KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

DEMO-UNIVERSITY AUDIT

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Demo-university audit

Abstract

The Higher Education Evaluation Committee’s decision

The HEI **XX** the audit.

The Quality Label is valid until

XX Month XX

The audit team’s evaluation of the evaluation areas I-III

I: HEI creates competence: *XX* level

II: HEI promotes impact and renewal: *XX* level

III: HEI enhances quality and well-being: *XX* level

HEI as a learning organisation – evaluation area chosen by XX

XX

Theme and partner for benchlearning

XX

Partner:

According to the audit team, XX’s key strengths and enhancement areas are

Strengths

- xx
- xx
- xx
- xx

Enhancement areas

- xx
- xx
- xx
- xx

The premise and implementation of the audit

The work of the Finnish Education Evaluation Centre (FINEEC) is based on the principle of enhancement-led evaluation and producing impactful information which contributes to the enhancement of education.

The purpose of the audit model is

- to evaluate whether the quality work in the HEI meets the 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 model are described in the audit manual.

The implementation of the audit

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

- xx
- xx
- xx
- xx

XX and YY 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, self-assessment report, additional material requested by the audit team and the audit team’s visit to the institution xx-xx-month year. The audit team had also access to essential electronic materials and systems. The main stages and timetable of the audit were:

Agreement negotiation	xx.yy.20xx
Appointment of the audit team	
Submission of the audit material and self-assessment report	
Information and discussion event at the HEI	
Audit visit	
Higher Education Evaluation Committee’s decision on the result	
Publication of the report	
Concluding seminar	
Follow-up on the enhancement work	

Evaluation criteria

The 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, stakeholders, or both. The HEI presents compelling examples of successful enhancement activities.

The level *good* for the 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, the evaluation areas I–III should reach at least the level *good*.

The organisation and strategy of the HEI

Describe briefly your HEI and its organisation. Please attach a chart of the organisation.

Describe the most important strategic objectives of the HEI. Please attach the strategy.

1 HEI creates competence

- Auditeringsgruppens bedömning

The 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.

The evaluation area I as a whole is at the level *XX*.

The audit team identified the following as the main strengths and enhancement areas:

Strengths

- xx
- xx
- xx

Enhancement areas

- xx
- xx
- xx

1.1 The planning of education

- Högskolans självvärdering

karvi



*Please briefly **describe** the procedures used by your HEI to plan education. **Assess** the functioning of these procedures.*



auditointikäsikirja

Use the following sub-questions in the self-assessment, as applicable:

- How does the HEI ensure that the educational provision is linked to the strategy?
- How has the HEI ensured that the degree programmes correspond with the appropriate level in the National Framework for Qualifications and Other Competence Modules?
- How is the relevance to working life taken into account in the planning of education?
- How is internationalisation taken into account in the planning of education?
- How are the continuous learning needs taken into account in the planning of education?
- How is it ensured in the planning of education that the teaching methods, assessment methods and learning environments support the achievement of learning outcomes?
- How are research, development and innovation activities and/or artistic activities integrated in the teaching? How does the HEI ensure that the research knowledge is linked to education? How are staff members encouraged to strengthen the connection between education and research, development and innovation activities and/or artistic activities?
- How is the workload of students measured and monitored?
- How can students and external stakeholders participate in the planning of education?
- How are the plans of degree programmes and other study entities approved?

