

AUDIT OF HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES

Författare **Karim Khakzar, Henrik Dindas, Hilal Karaoğlan, Hanne Salonen, Hanna Väätäinen & Kati Isoaho, Haaga-Helia ammattikorkeakoulun itsearviointi (toim.) Tia Hoikkala, Elina Iloranta, Merja Lehtomäki, Marjaana Mäkelä, Inka Paakkinen, Johanna Rajakangas-Tolsa**

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Audit of Haaga-Helia University of Applied Sciences

Abstract

Title of publication

Audit of Haaga-Helia University of Applied Sciences

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Self-assessment of Haaga-Helia University of Applied Sciences (eds.) Tia Hoikkala, Elina Iloranta, Merja Lehtomäki, Marjaana Mäkelä, Inka Paakkinen & Johanna Rajakangas-Tolsa

The Higher Education Evaluation Committee's decision

Haaga-Helia University of Applied Sciences has passed the audit on 26 May 2023.

The Quality Label is valid until 26 May 2029.

The audit team's evaluation of evaluation areas I-III

I: HEI creates competence: good level

II: HEI promotes impact and renewal: good level

III: HEI enhances quality and well-being: good level

HEI as a learning organisation – evaluation area chosen by Haaga-Helia

Work&Study model

Theme and partner for benchlearning

Theme: Continuous Learning, especially eLearning

Partner: HES-SO University of Applied Sciences and Arts Western Switzerland & NHL Stenden University of Applied Sciences

Key strengths and recommendations

Strengths

- Haaga-Helia considers the competence orientation of their degree programmes as a crucial

quality standard. It has systematic and inclusive planning processes that ensure the relevance of its programmes for working life, which is also seen and appreciated by students and regional stakeholders.

- The reorganisation of the management of social impact initiatives and RDI projects as well as the refocusing of responsibilities shows that societal impact plays an important role in Haaga-Helia's overall strategy. Clear procedures for applying for and implementing RDI projects support the motivation of teaching and research staff to commit to RDI projects.
- Haaga-Helia has created a positive culture towards professional development and continuously supports the staff's individual competence development.
- The Work&Study model responds appropriately to the needs of future education, working life and continuous learning. The model is well in line with Haaga-Helia's profile and strategic goals.

Recommendations

- Haaga-Helia should continue and expand its efforts in preparing international students for the Finnish labour market. In addition, Haaga-Helia should enhance opportunities for internationalization as well as improve the quality of the teaching staff, i.e., its English skills.
- Haaga-Helia should provide enough opportunities and possibilities for getting involved in RDI activities. Sufficient possibilities to improve entrepreneurial competences should also be provided. Management and administration of RDI projects requires more support.
- In order to optimize the benefits of Haaga-Helia's quality system cycle "Plan-Do-Check-Learn&Develop-Communicate", the feedback procedures should be systematized and students and companies should be encouraged to give feedback more actively.
- The standards and implementation of the Work&Study model should be harmonized to ensure transparent and equal criteria for the recognition of competences. More concrete criteria for the type of work and work environment suitable for the model could support this as well.

Tiivistelmä

Julkaisun nimi

Audit of Haaga-Helia University of Applied Sciences (Haaga-Helia-ammattikorkeakoulun auditointi)

Tekijät

Karim Khakzar, Henrik Dindas, Hilal Karaođlan, Hanne Salonen, Hanna Väätäinen & Kati Isoaho

Haaga-Helian itsearviointiraportti (toim.) Tia Hoikkala, Elina Iloranta, Merja Lehtomäki, Marjaana Mäkelä, Inka Paakkinen, Johanna Rajakangas-Tolsa

Korkeakoulujen arviointijaoston päätös

Haaga-Helia-ammattikorkeakoulun auditointi on hyväksytty 26.5.2023.

Laatuleima on voimassa 26.5.2029 asti.

Auditointiryhmän arvio arviointialueista I-III

I: Osaamista luova korkeakoulu: hyvä taso

II: Vaikuttava ja uudistava korkeakoulu: hyvä taso

III: Kehittyvä ja hyvinvoiva korkeakoulu: hyvä taso

Oppiva korkeakoulu – Haaga-Helian valitsema arviointialue

Work&Study -malli

Vertaisoppimisen teema ja kumppani

Jatkuva oppiminen, erityisesti virtuaaliset toteutukset

Kumppani: HES-SO University of Applied Sciences and Arts Western Switzerland & NHL Stenden University of Applied Sciences

Keskeiset vahvuudet ja kehittämissuosituks

Vahvuudet

- Haaga-Helia pitää koulutusohjelmiensa osaamislähtöisyyttä tärkeänä laatustandardina. Sillä on systemaattiset ja osallistavat suunnitteluprosessit, jotka varmistavat sen ohjelmien työelämärelevanssin. Tätä arvostavat myös opiskelijat ja alueelliset sidosryhmät.
- TKI-hankkeiden johtamisen ja vastuiden uudelleenjärjestelyt osoittavat, että yhteiskunnallinen vaikuttavuus on tärkeässä roolissa Haaga-Helian kokonaisstrategiassa. Selkeät menettelytavat TKI-hankkeiden hakemisessa ja toteuttamisessa tukevat opetus- ja tutkimushenkilöstön motivaatiota sitoutua TKI-hankkeisiin.
- Haaga-Helia on luonut positiivisen kulttuurin henkilöstön ammatilliseen kehittymiseen ja tukee aktiivisesti henkilöstön yksilöllistä osaamisen kehittämistä.
- Work&Study-malli vastaa tulevaisuuden koulutuksen, työelämän ja jatkuvan oppimisen tarpeisiin tarkoituksenmukaisella tavalla. Malli on hyvin linjassa Haaga-Helian profiilin ja strategisten tavoitteiden kanssa.

Kehittämissuositukset

- Haaga-Helian tulee jatkaa ja laajentaa panostustaan kansainvälisten opiskelijoiden työmarkkinoille pääsyn tukemiseksi. Lisäksi Haaga-Helian tulee parantaa kansainvälistymismahdollisuuksia sekä panostaa opetushenkilöstön osaamisen kehittämiseen tähän liittyen, esimerkiksi kielitaidon osalta.
- Haaga-Helian tulee tarjota riittävästi mahdollisuuksia osallistua TKI-toimintaan. Myös yrittäjäosaamisen parantamiseen tulee tarjota riittävät mahdollisuudet. TKI-hankkeiden johtaminen ja hallinnointi vaatii lisää tukea.
- Haaga-Helian laatujärjestelmäsyklin ”Suunnittele-Tee-Tarkista-Opi&Kehitä-Kommunikoi” hyötyjen optimoimiseksi palautemenettelyt tulee systematisoida ja opiskelijoita ja yrityksiä kannustaa antamaan palautetta aktiivisemmin.
- Work&Study -mallin standardit ja toteutus tulisi yhdenmukaistaa avointen ja tasapuolisten osaamisen tunnistamisen kriteereiden takaamiseksi. Konkreettisemmat kriteerit malliin sopivasta työstä ja työympäristöstä voisivat tukea tätä.

Sammandrag

Publikationens namn

Audit of Haaga-Helia University of Applied Sciences (Auditering av Haaga-Helia-ammattikorkeakoulu)

Författare

Karim Khakzar, Henrik Dindas, Hilal Karaođlan, Hanne Salonen, Hanna Väätäinen & Kati Isoaho

Haaga-Helias självvärdering (red.) Tia Hoikkala, Elina Iloranta, Merja Lehtomäki, Marjaana Mäkelä, Inka Paakkinen, Johanna Rajakangas-Tolsa

Beslutet av sektionen för utvärdering av högskolorna

Auditeringen av Haaga-Helia-ammattikorkeakoulu har godkänts den 26 maj 2023.

Kvalitetsstämpeln är i kraft till och med den 26 maj 2029.

Auditeringsgruppens omdöme för utvärderingsområdena I-III

I: En kompetensskapande högskola: god nivå

II: En nyskapande högskola med genomslagskraft: god nivå

III: En utvecklingsorienterad och välmående högskola: god nivå

En lärande högskola, utvärderingsområdet som Haaga-Helia-ammattikorkeakoulu valde

Work&Study modell

Tema och partner för kollegialt lärande

Tema: Kontinuerligt lärande, särskilt e-lärande

Partner: HES-SO University of Applied Sciences and Arts Western Switzerland & NHL Stenden University of Applied Sciences

Centrala styrkor och rekommendationer

Styrkor

- Haaga-Helia anser att kompetensinriktningen för deras utbildningsprogram är en avgörande kvalitetsstandard. Den har systematiska och inkluderande planeringsprocesser som säkerställer att dess program är relevanta för arbetslivet, vilket även studerande och regionala intressenter förstår och uppskattar.
- Omorganiseringen av ledningen av initiativ för social påverkan och FoUI-projekt samt den ändrade fokuseringen av ansvarsområden visar att samhällskonsekvenser spelar en viktig roll i Haaga-Helias övergripande strategi. Tydliga förfaranden för att ansöka om och genomföra FoUI-projekt stöder undervisnings- och forskningspersonalens motivation att engagera sig i FoUI-projekt.
- Haaga-Helia har skapat en positiv kultur för yrkesmässig utveckling och stöder kontinuerligt personalens individuella kompetensutveckling.
- Modellen Work&Study motsvarar på lämpligt sätt behoven för framtida utbildning, arbetsliv och kontinuerligt lärande. Modellen överensstämmer väl med Haaga-Helias profil och strategiska mål.

Rekommendationer

- Haaga-Helia bör fortsätta och utöka sina insatser för att förbereda internationella studerande för den finska arbetsmarknaden. Dessutom bör Haaga-Helia öka möjligheterna till internationalisering och förbättra kvaliteten på lärarpersonalen, dvs. dess engelska färdigheter.
- Haaga-Helia bör erbjuda tillräckligt med tillfällen och möjligheter att ta del i FoUI-verksamhet. Tillräckliga möjligheter att förbättra entreprenörskompetens bör också tillhandahållas. Ledning och förvaltning av FoUI-projekt kräver mer stöd.
- För att optimera fördelarna med Haaga-Helias kvalitetssystemets kretslopp med "Plan-Do-Check-Learn&Develop-Communicate" bör förfarandena för respons systematiseras och studerande och företag bör uppmuntras att mer aktivt ge respons.
- Standarderna och genomförandet av Work&Study-modellen bör samordnas för att säkerställa transparenta och likvärdiga kriterier för erkännande av kompetenser. Mer konkreta kriterier för den typ av arbete och arbetsmiljö som är lämplig för modellen skulle också kunna stödja detta.

Premise and implementation of the audit

The Finnish Education Evaluation Centre (FINEEC) has conducted the audit of Haaga-Helia University of Applied Sciences. The work of FINEEC is based on the principle of enhancement-led evaluation and producing impactful information that contributes to the enhancement of education.

The purpose of the FINEEC audit framework is:

- to evaluate whether the quality work in the HEI meets European quality assurance standards,
- to assess whether the quality system produces relevant information for the implementation of the strategy and the continuous development of the HEI's activities, and whether it results in effective enhancement activities,
- to encourage internationalisation, experimenting and a creative atmosphere at HEIs, and
- to accumulate open and transparent information on quality work at Finnish HEIs.

The principles of the audit framework are described in [the audit manual](#).

Implementation of the audit

A four-member audit team carried out the audit. The members of the audit team were:

- Professor Dr. **Karim Khakzar**, President of Fulda University of Applied Sciences (chair)
- Professor Dr. **Henrik Dindas**, FOM University of Applied Sciences
- Student **Hilal Karaođlan**, Bođazici University
- Labour market director, **Hanne Salonen**, Finnish Education Employers (FEE).

Hanna Väätäinen and Kati Isoaho from the Finnish Education Evaluation Centre acted as project managers of the audit.

The audit is based on the material submitted by the higher education institution, a self-assessment report, additional material requested by the audit team, and the audit team's visit to the institution between 14 and 15 February 2023. The audit team also had access to essential digital materials and systems. The main stages and timetable of the audit were:

Agreement negotiation	4.2.2022
Appointment of the audit team	26.8.2022
Submission of the audit material and self-assessment report	22.11.2022
Information and discussion event at the HEI	17.1.2023
Audit visit	14.-15.2.2023

Higher Education Evaluation Committee's decision on the result	26.5.2023
Publication of the report	26.5.2023
Concluding seminar	6.6.2023
Follow-up on the enhancement work	2026

Evaluation criteria

Evaluation areas I-III are each assessed as one entity using the scale *excellent, good, insufficient*.

The level *excellent* means that the HEI shows evidence of long-term and effective enhancement work. The HEI's enhancement activities also create substantial added value for the HEI, its stakeholders, or both. The HEI presents compelling examples of successful enhancement activities.

The level *good* for evaluation areas I-III is described in appendix 1.

The level *insufficient* means that the HEI shows an absence of or major shortcomings in systematic, functioning and participatory procedures in the evaluation area (I-III). There is no clear evidence of the impact of quality management in the enhancement of activities.

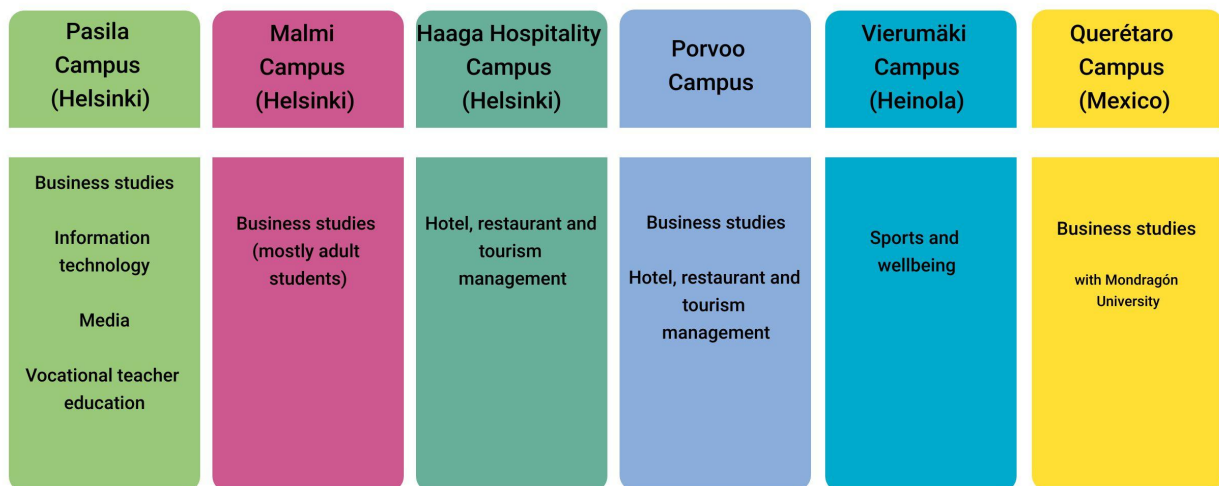
In order for the HEI to pass the audit, evaluation areas I-III should reach at least the level *good*.

The organisation and strategy of the HEI

Profile focused on business and services

Haaga-Helia is a privately owned, strongly business orientated University of Applied Sciences (UAS). Through education, research and development, we prepare professionals for business and services. We have diverse offering in education including bachelor's and master's degrees, specialisation programmes, vocational teacher education and open UAS education. We actively provide commercial services such as staff training, continuing education and export of education for businesses and organisations.

As one of the largest UAS in Finland we have around 11 000 students, out of which about 1100 are international. We have 700 staff members, 100 partners from Finnish business life, and 200 partner institutions abroad. We are Finland's largest in our fields of education, which according to campuses are:



Picture 1. Haaga-Helia's fields of education according to campuses

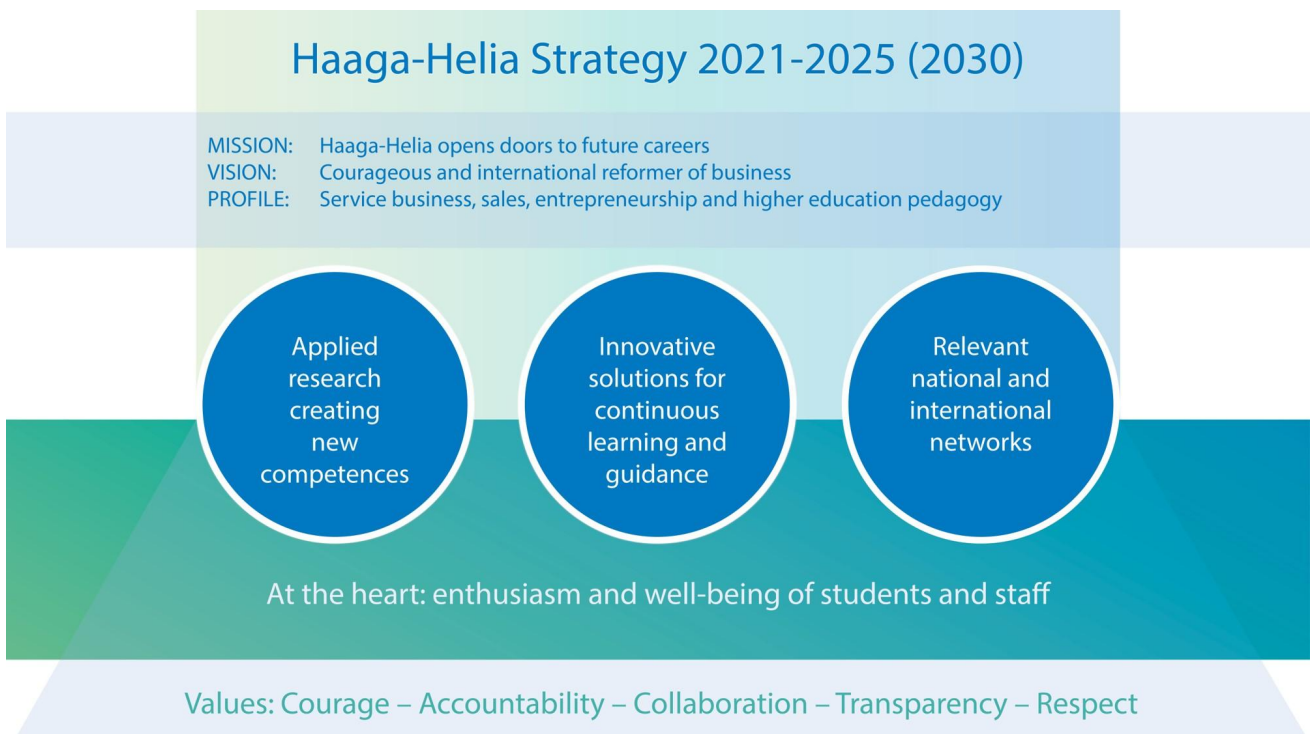
Haaga-Helia is a valued partner in research, development and innovation. Our goal is to create new solutions for different phases of business. We implement RDI projects together with our partners. Our four research areas are:

Service business development & design	Sales development and digitalisation	Engaging vocational pedagogy	Entrepreneurship and business development
<p>Haaga-Helia's Service Business Development & Design experts focus on the sectors of travel, tourism, hospitality, sport, recreation, wellness and retail.</p> <p>Our areas of expertise are service experience, service concepts and design, and multi-channel services.</p>	<p>We help businesses to prosper and we renew our sales education. We are forerunners in customer interaction, and in digitalisation in sales and sales management.</p> <p>We remove barriers between IT experts and creative content producers, improve the creative competencies of individuals and organisations, and boost multidisciplinary co-operation across cultures.</p>	<p>We promote research, development and innovation activities by recognising current and future pedagogical development targets and needs.</p> <p>Engaging vocational pedagogy integrates research, development and innovation with learning, society and work life as well as with openness, ethics, sustainability and responsibility.</p>	<p>Our experts renew business transparently utilising the diversity of organisations. We identify the opportunities with added value and competitive business models.</p> <p>We offer expertise in future organisations, sustainable business, business model design, entrepreneurship education and pedagogy, StartUps and open innovation, and entrepreneurship and renewal.</p>

Picture 2. Haaga-Helia's research areas

Our strategic objectives stem from our mission

All operations are based on innovative solutions for continuous learning and guidance, further supported by applied research creating new competences, and national and international cooperation networks. We integrate research into teaching and strive to be a HEI with strong networks in Finland and abroad, for example through our strategic alliances with 3AMK and the European University Ulysses.



Picture 3. Haaga-Helia's strategy

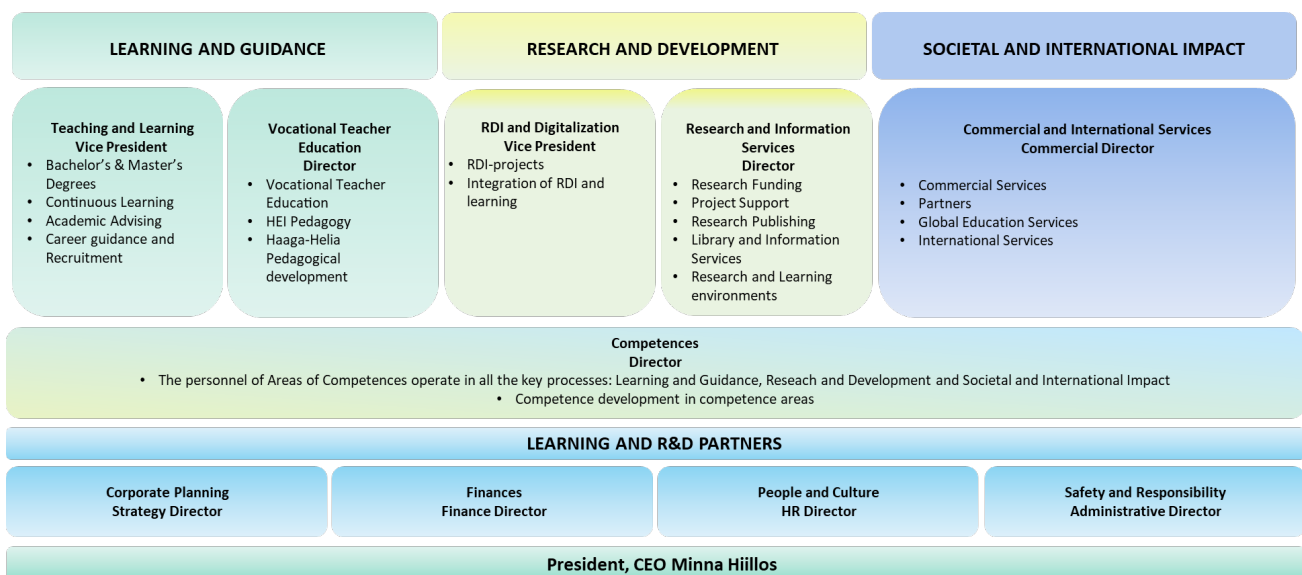
Organisational structure supports key processes

Our organisation was restructured at the beginning of 2021 and is currently based on a holistic way of implementing our main processes: 1) learning and guidance, 2) research and development, and 3) societal and international impact. Competences are at the centre and through them we produce excellence in all our main processes. We aim at utilising the skills and strengths of everyone in Haaga-Helia.



