria are compatible with learning objectives and methods. The distribution of grades and application of the grading scale are regularly monitored. The department ensures that international students understand the grading policies in use.
<b>Feedback collected on postgraduate education</b>	Feedback on postgraduate education is not collected on a departmental scale. No channels exist for student feedback.	Feedback is collected in various ways, but the students are passive and the department lacks information about how best to benefit from feedback.	The department is determined to ensure that the feedback system functions properly in the entire unit. Feedback is appreciated and taken into account in activities. The department makes continuous efforts for improvement and involves postgraduate students in the process.	The leadership of the department has clearly expressed that the feedback system must be functional and have an effect on operations. Practices are developed further to ensure appropriateness and objectivity. Feedback is collected on postgraduate studies, instruction and supervision.

## Teaching Evaluation Matrix

### APPENDIX 1: TABLE OF CLASSIFICATION

	Passable	Improving	Good	Excellent
<b>1. OBJECTIVES AND PLANNING</b>				
<b>Management of the quality of teaching</b>				
Management and strategic planning of teaching				
Planning of education and curriculum design				
Learning objectives and core elements				
Quality assurance of education				
<b>Management of the quality of resources</b>				
Student recruitment				
Management of human resources				
Teaching qualifications in the filling of teaching posts				
Teaching skills				
Management of the teaching and learning environment				
<b>2. IMPLEMENTATION</b>				
Teaching methods				
Supervision and guidance of learning				
Student advice				
Learning strategies				
Learning materials				
Contacts with the labour market				
<b>3. ASSESSMENT</b>				
Learning assessment criteria				
Learning assessment methods				
Provision of feedback to students				
Students feedback for teaching and supervision				
Feedback from the labour market				
Follow-up of graduate employment				
<b>4. POSTGRADUATE STUDIES</b>				
<b>PLANNING</b>				
Recruitment and status of postgraduate students				
Planning of postgraduate education and curriculum design				
<b>IMPLEMENTATION</b>				
Courses offered to postgraduate students				
Supervision of postgraduate students				
Doctoral programmes and cooperation concerning postgraduate education				
<b>ASSESSMENT</b>				
Assessment criteria				
Feedback collected on postgraduate education				

## Teaching Evaluation Matrix

### APPENDIX 2: KEY INDICATORS

Department-specific key indicators can be obtained and printed from the University's ILMI reporting service. The data in ILMI has been produced by connecting various information in the University's databases. The ILMI reporting service is available at <http://ilmi.helsinki.fi>. When printing out reports, it is possible to obtain precise definitions of the key indicators. *Departments will fill in only the department-specific objectives.*

<b>DEGREE</b>	2004	2005	2006	<b>Objectives for 2004-2006</b>
Bachelor's degree (180 credits, new degree structure)				
Master's degree (120 credits, new degree structure)				
Bachelor of Science (Pharmacy) and Bachelor of Education (Kindergarten teacher) degrees (old degree structure)				
Master's degree (160 credits, old degree structure)				
Doctoral degrees				
Licentiate degrees				
Specialisation degrees				
<b>TEACHING RESOURCES</b>	2004	2005	2006	
Professors				
Other permanent teaching posts				
Part-time teachers, docents				
Researchers (recommended share of annual working hours for teaching: 5%)*				
<b>DEGREE STUDENTS</b>	2004	2005	2006	
New students pursuing the Bachelor's degree				
New students pursuing the Master's degree				
Holders of Bachelor's degrees pursuing the Master's degree				
Students pursuing the Bachelor's degree				
Students pursuing the Master's degree				
Students pursuing the Master's degree in accordance with the old degree structure				
Postgraduate students				
Students with positions in doctoral programmes				
Students pursuing specialisation degrees				
International students pursuing the Bachelor's or Master's degree				
International postgraduate students				
Minor subject students				
<b>KEY FIGURES</b>	2004	2005	2006	
Completed Master's degrees per teacher				
Completed Master's degrees per professor				
Completed doctoral degrees per professor				
New students per teacher				
Students pursuing the Bachelor's and Master's degree per teacher				
Postgraduate students per professor				
Credits per teacher				
Credit units (old degree structure) per teacher				
<b>Average time to complete a degree:</b>				
Bachelor's degree (180 credits, new degree structure)				
Master's degree (120 credits, new degree structure)				
Bachelor of Science (Pharmacy) and Bachelor of Education (Kindergarten teacher) degrees (old degree structure)				
Master's degree (160 credits, old degree structure)				
Doctoral degree				

\* University of Helsinki Research Policy 2007-2009