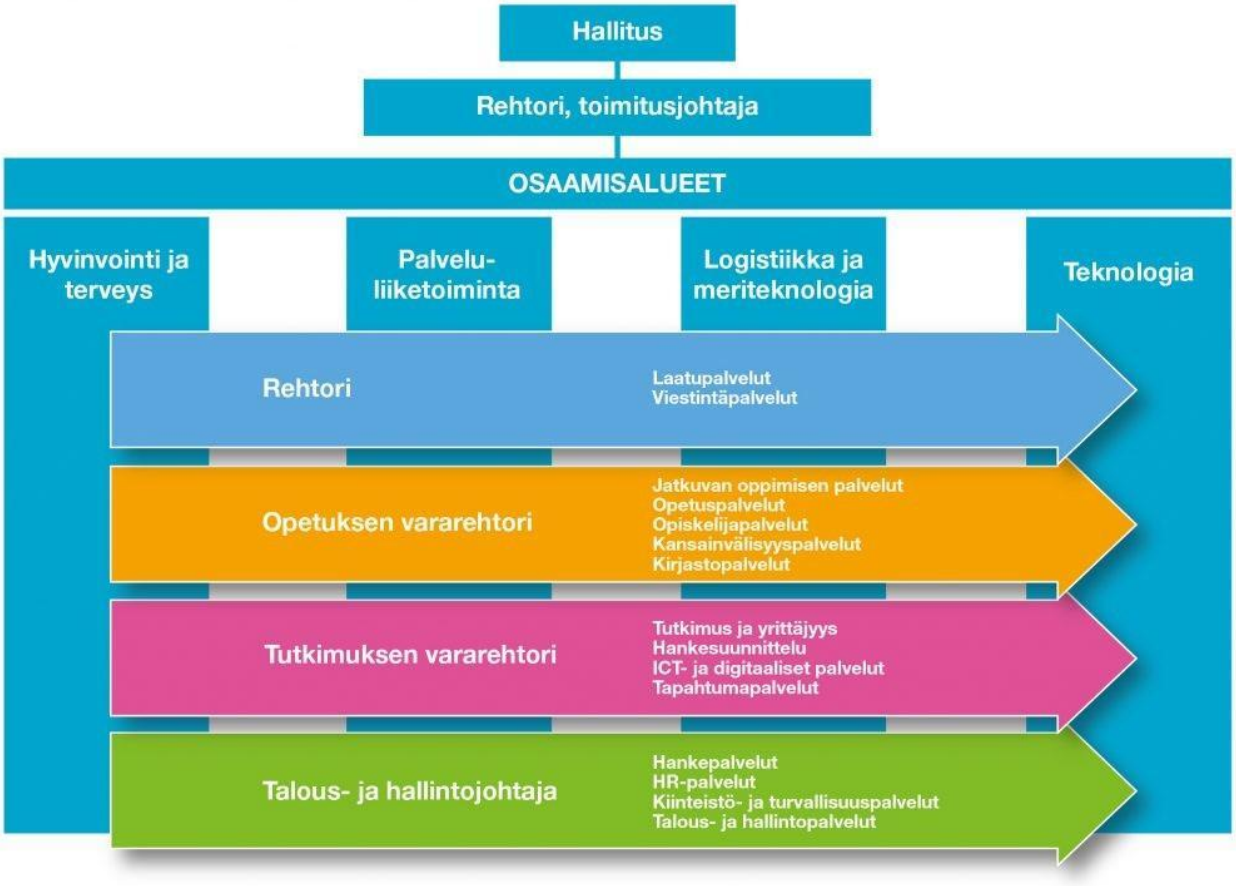
Summarise the main strengths and enhancement areas related to the planning of education in the table below.

Strengths	**Enhancement areas**
xx	xx
xx	xx
xx	xx

1.1 The planning of education

- Auditeringsgruppens bedömning

Kuvio 6. TEPPO-järjestelmä



Assess the functioning the procedures used by the HEI to plan education. Focus on the strengths, good practices and enhancement areas in the assessment.

Use the following sub-questions in your assessment, as applicable:

- How does the HEI ensure that the educational provision is linked to the strategy?
- How has the HEI ensured that the degree programmes correspond with the appropriate level in the National Framework for Qualifications and Other Competence Modules?
- How is the relevance to working life taken into account in the planning of education?
- How is internationalisation taken into account in the planning of education?
- How are the continuous learning needs taken into account in the planning of education?
- How is it ensured in the planning of education that the teaching methods, assessment

methods and learning environments support the achievement of learning outcomes?
- How are research, development and innovation activities and/or artistic activities integrated in the teaching? How does the HEI ensure that the research knowledge is linked to education? How are staff members encouraged to strengthen the connection between education and research, development and innovation activities and/or artistic activities?
- How is the workload of students measured and monitored?
- How can students and external stakeholders participate in the planning of education?
- How are the plans of degree programmes and other study entities approved?

1.2 The implementation of education

- Högskolans självvärdering

*Please briefly **describe** the procedures used by your HEI to ensure the quality of education. **Assess** the functioning of these procedures.*

Use the following sub-questions in the self-assessment, as applicable:

- What procedures does the HEI use to ensure transparency in student selection?
- How is the prior learning assessed and recognised (RPL)?
- How do the selected teaching methods support target-oriented learning?
- What concrete examples does the HEI have of encouraging students to take an active role in the learning processes? How do the students receive feedback on their learning?
- How is the connection to working life taken into account in the implementation of education?
- How are flexible study paths and mobility within/between HEIs enabled?
- How are students supported at different stages of their studies? What procedures are used to intervene in the termination of studies? How does the HEI promote the well-being of students? How is the equal treatment of students guaranteed?