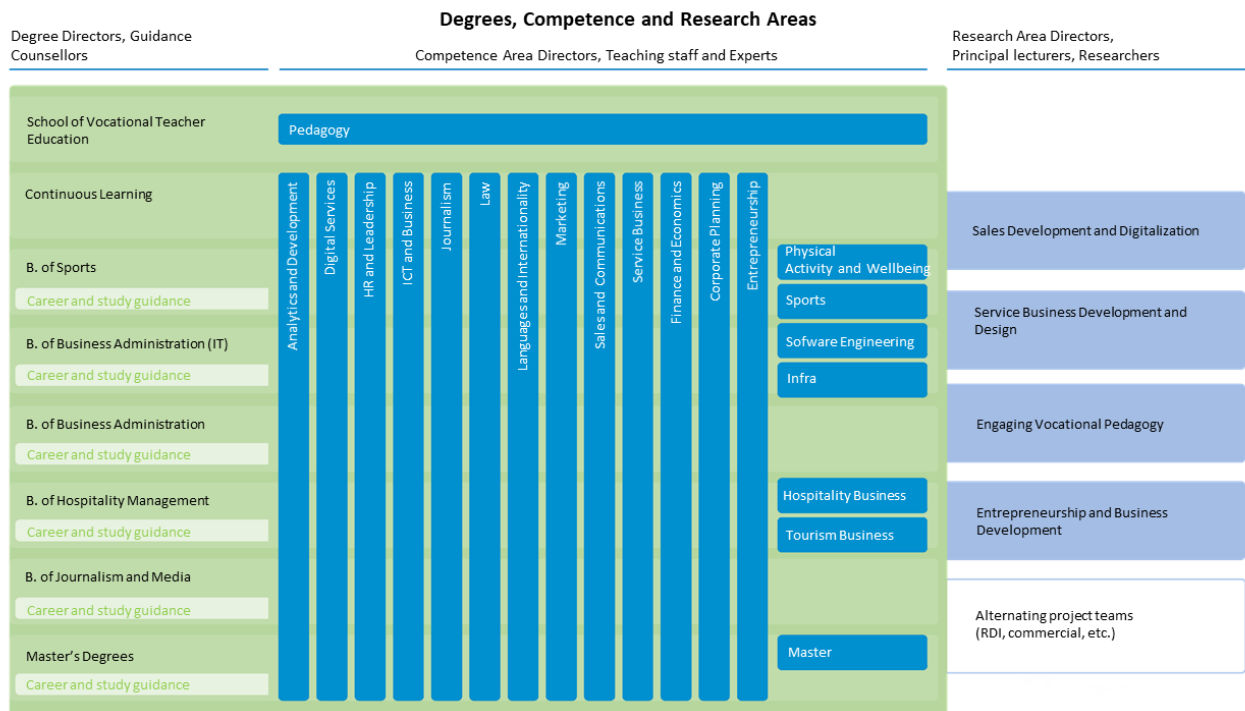
Picture 4. Integrating our main processes

Our highest decision-making body is the Board, which focuses on strategic issues. The operational level is led by the Management Group, consisting of the directors and vice rectors leading our areas of responsibility and chaired by the President, CEO.



Picture 5. Haaga-Helia's organisation

Contrary to the previous organisation built around degrees, most teachers now work under specific competence areas each led by a director (middle management role), reporting to the Director of Competences. Degree directors and administration work under Teaching and Learning.



Picture 6. Structure in education and research

1 HEI creates competence

- Auditeringsgruppens bedömning

Evaluation area I assesses the procedures which support student-centred, working-life oriented planning, implementation and enhancement of education, which is based on research or artistic activities.

Based on the audit team's evaluation, the evaluation area I is at the level good.

The audit team identified the following as key strengths and recommendations:

Strengths

- Haaga-Helia considers the competence orientation of their degree programmes as a crucial quality standard. It has systematic and inclusive planning processes that ensure the relevance of its programmes for working life, which is also seen and appreciated by students and regional stakeholders.
- Haaga-Helia has implemented systematic monitoring and evaluation of its degree programmes, development of qualification goals, and planning of degree programmes. Hence, the development and renewal processes enable the integration of input from different stakeholders such as students, alumni, external partners, working life and staff.
- Haaga-Helia's education reform offers flexible degree programmes with individual paths designed for the needs of individual students. This enables target-oriented learning and an active role for students in their own learning process.

Recommendations

- Haaga-Helia should continue and expand its efforts in preparing international students for the Finnish labour market. In addition, Haaga-Helia should enhance opportunities for internationalization as well as improve the quality of the teaching staff, i.e., its English skills.
- The recognition criteria and procedures at Haaga-Helia should be more transparent, standardized and reproduceable both for recognition of prior learning and for the Work&Study model.
- The new education reform of Haaga-Helia is still in a transitional phase and should consequently be followed and improved by focusing on the planning criteria, i.e., of course portfolios.

1.1 The planning of education

- Högskolans självvärdering

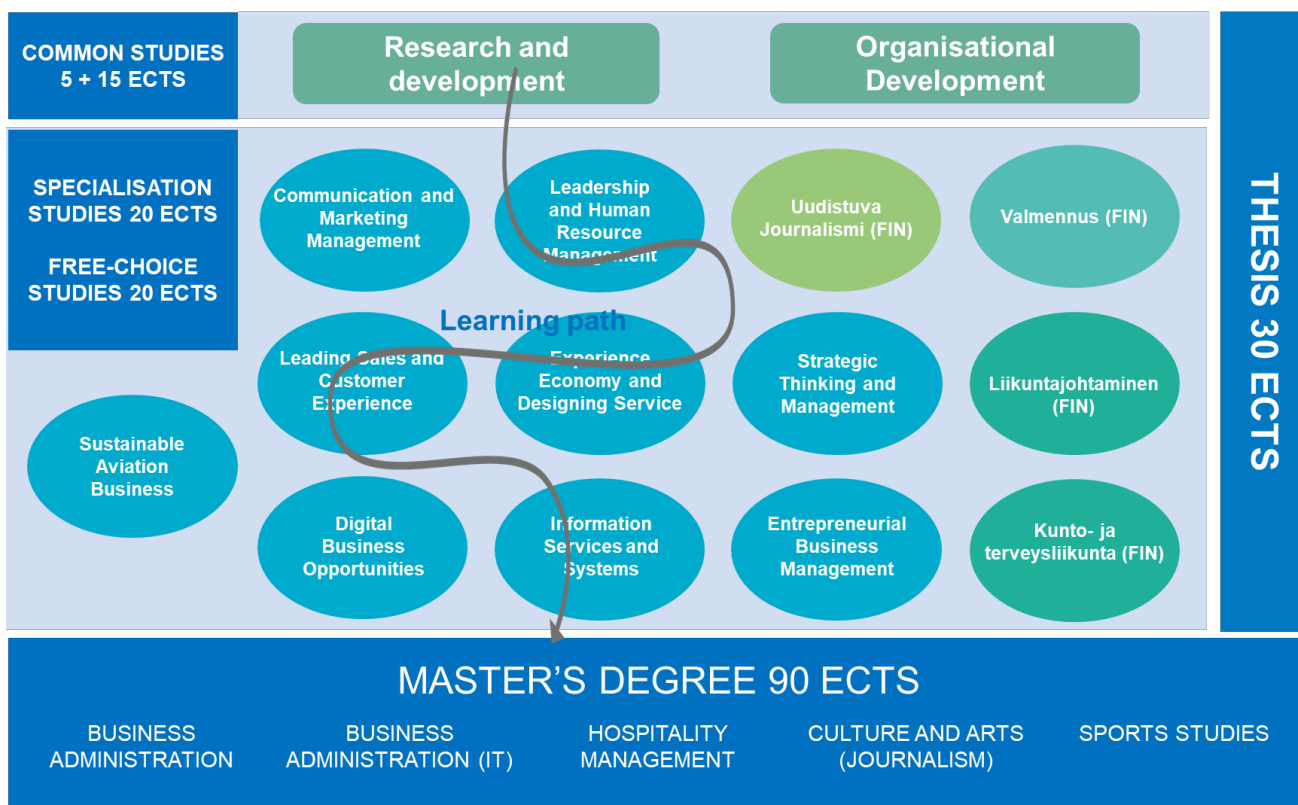
Pedagogical vision guides planning

Our [pedagogical vision](#) is founded on dynamic competence, connecting learning with work life and offering flexible and diverse learning paths. Students are active agents, and our teachers work together, sharing knowledge and creating new information and methods.

Curricula linked to strategy

Our education has undergone a major reform derived from our strategy. The process started with master’s level in 2019, followed by bachelor’s level and continuous education in 2022. The staff, students, and stakeholders all participated in the curricula renewal.

One curriculum for Master’s degrees

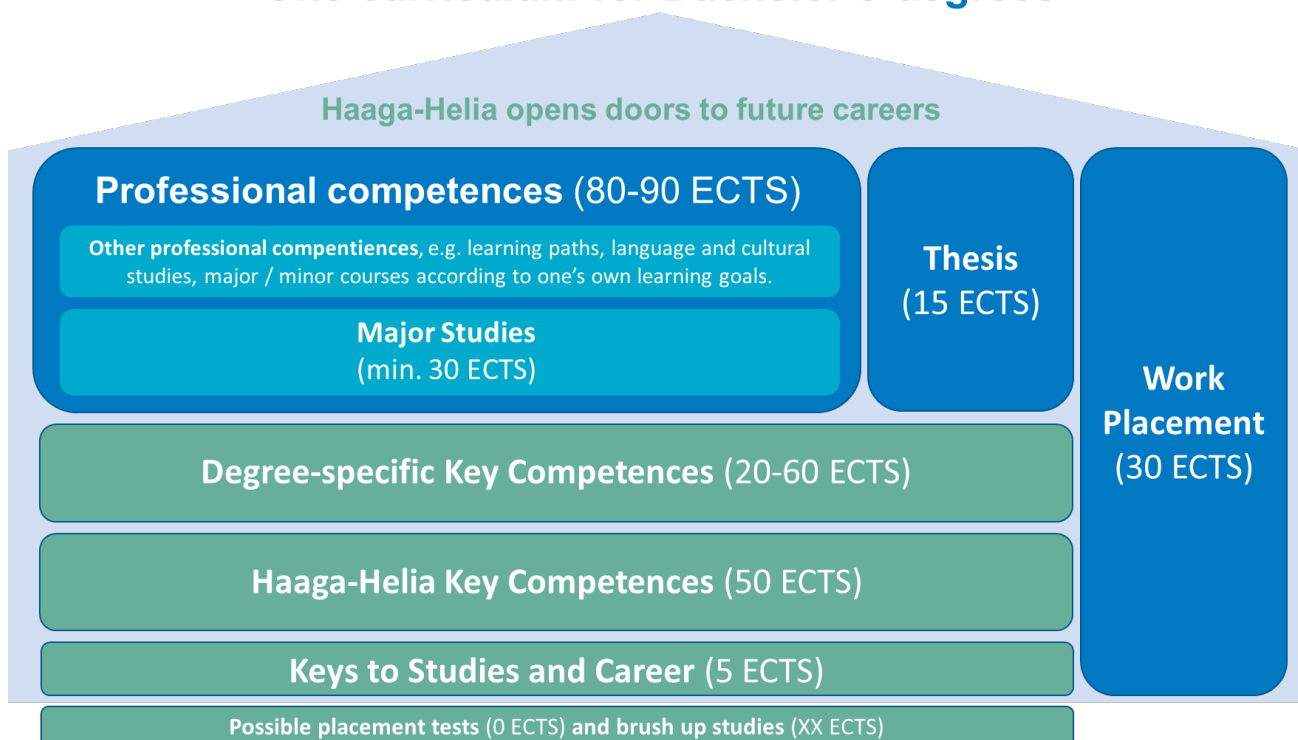


Picture 7. One curriculum for Master’s degree

In the new curricula, specialisations complement each other, creating more diverse study options. We noticed that the variety of options requires more guidance, and a new student counselling model was created. It is currently used for bachelor’s level and being adopted to the master’s

level as well.

One curriculum for Bachelor's degrees



Picture 8. One curriculum for Bachelor's degree

Our curricula structure allows flexible tuning and updating. Changes to the degree requirements that affect the curricula structure are taken to the Management Group and the Collegiate Body for approval. For each strategy year, certain focus areas are selected. To ensure that the strategic goals are turned into operational activity, they are discussed at the new OSTU (Osaamisen tulevaisuus-Future of Competences) forum. At the monthly OSTU meetings, the supervisors of the educational areas meet with Management Group and the competence area and research area directors. The agenda is often heavy, and focus needs to be on the strategically important issues.

Opening doors to international careers

The contents and learning objectives of our curricula are based on a strong theoretical background and constantly reviewed to meet the needs of various industries. We have an active partner company network enhanced by teachers' own contacts and collaborations. The relevance of education to businesses is ensured through continuous dialogue, also taking place during course projects. Through company cooperation, work placements and projects students create networks. Education reform has strengthened collaboration and unified practices.

Our curricula are planned to ensure international competences, and to enable a study period abroad. We offer language and culture studies, as well as many other courses taught in English with multicultural study groups. Students are encouraged to complete an exchange or a work

placement abroad. The mobility period is included in the individual study plan and credits completed abroad recognised as part of the degree. International Services give support, guidance and funding for mobility. The pandemic has decreased mobility and we need to work on reaching future targets.

Flexibility supports continuous learning

Continuous learning is organised through the Open University of Applied Sciences (Open UAS). The course selection at the Open UAS is based on the courses in the degree curricula. Our new modular curricula structures support continuous learning and the needs of our Open UAS students through flexibility. The Open UAS course portfolio is constantly reviewed and renewed based on the demand from learners and employers.

The education reform has brought variety to our course implementation methods, which are contact, blended, online and virtual. Our day-time programmes offer more contact implementations, whereas in multiform programmes online and virtual implementations are more common. While the reform brought flexibility to the methods, the descriptions and assessment criteria were unified. Each course has assessment criteria for grades 1, 3 and 5. Teachers are provided with templates and workshops to help to formulate the course descriptions supporting equal assessment.

Planning based on European structures

Our degree qualifications are built on [the European EQF levels](#). The intended learning outcomes of our programmes are based on the European EQF levels 6 and 7, corresponding [FINQF levels 6 and 7](#). The planning is based on current research and the needs of our stakeholders, including the staff, students, alumni, as well as our national and international partner companies and organisations. In planning the workload, we follow the [ECTS \(European Credit Transfer System\)](#). In competence-based education, the workload varies from student to student. Our teachers are well trained, and we trust their expertise in the evaluation process.

Student feedback contributes to the planning. Estimating the workload is part of feedback and students are encouraged to reflect on the intended learning outcomes. Students, alumni and businesses are invited to the education planning workshops. As the planning process is practice-oriented, we have noticed that the theoretical basis needs to be documented more clearly.

Curriculum changes are taken to the Management Group and to the Collegiate Body. Degree level development is discussed in degrees and with relevant competence areas, as well as in OSTU meetings. Due to many discussions, the procedure might be time-consuming.

Projects contribute to education planning

Our lecturers and principal lecturers are active in RDI projects and integrate project work in their

courses. Projects also ideate thesis topics. Research is also linked to education through involving lecturers and students in projects. All staff members are encouraged to participate in project applications and in funded projects, also benefiting education planning. New projects search for members through eg., our intranet's Competence Market. The procedure works quite well but depends on the activity of individuals.

Strengths

Education reform enables a wider choice of studies for the students

Working-life relevant education and agile reactions to changing environment

Applying advanced and modern learning environments

Enhancement areas

Education reform challenges the planning of course portfolio

Counselling for ensuring relevant course choices

Systematisation of collaboration with companies and other stakeholders

1.1 The planning of education

- Auditeringsgruppens bedömning

A dynamic competence-based and working-life oriented approach is an essential feature for Haaga-Helia – enhancement areas exist in communication

The newly implemented institutional strategy (Haaga-Helia Strategy for 2021-2025/2030) and the ideas and aims of the educational reform are deeply rooted in Haaga-Helia's pedagogical vision to be a HEI with strong networks in Finland and abroad. Furthermore, they are based on the idea of "dynamic competence". The self-assessment report and the interviews provided evidence that Haaga-Helia's community members are courageous and willing to do their best in realising this pedagogical vision. There is a clear focus on utilising the possibilities offered by technology to improve the quality and flexibility of education, i.e., through enabling flexible and diverse learning paths. In regard to curricula, the new strategy takes into account conformity with the qualification goals of the National qualification framework, compliance with legal requirements, in particular state-specific structural requirements, as well as the corresponding FiNQF and European EQF levels.

The audit team was able to ascertain through the site visit as well as through the self-assessment report that the quality assurance measures were developed after thorough preliminary clarifications and in-depth consultations with staff, students and stakeholders and are now well accepted and supported among all throughout the HEI. Haaga-Helia considers the competence orientation of their degree programmes to be a crucial quality standard. This allows for adaptability and modernization through flexible tuning. Hence, the programmes are based on action-oriented learning objectives and competence-oriented forms of examination, enabling not only learning theoretical knowledge but also workforce skills, opening the idea of continuous learning.

Haaga-Helia has established close project partnerships and networks with regional working life, enabling them to educate a skilled workforce that is well-equipped to meet future demands and that reacts to changing environments in an agile manner. A crucial element of this approach is the active participation of all stakeholders, which was confirmed in the interviews, as teachers, supervisors of educational and competence areas and representatives of working life have continuous discussions on this matter. This collaboration has facilitated the inclusion of business stakeholders in development processes, providing valuable input and feedback to Haaga-Helia.

Nevertheless, the systematic inclusion of feedback from all stakeholders could be further improved along with the clear communication of these processes. In the interviews, it became clear that cooperation and communication can still be expanded and strengthened regarding

planning of education.

Students' learning experiences are focused but may vary from student to student

Haaga-Helia has made substantial efforts to bringing learning environments, RDI projects and working-life relevant education together. Especially the Work&Study model offers many opportunities for students to practice experimental activities. The new concept of gaining competences through working life experience is also evident in summative and formative assessments, which connect practical work with the relevant theory. The progress of students is also well monitored by means of data use, i.e., the study management system.

Both national and international networks, such as 3AMK and Ulyseus, offer a great opportunity for students to complete courses at other institutions. Nevertheless, the audit team learned from the interviews and the workshops that students' learning experiences as well as work placement and internship opportunities are to some extent uneven regarding international (incoming) students. The interviews underlined that the opportunities for international students are limited to jobs where minimal to no Finnish language skills are required. It was reported that there is a "huge gap between native Finnish speakers and non-Finnish speakers when it comes to given opportunities" and that "It feels that the Finnish students have more connections and resources than the international students". The audit team encourages Haaga-Helia to better prepare international students for the Finnish labour market and to enhance opportunities for internationalization, i.e., by taking care of providing equal learning and research experiences for all students—domestic and international—in all programmes, and formats. Additionally, during the student workshops, it was noted that some course materials for international students were not available in English or were not up to date. Students also expressed that some teachers should improve their language skills to better facilitate the learning of international students.

Curriculum design and agile enhancement processes enable a flexible choice of studies and a modern learning environment but are still in transition

Haaga-Helia has a very good reputation among students and among regional stakeholders because of systematic planning processes that ensure relevance for working life and that focus on the needs of their students. The interviewees valued the fact that Haaga-Helia offers and enables flexibility in its curriculum development and renewal process, and recognizes the crucial role that students play in setting objectives. The decision-making processes, competencies and responsibilities in the management system for teaching and learning are clearly defined. To ensure that the strategic goals are turned into operational activities, they are discussed regularly with a variety of stakeholders (i.e., in OSTU meetings). Through the interviews, it has become clear to the audit team that Haaga-Helia's curriculum work was developed systematically with the aim of continuously improving the quality of its degree programmes. At Haaga-Helia, objectives

are established collaboratively by various focus groups, including students. Hence, the planning of education and degree programmes are based on clear development and planning cycles (PDCA) and, from the auditors' point of view, guarantee the implementation of qualification goals and targeted learning outcomes in degree programme concepts that are within the scope of the programme and ensure the achievement of the targeted qualification level and qualification profile. This enables target-oriented learning and enables a focus on the active role of students in their own learning process to obtain competence, to learn work-life skills and to prepare for developing and researching work life. As part of curriculum development, the assessment criteria, assessment formats, didactic methods, and learning environments are aligned with the intended learning outcomes. This process includes evaluation of student workload, application of ECTS, appropriate modularization, adequate examination organization, advising and counselling services, consideration of gender equity, and accommodation of the special needs of students. Feedback from course evaluations and student representatives, such as workload feedback, is also taken into account when planning educational programs. The interviews confirmed the strong involvement of students in the programme development cycle.

Nevertheless, in the interviews it became clear that the education reform is still in a transitional phase, as stated in the self-assessment report. It should be consequently followed up and improved, i.e., in the focus of planning of course portfolios as well as regarding the equality of workload for all study options (virtual, online, blended or contact).

1.2 The implementation of education

- Högskolans självvärdering

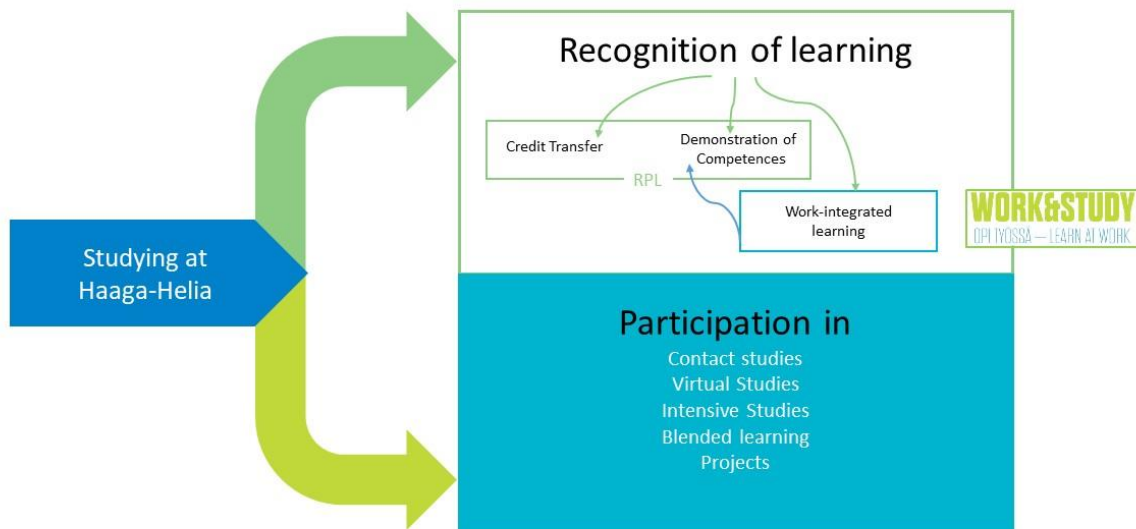
Transparency in student selection and recognition of prior learning

The criteria for student selection are decided by the Collegiate Body. According to the criteria, every applicant is entitled to a fair process through which the study places are given. The criteria are public and available to the applicants before the application period. If the applicant is not satisfied with the result, s/he can make an appeal which is processed by the official legal criteria. The application process functions well, and the number of appeals is small.

[Recognition of prior learning \(RPL\)](#) includes credit transfer and demonstration of learning. The RPL possibilities are explained to new students already in their letter of admission. Students can contact their own guidance counsellor before orientation days to start their individual study plan. During orientation all new students participate in the RPL workshop, which helps them to understand the intended learning outcomes and recognise their own competences. During studies, students are reminded about the RPL possibility in guidance meetings. Both credit transfer and demonstration of learning have a process in place, which is clearly communicated to the students by study counsellors and teachers.

Nearly all courses can be completed by demonstration of learning. This method of completion is available once only for each course. The practices of demonstration of learning have been modified as part of the organisational change and education reform. Our RPL process also includes Work&Study, the model of work-integrated learning, which is used if the skills required by the degree are gained by working and by connecting the practical work with relevant theory.

Recognition of competences at Haaga-Helia



Picture 9. Recognition of competences at Haaga-Helia

Supporting the active role of students

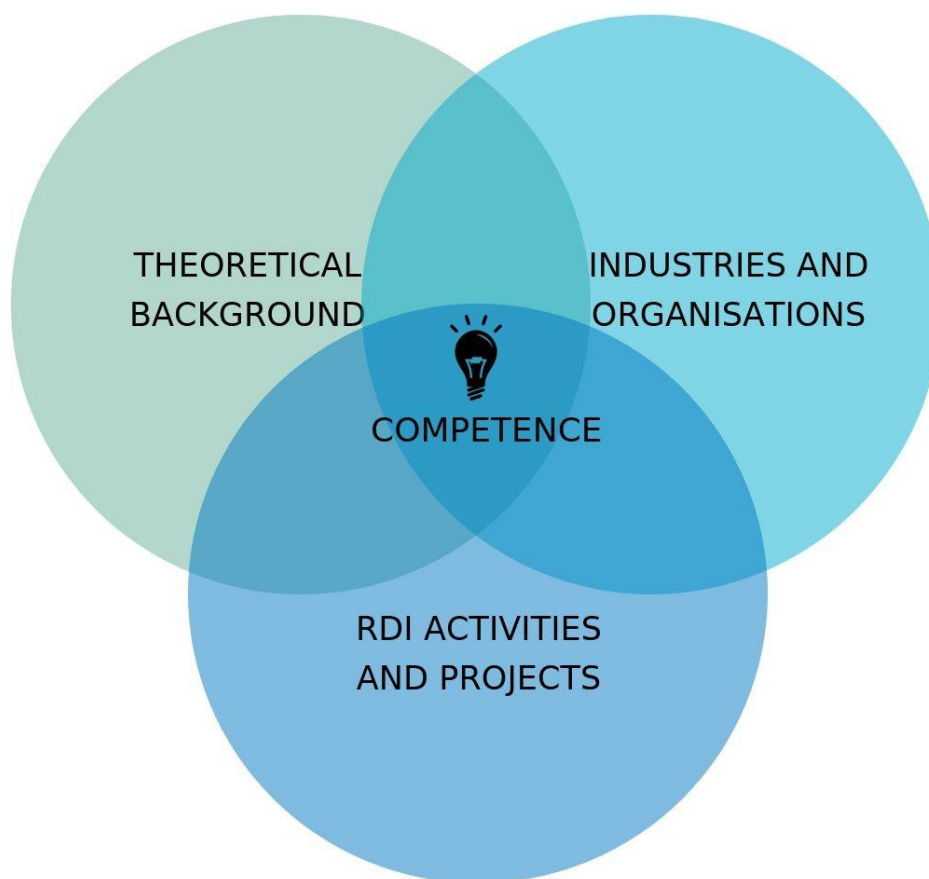
Teaching methods are important in supporting our pedagogical vision of students as active learners. Courses are taught either as contact, blended, online or virtual. Teachers select suitable methods for the topic taught. In many courses, a team of teachers works together to discuss the methods and ensure they are appropriate and meaningful in relation to the intended learning outcomes of the course. Our teachers are pedagogically trained to be able to choose and use appropriate methods. More cross-checking and collaboration could be done, although co-teaching is common. For digipedagogical support, there is an expert team of teachers who offer help with our online teaching platforms. The pandemic has had a significant impact on teaching methods and forced a leap in digital pedagogy across Haaga-Helia. It is too early to say what permanent changes it has brought, but online and virtual education are here to stay.

Feedback is collected after every course implementation, and students are asked to actively reflect on their learning. As part of the same process, teachers also give feedback, but this could be more systematic. The dialogue between students and teachers is good and feedback is also given spontaneously outside of the official feedback system. Flexibility and the use of different methodologies in different courses makes the studies more varied for students, but also requires them to take responsibility, actively plan their studies and make decisions.

Connecting studies to future careers

Our pedagogy is based on collaboration with businesses and organisations to ensure students possess the knowledge and skills relevant in their future career. Compulsory work placements are

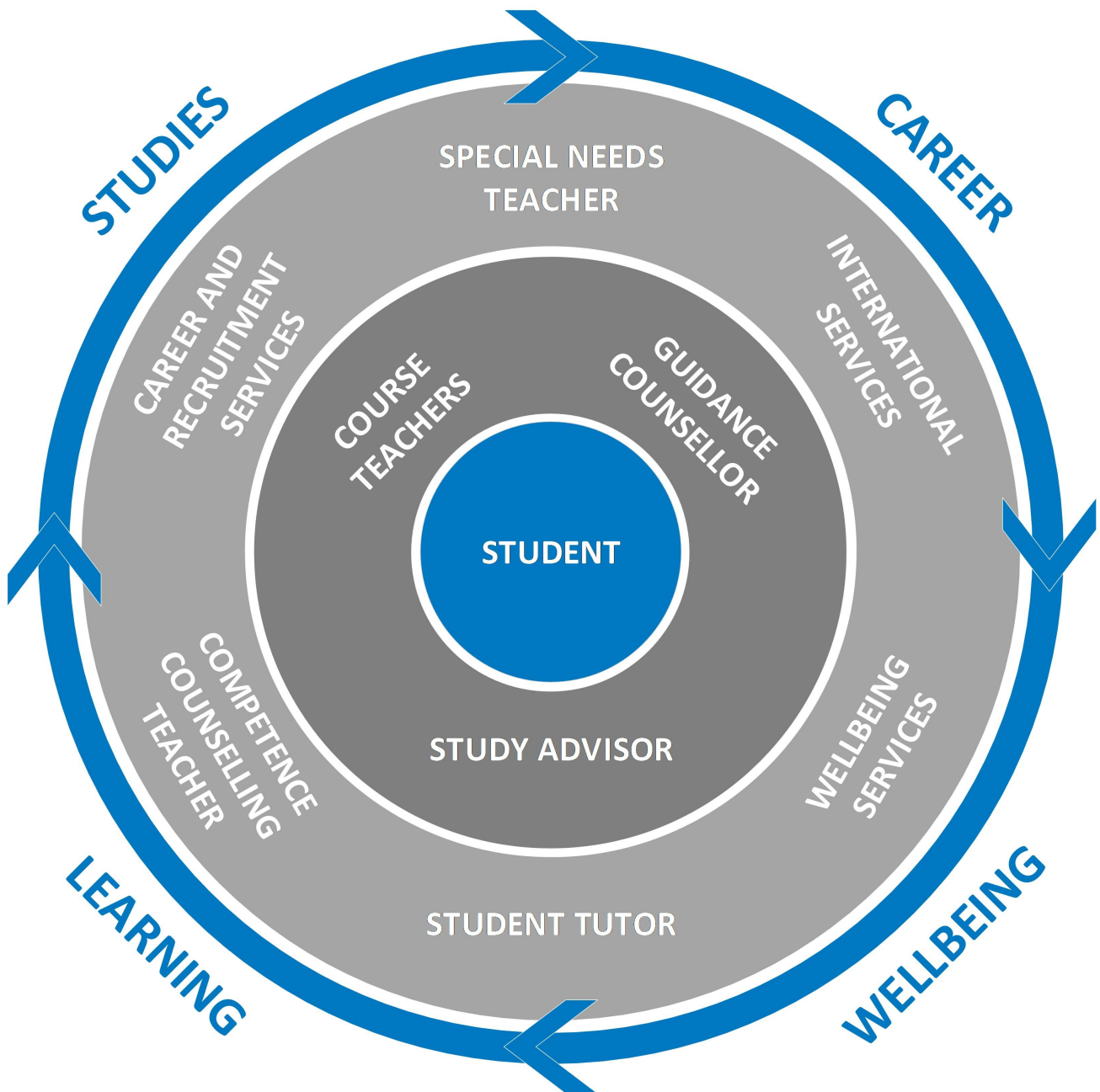
an important tool for this. Company visitors are invited as guest lecturers and students visit companies during courses. Many courses also work on real life projects where students develop or create something new and useful for the company. The company representatives brief students, coach them together with the teachers and give feedback on the project results. The bachelor and master theses are also good examples of projects where companies commission research and development projects carried out and then reported by the student. Business collaboration helps students to network and build valuable contacts during their studies. Many teachers have strong networks to build projects on, but if a teacher's own networks are limited, more active collaboration with our partners could be encouraged.



Picture 10. Combination in building student's competence

Support throughout studies

We support our students by providing efficient services. Professional guidance counselling is available throughout studies. Guidance counsellors are responsible for monitoring study progress and supporting study planning to prevent termination of studies. A new model of study guidance has been developed to better support our students with the new curricula. Support is also offered for students wishing to change their study programme. Mobility between different HEIs is possible through flexible study paths and RPL. Through 3AMK and Ulysseus networks, students can also complete courses at other institutions.



Picture 11. Guidance model and roles

Connected to guidance counselling, new students attend the orientation days and are offered a variety of courses supporting study and career skills. Career and recruitment services provide counselling on career planning. Entrepreneurship is also encouraged as a career option. Special services are offered for international students to support their employment. International Services promote and provide support for international mobility.

[Wellbeing services](#) include services of student psychologist, psychiatric nurse, and university pastor. FSHS (Finnish Student Health Service) is responsible for student health care services. The student union Helga offers peer tutoring and support with equality matters. The Student Wellbeing working group meets regularly and Haaga-Helia has a recently updated equality and accessibility plan.

Strengths

Multiple implementation methods to choose from

Strong partner collaboration

The new study counselling model

Enhancement areas

Multiple implementation methods challenge pedagogy

Ensuring student engagement in RDI projects

Using RPL and Work&Study more systematically

1.2 The implementation of education

- Auditeringsgruppens bedömning

Haaga-Helia has transparent information on students' admission procedures and flexible learning paths

The information on students' admission procedures and learning paths is easily accessible and transparent, with Haaga-Helias's website providing relevant details in both Finnish and English. The website is well-organized and informative, allowing study applicants as well as students to explore the various entryways and diverse study options and paths to Haaga-Helia's degree programmes. The newly developed curricula which consist of modules and courses provides specialization as well as flexibility for applicants and students. Transparency and equality in admission procedures at Haaga-Helia are based on clear process descriptions and written guidelines.

The audit team confirmed that admission criteria are shared openly and written in easily understandable language. Haaga-Helia is committed to promoting equality for both applicants and students, which is demonstrated by clear instructions that aim to ensure quality operations and equal treatment of all students. Examples of this commitment include professional guidance counselling for students and applicants, as well as Haaga-Helia's designed support for new students arriving at Haaga-Helia for the first time during Haaga-Helia's orientation days. The orientation days include both online and offline courses that students can attend in order to reflect on their prior competencies and navigate their studies effectively. Nevertheless, some interviewees emphasized that the organization of orientation days could be systematized. For example, different formats are not adequately tailored for all group sizes. However, in the workshops and interviews it was underlined that the support at the start of studies at the Haaga-Helia is very much appreciated because it helps students to become familiar with Haaga-Helia's online tools, equipment, learning environments, and methods before starting their studies.

Recognition of prior learning enables individual study plans, but the equality of standards needs to be improved

Haaga-Helia has regulations on the recognition of previous studies and the transfer of credits. This is to ensure that the recognition of previous studies works smoothly and offers adaptive learning and study paths. The flexibility of study paths was confirmed in the interviews with the students and teachers. The various entryways to Haaga-Helia's programmes are possible because all Haaga-Helia's degree programmes offer Recognition of Prior Learning (RPL), including credit transfer and demonstration of learning if the type of skill acquisition fits the module content. The audit team appreciates Haaga-Helia's special approach to this topic, since this concept is unique, and the very competence-focused approach has great potential for allowing

individual study plans. Nevertheless, the results of the interviews and workshops suggest that RPL should work more uniformly and equally. Hence, it was underlined that the criteria and processes of RPL should be more transparent, standardized and reproduceable, both for recognition of prior learning and for the Work&Study model, since it is lacking in systematization and equality. The audit team recommends revising the processes and regulations, enabling clear process descriptions as well as written guidelines and criteria to provide a sound basis for transparency and equality in RPL procedures.

Haaga-Helia enables a wide range of learning experiences supporting the active role of students but faces varying levels of requirements

At Haaga-Helia the focus is on the students' needs and goals. This is reflected in the design of degree programmes that aim to develop competencies relevant for work environments and practical applications. Haaga-Helia offers a range of flexible learning paths and study methods to further support this student-centred approach. Particularly due to the COVID-19 pandemic, it has become a necessity for all of Haaga-Helia's teachers and students to learn and teach in online courses. Here, the teachers' competence development with regards to the implementation of online studies was very well supported. As stated in the self-assessment report as well as in the interviews "online and virtual education is here to stay". Students have the possibility of choosing nearly all courses to be taught either as contact, blended, online or virtual, if there are enough participants to carry out the module format. This supports Haaga-Helia's pedagogical vision of students as active learners. In order to cultivate a study environment that enhances competencies and motivates students, it is essential for Haaga-Helia to provide efficient learning environments, i.e., through team-teaching and flexible support services. Students can also utilize individual guidance offered by guidance counsellors and tutors (minimum three hours per year per student), regarding study as well as career planning questions. During the interviews, both students and teachers expressed their satisfaction with the (digital) services, citing their ease of use and accessibility as key factors, but also mentioned that it depends on the teacher and subject. In the workshops, students expressed their satisfaction with most blended studies as they have worked well for most of them. Nevertheless, due to unclear expectations it sometimes feels difficult for other students, i.e., concerning the formative and summative assignments. In the interviews, the audit team was able to confirm the opinions expressed in the workshops: "Many assignments felt like busy work rather than actual learning experiences" and that "Sometimes the courses are too easy to pass, the level of requirements could be raised". Accordingly, the audit team recommends that Haaga-Helia revisit the issue of workload and assessment criteria regarding online, blended and on-campus learning and makes the appropriate adjustments.

1.3 The evaluation and enhancement of education

- Högskolans självvärdering

Student feedback as the basis of development

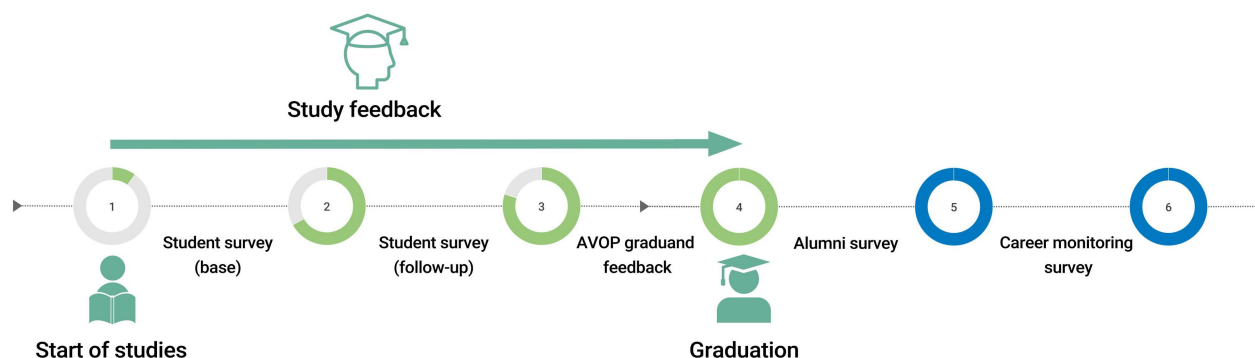
We collect feedback through several channels:

Study feedback is collected after each course implementation. At the beginning of each implementation, the importance of feedback is emphasized and examples of development actions (taken based on previous feedback) are clearly demonstrated. The study feedback form has been developed to be more user-friendly. A new set of questions has been introduced and teachers can now add questions to the form.

Teachers have direct access to the results of their implementation feedback. The results are discussed in the teacher's performance evaluation. Response to feedback is given in the same system by the teacher or teacher team. Students who have given feedback are able to see the numeric summary of results along with the response. This enhances openness, meaning and interaction between the staff and students. The study feedback provides an essential part of the planning and development of education.

The student survey is conducted twice during studies (end of 1st term and end of 4th term) and once at master's level (end of 2nd term). It includes questions on student wellbeing, study ability, degree, and support services. The Graduand survey is collected from every student upon graduation. An alumni survey is sent to the alumni two years after graduation and a career monitoring survey five years after graduation.

Graduand survey and career monitoring survey are national and collected under the supervision of the Ministry of Education and Culture, from whom we receive the data. Study feedback, the student survey and alumni survey are coordinated by Haaga-Helia. Other smaller surveys are conducted e.g. on student mobility and orientation.



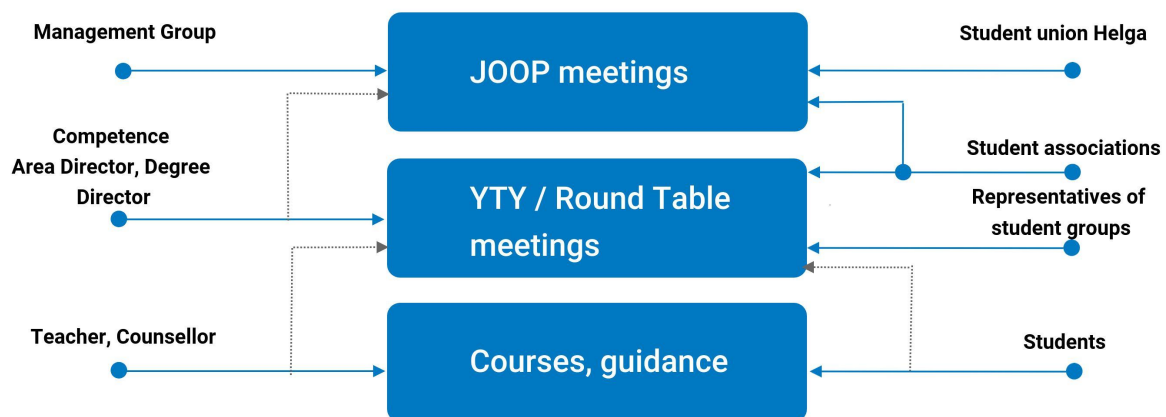
Picture 12. Feedback system on bachelor level

The image illustrates the feedback system for bachelor level. On the master's level, the student survey is answered only once. Study feedback covers all education, including Open UAS. All surveys use electronic questionnaires and are anonymous. We need to increase the response rate, so the processes are constantly developed, and good practices shared.

Open feedback culture encouraging dialogue

Discussion and openness are encouraged. Co-operative Round Table meetings or, in Finnish, YTY (Yhteistyöyhteisö) between students and staff are held 1-2 times per semester. The purpose of this forum, representing all parties related to studying, is to promote internal cooperation, discuss issues related to degrees, teaching, study environment and practical arrangements, receive and provide briefings and to find solutions to problems. Depending on the size of the student population, it is either an open event, or there are student group representatives, taking relevant issues to be discussed with their peers. In addition to the Round Table meetings, students are also involved in development projects.

Participants in forums



Picture 13. Co-operation forums for staff and students

Analysing and recognising development needs

The various surveys produce data which is analysed at the Haaga-Helia level and as needed on campuses, degrees, and competence areas. Development needs are recognised, further steps decided on and included in annual action plans. Organisational development groups also analyse the data and use it. For example, the student survey is handled by the Student Wellbeing group and actions are taken at the organisational level. The alumni and career monitoring surveys are analysed at the alumni coordination group and degree management.

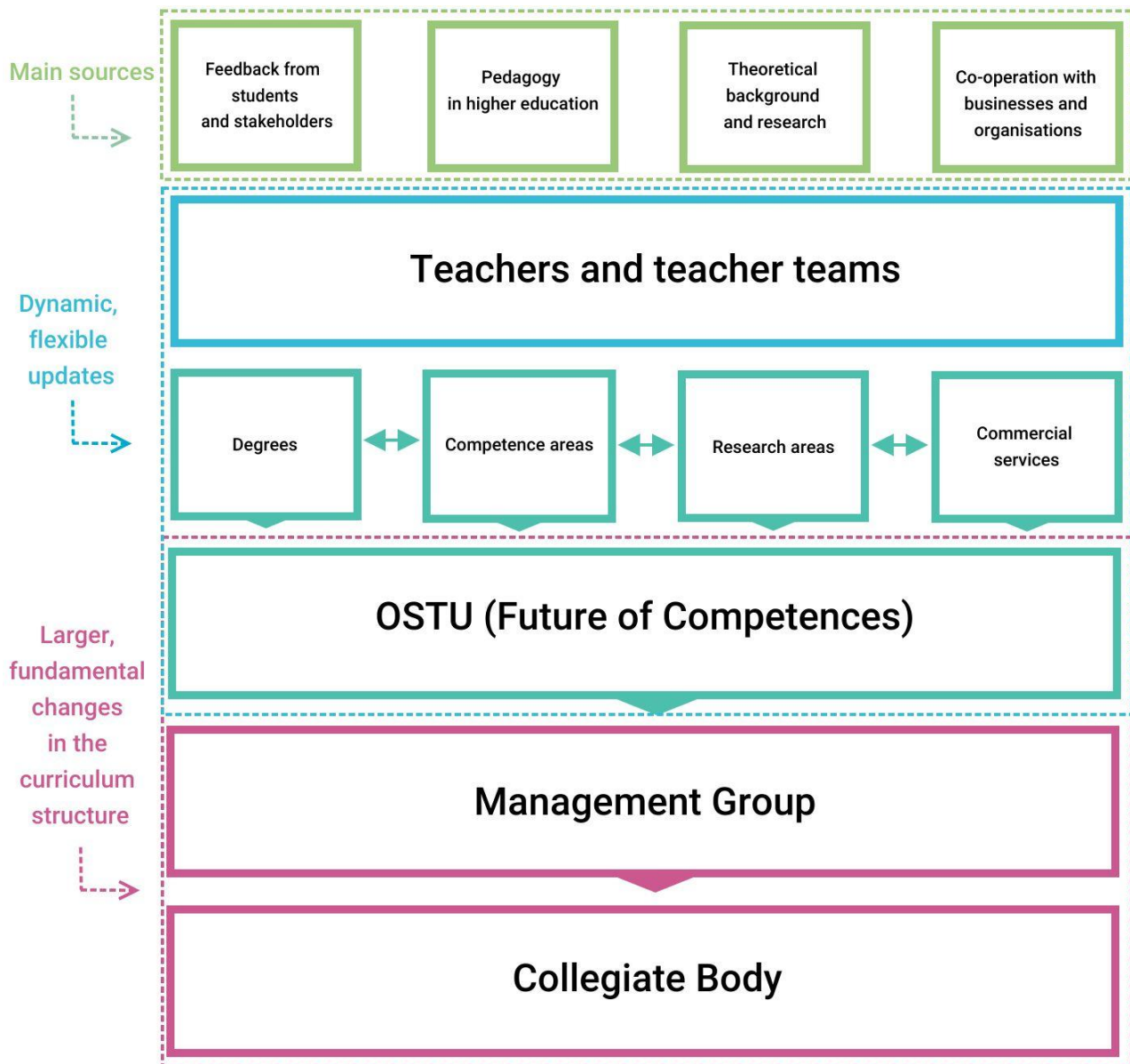
The alumni survey gives information on our graduates' career paths, the relevance of skills our education has provided, and what is missing. We are also involved in national RDI projects that examine and prepare for the changing needs of society and businesses. If we recognise a shortage of experts in a specific field, we recruit staff to teach that to our students. We develop our processes in dialogue with learners, businesses, organisations and interest groups in the industry to support continuous learning.

Monitoring and assessing intended learning outcomes

Course results and grades, as well as study feedback from course implementations, are ways of reflecting on whether the intended learning outcomes were reached or not. Students are asked to reflect their learning in the study feedback.

The structure, content, quality, and effectiveness of the studies offered are monitored and assessed annually. Nevertheless, the monitoring and evaluation system of the new curricula is still being built and there is increasing international comparison and benchlearning in education planning, especially in the international programmes.

Teacher or teacher teams are responsible for their course implementations and monitoring and assessing the learning outcomes. Education management handles possible quality deviations and is part of the agile development process. Curriculum structural level changes are discussed in OSTU. If problems arise and targets are not reached, actions are taken on a relevant level.



Picture 14. Development of education

Support services continuously developed

Support services are crucial in creating the student experience and ensuring the quality of education. Our support services actively monitor and develop their operations, for example by direct feedback at visitor counters and through online channels, by monitoring trends and analysing surveys and student reports. The feedback is handled by the relevant development teams, reflected in operations planning, and recorded in the action plan. Feedback can be reacted to, and actions taken quickly when needed. For example, due to the pandemic, the use of online channels rapidly increased. The current operating model is efficient and effective.