Summarise the main strengths and enhancement areas related to the implementation of education in the table below.

Strengths	Enhancement areas
xx	xx
xx	xx
xx	xx

1.2 The implementation of education

- Auditeringsgruppens bedömning

Assess the functioning the procedures used by the HEI to ensure the quality of education. Focus on the strengths, good practices and enhancement areas in the the assessment.

Use the following sub-questions in the assessment, as applicable:

- What procedures does the HEI use to ensure transparency in student selection?
- How is the prior learning assessed and recognised (RPL)?
- How do the selected teaching methods support target-oriented learning?
- What concrete examples does the HEI have of encouraging students to take an active role in the learning processes? How do the students receive feedback on their learning?
- How is the connection to working life taken into account in the implementation of education?
- How are flexible study paths and mobility within/between HEIs enabled?
- How are students supported at different stages of their studies? What procedures are used to intervene in the termination of studies? How does the HEI promote the well-being of students? How is the equal treatment of students guaranteed?

1.3 The evaluation and enhancement of education

- Högskolans självvärdering

*Please briefly **describe** the procedures used by your HEI to enhance its education. **Assess** the functioning of these procedures.*

Use the following sub-questions in your self-assessment, as applicable:

- How is student feedback collected? How does the HEI support the students as feedback-givers? How is the handling of the feedback and feedback-on-feedback organised?
- How are the degree programmes and other provision monitored and evaluated? How is it analysed that the intended learning outcomes are achieved in degree programmes and other provision? How does the HEI ensure that the requirements concerning the quality and effectiveness of education are met?
- How does the HEI take into account the changing needs of society and working life in the enhancement of education? How are opportunities for continuous learning taken into account?
- How do the support services enhance their activities?

Summarise the main strengths and enhancement areas related to the enhancement of education in the table below.

Strengths	**Enhancement areas**
xx	xx
xx	xx
xx	xx

1.3 The evaluation and enhancement of education

- Auditeringsgruppens bedömning

Assess the functioning the procedures used by the HEI to enhance its education. Focus on the strengths, good practices and enhancement areas in the assessment.

Use the following sub-questions in your assessment, as applicable:

- How is student feedback collected? How does the HEI support the students as feedback-givers? How is the handling of the feedback and feedback-on-feedback organised?
- How are the degree programmes and other provision monitored and evaluated? How is it analysed that the intended learning outcomes are achieved in degree programmes and other provision? How does the HEI ensure that the requirements concerning the quality and effectiveness of education are met?
- How does the HEI take into account the changing needs of society and working life in the enhancement of education? How are opportunities for continuous learning taken into account?
- How do the support services enhance their activities?

1.4 The HEI’s examples of successful enhancement activities

- Högskolans självvärdering

Please provide examples of key successes in the enhancement of the HEI’s activities. Briefly describe the effects of the enhancement activities.

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.

The evaluation area II as a whole is at the level *XX*.

The audit team identified the following as the main strengths and enhancement areas:

Strengths

- xx
- xx
- xx

Enhancement areas

- xx
- xx
- xx

2.1 Managing societal engagement and impact

- Högskolans självvärdering

*Please briefly **describe** the procedures used by your HEI to promote the societal impact of its core duties. **Assess** the functioning of these procedures.*

Use the following sub-questions in your self-assessment, as applicable:

- How does the HEI manage and enhance activities that promote societal engagement and impact?
- How are changes in the operational environment analysed? How is the information used in setting the direction for the HEI's activities?

Summarise the main strengths and enhancement areas related to the managing of societal engagement and impact in the table below.

Strengths	Enhancement areas
xx	xx
xx	xx
xx	xx

2.1 Managing the societal engagement and impact

- Auditeringsgruppens bedömning

Assess the functioning the procedures used by the HEI to promote the societal impact of its core duties. Focus on the strengths, good practices and enhancement areas in the assessment.

Use the following sub-questions in your assessment, as applicable:

- How does the HEI manage and enhance activities that promote societal engagement and impact?
- How are changes in the operational environment analysed? How is the information used in setting the direction for the HEI’s activities?