Strengths

Open feedback culture and students engaging in education development

Continuous improvement of education

Efficient support services

Enhancement areas

Further clarifying the use of feedback in different group

Developing the implementation of the new model for systematically updating the new curricula

Enhancing the communication about the equality and non-discrimination plan

1.3 The evaluation and enhancement of education

- Auditeringsgruppens bedömning

Haaga-Helia's new organisational structure promotes dialogue and collaboration in the development of education

Haaga-Helia's educational provision is internally evaluated and further developed using a range of feedback channels and institutional data. During the interviews, employers, students, and staff demonstrated proactive participation in the development of education content. Overall, the students' feedback highlighted their explicit satisfaction with their role in the curriculum development and renewal process. They indicated that their studies are highly useful, practical, diverse, and future-oriented. This high level of involvement from teachers, students, and external stakeholders was confirmed in both the interviews and the additional material. The degree programmes take into account current research data and future skill needs, focusing on campuses, degrees, and competence areas. During the student workshops it was evident that the participants valued the new model of programme planning and the various feedback opportunities offered by the degree programmes.

Overall, the audit team concludes that Haaga-Helia uses a systematic approach for the enhancement of education that meets the requirements of the audit. In the process of developing and optimising a module, students' and teachers' feedback is gathered and assessment data is derived on a regular basis, i.e., from regular course feedback. Haaga-Helia gathers feedback regularly and reacts upon the feedback in systematic ways, but the transparency to students regarding follow-up actions could be more structured and consistent. At Haaga-Helia, teachers are encouraged to discuss feedback with their students systematically, but based on the interviews it was mentioned that it is decided by the teachers if they want to give feedback on the feedback. Hence, a point of development, as indicated by students in the workshop and in the interviews of the student representatives, is the provision of feedback on their feedback. In this context it was also mentioned that students are "tired of giving feedback" and that according to the students feedback is only filled out when there is a problem. Hence, the audit team encourages Haaga-Helia to find ways of increasing the percentage of teachers giving students feedback on feedback as well as students systematically participating in the feedback procedures, i.e., by implementing evaluation workshops.

Communication, dialogue and openness are encouraged at Haaga-Helia—implementation requires further actions

For Haaga-Helia, its people are at the centre of all core areas. As stated in the self-assessment report as well as during the interviews, the promotion of staff and student well-being through equity and impartiality, transparent communication, cooperation and a stimulating work

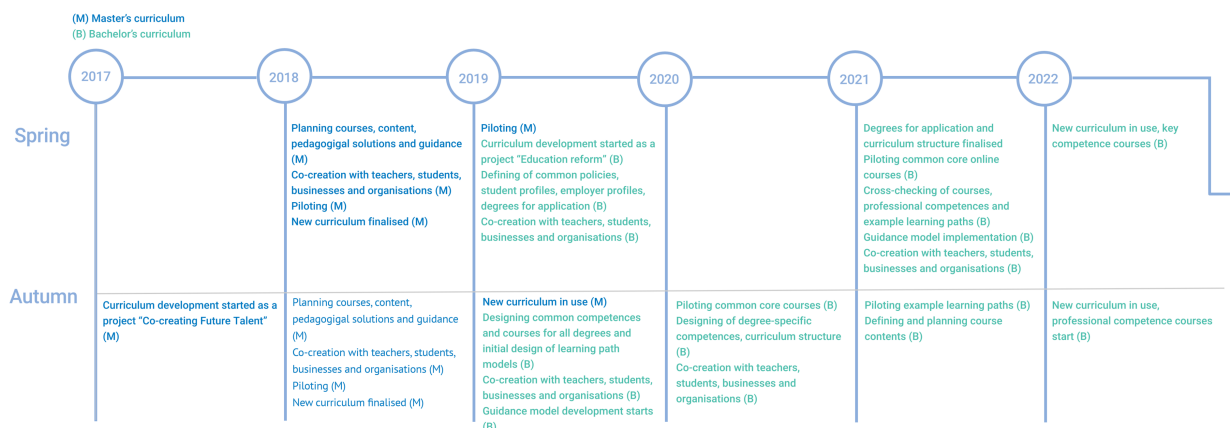
atmosphere are vital constituents of Haaga-Helia's strategy, encouraging discussion and openness through dialogue and collaboration. The new organisational structure aims at promoting internal cooperation, discussing issues related to degrees, teaching, study environment and practical arrangements, as well as receiving and providing briefings to find solutions to problems and development needs. Staff and students expressed their explicit appreciation for the various ways feedback can be submitted as well as dialogue is promoted. However, there is more space for better communication and cooperation as well as systematically bringing students, staff, as well as local businesses together. In the workshops as well as the interviews the most dominant enhancement area mentioned was communication. Both among staff and across the different campuses cooperation and communication among different areas of expertise should be systematically enabled, because as one of the interviewees described the situation "the big problem is that different people do not know what is happening elsewhere". In particular, the interviews supported the idea that the concept of remote-working, which was implemented at Haaga-Helia as a permanent feature after Covid-19, seems to hinder continuous exchange and frictionless communication. The audit team encourages Haaga-Helia to think about new exchange formats or to find ways to systematically bring all stakeholders closer together to cooperate and communicate.

1.4 The HEI's examples of successful enhancement activities

- Högskolans självvärdering

Education reform as a joint development effort

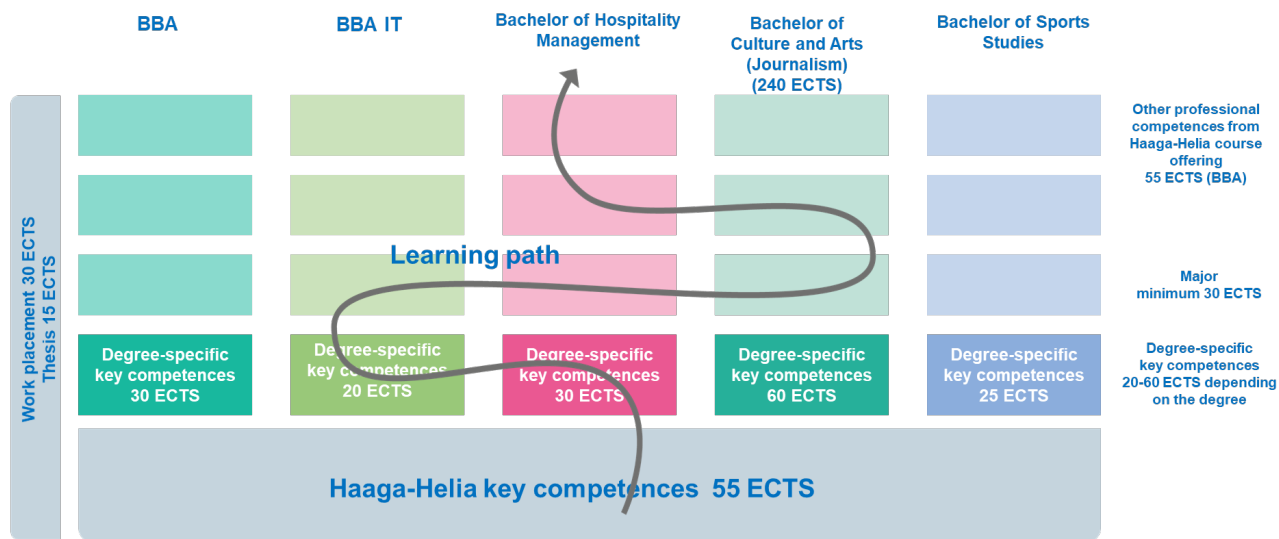
The curricula renewal process has been a major enhancement activity in education. The result is still to be evaluated once also the bachelor level structure is in use at full capacity. The process is a good example of a joint development effort that has touched everyone, involving staff, students and stakeholders. Even though the Management Group has owned the process, the Haaga-Helia has been holistically involved in creating the change. Workshops, virtual discussions and discussions in different forums have enabled participation over organisational boundaries and ensured that the outcome will serve students, staff and other stakeholders comprehensively.



Picture 15. Education reform process

The new curricula are modular, giving students the possibility to choose studies more freely and build their own study path. The new curricula also recognise common Haaga-Helia key competences, and common courses have been built to give an equal starting point for all students. Moreover, the common studies for all degrees are built together ensuring the same workload, contents, and assessment in the courses. The new curricula have generated more collaboration among teachers and created new joint processes, leading to enhanced quality.

Degree structure and personal learning paths



Picture 16. Curriculum supports personal learning paths

In connection to the education reform, the study counselling guidance model has redefined the roles and responsibilities. The study counsellors' roles, competence counselling teachers, and the "Keys to studies" course are practices that have been created and modified to accommodate the increased need of counselling arising from flexible personal study paths. Additionally, the orientation days have been co-created so the contents and information are equal in all degrees and on all campuses. The orientation also includes a workshop on RPL to help students understand the knowledge and skills they have retained earlier. The new organisational model supports education development in general by allocating teachers' working hours specifically for education development.

Organisational structure promoting dialogue

The new organisation model has resulted in new forums, working groups and increased dialogue between degrees and competence areas. One forum created is OSTU, in which degree, competence and research area directors discuss and decide on matters relating to education. Smaller working groups bring items to OSTU for discussion and decisions. For example, the RESU-group prepares issues related to teacher's work time allocations to ensure equal practices at different campuses and degrees. The joint forum checks that joint processes and regulations are in place and together ensures the development of education.

New ideas, tools and collaborations

Teachers are encouraged to collaborate with each other, as well as with RDI and our various stakeholders. New learning environments have been actively developed and gathered under the concept of OPTI environments. We embrace new ideas and tools for teaching, to keep our education up to date and connected with industries.

For example, our students are helping Haaga-Helia's online library HH Finna to develop more user-friendly services. This is achieved through mystery shopping, implemented with our SalesLab's iMotions tool and students acting as shoppers. Ad hoc customer interviews in the space itself are also used as a development tool. In the interviews, the customers' space experience and wishes and needs for the premises have been clarified. Customers have also had the opportunity to respond to a space survey. Results have been utilised especially in the renovation of the Pasila library.

Another example is the Service School format open for all, where interested parties come together to discuss, build ideas into projects and start implementing them. Especially RDI and competence areas in service business work closely together in the related work packages and there are tight links to LAB8 OPTI environment. The Food&Travel project and the new luxury project are examples of the results, where actively and systematically teaching and RDI are combined.

Improved course feedback system

The course feedback system has been developed to better serve the needs of development, as well as making it easier for students to answer. Teachers are now able to choose and add questions to the questionnaire as they see fit. Also, the teacher feedback on feedback has been integrated in the feedback system. A pilot for gathering feedback on the thesis process has been done to increase the students' possibilities to voice their opinion.

Mentors in digital pedagogy supporting teachers

In recent years, the number of online and virtual course implementations has increased. This has challenged our teachers to create new materials and acquire new tools and techniques in a very short time. To help with this challenge, we have created a mentoring model in digital pedagogy which we call "digipeda mentors' model", offering peer support for utilising digital tools effectively.

2 HEI promotes impact and renewal

- Auditeringsgruppens bedömning

Evaluation area II assesses the procedures used to manage and improve societal engagement, strengthen the impact of the HEI's research, development and innovation as well as artistic activities, and support an innovative organisational culture.

Based on the audit team's evaluation, the evaluation area II is at the level good.

The audit team identified the following as key strengths and recommendations:

Strengths

- The reorganisation of the management of social impact initiatives and RDI projects and the refocusing of responsibilities shows that societal impact plays an important role in Haaga-Helia's overall strategy. Clear procedures for applying for and implementing RDI projects support the motivation of teaching and research staff to commit to RDI projects.
- Regular dialogue formats with external stakeholders such as the annual Future Forum for stakeholders and staff allows Haaga-Helia to continuously identify trends and phenomena for their RDI activities. Because of this, Haaga-Helia has a very good reputation as a HEI that puts emphasis on business-orientation and application-orientation as well as societal engagement and impact.
- Haaga-Helia maintains valuable European and international networks. Haaga-Helia is one of only a few universities of applied sciences that are members in a European University alliance (Ulyseus). This will offer great future opportunities not only for internationalization, but also for RDI activities.

Recommendations

- Haaga-Helia should provide enough possibilities for getting involved in RDI activities. Sufficient possibilities to improve entrepreneurial competences should also be provided. Management and administration of RDI projects requires more support.
- Optimized communication between the different organizational groups, campuses and competence areas of Haaga-Helia and regional stakeholders would increase transparency and equal access to existing activities and networks. Regional stakeholders should be more involved in the elaboration of strategies for RDI and more engaged in activities that enable renewal and enhancement.
- The potential and advantages of the European University Alliance Ulyseus need to be communicated within Haaga-Helia and towards external stakeholders. Ulyseus could be used to attract international students and to apply for RDI funding in cooperation with the

alliance members. The idea of establishing an innovation ecosystem has high potential and should be further elaborated.

2.1 Managing societal engagement and impact

- Högskolans självvärdering

Active societal engagement derived from strategy

Engagement with society is built into our strategy and guides our operations. The strategy itself is created in a dialogue with society and the business world.

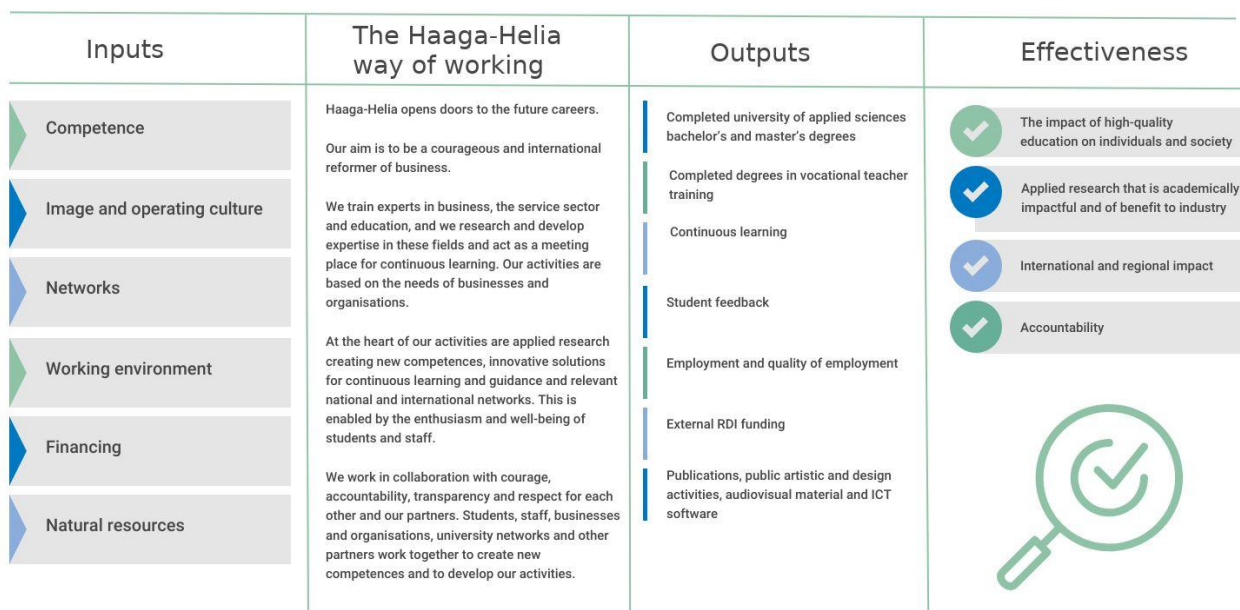
We actively engage with various stakeholders such as regional, national and international networks, students, alumni, the Ministry of Education and Culture, [Arene](#) (the Rectors' Conference of Finnish Universities of Applied Sciences), as well as other universities and companies. We organise an annual Future Forum for stakeholders and staff. We have many sectoral advisory boards and are in the process of launching an international advisory board. In September 2022, we established a Foresight Forum to develop our foresight model and gather information systematically from different sources.

The Strategic Preparation Group regularly monitors and evaluates changes in the operational environment, producing material for the Management Group. Operational environment is also analysed bi-annually at the Management Group's strategy meeting. Based on the analysis, we update the strategy chart annually and set next year's objectives. The Board approves the strategy and annual action plan. The objectives of societal impact are integrated into the objectives of our main processes.

Four aspects of societal impact

Societal impact arises as a result of our operations in various areas. The setting and monitoring of our societal impact objectives is based on the value creation model built in 2018 and updated in spring of 2022. In accordance with the model, we monitor and evaluate our social impact from four perspectives.

VALUE CREATION MODEL



Picture 17. Value creation model

The first aspect is the impact of a high level of education on individuals and society (I). At the centre are students who complete a high-quality education and are employed in positions corresponding to their education. The development of pedagogy helps achieve learning objectives. Competences meeting the current and future requirements of business promote the competitiveness of companies and the wellbeing of their staff. Productivity increases through new technologies and operating models. Our graduates and staff influence society and its networks in many ways.

The second aspect is applied research that is academically influential and benefits the business (II). The expertise generated in RDI operations increases the know-how of both the partners and our staff and students. Effectiveness is reflected in academic discussion, internationalisation and the strengthening of competitiveness through service and product innovations.

The third aspect is international and regional impact (III). Haaga-Helia is both a strong international player and closely attached to the region's business. International partnerships and networking create the basis for student and staff mobility, as well as for large-scale education, research and development projects involving universities from all over the world. Hundreds of study projects, theses, and development projects are carried out annually in cooperation with the region's business, creating new services, products, and operating methods in the daily lives of companies and other partner organisations.

Accountability (IV) is part of all our operations. We support sustainable development through our education and RDI activities. Promoting equality, inclusion, and accessibility is important to us. The direct and indirect economic effects on society through our sustainable operations are also

significant.

Shared management of societal engagement and impact

In 2020, the management of societal impact was centralised to one director, which proved challenging due to the diverse activities. In the autumn of 2022, management will change and objectives of societal impact will be closely integrated into our main processes.

The following persons are responsible for setting, monitoring, and reporting societal impact by sub-sectors: (I) Pedagogic Vice President, Director Responsible for Competence and Director of the Vocational Teacher Education; (II) Vice President for RDI and Digitalisation and Director for Research Services; (III) Commercial Director and (IV) Responsible Haaga-Helia Team, including experts from different areas of responsibility.

The Management Group coordinates the set of objectives which are turned into action through the main processes. Haaga-Helia's key joint results are reported in the annual report, and the impact of the sub-sectors described in reports published every two years. In 2022, report from sub-sector (II) has been published. We regularly communicate our operations, projects and results to our stakeholders.

Strengths

Extensive networks
Good brand and desired partner
Clear value-creation model for societal impact
Shared responsibility of societal impact

Enhancement areas

Systematic description and development of networks
Maintaining our brand
Adoption of existing indicators for societal impact
Enhancing communication between different responsibility areas

2.1 Managing the societal engagement and impact

- Auditeringsgruppens bedömning

Haaga-Helia has established procedures to set the direction of its activities

Haaga-Helia has established a clear strategy and operational guidelines for managing societal engagement and impact. They have also implemented management instruments and procedures to identify RDI developments and to extract the needs of external stakeholders. To ensure the strategy is up to date, Haaga-Helia regularly engages in systematic dialogue with external stakeholders, including an annual Future Forum for stakeholders and staff. Furthermore, advisory boards have been set up for different sections and an international advisory board is said to be established in the near future. The international advisory board should provide guidance in order to focus and prioritize the engagement of Haaga-Helia in their international networks and activities.

Governance has been optimized in order to ensure that societal engagement supports the overall strategy

The management of societal impact at Haaga-Helia was initially the responsibility of one person. However, due to the complexity of coordinating RDI activities across multiple fields, this responsibility has since been distributed among several members of Haaga-Helia's management team. This change is expected to have significant advantages, given the multidisciplinary nature of societal impact. Nonetheless, the management group within Haaga-Helia must ensure regular and efficient cooperation and communication among themselves and with relevant sub-sections. In the interviews, it became clear that internal communication has been identified as a major challenge within all status groups of Haaga-Helia.

The objectives of Haaga-Helia's societal impact are included in its 5-year strategy plan and evaluated and adopted annually. Haaga-Helia has defined a value creation model that should monitor and evaluate societal impact from four perspectives. The qualitative success criteria ("Outputs") as defined in Picture 17 in the self-assessment report are reasonable criteria, since these are the typical outputs of universities of applied sciences.

Both qualitative and quantitative success criteria have been defined by Haaga-Helia

Haaga-Helia has defined yearly quantitative criteria and objectives for the follow-up of the societal impact, such as number of graduates, amount of RDI funding or number of refereed articles. These criteria and objectives have been integrated into Haaga Helia's normal key performance indicators and they are part of the strategy map and yearly action plans, which

have been published in the intranet for staff and students. They have been monitored systematically throughout the current year by groups, responsibility areas and management group. They are updated yearly as a part of the strategy map and action plan. They have also been integrated in the strategy tool and PowerBI for systematic follow-up and openness.

According to the interviews, both principal teachers and senior researchers at Haaga-Helia are highly and intrinsically motivated to carry out RDI projects. The external stakeholders also confirmed and praised Haaga-Helia's business and application-oriented approach in the interviews, both as an institution and regarding its staff members.

Haaga-Helia systematically follows a business and application-oriented approach and enhances societal impact through teaching and RDI activities

In the interview, the board appreciated the way in which its views have been taken into account, for example, in connection with the reorganization of Haaga-Helia's internal structure. The board members have identified the existence of many silos within Haaga-Helia as a primary challenge and have suggested that the majority of staff members be given the opportunity to participate in RDI projects since currently, only 39% of the teachers and 25% of the support staff are involved in them.

The vast majority of teaching and RDI staff members have a practical background, which is essential for a university of applied sciences such as Haaga-Helia. According to the interviewees, approximately 80% of all students work in parallel to their studies. This already creates substantial societal impact, assuming that most of the students work in the area of their studies. According to Haaga-Helia more than 600 companies are involved in joint RDI activities. This is a very high number creating substantial societal impact in the region. The majority of RDI projects are externally funded, i.e. funded by public funding sources (competitive funding) as well as by the private sector. In addition, a large number of projects were carried out in the framework of Haaga-Helia's degree programmes, e.g. during the thesis phase.

2.2 Research, development and innovation activities as well as artistic activities with impact

- Högskolans självvärdering

Research, development and innovation (RDI) with a purpose

Our commitment to improving the lives of individuals, the success of businesses, and the society in general while also advancing science begins already at the planning stage of RDI projects. We actively engage with the industries, municipalities, and other organisations to identify areas, where our RDI activities might create change for the better. We work with trends and phenomena to identify areas where RDI work is most impactful and supports the society in a meaningful way. The activity creating probably the biggest impact is integrating RDI into learning. The work we carry out in our RDI projects serves our teaching and learning activities by creating new knowledge and competences.

Commitment to open RDI at the policy level and in practice

Haaga-Helia is committed to the [Declaration for Open Science and Research](#), which has been jointly created by the Finnish research community and approved by the Finnish National Open Science and Research Steering Group.

The starting point for open RDI is to open up infrastructures and environments, data and materials, methods, and results when possible. Our recently implemented [Research Data Policy](#) guides our open and responsible RDI activities. We have created our recommendations and guidelines for open RDI activities jointly with research services, library and IT services. In addition, data protection officer and lawyer were involved in the work. The guidelines can be found on [Haaga-Helia's Open RDI website](#). The website is updated based on new solutions and recommendations for open RDI.

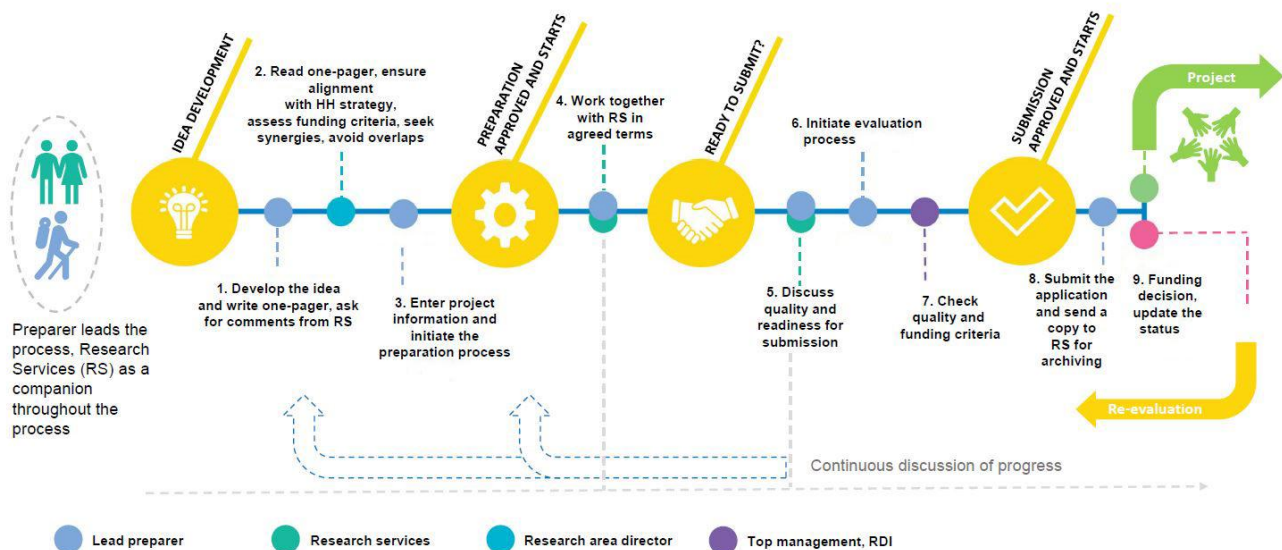
We develop our competences and raise awareness on open RDI activities in many ways. Examples include campus tours, RDI coffees, open online guides and academic writing training with open RDI as one theme.

We participate in the national level development e.g. by being an active partner in the [national UAS network for open RDI](#). Our goal is to develop open RDI activities and competences and foster a transition towards increasingly open RDI activities. In our development work we also take into account international open RDI policies through joint commitment to open RDI together with Ulyseus partners.

Clear processes for ensuring responsible research conduct

We are committed to follow all guidelines for the responsible conduct of research and for handling allegations of misconduct ([the RCR guidelines](#)), outlined and published by [The Finnish National Board on Research Integrity \(TENK\)](#), appointed by the Ministry of Education and Culture.

We have a clear process outlining the responsibilities for the handling of research permits when the research targets our students, staff, or alumni. Externally funded RDI activities go through a process for acceptance where the person responsible for the project proposal receives permission to start preparing the project. This ensures commitment to responsible RDI activities.



Picture 18. RDI project preparation process

Haaga-Helia is a member of [The Human Sciences Ethics Committee of the Helsinki Region Universities of Applied Sciences](#) providing ethical review and statements to its member organisations. Additionally, the committee promotes training in research integrity, contributes towards maintaining and enhancing the quality of research and serves as an expert body on research integrity. All of our researchers can ask the committee for an ethical review.

Monitoring and enhancing the societal engagement and impact of RDI

Societal impact is achieved through our actively open operating models. We follow up on the impact of our RDI projects systematically by conducting an impact survey to all RDI projects. The results of the survey are analysed at the Haaga-Helia level and compiled into an annual RDI impact report. All project leaders are committed to publishing a blog text on the impact of the project.

Given our objective to grow and internationalise our project portfolio, we enhance our influence on EU's RDI policies together with our [3AMK](#) partners by [improving our understanding of EU](#)

[decision making, building strategic plans and networks for long-term EU influencing and by creating knowledge on how to write successful proposals with impact for the EU](#). We also work in close collaboration with [Helsinki EU Office](#) to reach these goals.

Our researchers have strong individual networks creating impact. Our strategic 3AMK and Ulysseus alliances provide opportunities to build reliable consortia and successful projects with impact. Going forward, we also need to better involve our existing business partners in RDI activities.

Participating the scientific discussion and communicating with the wider public

We publish the results of RDI activities in open channels whenever it does not conflict with the terms of the funder, partners, or publisher. All RDI projects have a communication plan, according to which the results are published. Articles published by our staff in scholarly journals, series, conference proceedings, or other compilations are included in the open access national [Theseus-archive](#).

One of our key open publishing channels is [eSignals](#). It is Haaga-Helia's online journal, where our experts discuss current topics in an interesting and effective way. We describe how we, together with businesses, develop education and the surrounding society. Articles submitted by our experts and students are processed by the eSignals editorial committee.

Strengths

Systematic follow-up of RDI activities

Ulysseus alliance increases EU project and funding possibilities

Institutional level RDI Processes from preparation to publication

Clear plan for increasing the ambition level of peer-reviewed publications

Enhancement areas

Involving more of our commercial partners in RDI

Further implementation of phenomenon-based approach

Building a solid project administration support

Developing common and joint metrics for evaluating research activities with partners both nationally and internationally

2.2 Research, development, and innovation activities and artistic activities with impact

- Auditeringsgruppens bedömning

Haaga-Helia collects relevant information on its RDI activities in order to enhance its performance

Clear procedures have been defined to apply for and conduct RDI projects. The project manager of every RDI project produces a final report that explicitly describes the societal impact of the respective project. This aims to guarantee that project managers and other members of the RDI project team are aware of the importance of the societal impact of their RDI activities. An annual RDI impact report provides an overview at the Haaga-Helia level.

RDI projects are required to comply with the overall Haaga-Helia strategy. According to the researchers that have been interviewed, Haaga-Helia has a much stronger interest in developing effectiveness and business cooperation compared to traditional research universities. Nevertheless, the interviewed researchers did not feel restricted due to the frame provided by Haaga-Helia's RDI strategy.

Haaga-Helia should increase the provided resources for RDI projects in order to improve societal engagement and impact

Existing regional and international networks are used to initiate Haaga-Helia's RDI activities. A good example for RDI activities in the region is the engagement of Haaga-Helia in the project "Finnish AI region" with a total budget of approximately 3,2 million euros coordinated by the City of Helsinki. It addresses mainly small and medium sized enterprises (SMEs) in the region and the topic is both application and future-oriented. The auditors encourage Haaga-Helia in this venture as it presents many future potentials.

Despite the intrinsic motivation of many staff members, there were signals that human resources for RDI projects at Haaga-Helia are limited. Currently, only 39% of teachers are involved in externally and competitively funded RDI projects, and just 9% of their time is dedicated to RDI activities. To improve and expand RDI activities, the audit-team recommends that Haaga-Helia should acquire more external funding for RDI projects. Doing so would likely lead to an increase in the number of permanent researchers at the institution, which is currently comparably low.

Refereed publications should increase the visibility and acceptance of

Haaga-Helia's RDI activities

Haaga-Helia's management is clearly committed to open science. Haaga-Helia has signed a declaration for Open Science and Research. Recommendations and guidelines are available and accessible via Haaga-Helias's Open RDI website, which is updated frequently. The number of publications has increased significantly during the last few years. In the time span from 2018 to 2021, the number of publications almost doubled. However, only a minority (in 2021 app. 11%) of the publications were refereed articles. It is recommended that the percentage of refereed publications should increase. That would increase Haaga-Helia's impact and visibility in the research community.

Approximately half of all articles have been published via Haaga-Helia's own open publishing channel eSignals. Haaga-Helia is responsible for ensuring that scientific quality requirements are met. This is the responsibility of the editorial committee. The audit team recommends that Haaga-Helia should evaluate the application of Open Science recommendations and guidelines in their RDI projects on a medium-term time span.

2.3 Promoting renewal through the organisational culture

- Högskolans självvärdering

Promoting courageous and innovative organisational culture

Our [values](#) such as courage and collaboration, are the basis of our organisational culture. Experiments are encouraged, even if they contain a risk of failing or receiving fragmented results. The results of successful experiments are distributed within Haaga-Helia.

Supervisors are trained to act as reformers and encourage their team in applying collaborative and innovative methods. Teams and individuals take responsibility of their work and monitor and develop their processes, giving room for change and innovation. Our flexible curricula enable us to innovate and apply new solutions to societal needs.

Our management encourages competence sharing. Challenges are solved cooperatively, and best practices applied through organisation. Projects engage teachers and specialists from diverse areas of responsibility. For example, RDI area [engaging vocational pedagogy](#) recognises current and future pedagogical development goals and needs. By doing this, it promotes research, development, and innovation. There is lot of potential in the new organisational structure to bring education and RDI closer to each other. We need more consistent, clear, and structured procedures to enable the effective use of competences across Haaga-Helia.

Our international networks and RDI projects offer platforms for innovation and bringing people together around a theme, for example, through the Ulysseus Innovation Hub for Artificial Intelligence. Commercial Services also constantly innovate new products and projects, bringing together staff members from different areas of responsibility.

Engaging alumni with our community

We have an alumni network of over 41 000 graduates. To develop our relationship management with them, we have automated the process of joining our alumni group. Our graduates can easily update their contact information online and join the network through which they receive, for example, invitations to our alumni events. When our staff members are travelling, they can meet our alumni working abroad.

[Alumni communication](#) is one of our strengths. We send automated welcome letters to all graduates within a week of graduation and invite them to join our activities. We use segmentation in communication via Customer Experience Management (CEM) tools.

We encourage alumni to participate in our mentoring programme, which is also offered via virtual tools. The mentoring programme is one of the strengths in our alumni relations. The programme

is part of “Keys to career and competence” course, awarding study credits to the participants. An alumni of the year award is given annually, to a person who has contributed to advancing the mission, reputation, and standards of Haaga-Helia.

We invite alumni as guest speakers to our lectures and seminars, and to networking events to meet students. Virtual opportunities are also available. Exchange students can participate in alumni activities and access alumni LinkedIn and our alumni register.

Relevant networks as part of our strategy

Our strongest regional network is the 3AMK at the Helsinki Metropolitan area. Through 3AMK, we strengthen the relationship with the cities and other HEI’s. It is a regional ecosystem, supporting businesses and organisations by offering knowledge and competence.

At the national level, we are active in networks developing continuous learning. There is the hands-on network working on Open UAS related challenges, and the director-driven network developing strategy and maintaining dialogue with [Arene](#). Moreover, the Higher education pedagogy, [HEIPEDA](#), network connects our specialists with colleagues in other HEIs and has proven to be a fruitful platform for cooperation.

Besides our HEI partners, we maintain commercial [partner collaboration network](#) providing services for an annual fee. Partner companies and organisations are supported and monitored by a designated Partner Manager. To ensure equal level of engagement, they meet regularly for internal training and sharing best practices. In 2022, Domestic Sales pilots a revised partner programme including customer segmentation. When planning the pilot, an extensive customer survey and applied service design methods were used. Partner collaboration benefits us through partner fees and the engagement of companies with our projects. Students benefit from company visits, work-life related learning assignments, contacts, and job opportunities.

At the international level, Ulysseus is an important strategic network. We also have about 200 [international partner universities](#) around the world. International partnerships enable student and staff mobility, RDI cooperation, projects, and benchmarking. International Services develop and monitor collaboration activities and agreements regularly.

To facilitate education export, we cooperate with international agents promoting us abroad. Our Global Education Services have also initiated HERENET (Higher Education Recruitment Network) for joint planning and lobbying of education export. We also coordinate the [China-network UAS](#), funded by the Finnish government. The shared goals of the network include increasing research-based cooperation and staff mobility, educating specialists who have in-depth knowledge in China, and adapting and exporting the UAS model to China. We will explore through a research project how this network could be transformed from a network into an interdependent and innovative ecosystem.

Strengths

Courage, experimenting and collaboration are promoted

Results from successful experiments distributed and applied

Alumni mentoring programme

We are an active partner in networks and projects

Ulysseus gives access to high level research and innovation ecosystem

Enhancement areas

Partial lack of transparency and equal access to all the networks

Fragmented results of experiments

Strengthening international alumni network

Initiating new networks and projects

Common framework for Innovation Hubs together with Ulysseus partners

2.3 Promoting renewal through the organisational culture

- Auditeringsgruppens bedömning

Haaga-Helia's organisational culture based on courage supports innovative RDI activities that promise to create societal impact

Haaga-Helia has well-functioning procedures and platforms for managing and updating its stakeholder relations and collaboration networks which are suitable for supporting the use of competences possessed by its staff and students.

Haaga-Helia promotes courage and collaboration as essential values of its organisational culture. The audit team finds these values to support innovation within Haaga-Helia. According to the interviews, engaged teachers and researchers do not have to fear failure. One of the aims set for the new organisational structure along with competence areas is to allow more flexibility in teaching. Haaga-Helia aims for the new flexibility to bring education and RDI closer to each other. For the time being, this hypothesis can neither be confirmed nor rejected and should be monitored in the future.

Both interviewees and the self-assessment report have identified potential for enhancement in the management of projects, i.e., by a central project management office. For external stakeholders it should be very clear and obvious whom to contact within Haaga-Helia in case of interest. Teachers should gain more competence in the area of entrepreneurial activities and be encouraged to experimental activities.

Membership in a European university alliance offers great opportunities

There is compelling evidence that Haaga-Helia maintains strong European and international networks. Among the ten most important RDI projects of the past years there were seven projects that were funded by the European Union, and three that were funded by the Finnish government (Ministry of Education and Culture or Ministry of Economic Affairs and Employment). Haaga-Helia is one of only a few universities of applied sciences that is a member of one of the European University alliances. The European University alliance of Haaga-Helia (Ulyseus) offers great future opportunities for internationalization and enhances Haaga-Helia's attractiveness for international students and networks. One of the ambitious targets of Ulyseus is the establishment of innovation hubs at each partner university, thus providing relevance also at the regional level. In the interviews it became obvious that regional stakeholders are mostly not aware of the existence and importance of Ulyseus. In the future, Haaga-Helia should further integrate the regional stakeholders into the activities of Ulyseus. The staff members, students and external regional stakeholders could benefit from this network.

Haaga-Helia's goal to establish a regional ecosystem is ambitious and should consequently be followed

At the regional level, the 3AMK network strengthens relationships between cities and other HEIs. In the interviews, 3AMK did not play a significant role. If the ambitious objective to establish a regional ecosystem supporting business and organisations is taken seriously, Haaga-Helia should enhance the promotion of the potential of the network both internally and externally. The same applies to the partner collaboration network.

Given Haaga-Helia's alumni network of more than 41,000 individuals, there is significant potential to leverage this resource for RDI activities beyond its current use for teaching, mentoring, and career services. Hence, the audit team recommends that the institution more actively engage this valuable network in its RDI efforts. For example, an annual event on one of the campuses of Haaga-Helia with an interesting programme for alumni could provide a platform to network with them.

2.4 The HEI's examples of successful enhancement activities

- Högskolans självvärdering

Open UAS implementations with impact

We contribute to the region through continuous learning and enhancing employability. For example, in Aviation Business, employees do not necessarily have a degree, making it difficult to change profession in the case of losing employment. [Aviation Business](#), Open UAS Online responds proactively to the need, expressed by the Finnish and European Pilot Associations. The studies follow the Aviation Business Degree Programme curriculum, but each student has an individual study plan and path. Those with skills through previous studies or work experience can apply for RPL. If the student is accepted for degree studies, Open UAS Online studies are transferred into the degree. This has a proven record of strengthening employability. Haaga-Helia Foundation funded the project that aims at building an online Aviation Degree programme.

We are also an athlete-friendly HEI, offering studies that enable combining sports and studying and facilitate a smooth transition from professional sports to another career. [Open UAS implementation in Sports](#) is organised with the Sports College called Varalan Urheiluoopisto and Tampere UAS. Our role is to teach and coordinate the cooperation. Pedagogy is work-life based and the implementation method is blended. The implementation applies RPL, Work&Study and learning design thinking. There is demand for the model and the pass rate has been excellent.

Student project creating a commercialised product and research

The Wihi platform for thesis projects is a success story. The application was originally programmed by our IT-students in the Softala project under the supervision of commercial software company Eduix Ltd. The project included multidisciplinary research work, and several reviewed articles have been published on the topic. The product itself has been sold by Eduix to several UASs in Finland, demonstrating its societal impact.

Experimental development of thesis process

Applied research-based, systematic, and iterative methods for development have been successfully applied in the development of our master's thesis process. In 2019, the master's level education was centralised, the curriculum revised, and Development Group established. The slow pace of graduation was a challenge and for many students, the thesis was the problem. We wanted to strengthen students' professional self-esteem, reduce thesis-related stress, and build new operating methods. The Development Group and teachers started to work on the challenge. Participation was voluntary for all parties. While experimenting, they regularly followed up

progress, results, and quality of activities.

As of 2020, appointed counsellors helped students to schedule their thesis work. They experimented with diverse types of thesis groups in 2020-22, because one model would not have worked for all students. At first, they introduced a “thesis train,” targeted at students following the previous curriculum who were in a hurry to graduate. Next, they let students to work on cases from companies. Research-based and topical thesis groups were also tested. Finally, they introduced RDI and specialisation specific groups. Students were supported throughout the process. The graduation rate and student satisfaction improved significantly.

Digitalisation of Student Services

Study Services has applied service design thinking to revise its operation and services by involving students and organising various workshops. The Chat, chatbot and online counselling are some examples of the results. Online counselling gives students easy access to guidance during pre-announced working hours. In the autumn 2022, Study Services will start to use a new service management system to keep track of service requests, also enabling the students to give immediate feedback. The goal is to increase effectiveness and transparency.

Education Management programme for TUT directors and supervisors

Haaga-Helia has structured the Education Management programme and exported it to South Africa. The programme was a one and half years (90 ECTS) part-time master’s programme. The first implementation started in the autumn of 2019, with both onsite workshops at the Tshwane University of Technology (TUT) and online learning. Contents and various working methods were modified based on the participants’ needs and their personal development plans. Learning was connected to their work and to the university context. Participants developed together, learned from each other, and networked with their peers. In individual development projects, inquiry-based development was practised.

Due to the pandemic, some face-to-face workshops turned into online implementations or were cancelled. Despite challenges, the programme was a success. The drop-out rate was minimal and most of the theses were excellent. The graduation rate and pace of the first intake were exemplary and feedback enthusiastic. The product has been developed further and has great potential for future.

3 HEI enhances quality and well-being

- Auditeringsgruppens bedömning

Evaluation area III assesses the functioning and development of the quality system and how the system is used in strategic management. The procedures used to support the competence development and well-being of the staff are also assessed.

Based on the audit team's evaluation, the evaluation area III is at the level good.

The audit team identified the following as key strengths and recommendations:

Strengths

- Haaga-Helia has created a positive culture towards professional development and continuously supports the staff's individual competence development.
- Haaga-Helia's management is committed to the quality system and its enhancement, and the staff is familiar with Haaga-Helia's strategy. The students and staff are encouraged to participate in enhancing Haaga-Helia's procedures in order to achieve its objectives.
- Haaga-Helia has installed functioning procedures for well-being, equality and non-discrimination. Haaga-Helia makes regular personnel surveys and is open to the staff's development ideas and proposals.

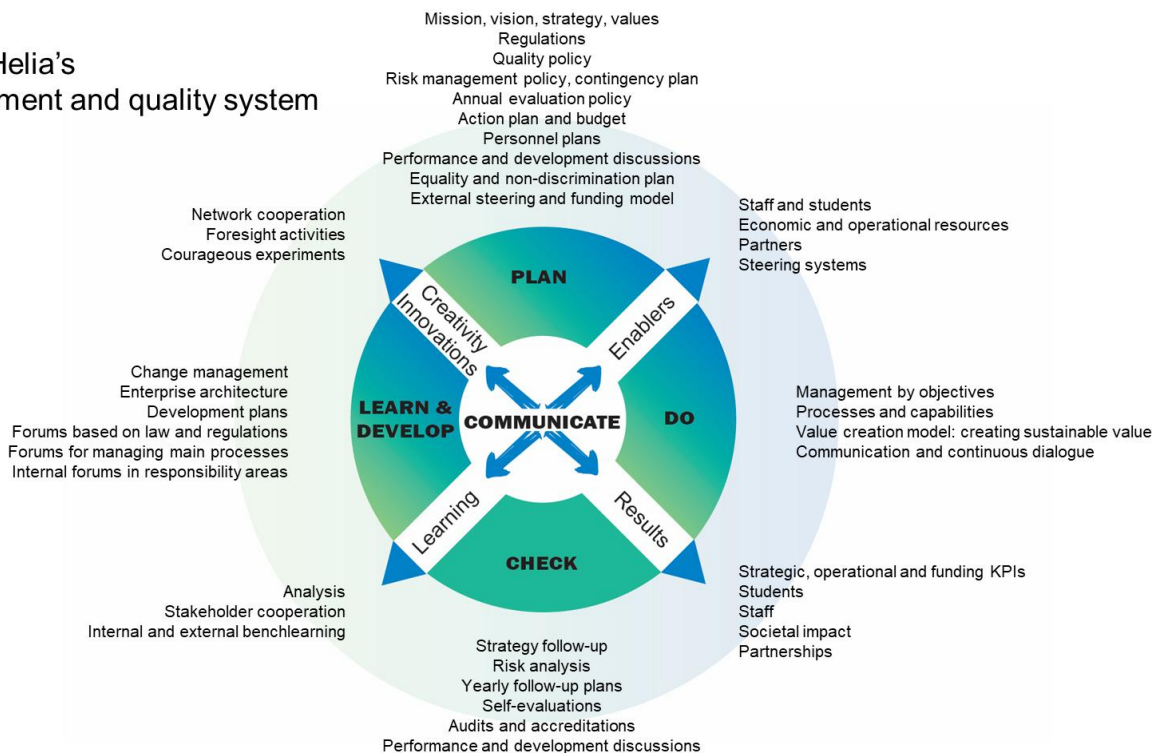
Recommendations

- In order to optimize the benefits of Haaga-Helia's quality system cycle "Plan-Do-Check-Learn&Develop-Communicate", the feedback procedures should be systematized and students and companies should be encouraged to give feedback more actively.
- Communication plays an important role in Haaga-Helia's quality system and the well-being of the staff. Hence, cooperation and communication between competence areas, responsibility areas and campuses need to be improved.
- Haaga-Helia should encourage, motivate and enable staff members to participate in systematic training. The international teaching staff should have enough possibilities for training their English skills.

3.1 Using the quality system in strategic management

- Högskolans självvärdering

Haaga-Helia's Management and quality system



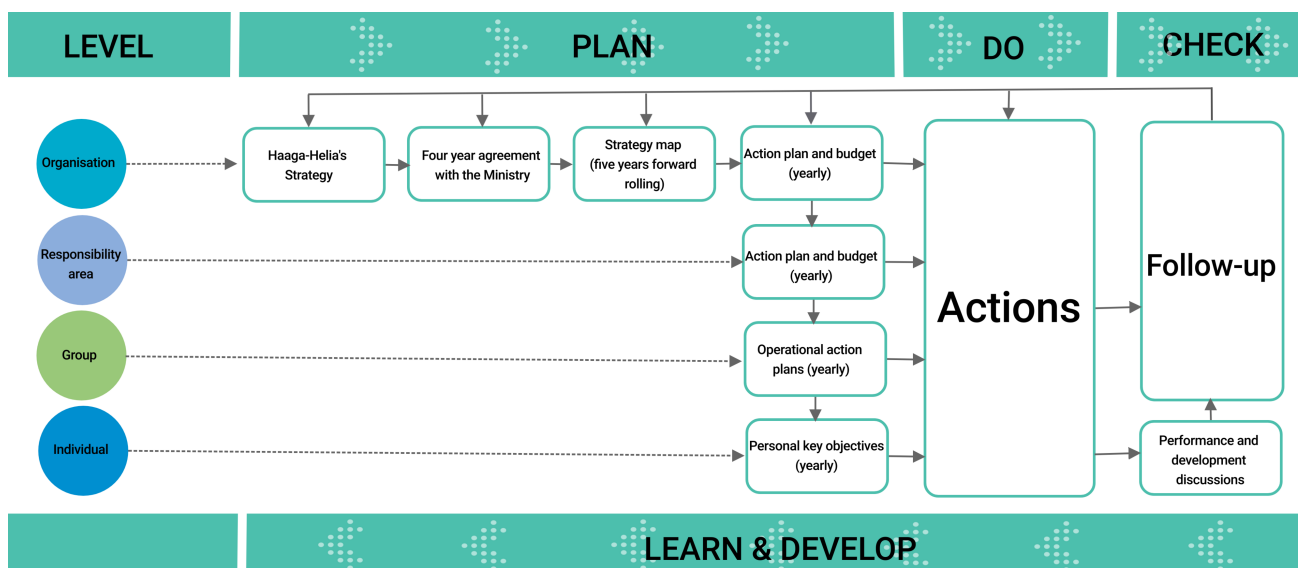
Picture 19. Haaga-Helia's management and quality system

Quality process as a part of strategic management

In Haaga-Helia, the quality system is a part of everyday management and integrated in the management system. The objective of the quality system is to support implementing strategy and to provide reliable data for the management of operations. We have set strategic goals for every core duty, which also form the base of the new process-led organisation. Interlinking strategic goals, core duties and main processes aligns the organisation and its management and quality system to support the achievement of strategy. In the new organisational structure, even more emphasis is on the actions and development work crossing over the organisation boundaries, which is designed to diminish the silos identified as obstacles during the last strategy period.