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

- Högskolans självvärdering

*Please briefly **describe** the procedures used by your HEI to promote the societal impact of research, development and innovation activities as well as artistic activities. **Assess** the functioning of these procedures.*

Use the following sub-questions in your self-assessment, as applicable:

- How does the HEI advance open science?
- How does the HEI ensure the responsible conduct of research?
- What procedures does the HEI have to promote the societal impact of research, development and innovation activities and/or artistic activities?
- How is the societal engagement and impact monitored and enhanced in research, development and innovation activities and/or artistic activities?
- How are research findings, artistic activities and innovation results communicated to society?

Summarise the main strengths and enhancement areas related to the research, development and innovation activities and/or artistic activities in the table below.

Strengths	**Enhancement areas**
xx	xx
xx	xx
xx	xx

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

- Auditeringsgruppens bedömning

Assess the functioning the procedures used by the HEI to promote the promote the societal impact of research, development and innovation activities as well as artistic activities. Focus on the strengths, good practices and enhancement areas in the assessment.

Use the following sub-questions in your assessment, as applicable:

- How does the HEI advance open science?
- How does the HEI ensure the responsible conduct of research?
- What procedures does the HEI have to promote the societal impact of research, development and innovation activities and/or artistic activities?
- How is the societal engagement and impact monitored and enhanced in research, development and innovation activities and/or artistic activities?
- How are research findings, artistic activities and innovation results communicated to society?

2.3 Promoting renewal through the organisational culture

- Högskolans självvärdering

*Please briefly **describe** the procedures used by your HEI to promote the renewal of its activities. **Assess** the functioning of these procedures.*

Use the following sub-questions in your self-assessment, as applicable:

- How does the HEI support the establishment of an innovative organisational culture? How are new, experimental activities monitored and utilised in the HEI?
- How does the HEI promote the use of competences and collaboration opportunities within its higher education community?
- How does the HEI cooperate with its alumni? How has the cooperation with alumni been improved?
- What forms of collaboration and co-development does the HEI have with regional, national and international actors and networks?
- How does the HEI manage and update its collaboration networks?

Strengths	**Enhancement areas**
xx	xx
xx	xx
xx	xx

2.3 Promoting renewal through the organisational culture

- Auditeringsgruppens bedömning

Assess the functioning the procedures used by the HEI to promote the renewal of its activities. Focus on the strengths, good practices and enhancement areas in the assessment.

Use the following sub-questions in your assessment, as applicable:

- How does the HEI support the establishment of an innovative organisational culture? How are new, experimental activities monitored and utilised in the HEI?
- How does the HEI promote the use of competences and collaboration opportunities within its higher education community?
- How does the HEI collaborate with its alumni? How has the collaboration with alumni been improved?
- What forms of collaboration and co-development does the HEI have with regional, national and international actors and networks?
- How does the HEI manage and update its collaboration networks?

2.4 The HEI’s examples of successful enhancement activities

- Högskolans självvärdering

Please provide examples of key successes in the enhancement of the HEI’s activities. Briefly describe the effects of the enhancement activities.

3 HEI enhances quality and well-being

- Auditeringsgruppens bedömning

The 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.

The evaluation area III as a whole is at the level *XX*.

The audit team identified the following as the main strengths and enhancement areas:

Strengths

- xx
- xx
- xx

Enhancement areas

- xx
- xx
- xx

3.1 Using the quality system in strategic management

- Högskolans självvärdering

*Please briefly **describe** the procedures used by your HEI in using the quality system in strategic management. **Assess** the functioning of these procedures.*

Use the following sub-questions in your self-assessment, as applicable:

- How is the quality system used in the management and implementation of the strategy?
- How does the HEI ensure that staff members are aware of the connection between their own work and the HEI's strategic objectives?

Strengths	**Enhancement areas**
xx	xx
xx	xx
xx	xx

3.1 Using the quality system in strategic management

- Auditeringsgruppens bedömning

Assess the functioning the procedures used by the HEI in using the quality system in strategic management. Focus on the strengths, good practices and enhancement areas in the assessment.

Use the following sub-questions in your assessment, as applicable:

- How is the quality system used in the management and implementation of the strategy?
- How does the HEI ensure that staff members are aware of the connection between their own work and the HEI’s strategic objectives?

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

- Högskolans självvärdering

*Please briefly **describe** the procedures used by your HEI to support the development of staff competence and well-being. **Assess** the functioning of these procedures.*

Use the following sub-questions in your self-assessment, as applicable:

- How does the HEI identify development needs in staff competence (e.g., the development of pedagogical competence)?
- How does the HEI support the development of staff competence?
- How is fairness and transparency in staff recruitment and development procedures ensured?
- How does the HEI ensure the well-being of the staff?
- What procedures are used to ensure the equal and non-discriminatory treatment of the staff?