Our strategy guides our development work together with goals negotiated with the Ministry of Education and Culture. A five-year rolling strategy map elaborates these goals and provides the basis for annual action plans for organisation, areas of responsibility, groups, teams and ultimately individual goals. Based on the organisation's annual goals, the areas of responsibility plan their own annual operational goals in close interaction with their groups as well as the budget and staffing to support the implementation of the plan. Annual plans are approved by the

Management Group and Board. In addition to being involved in the creation of annual plans, we have performance and development discussions to implement the plans for both the group and individual levels.



Picture 20. Strategic and operational planning and follow-up

Data management to support development

Throughout the process, we use both verbal and numerical goals. Numerical indicators are used to measure the achievement of a goal. The strategy is measured with strategic indicators, operations with financial and performance indicators, and quality with qualitative indicators. Together, the indicators form a comprehensive picture.

Since the previous audit, data production has been centralised. The task is to produce reliable and consistent information for the use of the organisation. We utilise information from both internal and external sources. Already, more than 40 PowerBI visualisation sites have been created to serve different users. In addition to ready-made visualisations, there is an annual plan to manage requests for information where the required information can't be found on the PowerBI sites, allowing information to be provided in a timely manner to those who need it. The information is utilised for organisation-level monitoring (the Board, Management Group, Strategic Preparation Group), appropriately segmented for operational support in various functions (middle management and development groups) and in operational-level development work (staff).

We review the strategic goals and indicators during the strategy period annually when the strategy map is updated. We follow up action and budget plans during the year and are in the process of turning this into a systemised quarterly practice on every organisational level. In the performance and development discussions, we evaluate the previous year's operations and follow the progress of the current year's operations.

Staff participates actively in strategic and operational planning

Our staff participates actively in all the stages of the preparation: strategy, strategy map, action and financial plan, performance and development discussions. This increases common understanding and helps staff to implement the strategy. As a result, in the personnel survey 2021, the staff was well familiarised with the strategy. The goals at the group level were still less understood and the division of tasks between the groups was not yet clear, most likely due to the incompleteness of the new organisation at the time of the survey.

Responsibilities for quality management align with organisational responsibility from the management to an individual responsible of the quality of their own work. According to the organisational regulations, all staff are responsible for the quality of operations in their respective areas of responsibility. The quality system supports different levels of the organisation in the management and development of its areas of responsibilities, groups and teams, as well as in performance management.

Strengths

Strategy created in cooperation with stakeholders, and staff systematically involved in strategic and operational planning

As a strategy-led organisation, strategy is genuinely guiding all our operations and work

Systematic data management linked to strategy

Enhancement areas

With a lot of development actions throughout the organisation, need for an open access internal project portfolio

Improving recognition of the connection of own work with the strategy through more active dialogue of strategic and operational plans

In addition to data monitoring, further improving the open systematic follow-up of planned actions

3.1 Using the quality system in strategic management

- Auditeringsgruppens bedömning

Haaga-Helia's quality policy is defined and openly available. It is supported by a quality system that is based on a cycle of continuous improvement along with the stages Plan-Do-Check-Learn&Develop-Communicate. The quality system has specified steering elements, processes, indicators and feedback systems. Strategic objectives have been set for each core duty and there are different development forums to support joint quality work and continuous development.

Based on the interviews, Haaga-Helia's staff is familiar with Haaga-Helia's strategy as well as with the link between the strategy and the goals of their own work. Especially teaching staff was well aware of Haaga-Helia's strategic goals and its connection to everyday work in the institution. The interviewees brought up that as working life changes, teaching and the Haaga-Helia's yearly strategic plan change with it.

Haaga-Helia is a strategy driven organization

Haaga-Helia's strategy is public and the yearly action plans are available to everyone at Haaga-Helia. It became clear to the audit team that Haaga-Helia is a strategy driven organization and that its management is strongly committed to the quality system and its enhancement. The information produced by the quality system is also utilized in the development of operations in an appropriate manner.

Haaga-Helia's strategy and its finances are at the core of managing the organization. In addition to the 5-year rolling strategy, Haaga-Helia makes a yearly action plan for each organisation, responsibility area, group and staff member. The audit team wondered whether this frequent cycle is making the process heavy to run, but according to the interviewed managers, the yearly action plans give the organization a possibility to react in an agile manner if some of the measured indicators show that the results are not according to the plan. The management representatives also told that a new tool has been introduced allowing them to set quarterly goals and to do follow up on the yearly action plan. This new strategic tool not only supports the follow up but also allows to follow action plans and goals of other responsibility areas and see what they have undertaken to achieve these goals. The audit team views it as a positive thing that the organization is looking for new tools and ways to enhance its follow-up systems.

According to the interviewees, the staff participates actively in the preparation of the strategy, the strategy map, the action plan and the financial plan. The audit team considers that the staff's performance and development discussions both on a group-specific and a personal level are an important part of the quality system. The interviewed staff members estimated that the processes related to quality management are transparent.

Yet, according to the personnel survey of 2021, 19 percent of the respondents were unsatisfied with their teams' opportunities to influence the development of operations. This concern did not come up in the interviews, but as Haaga-Helia's quality system relies on feedback, e.g., from the staff, it is important to measure and observe this indicator in the future as well.

Haaga-Helia develops its operations based on feedback

The interviews and the self-assessment material gave the audit team the impression that continuous feedback from students, staff, companies, and external stakeholders plays an important role in Haaga-Helia's quality system development. Haaga-Helia's target is to reach a 50 % response rate on student feedback. Currently the rate is 30 - 40 %, and thus, there is still room for improvement. The graduand feedback percentage is almost 100 %, which suggests that Haaga-Helia should be capable of enhancing its feedback processes with other groups as well.

The staff members described in the interviews that it is possible to give feedback in different forms and at any time. The audit team sees that Haaga-Helia has succeeded in creating a positive culture when it comes to giving feedback and new ideas to improve the performance of the institution. However, in the interviews, more interaction with companies and external stakeholders was mentioned as an enhancement target. The audit team join this view that Haaga-Helia should enhance its systematic feedback procedures especially concerning feedback from companies and external stakeholders.

3.2 Supporting the competence development and well-being of the staff

- Högskolans självvärdering

Competence development requirements identified on different levels

Competence development requirements are conducted from strategy, role and the individual level. The Management Group defines the strategic capabilities needed to achieve the strategic goals. In the annual action plan, groups identify the competence development areas, which enhance achieving the group's strategy-driven goals. The personnel and development plan considers the competence requirements arising from retirements and identifies the recruitment needs. People and Culture (HR) compiles Haaga-Helia-level competence development priorities based on the strategy map and action plans. They are confirmed annually in the community development plan in the Management Group and the Co-operation Committee. Common development actions are planned according to the priorities. We use targeted surveys for understanding the specific competence development needs, such as the PedaComp-study on pedagogical competences to ensure inquiry based pedagogical development.

Competence and expertise are managed and developed together!

Every haagahelian, team and group are responsible for developing their competence, Haaga-Helia supports and enables it

Competence and expertise on Learning offering	Competence and expertise on Research and projects	Competence and expertise on Pedagogy	Organisational and competence development
<ul style="list-style-type: none"> The Competence and Research Areas develop and create the knowledge, competences and skills required in industries and organisations and shape HH's learning offering in cooperation with degree management. The teams in the competence areas are responsible for identifying and anticipating new competences and for business cooperation related to competence/learning. Degree management anticipate competence from the perspective of the degree. Responsible party: Competence and Research Areas 	<ul style="list-style-type: none"> Research and Information Services is responsible for the management and development of research, development and innovation (RDI) expertise Responsible party: Research and Information Services 	<ul style="list-style-type: none"> The inquiry based development of pedagogical competence based on research data, internal studies such as student feedback and the PedaComp study, is the responsibility of Teacher Education. Pedagogical vision is implemented in competence areas through development programmes based on the PedaComp study results. Responsible party: Teacher Education / Kopeda 	<ul style="list-style-type: none"> People and Culture is responsible for the human resources and competence development plan, including competence development priorities and coordination of development programmes, development of leadership and management, coordination of joint internal staff training and development activities, organisational orientation and systems to support competence management. Responsible party: People and Culture

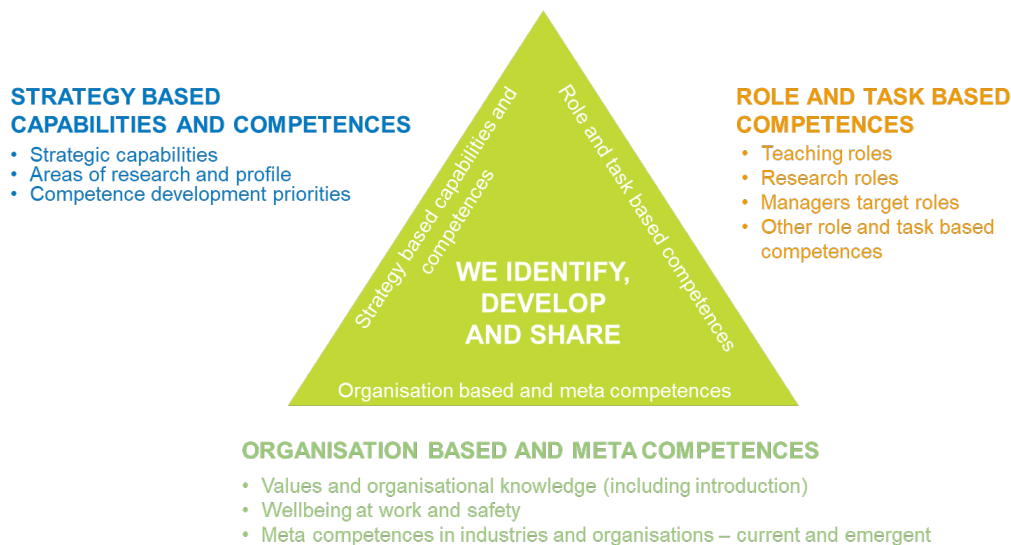
Experts and areas of responsibilities develop and share the competences in their responsibility

Picture 21. Competence development areas

In performance and development discussions, groups discuss targets, competence development, and learning from each other. In one-to-one discussions individual competence requirements are the focus. As a tool for self-reflection, a competence model describes competence required e.g. on the strategy level and on role level. HR analyses the competence development requirements

after discussions to complement the internal competence development plans and measures. Competence development progress is followed alongside with the planning.

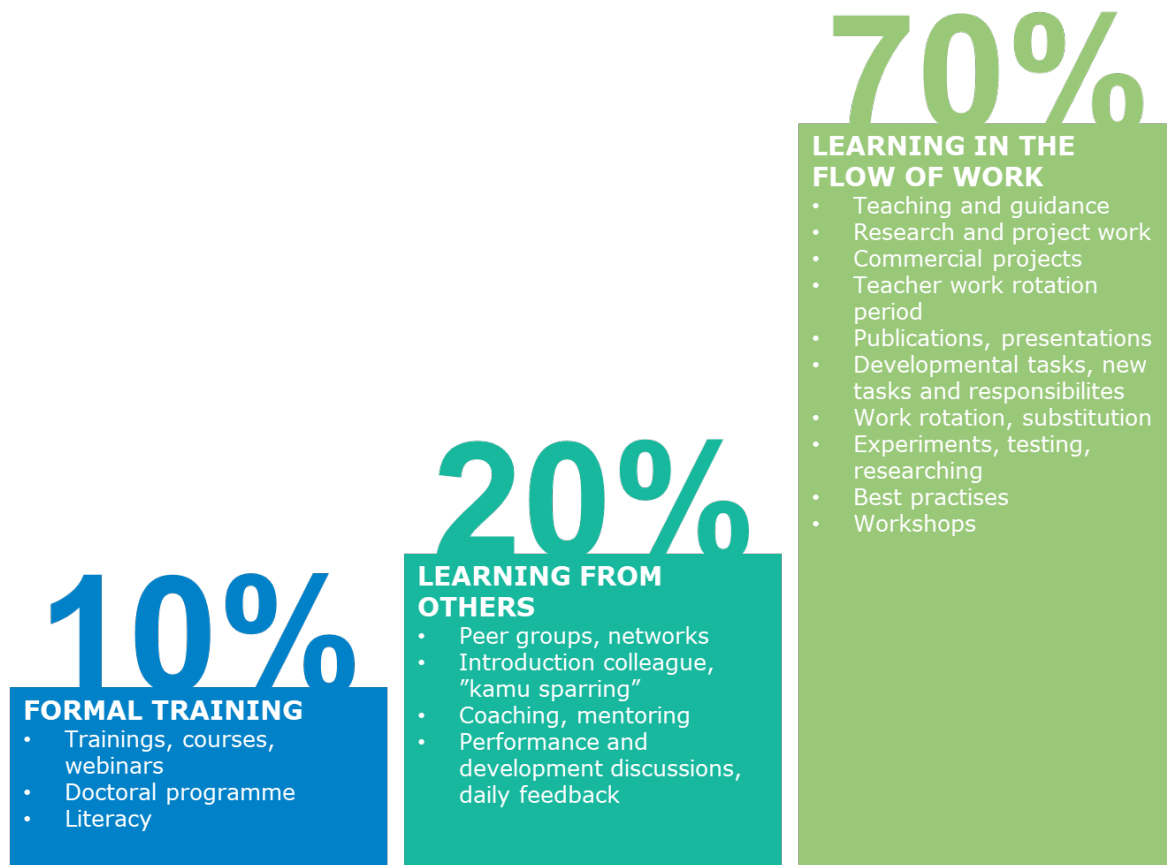
PERSPECTIVES OF OUR CAPABILITIES AND COMPETENCES



Picture 22. Competence model

Vast opportunities in competence development

Support for professional development has been identified as a special long-term strength in the personnel survey. The staff has allocated time reserved for competence development, and we encourage the staff to learn through their work, from others internally and externally, from feedback and in formal training.



Picture 23. Competence development methods

In addition to learning at work, we support competence development by internal recruitment and offering short-term assignments internally and in 3AMK collaboration. We emphasise learning from others and organise peer groups for support and sharing. Common, internal training is provided in annually defined competence development priorities, in common competences and for new staff to support orientation. Additionally, the groups may have training to cover specific competence needs. Support for doctoral studies is provided through our international partner networks. Degree studies or other education supporting one's role, are encouraged with a possibility for extra study leave.

Proactive measures for well-being

The enthusiasm and well-being of the staff is supported proactively with good leadership, fluent work, meeting values and motivation, competence, health and activity and workplace safety.

To promote good leadership and management, we continuously train managers on current issues and reflect the haagahelian managers' target roles: reformer, result maker, collaboration builder, coach and self-leader. Best practices are shared in leadership forums and online. A handbook of operative work ability management is in progress.

Through a continuous dialogue, we invite staff to take part in developing joint activities and influencing their own work. Through flexible multilocation work and a flextime model, staff can coordinate their work and personal life.

Our bi-annual personnel survey studies the prerequisites for wellbeing. According to the results, we are motivated and able to manage our own work. We know our goals and receive sufficient feedback. We have improved in involving staff in decision-making. We evaluate wellbeing at work also with other surveys (e.g., Work ability) in co-operation with occupational health partners.

As proactive support for wellbeing we provide sports and culture benefits, sports opportunities, mental and physical break exercises, ergonomics guidance, soft skills training and wellbeing seminars. We offer extensive occupational healthcare services, and we pay special attention to the work arrangements of aging staff. These benefits are based on dialogue and feedback, personnel surveys, and cooperation with occupational healthcare. We promote preventive wellbeing with practices such as Early support, Preventing inappropriate behavior, and an appointed harassment contact person.

Ensuring fairness, transparency, equality, and non-discrimination

Our processes ensure equal recruitment and career development. Transparency of annual staff planning related HR processes, e.g., recruitment and development, have been clarified within the documented authorisation powers for personnel matters. We have public descriptions for teacher and researcher roles to support the transparency of the requirements and evaluation criteria. The detailed profiles and selection criteria are defined together with HR. The recruitment decision is based on at least three different assessment methods and made by two people.

Permanent positions are always open for internal applicants. The employee's role and job title may be revised if the requirements of the job change. HR supports supervisors in recruitment and revision of roles.

Our [equality and non-discrimination plan](#) describes and promotes the realisation of the equality and non-discrimination practices of students and staff. The plan is applied e.g., in decisions on staff recruitment, salary, as well as the rights and obligations of staff. It describes objectives and measures, and the execution is being regularly followed in the Occupational Safety Committee. Also, staff training is organised on inclusiveness, equality and non-discrimination matters.

Strengths

Strategy-driven and systematic development of staff competences

Flexible multilocation work and flextime model support wellbeing and motivation

Enhancement areas

Systematic management of the competence development in the revised organisation structure

Strategic and proactive HR planning
Proactive work ability management

3.2 Supporting the competence development and well-being of the staff

- Auditeringsgruppens bedömning

Based on the audit material the audit team considers that Haaga-Helia has established functioning procedures for well-being, equality, non-discrimination of students and staff supporting individual competence development. Haaga-Helia's positive culture towards competence development and opportunities to learn from each other got many positive remarks in the interviews.

Equality and non-discrimination are part of Haaga-Helia's everyday life

Haaga-Helia has an equality and non-discrimination plan, which can easily be found both in Haaga-Helia's Finnish and English intranet as well as in public webpages. The functionality of the equality and non-discrimination plan is followed by the Occupational Safety Committee that is composed of both staff and student members. The interviewees described equality and non-discrimination as a normal part of everyday work. One issue concerning equality that came out in the student interviews was the insufficient English language skills of some teachers and equal opportunities for students to get information also in English. In addition, the fact that some of the personnel trainings are only in Finnish prevents international personnel from participating in them.

The audit team encourages Haaga-Helia to invest in the accessibility of the trainings, to motivate staff members to participate in systematic training even more and to ensure that the trainings offered are organized so that teachers' schedules also allow participation in them. One of the staff's demands for additional training that were mentioned during the audit visit was English language courses for teachers of international students.

The audit team was also told that Haaga-Helia has a process for preventing inappropriate behaviour and that there is an appointed harassment contact person, but neither the process nor the contact information could be easily found on Haaga-Helia's intranet. The audit team recommends that this information be added on the intranet so that it is easily found. Recruitment procedures were described as transparent and functioning in the interviews.

Haaga-Helia offers many opportunities for competence development

During the site visit, Haaga-Helia's interviewed staff evaluated opportunities and atmosphere related to competence development to be positive. Other available material supported this view, as according to the personnel survey of 2021 80 % of the personnel who answered the survey were satisfied with Haaga-Helia's support of professional development. According to the

interviewed HR representatives, development needs and individual competence requirements have been addressed in performance and development discussions, group discussions and in different one-to-one discussions. The general comment from the interviewed staff members was that there are a lot of opportunities for competence development, but sometimes teachers' schedules are difficult to combine with trainings. Also there were signals that the criteria for getting into paid trainings were not fully clear to all the staff members.

In the teaching staff's working hour plan, there are 50 hours per year allocated to training and there's a possibility for different kinds of trainings depending on the needs of the staff members. Haaga-Helia offers also the administrative and support staff in addition to normal internal or external trainings supporting their work, a possibility to take five extra paid days per year for studies leading to a degree or similar. According to the personnel survey of 2021, an average Haaga-Helian spent five days per year on training. Haaga-Helia offers a lot of possibilities for competence development and according the interviews this is highly appreciated by the staff.

Haaga-Helia has a very strong learning by doing culture. One of the interviewees described it as "teaching students teachers teach teaching", which means that unexperienced teachers learn from professional and experienced teachers. Also, co-planning, team-teaching and co-operation with colleagues was often described in the interviews as a way to learn from peers. Haaga-Helia's library services were described by the interviewed staff as being excellent. The audit team finds it positive that Haaga-Helia's teachers described in the interviews that they were encouraged by management to go on a work life period to learn and to take part in RDI projects as part of their competence development.

Well-being services are appreciated

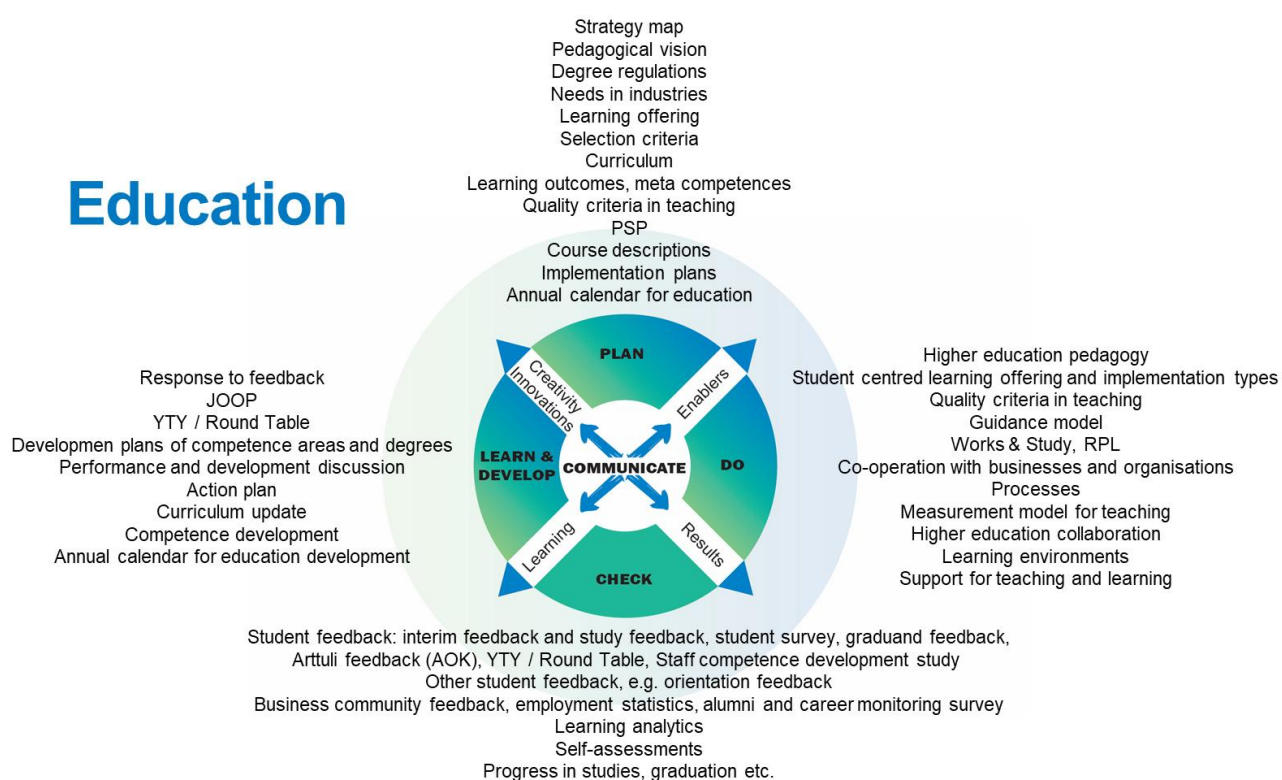
Haaga-Helia provides a lot of support related to health & wellbeing, sports and culture benefits, sports opportunities, mental and physical break exercises, ergonomics guidance, soft skills training and wellbeing seminars. Haaga-Helia does a personnel survey every second year. The services offered by Haaga-Helia are mainly based on the personnel surveys, continuous dialogue and feedback and partially on cooperation with occupational healthcare. According to the self-assessment report, Haaga-Helia has preventive wellbeing practices such as an early support process. The feedback from the staff concerning health and wellbeing services was positive both in the 2021 personnel survey as well as in the interviews: "A lot of support related to health & wellbeing is provided to the staff." The flexible multilocation work and the flex time model were mentioned to the audit team as a factor that enables coordination and combining work and personal life. Another positive factor that was named in the interviews was that Haaga-Helia looks to provide its staff opportunities for sabbaticals, study leave and work-life experience.

3.3 Functionality and development of the quality system

- Högskolans självvärdering

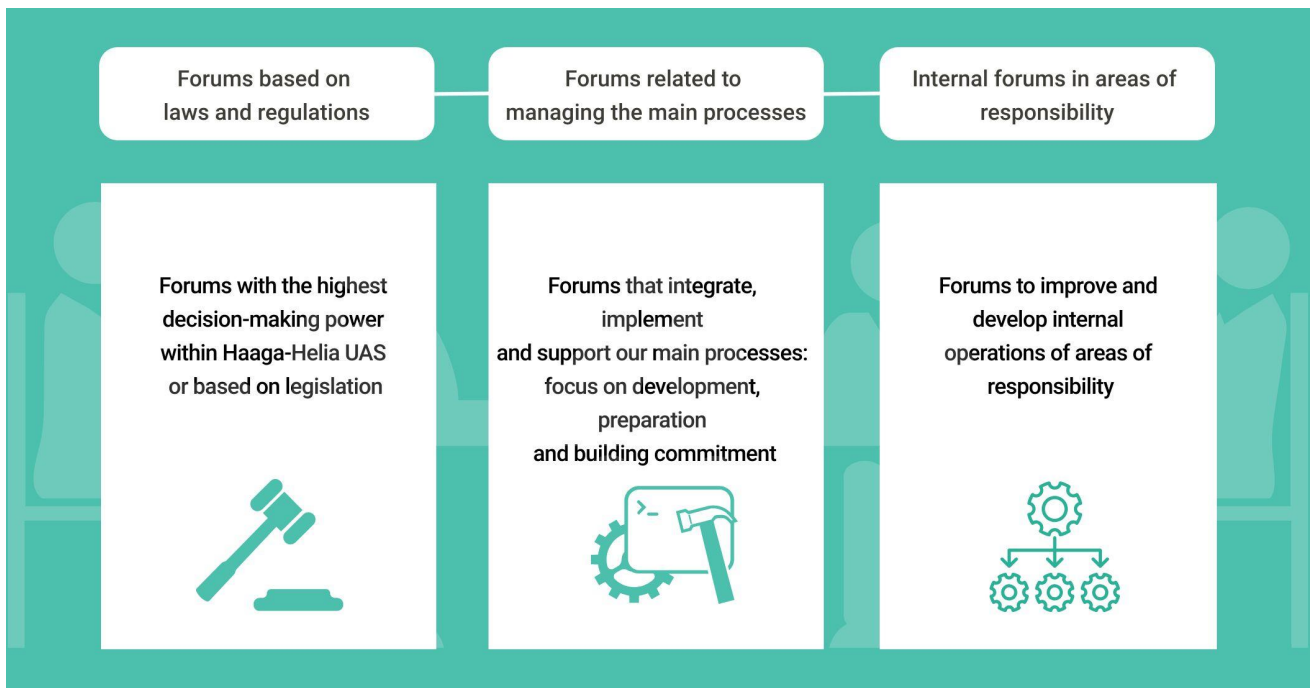
Quality system supporting the enhancement of the core duties

Our common organisational management and quality system frame Plan-Do-Check-Learn&Develop-Communicate ensures the coverage of quality work through all core duties and the organisation. In addition, every core duty has its own specified steering elements, processes, indicators, feedback systems, and development forums to support the operations and development work aligned with strategic objectives set for the core duty.



Picture 24. Management and quality system in education

Responsibilities in quality development are embedded in organisational roles, official bodies, and development groups to cover the whole organisation. Each of them has an agreed area of responsibility and development objectives. The main task is the continuous development of operations based on results, feedback, and foresight work. All staff members participate in development groups as part of their team, group, or area of responsibility as well as horizontal groups over the organisational structure. These groups contribute to the development of a joined-up quality culture.



Picture 25. Framework of official forums and bodies

The quality system produces information for the development of all core duties, and the indicators help draw attention to strategically salient matters. The utilisation of results and feedback in development across the organisation could be enhanced still to further strengthen the impact.

Organisational structure and forums supporting the sharing of good practices

Good practices are disseminated in groups, forums, and on the organisational level. The new organisation promotes sharing practices by setting people into groups with similar or crossing competences enabling them to share and develop the competences further. Other methods for sharing good practices are cross-organisational and role-based groups and forums, events like Pedacoffee (pedagogy) and TuTKII (RDI) as well as online platforms e.g., Develop and share your expertise. The sharing of knowledge is monitored in the personnel survey.

Participatory development work promotes the sharing of good practices as part of the process, e.g., in the education reform good practices were gathered across the organisation to form the new structure of the curricula. Another broadly applied concept is the digipeda mentor model with teacher colleagues guiding and supporting the development of digital competences.

Joint development and open quality culture

We actively include internal and external stakeholders in our development work. Our personnel survey from 2021 indicates that the whole staff is committed to high quality, developing their expertise and continuous development. Change management in dialogue has enhanced the

participatory culture. Education reform, new organisation and team-based teaching promote collaboration and joint development.

One of our strengths is that students are heard. Students are actively involved in appropriate development groups and official bodies. The Student Union and student organisations have open dialogue with the management and they meet in official JOOP-meetings four times a year. They are consulted on important issues and interact informally on a weekly basis. There are multiple possibilities for all students to participate in development by giving feedback, which is discussed openly in various forums with students and stakeholders. There are still challenges in getting feedback and it requires continuous encouragement. Shared information platforms and virtual participatory working models for both staff and students enhance the openness and shared quality culture.

Our connections with businesses and organisations are strong. Company representatives and our alumni are involved in development at a strategic level, in advisory boards, development groups, as well as sharing their expertise in teaching or RDI activities. Our national and international networks contribute to our quality work through joint development and benchlearning. External stakeholders' inclusion as a systematic part of a shared quality culture requires continued attention to retain the achieved level of activity. We are proactively creating new ways to include stakeholders in our quality work.

Agile and holistic development of the quality system

We develop our quality system proactively based on external and internal, current and future needs with the help of feedback, assessments, benchlearning and external input. We evaluate and fine-tune our quality work continuously at the practical level; thus, the development of the quality system is dynamic and agile. We implement major changes in projects with wider impact assessment. The effects of changes are monitored through surveys, development forums, and feedback. We can further improve the systematic monitoring of the effectiveness of quality work.

Haaga-Helia's quality system has been assessed as part of the organisation-wide self-evaluation (2009, 2016, 2022). The effectiveness is assessed based on our current ability to support the strategy and objectives. We recognised both our strengths and development needs, which we documented into development plans. The overall assessments will continue more frequently and systematically to ensure the required support for achieving our strategic goals.

Strengths

Listening to students and stakeholders, and their active involvement in development work, development groups and official bodies

Enhancement areas

New organisation and education reform bringing new responsibilities and operational models, which are still evolving

Possibility for the staff to influence their own work as well as the development of Haaga-Helia, thus creating a dynamic organisational culture

Quality system covering the whole organisation and its development based on strategy and needs from the organisation

Monitoring the impact of development actions becoming even more systematic and more widely communicated

Continuous encouragement to develop continuous and open dialogue approach in feedback culture

3.3 Functionality and development of the quality system

- Auditeringsgruppens bedömning

The quality system produces extensive information about Haaga-Helia's core duties

Haaga-Helia has built functioning procedures for reviewing the achievement of the strategy and of annual plans. Haaga-Helia uses the quality system to be able to identify its development needs and enhance its operations in line with the strategy. The audit team sees that Haaga-Helia has succeeded in creating an open and participatory quality culture for both staff and students. It has installed functioning procedures to evaluate all stages of the student's studying cycle; from the orientation days to graduation and from health and sport services to the Work&Study model and related counselling guidance services. Haaga-Helia's mission is to open doors to future careers. There is a strong connection with working life, which results for example from the flexibility of studies which makes it possible to study even with a full-time job. The teaching staff also emphasized the good collaboration with working life networks in the interviews. Haaga-Helia's Work&Study programme is a great way to combine studies with working, but further improvement of the model is still needed as described in chapter 4.

There is room for improvement in the feedback system

Feedback plays a key role in the development and functionality of Haaga-Helia's quality system. For example, feedback is part of the process ensuring that courses meet their requirements and ensuring that Haaga-Helia's studies match the requirements of working life. Another example that came out in the interviews was that "we need better data quality in reporting systems, for example: course feedback reports do not separate students who completed the course or dropped out—therefore we also don't know why they dropped out." The interviewed teachers described the feedback from students as a valuable instrument for competence development. The audit group agrees with the view that feedback is actively utilized in operational development. As a consequence, its continuous improvement of feedback systems is very important.

The audit team encourages Haaga-Helia to enhance its feedback procedures especially concerning teaching and finding new ways to get students to give feedback more actively. Some of the interviewed students reported that sometimes their feedback concerning courses changed things and somethings they did not know what happened to their feedback. One way to motivate students to give more feedback on teaching could be to improve the feedback-on-feedback procedure so that students would feel the impact of the feedback given to teachers. In addition, an allocated time to fill in the feedback forms at the end of the course could increase participation in the feedback process.

Haaga-Helia's operating culture supports the development of operations after major changes

Haaga-Helia's participatory culture became obvious in the interviews. The audit team got an impression that both the staff and students feel that their opinions are heard and taken into account, and that their opinions and wishes had an impact. For example, the student organization members told the audit team that they had proposed ways to improve the possibilities for international students to find jobs in Finland and proposed more excursions in English. The student representatives told the audit team that both issues are currently being considered because of their initiative. The staff also gave Haaga-Helia mainly positive feedback in the interviews and workshops. The teachers described the situation in the following way: wishes are listened to and taken into consideration, opinions are heard and there is a high level of trust.

The personnel survey from 2021 indicates that the whole staff is committed to high quality development of their expertise and continuous improvement. Based on the audit, autonomy of work, open culture and team teaching is appreciated by the staff.

Teachers seem to be quite independent when deciding what and how they teach. Nevertheless, the audit team recommends Haaga-Helia to make sure that this independence does not have a negative impact on the quality of teaching. There were some signals on this in interviews: "as the teachers can teach what they want, the quality of teaching is not necessarily equal." Some interviewed staff members wished for more contacts between colleagues and getting to know new and competent colleagues. Possibilities to meet with colleagues from other subject areas was mentioned in the interviews several times as well as sharing of good practices within and between campuses and teams. The interviewees also hoped for more time to settle into the new organization, bringing procedures concerning change to a successful end and to improve change management. In this regard, Haaga-Helia still has work to be done.

The new organization was established partly to increase openness and to prevent silos. The audit team considers that reaching these aims is still in progress and Haaga-Helia should put more effort especially in improving communication and cooperation between competence areas, responsibility areas, and campuses. However, a participatory operating culture creates good conditions for achieving these goals.

3.4 The HEI's examples of successful enhancement activities

- Högskolans självvärdering

Strategic and operative planning to guide actions in a holistic and open manner

Haaga-Helia has invested in developing strategic and operative planning to ensure reaching the long-term goals and fulfilling the requirements of different stakeholders. Our planning has become more holistic. We handle operational and financial planning closely together. Numerical and functional goals guide the planning of action points. We have moved from unit-specific, siloed goal setting to a more strategy-based, comprehensive style of planning. Our operational planning has become more proactive and dynamic. We have moved to a five-year rolling strategy map, which is reviewed annually. Our indicators provide more guidance, and reporting enables up-to-date monitoring and agile reactions.

Our strategic and operational planning is participatory. Both our internal and external stakeholders participate in the strategy process. Our alumni in particular were very active participants in updating the strategy in 2020. In addition to Management Group, middle management participates in creating and updating the strategy map. Staff, students, and external stakeholders take part in planning and implementing the strategic goals. In the creation of the annual action plans, we involve the entire staff at the group level and everyone personally sets their own goals based on group goals. The student union Helga plans their own actions as part of the annual planning and reviews the whole action plan in discussions with the President. The strategy documents and action plan are openly available for staff and students.

We are currently strengthening the monitoring of strategic and operational plans on different levels. The systematic update of the strategy map and the annual action plan serve as evaluation points. Our evaluation of the management and quality system produces information about the alignment of the organisation and operating models in the direction of the strategic goals. We monitor the implementation of the annual action plan more systematically, uniformly, and openly together with the staff.

Development of corporate planning



Picture 26. Development of corporate planning

Evolving data management

Data management has been strongly developed alongside with strategic and operational planning to support monitoring. In the space of few years, centralised data has been made available for different roles. The corporate follow-up section is divided into financial reporting, Management Group indicators and middle management indicators. For operational activities, there is a counsellor view for the use of study guidance. We have improved our capabilities in data analytics and learned to apply artificial intelligence to the needs of students, teachers and administration. In addition, information provided by renewed feedback systems is available with content aligned with strategy. Trend data is obtained for the analysis of operations. Information is disseminated to all staff through e.g., meetings, staff infos and internal communication. More visualisations are continuously in development and, in 2022, the construction of a systematic forecasting model began.

International recognitions to degree programmes

In 2021, fulfilling our strategic goals, two of our degree programmes received quality certificates and were recognised internationally as high-quality education. [The Degree programme in Hospitality, Tourism and Experience Management](#) received THE-ICE Committed to Quality (C2Q) certificate and became the first Finnish accredited member of [THE-ICE](#) (The International Centre of Excellence in Tourism and Hospitality Education). [ICCE](#) (International Council for Coaching Excellence) awarded [the Degree Programme in Sports Coaching and Management](#) an internationally unique quality endorsement. We are the first to receive the Full Endorsement in Europe and the second in the world with an excellent 85% success rate in the evaluation. Both certificates were the result of the long-term committed work of our professional staff.

New organisation to support strategy

As the strategy period started, Haaga-Helia made the biggest organisational change since the joining of Haaga and Helia as one UAS in 2007. The new organisation established in the beginning of 2021 was built based on future strategic needs and with the aim of supporting education reform. In addition to future needs, for example, the employee surveys and discussions with middle management were used to identify the structural needs. The staff was engaged e.g., in discussion forums (informal workshops with the theme of change). The planning and implementing of the organisational change happened during COVID-19 restrictions, which we were able to overcome with virtual participatory tools. To support the change, regulations and other related documents were updated and management and cooperation forums were redesigned. The new organisation has also been evaluated systematically after implementation, and enhancement measures have been conducted to further ensure the functional structure.

4 HEI as a learning organisation

- Auditeringsgruppens bedömning

Evaluation area IV assesses an area selected by the HEI where it wishes to receive feedback for the enhancement of its activities.

The audit team identified the following as key strengths and recommendations:

Strengths

- The Work&Study model responds appropriately to the needs of future education, working life and continuous learning. The model is well in line with Haaga-Helia's profile and strategic goals.
- The model serves competence-based learning and provides tools to meet competence development needs in the future. The methods of the model support the achievement of the goals set for it.
- Haaga-Helia actively and continuously develops the model based on received feedback. The process of developing the model supports the innovative organisational culture of Haaga-Helia.

Recommendations

- The standards and implementation of the Work&Study model should be harmonized to ensure transparent and equal criteria for the recognition of competences. More concrete criteria for the type of work and work environment suitable for the model could support this as well.
- Haaga-Helia should ensure that participating companies are committed to implementing the model in accordance with the competence goals defined for the courses and contribute to guiding the students in a way that supports the development of competence.
- Haaga-Helia should invest in the development of personnel skills to ensure equal and uniform application of Work&Study. Adequate workload for teachers who are guiding the process should be considered.

4.1 Work&Study model

- Högskolans självvärdering

The challenge of combining studying and working

It is common for students to work during their studies, especially in the Helsinki metropolitan area. Most of them receive student aid, which sets restrictions on working. Recently, the threshold for student aid has risen, thereby making work a more viable option for many. Due to this, the demand for flexible studies and continuous learning options is on the rise.

According to the Alumni Survey of 2020, 82.5% answered yes to the question “Did you work during your studies (other than work placement)?”. Similarly, 67% answered yes to the question “Did your work (other than work placement) during your studies to support the growth of your expertise in your field of studies?”. Based on this information, the Work&Study model was created. It offers a way of integrating work and learning and helps students to graduate on time.

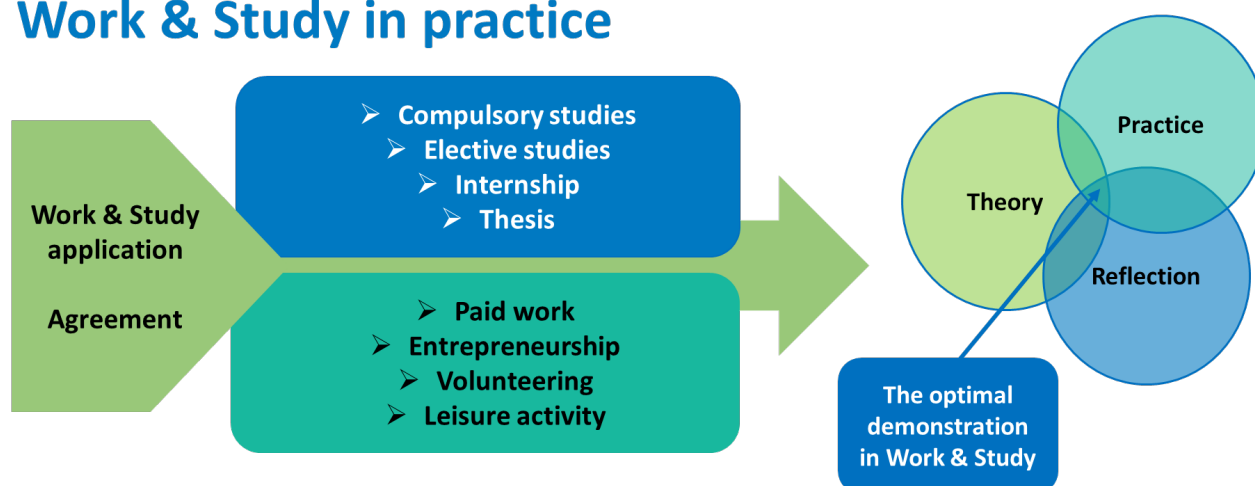


Picture 27. Works&Study benefits all stakeholders

Recognising competences through the new model

Work&Study means that the learning goals are achieved by working and connecting the practical work with a theme-related knowledge base. In addition to paid work, entrepreneurship, volunteering or leisure activity can be applied to the model. Students can complete both compulsory and elective studies through work-based learning if the work supports their degree's learning goals.

Work & Study in practice



Picture 28. Works&Study in practice

The development process started in 2014, and over the years it has been improved to better serve our students. Since 2017, it has been used to some extent in all degree programmes. The Work&Study model has been developed and disseminated with project funding and our model is well known throughout the UAS and higher education pedagogy community. We receive ideas and comments on the model from students, stakeholders and teachers and it is further developed based on the feedback.

Communication and equal opportunities need to be developed

In 2022-2023 there will be some changes in the use of the model, due to our education reform and organisational changes. The education reform has slowed down the process during the last few years, but the new organisation and curricula will support the implementation of Work&Study.

We have identified, as key challenges, the ambiguities and misunderstandings surrounding the model, student equality, and communicating about the possibility of Work&Study. Equality relates to procedural differences between our competence areas and degrees. We need to improve the communication and dissemination of the model to both staff and students.

There are also challenges due to the revised organisation and lack of clear resources to guide the processes. Due to this, teachers have even had a negative attitude towards the model. In 2022, Work&Study is centralised to the competence areas, under the supervision of nominated teachers. Hopefully this clarifies resourcing. Currently, we do not have reliable monitoring of the credits completed through the model, as this is dependent on entries in the study administration system.

Our students feel that they do not have equal opportunities to complete studies through Work&Study, as the requirements for the same course can vary greatly depending on the teacher. Some teachers are not clear about the requirements and may demand too much from

students. We aim to address this challenge by centralising the guidance to the nominated teachers.

Competence counselling teachers to address the challenges

The supervision of Work&Study projects will be transferred to the competence counselling teachers during 2022. The competence counselling teacher is a new role, responsible for the recognition of learning in their competence area. Coordinating the demonstration of competences and the Work&Study process in their own competence area enables them to better address potential problems.

The communication of the Work&Study model will be improved. We will clarify what we do and how we guide students, as well as communicate in a more targeted way. Once the teachers responsible for the guidance have been identified and we know to which students and at which stage of their studies the model is most relevant, we can target our messages better.

Work & Study – roles in 2022

Haaga-Helia level (coordinator and assistant)	Competence areas (teacher responsible)	Degrees
Coordination and support	Methods and implementation	Tracking
Guidance counsellors	Teachers	Communications
Guidance - Short meetings in the beginning - Orientation day (workshop) - Guidance meetings during the studies	Info on Work & Study - In the beginning of the course - Whenever talking with the students	Helping with marketing - campaigns - ongoing communication

Picture 29. Works&Study roles

Work&Study successfully applied in the new curricula and organisation

The strengths of the Work&Study model include our new organisation, our highly knowledgeable and experienced teachers, the group-based Work&Study approach developed in-house, and the Work&Study pathways for continuous learning.

Key successes include embedding the recognition of learning and Work&Study model in the new curricula and organisation. It is crucial that the model is implemented in a meaningful way as part of our activities, while being clearly presented to students as a way of completing their studies.

The model has been developed and implemented for several years. We have highly experienced teachers who have counselled many Work&Study projects and are qualified to do the assessment. We are pioneers in learning by doing in higher education, reflected in the fact that other HEIs in Finland and abroad have purchased our training sessions on the recognition of learning and Work&Study.

In the group-based Work&Study model, students undergo the process in small groups, mentor each other and share their learning diaries. Even when the participants are from different fields, group work is useful in giving general peer support.

The Work&Study Continuous Learning pathway brings together experienced professionals without a higher education degree. The pathway enables them to complete the first year of their degree studies smoothly, using evidence-based learning and the Work&Study model. The idea is to use their own work as a way to proceed in their studies.

Strengths

The new organisation supports Work&Study
Many active teachers who are experts in Work&Study
New variations: Work&Study Group and Work&Study Path

Enhancement areas

Implementing the model across the organisation
Equality among students through offering the same possibilities in all programmes
Raising awareness of the model

4.1 Work&Study model

- Auditeringsgruppens bedömning

4.1 The basis of the Work&Study model is the wide-ranging recognition of competence

The Work&Study model is the process for recognizing and validating work-integrated learning at Haaga-Helia. The model was created based on the fact that the majority, i.e., more than 80%, of Haaga-Helia's students both study and work. The aim of the model is to facilitate students' opportunities to combine work and study, and to facilitate the managed transition from studies into the world of employment as well as offering work-based learning options. With this model, the competences required for the degree are acquired by working alongside studies, and by linking practical work to the related knowledge base. Besides a paid job, Work&Study can also be applied when working as an entrepreneur, as a volunteer, or based on experience derived from a hobby.