Strengths	**Enhancement areas**
xx	xx
xx	xx
xx	xx

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

- Auditeringsgruppens bedömning

Assess the functioning the procedures used by the HEI to support the development of staff competence and well-being. Focus on the strengths, good practices and enhancement areas in the assessment.

Use the following sub-questions in your assessment, as applicable:

- How does the HEI identify development needs in staff competence (e.g., the development of pedagogical competence)?
- How does the HEI support the development of staff competence?
- How is fairness and transparency in staff recruitment and development procedures ensured?
- How does the HEI ensure the well-being of the staff?
- What procedures are used to ensure the equal and non-discriminatory treatment of the staff

3.3 Functionality and development of the quality system

- Högskolans självvärdering

*Please **assess** the functioning of the quality system in relation to the HEI's own objectives and the enhancement of the core duties.*

Use the following sub-questions in your self-assessment, as applicable:

- How does the quality system support the achievement of the objectives set for the core duties and the enhancement of the core duties?
- How are good practices disseminated in your organisation? Please give concrete examples of cases where a good practice has been applied broadly.
- How does the HEI support a participatory quality culture? How do staff members, students and external stakeholders take part in the enhancement of the HEI's activities?
- How does the quality system meet the objectives set for it and how is the system developed?

Strengths	**Enhancement areas**
xx	xx
xx	xx
xx	xx

3.3 Functionality and development of the quality system

- Auditeringsgruppens bedömning

Assess the functioning of the quality system in relation to the HEI's own objectives and the enhancement of the core duties. Focus on the strengths, good practices and enhancement areas in the assessment.

Use the following sub-questions in your assessment, as applicable:

- How does the quality system support the achievement of the objectives set for the core duties and the enhancement of the core duties?
- How are good practices disseminated in your organisation? Please give concrete examples of cases where a good practice has been applied broadly.
- How does the HEI support a participatory quality culture? How do staff members, students and external stakeholders take part in the enhancement of the HEI's activities?
- How does the quality system meet the objectives set for it and how is the system developed?

3.4 The HEI’s examples of successful enhancement activities

- Högskolans självvärdering

Please provide examples of key successes in the enhancement of the HEI’s activities. Briefly describe the effects of the enhancement activities.

4 HEI as a learning organisation

- Auditeringsgruppens bedömning

The 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 the main strengths and enhancement areas:

Strengths

- xx
- xx
- xx

Enhancement areas

- xx
- xx
- xx

4.1 An evaluation area selected by the HEI

- Högskolans självvärdering

*Please **describe** an activity that is central to the HEI's profile or strategy that the HEI would like to develop.*

- Please describe the focus and concrete objectives of the assessment. Explain why this evaluation area was chosen and its links to the HEI's profile or strategy.
- Describe the activity related to the evaluation area and the enhancement procedures related to it. Please assess the strengths and enhancement areas.
- Please describe benchlearning, if it concerns this evaluation area.

Strengths	**Enhancement areas**
xx	xx
xx	xx
xx	xx

4.1 An evaluation area selected by the HEI

- Auditeringsgruppens bedömning

Please assess the area selected by the HEI. Focus on the strengths, good practices and enhancement areas in your assessment. Focus on the strengths, good practices and enhancement areas in the assessment.

5 Benchlearning

- Högskolans självvärdering

Please name the evaluation area in which benchlearning is applied. Briefly describe the planning and implementation of the benchlearning process and assess the success of the process.

Use the following sub-questions in the description:

***Describe** the planning and implementation of the benchlearning process.*

- Briefly describe the benchlearning target and partner organisation. How were the target and partner selected? Describe the reasons for selecting this target and partner.
- What objectives were set for the benchlearning?
- Describe how you proceeded with the process. What was the timeline of the process and who participated in it? What tools/methods were used in the process? How was the visit organised?

***Assess** the implementation of the process.*

- How successful was the process? Were the objectives that were set achieved?
- What kind of observations were made? Compare good practices at your own HEI with good practices of the partner organisation. What similarities and differences did you find? Please summarise your findings in the table below.
- How are you planning to apply new ideas in your HEI? Please give concrete examples and summarise your findings in the table below.

Good practices of your organisation	**Good practices of the partner organisation**
Please give a concrete example/examples of how you plan to apply or have already applied good practices of your benchlearning partner.	

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.