Work&Study is linked to Haaga-Helia's strategic objectives and the model of competence recognition in a purposeful way

The Work&Study model of Haaga-Helia is an important and highly innovative concept and obviously plays an important role in the implementation of Haaga-Helia's strategy. The Work&Study model was seen as a relevant part of Haaga-Helia's profile throughout the audit interviews. Based on the audit material, the model meets the goal of making students acquire work-life competences such as critical thinking, teamwork, and time management. The model is related to Haaga-Helia's work-oriented approach, which is part of their pedagogical vision and action plan. The management sees that by creating better recruitment opportunities, the model helps to increase the employment rate of recent graduates. Work&Study complements Haaga-Helia's profile as a business and application-oriented HEI. Additionally, the model creates opportunities for expanding recognition and cooperation within Haaga-Helia's networks. The audit team also sees the model as an opportunity to increase Haaga-Helia's visibility in working life networks and strengthen cooperation with working life.

The Work&Study model offers good conditions for expanding cooperation internally and externally

Haaga-Helia communicates about Work&Study towards the students in several ways. The model is introduced during the orientation days and at the beginning of courses. Furthermore, competence counselling teachers share information about the model, and it is displayed on Haaga-Helia's website as well. These practices were praised during the audit visit. However, the audit team recommends that Haaga-Helia supplements its website with detailed and updated

information. This might reduce the confusion of students that was reported during the site visit to sometimes occur. Some of the students were unsure about the interpretation of the instructions related to the model and on what basis they were applied.

The operating methods included in the model also increase the internal cooperation of the organisation. For example, teachers support each other in finding appropriate companies for their students. Based on the interviews, the model provided significant contributions to all degree programs as well. From the student workshop, the audit team got the impression that participating in Work&Study courses results in students getting more motivated to work and finding working more meaningful. Because students, teachers and workplaces are involved in the implementation of the model, it offers an opportunity to intensify this three-dimensional cooperation. The audit team encourages Haaga-Helia to continue strengthening collaboration on the model. In general, Haaga-Helia could increase awareness of the model among wider groups in working life by more actively promoting it to the business community as a way of updating an organisation's skills potential and of developing staff competences.

4.2 Equal application of the model is not always reached in practice

Students are responsible for the process and the documentation of learning as a part of Work&Study. The employer's role is to offer a suitable setting for working and learning and to guide the students. If possible, they join the demonstration and give feedback afterward. Employers supervise students in acquiring key competencies in the process. It was not possible for the audit team to gather the opinions of the employers due to lack of participants in the interviews and workshops.

There are no formal criteria for companies participating in the Work&Study programme other than the general requirement that they must offer the opportunity to achieve the competences defined for the course. The decision on the company's suitability is made by the responsible teacher. Concerning the working environment, it was mentioned during the interviews that 'Students come to us and tell us what they have learned. It doesn't matter to us where they learned their skills.' The audit team recommends defining more concrete criteria for the type of work and work environment suitable for applying Work&Study. Some students work in a different field than what they are studying, which raises questions regarding the applicability of Work&Study.

Regarding the implementation of the Work&Study model as an entrepreneur, as a volunteer, or in the framework of a hobby, students are offered a wide range of flexibility. This flexibility is one of the advantages of the model. Many students are engaged in volunteer work and Work&Study provides an additional motivation for students to do this. However, as was mentioned in the teachers' interviews, students start their studies with different backgrounds and competences. The audit team had the impression that it is sometimes very challenging to determine what the needs of students at the different levels are and what kinds of recommendations teachers should provide to their students. The audit team recommends standardizing the counselling of students

with respect to Work&Study, wherever this is possible. The introduction of competence counselling teachers is an important contribution towards that direction.

The practices and instructions related to the application of the model need systematization

The Work&Study courses have a competence-based curriculum and the opportunity is given to the students to combine theory and practice. Teachers facilitate the process by guiding and giving hints to the students through the courses. Teachers and students decide on the recognition of competence together. Based on the interviews, students choose the format of their learning documentation, such as videos and PowerPoint presentations. Even though the audit team finds this flexibility to be a strength of the model, it may also create inequality regarding students' workloads. Thus, giving clear guidelines about the ways of proving the required competencies would provide systematization.

Based on the information provided to the audit team, responsible teachers should have meetings with the companies and the students once a month. However, it was stated in the interviews that the responsible teachers visit the workplaces only in some degree programs. The audit team recommends that clear rules for visits should be established, in order to treat students in an equal way. This would not only increase communication with employers but would also allow to monitor students learning progress.

Obviously, not all students decide to take advantage of the Work&Study model or hesitate to take the initiative of verifying whether Work&Study could be an option. In addition, the teachers mentioned that fulfilling the requirements of the model requires responsibility, self-organisation and self-reflection, which some students are not able to accomplish this until the end of the course. The audit team assumes that having clearer instructions and a better guided process might help students to successfully complete a Work&Study course.

4.3 Haaga-Helia is developing the model actively based on feedback

Feedback collected from different groups is effectively used to further develop and enhance the model. Teachers are getting feedback from written reports by students and surveys filled by companies and use this feedback to improve students' Work&Study experiences. On the other hand, model developers make improvements based on the information they receive from advisor reports and meetings with student representatives. Haaga-Helia has also boldly started developing new applications of the model, such as Work&Study Group and Work&Study Path.

As a result of the feedback gathered from the staff, Haaga-Helia learned that there were significant differences in Work&Study course workloads between teachers. Since the competence counselling teachers have the best overview, it is their responsibility to monitor and supervise the model. In the interviews the staff members saw that this solution works.

Apart from competence counselling teachers, there are so-called responsible teachers who are

responsible for a specific course within the Work&Study model. Responsible teachers are supported by the competence counselling teachers of their area. Competence counselling is calculated to have a workload of 60 hours during the whole study year, but it was mentioned in the interviews that in many cases some extra time is needed, and the workload is bigger than expected. The audit team finds the inclusion of competence counselling teachers into the model a great advantage. The audit team recommends allocating sufficient resources to counselling activities and also encourages Haaga-Helia to continue its active and continuous monitoring and reviewing of the model.

4.4 Students and teachers have a positive attitude towards the model, but adopting the practices requires support

Students appreciate the many opportunities the model brings, but also ask for active guidance and teachers' presence

From the perspective of the students, turning work experience into part of their studies is a great opportunity. The students mentioned during the interviews that their teachers actively supported them. They were pleased that the model connects them directly to working life and prepares them for their future careers. For some of the students, the implementation of the model had been challenging, but they appreciated the flexibility provided by Haaga-Helia.

Another advantage of the model is that it can also be used by Haaga-Helia's students that have spent some time abroad. Students can for example combine an internship abroad with Work&Study. The audit team sees that this is a great opportunity for students and an additional motivation to gather international experience. The audit team sees that Haaga-Helia could encourage students to use this attractive option more frequently.

The most common suggestion of the students for developing and enhancing the Work&Study model was to increase the frequency of the discussions with their responsible teachers. The efficiency of the model could be increased by tightening communication between teacher and student. Improvements should be made by organizing meetings in a more formal and systematic way, such as dedicated office hours and scheduling meetings at certain intervals. The teaching staff are also supported to improve and to develop methods and pedagogy for Work&Study. The audit team considers that listening to students is very important in the process. As the communication between the teacher and the student increases, the process becomes easier, and thus it is essential to systematize communication. Teachers need to be able to take immediate action when students have any problems.

The model offers teachers a way to strengthen their work-life connection and at the same time requires the adoption of new ways of teaching

According to the self-assessment report and the staff interviews teachers were initially critical about the model. During the interviews teachers mentioned that they did not receive extra

resources and that the available resources were insufficient. The assessment was perceived as being difficult and endangering students' equality.

For some of the teachers, the Work&Study model seems to be more challenging than a traditional course, because every case is different, and teachers have to manage contracts and verify the development of skills. Teachers feel more like a coach than a teacher in the process and they have to deal with every participating student individually which increases their workload. Since the beginning, several improvements have been made and according to several interviewed groups positive improvement can be confirmed.

The audit team had the impression that the process of implementing the model also helped teachers to understand their students' needs. Work&Study provides a way to maintain connections to working life and thus improves their teaching. As stated in the workshops, teachers want their students to acquire competences for the future. Teachers see the model as a support for students' needs with respect to knowledge and practice, combined with theory. At the same time, the importance of theory was also underlined in staff workshops. Teachers determine the tasks for the theoretical part of the course and balance theory and practice in students' learning. Teaching staff members regularly attend RPL trainings and info sessions (credit transfer, demonstrations, Work&Study).

As a major challenge of the Work&Study model, the teaching staff point out lack of time and resources. For example, some of the teachers said there was not enough time for creating and maintaining the communities and networks that support the model. With regard to expanding connections with working life, they find the curricula inflexible in the case of larger working life projects even though cooperation with companies already exists. The interviewed teachers wished for more cooperation and exchange of ideas with companies so that they could provide their students with a better understanding of the abilities they need in working life.

Conclusion

The Work&Study model created by Haaga-Helia is innovative and addresses the needs of future education, working life and continuous learning. It is in principle applicable to the majority of students at Haaga-Helia since more than 80% work in parallel to their studies. The interviews confirmed the functioning and the benefits of the model. However, both students and teachers see an urgent need for the systematization of the model, which would probably also lead to a higher acceptance of the model by both teachers and students. The audit team supports the initiative to define new roles such as competence counselling teachers and responsible teachers in order to support both students and companies and also to harmonize the Haaga-Helia standards for Work&Study. The latter issue, i.e., transparent and equal criteria for the recognition of competences, was a main weakness from the perspective of the students. It is recommended to invest in the development of personnel skills to ensure equal and uniform application of Work&Study. Finally, it should be considered that alumni could be a great source for developing Work&Study at Haaga-Helia.

5 Benchlearning

- Högskolans självvärdering

Starting the process and choosing partners

The process started as a mission set by the Management Group, to establish a co-creational dimension of institutional learning with selected international partners. Therefore, we decided to incorporate a process of international benchlearning in the context of the forthcoming quality audit. Our Principal Lecturer responsible for Validation of Learning, together with our Competence Director of Continuous Learning were assigned to plan and implement the process and to assemble a group of experts for the process.

The Quality Assurance Services recruited international partners, with the help of experts in International Affairs. [NHL Stenden](#) and [HES-SO](#) were chosen for the process due to their long-standing partnerships and corresponding profiles with Haaga-Helia.

NHL Stenden UAS in the Netherlands has developed continuous learning to combine work and study, and to insightfully implement design thinking in education. Moreover, it had expressed interest in RDI collaboration on relevant topics.

HES-SO in Switzerland has created an interesting, extensive digital strategy (2021-24) and is developing digital offering through a specific CyberLearn E-learning Center. Expertise of HES-SO was found valuable also in the field of didactic solutions in e-learning.



Teams

1/3 Haaga-Helia

- Principal Lecturer: Pedagogy, Validation of learning, Work&Study
- Competence Director: Continuous Learning
- Quality Manager
- Development Manager: Digitalisation

Experts for on-site visits:

- Development Manager: Work&Study/Validation of learning (NHL Stenden)
- Vice Rector: RDI & Digitalisation (HES-SO)
- Various students and staff members involved in on-site visit

2/3 NHL Stenden

- Program Manager: Flexible Learning and Continuous Learning
- Senior Policy Advisor in Internationalisation
- Researcher in Design-Based Education
- Programme Manager (Associate Degrees)
- Various students and staff members involved in on-site visit

3/3 HES-SO

- Assistant to the Vice-Rector of Teaching, Head of Unit
- Project Leader in Teaching Development
- Professor in Business Administration, Expert in e-learning solutions
- Various students and staff members involved in on-site visit

Picture 30. Participants in the benchlearning

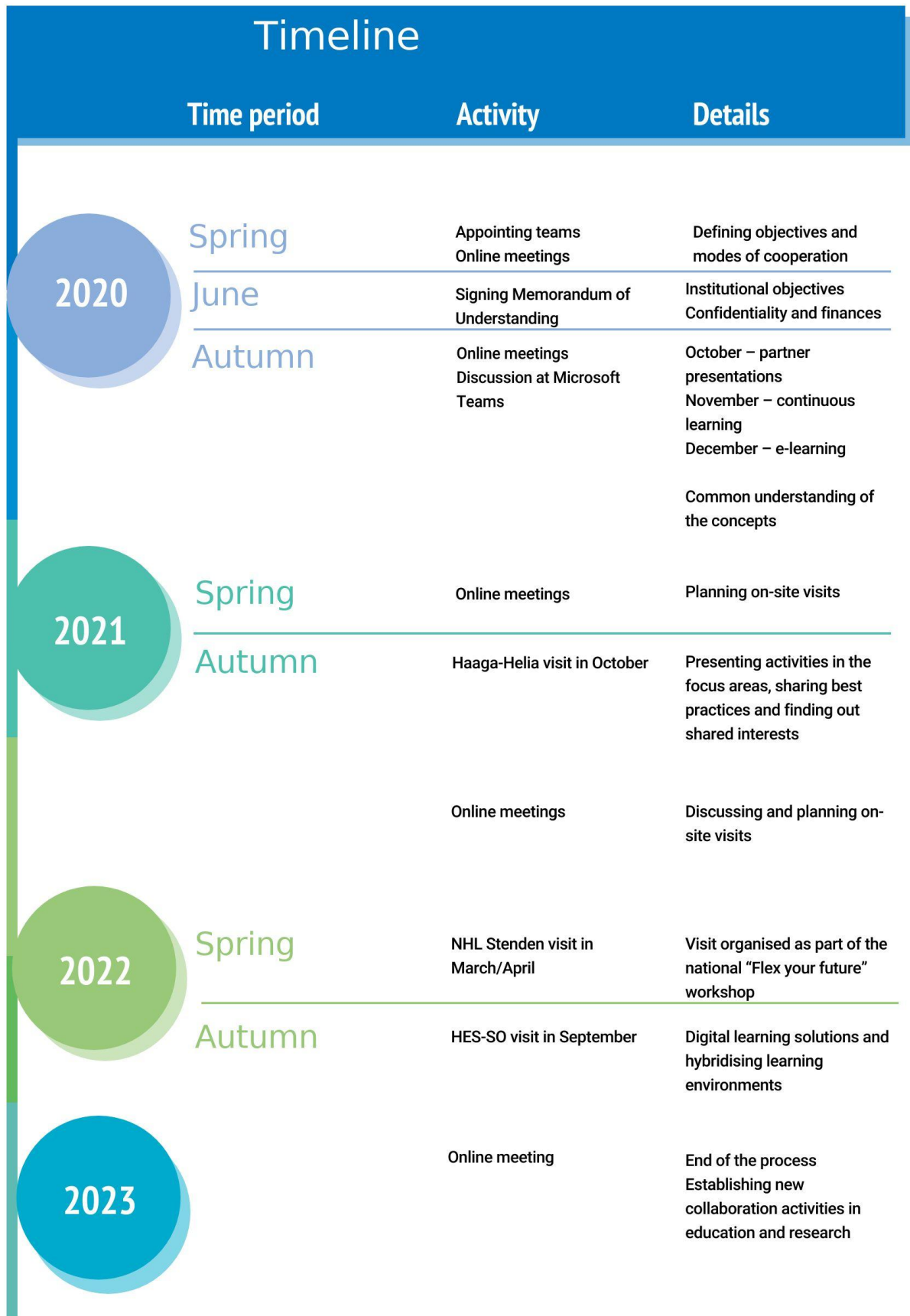
Focus on continuous learning and e-learning

The benchlearning process was positioned in two key fields of development: continuous learning and e-learning that also entwine, in view of increasing demands of flexibility and affordability of education. Our objectives of benchlearning were defined as follows:

- to fulfil the expectations of the national audit, with an international dimension of co-creational learning and sharing best practices
- to gain insights into continuous learning, with emphasis on aspects of virtual and hybrid implementations and the overarching objective of enhancing e-learning opportunities
- to implement these insights into strategy and operations of Haaga-Helia
- to enhance research cooperation with selected partners on areas of shared interests.

The benchlearning process was initiated in spring 2020 and it will continue until the quality audit and further. In addition to the two main topics, cooperation in RDI and mobility is discussed

throughout the process.



Picture 31. Progress of the benchlearning

Results

The choice of focus areas was successful as the topics selected prior to the pandemic became even more relevant during it. The project has enhanced inter-institutional cooperation and sharing best practices, with ideas for future research collaboration. Observations available at this stage are compiled in the table below, with the overarching observation that similarities outnumber dissimilarities in the three institutions, and that the pandemic has made endeavours to forward continuous learning and e-learning even more important than before. Benchlearning has been a rewarding learning process, even though the travel restrictions forced us to find online solutions for exchanges. Our team members have published their [positive insights into the benchlearning process](#).

GOOD PRACTICES		
HAAGA-HELIA	NHL STENDEN	HES-SO
<ul style="list-style-type: none"> • Open UAS courses online, attracting working students • Process and shared practices for validation and work-integrated learning • Competence demonstration widely available • Micro-credentials to boost employability • Hybrid solutions encouraged • Digipeda mentor support • Systematic feedback collection • Quality criteria for online implementations • Creative didactic solutions encouraged • Peer learning opportunities • Low hierarchy helps communication 	<ul style="list-style-type: none"> • Quality Scan tool for developing quality system • Two pillars of flexibilisation: personalised learning and co-creation • Ateliers as physical and pedagogical workspaces • Design Based Education as a pedagogical principle and a research object (integrated educational development) • Clear interconnected research areas, interfaces between areas bringing added value • Quality system, RDI and pedagogics integrated with design thinking and linked to strategy • InnovationLab supports digitalisation of teaching 	<ul style="list-style-type: none"> • E-learning organised through CyberLearn • E-learning aligning with community of practice, enhancing collaborative learning • InnoKick's multidisciplinary student teams solving real-life business challenges • Simulations, gamification and VR environments widely used • Blended learning encouraged • Help from learning designers

HOW WE PLAN TO APPLY GOOD PRACTICES FROM OUR PARTNERS

- Ensuring that the development of our practices relates to pedagogical strategy and RDI
- Spreading design thinking approach from course design to cover whole Haaga-Helia
- Increasing cooperation between vocational teacher education and degree education
- Applying the “atelier” concept to progressive inquiry where practice and theory are combined
- Encouraging student engagement in learning design
- Providing lecturers with guidelines to blended and e-learning
- Fostering an interdisciplinary approach in curriculum design and implementation
- Applying gamification to engage students in learning processes

Audit team's feedback

Continuous learning is a strategic goal of Haaga-Helia

Continuous learning is a strategic field for Haaga-Helia. According to the self-assessment report, Haaga-Helia aims at students to take ownership of their learning paths while teachers serve as instructors and facilitators, contributing to the region through continuous learning and enhanced employability. The interviews confirmed that the new module structure enables flexible study paths, allowing for the creation of new degree programs or program components tailored to new target groups without the need to alter Haaga-Helia's operating license. Digitalization is leveraged in teaching and guidance, such as through Work&Study pathways or Open UAS, to benefit all potential groups rather than just those seeking to increase their educational level. The auditors encourage Haaga-Helia to further develop different forms of continuous learning on a more systematic basis to foster lifelong learning, i.e., in specialisation studies and other further training. The audit team see the concept of RPL as well as the Work&Study model as a promising example of how to establish continuous learning as a regular learning experience for those who want to gain further competences and knowledge in a specific field. The Work&Study model widens the range and diversity of education.

Appendix 1. Evaluation criteria for the level good

1 Evaluation area I: HEI creates competence

1.1 The planning of education

The degree programmes and other provision are planned with clearly defined learning outcomes. The planning process ensures that the educational provision is in line with the HEI's strategy and relevant for working life. Aspects concerning internationalisation and continuous learning needs are ensured in the planning process. In terms of degrees, it is ensured that they correspond with the National Framework for Qualifications and Other Competence Modules. The education is planned so that the teaching methods, assessment of learning, and learning environments support the achievement of the learning outcomes. Students and external stakeholders participate in the planning of education in a purposeful manner. Research, development, innovation and artistic activities are integrated in the education in a way that links research-based information to the education in a relevant way. The students' workload is defined according to the principles of the ECTS (European Credit Transfer and Accumulation System). The HEI has systematic procedures for approving the plans for degree programmes or other study entities.

1.2 The implementation of education

The HEI applies the provisions and regulations concerning student admission, the recognition of prior learning, progress of studies and completion of degrees consistently and transparently. The education is implemented in a manner that supports target-oriented learning and the active role of students in their own learning process. Students receive feedback on their learning which helps them achieve the learning outcomes. The procedures connected with the implementation of education support the efficient progress and completion of studies as well as the integration of students with professional life. The well-being and equality of students are promoted throughout the student's study path. The HEI provides adequate resources, counselling and other services to support the progress of studies and learning.

1.3 The evaluation and enhancement of education

The HEI systematically collects and uses feedback data on the needs of students, the implementation of the education and the progress of studies in order to enhance the education. Feedback-on-feedback, i.e., information on changes introduced based on student feedback is provided to students in an appropriate manner. The HEI monitors and evaluates the degree programmes and other provision to ensure that they are up to date with regard to the latest research findings as well as the changing needs of the society and working life. Opportunities for continuous learning are ensured in the educational provision. In the degree programmes and

other provision, how well the intended learning outcomes are achieved is analysed. Feedback and evaluation data is used systematically in the enhancement of education. The needs of staff and students are considered in the development of support services.

1.4 The HEI's examples of successful enhancement activities

The HEI is able to present examples of successful enhancement activities.

2 Evaluation area II: HEI promotes impact and renewal

2.1 Managing societal engagement and impact

The HEI enhances its societal engagement and impact, and this is also supported by its management system. The HEI has defined goals for its societal engagement and ways in which it attempts to reach those goals. Information produced by the HEI's analysis of its operational environment is used to set the direction for its activities. Appropriate procedures help to ensure that societal engagement supports the implementation of the HEI's overall strategy.

2.2 Research, development and innovation activities as well as artistic activities with impact

The HEI's research, development and innovation activities as well as artistic activities contribute to reforming society. Targets have been set for the impact of the HEI's research, development, innovation and artistic activities. The HEI collects relevant information regarding the societal impact of research, development, innovation and artistic activities, and the information is used in the enhancement of these activities. The HEI has systematic procedures for ensuring the responsible conduct of research. The HEI enhances open science.

2.3 Promoting renewal through the organisational culture

The organisational culture of the HEI encourages experimental activities with partners and strengthens the conditions for a creative atmosphere. The HEI seeks opportunities to engage with stakeholders in activities which enable renewal and enhancement. The HEI has functioning procedures that support the use of the competences possessed by its staff and students. The HEI has target-oriented cooperation with its alumni and it utilises the alumni in enhancement activities. Collaboration with both national and international networks supports the enhancement of the HEI's activities. The HEI has well-functioning procedures for managing and updating its stakeholder relations and collaboration networks.

2.4 The HEI's examples of successful enhancement activities

The HEI is able to present examples of successful enhancement activities.

3 Evaluation area III: HEI enhances quality and well-being

3.1 Using the quality system in strategic management

The principles, objectives and responsibilities of the quality system constitute the HEI's quality policy, which is public. The quality policy forms a common basis for the quality work. The information generated by the quality system is used in the management of the HEI. The system supports the profile of the HEI, the achievement of its objectives related to the core duties and the implementation of its strategy. The HEI ensures that the staff recognise the connection between their own work and the goals of the HEI.

3.2 Supporting the competence development and well-being of the staff

The HEI has functioning procedures to identify development needs concerning staff competence and to support the development of staff competence. The HEI has transparent procedures for staff recruitment. The HEI has systematic procedures to support the well-being, equality and non-discrimination of staff.

3.3 Functionality and development of the quality system

The HEI has a functioning quality system which covers its core duties. The quality system helps the HEI to recognise development needs and to enhance its activities in a goal-oriented manner. There is evidence of the functionality and impact of the quality system on the enhancement of the core duties. The system is developed in a systematic manner.

The quality culture of the HEI is participatory and open. Staff, students and external stakeholders participate in the enhancement of the HEI's activities in a purposeful manner.

3.4 The HEI's examples of successful enhancement activities

The HEI is able to present examples of successful enhancement activities.