

AUDIT OF THE UNIVERSITY OF VAASA

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1.1 The planning of education

- HEI's self-assessment

Sustainable business, energy, and society – UVA strategy as the cornerstone for the planning of education

Degree programmes are built around UVA's profile – sustainable business, energy, and society – and its corresponding three strategic focus areas: Business Management, Energy Transition & Technology, and Governance & Society. The planning of education and the degree portfolio includes systematic input from different stakeholders such as the [City of Vaasa](#), the region, alumni, and industry representatives (e.g., via UVA and Programme Advisory Boards), research groups and students. The [UVA strategy 2030](#) defines three development programmes for education planning: programmes through which the targets in education planning will be achieved:

- Revised programme portfolio for the best learner experience
- Digitalisation of education
- International education with impact.

The planning of education (BSc and MSc) is headed by the Vice Rector of Education supported by the deans, the School Management Groups, and the joint Programme Development Committee. All UVA curricula are submitted to the Education Council for approval after consideration in the schools. The planning and development of doctoral education takes place in the Graduate School, Management Group of the Graduate School and the Research Council headed by the Vice Rector for Research. Elected student representatives from student associations are represented at all levels of decision-making at the university. (Figure 3).

The curricula are planned and agreed according to UVA annual curriculum approval cycle (Figure 4) for two to three years. Curriculum mapping is used in the curriculum development work to define and monitor the programme’s intended learning outcomes (ILOs) and map the individual courses to ensure that the course curricula, teaching and assessment methods, and virtual and physical learning environments support the students’ learning experience and achievement of the defined ILOs. UVA emphasizes the relevance of work life and employment by incorporating real-world applications and industry insights into the curriculum via School- or programme-level advisors. Study and Education Services support curriculum development process, manage the Peppi study system, and collect relevant feedback (e.g. graduate surveys, career surveys, and in business studies also the Assurance of Learning student learning data). UVA Eduwasa team supports teachers in pedagogical and digital planning.

Annual curriculum management

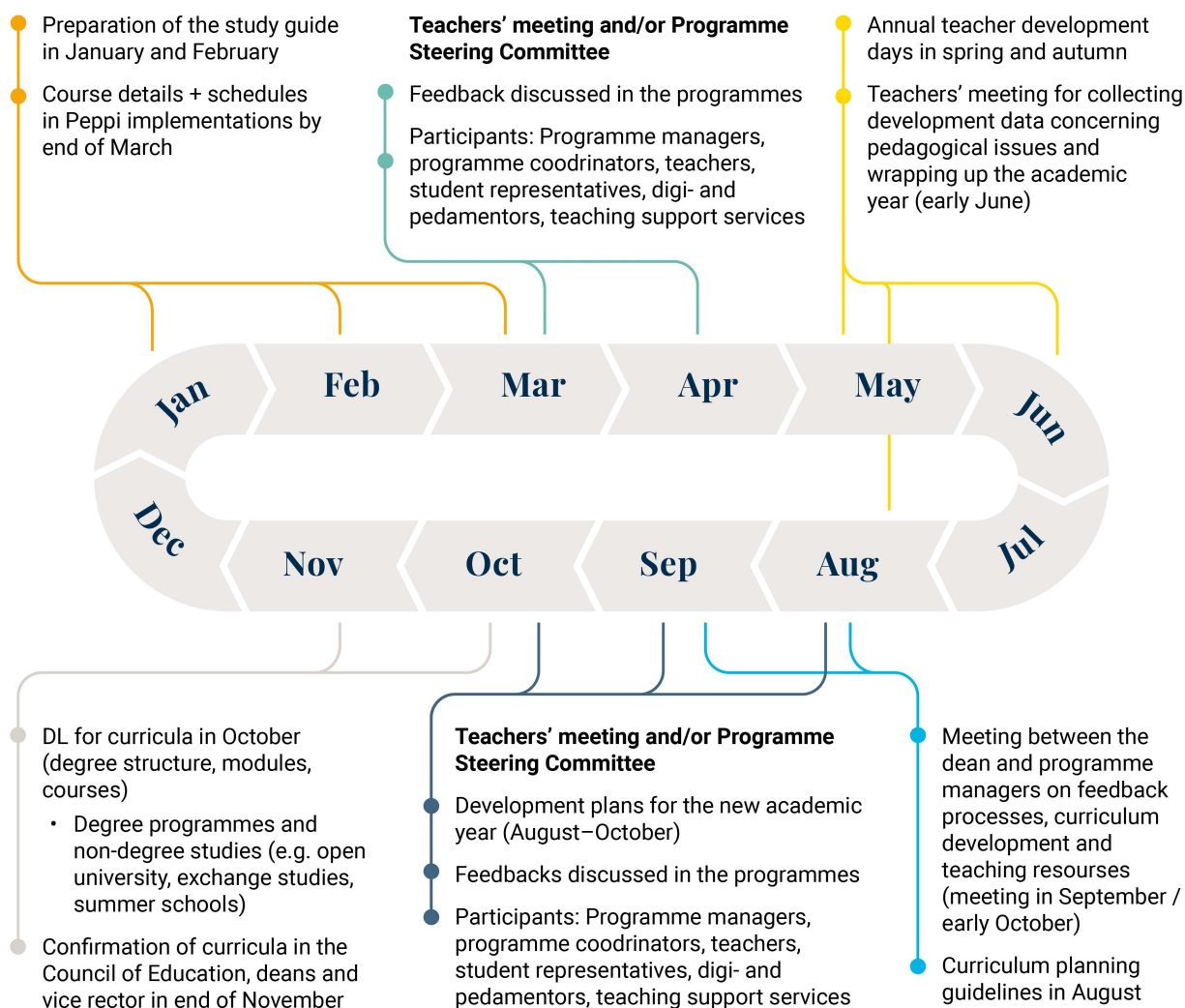


Figure 4. Annual cycle for curriculum development and approval

Research – the foundation of UVA’s high-quality education

Course curricula are planned based on the most recent research findings. The majority of teaching faculty in degree programmes hold a PhD and are actively conducting research. UVA’s research platforms facilitate interdisciplinary research and knowledge dissemination. Research is integrated into teaching by applying examples and using research articles as course material. Our education prepares students for academic careers and encourages them to participate in research projects during their studies.

International education with impact

International accreditation and evaluation processes (AACSB, ASIIN, EFMD, EQUIS) are used to continuously improve education quality, with a particular emphasis on internationalisation, innovation and impact. Both MSc and BSc double degrees have been developed with high-quality partners to increase international learning opportunities for students. Collaboration in international educational networks, like the European university alliance [EUNICE](#), the [Global Business School Network \(GBSN\)](#) and [HERMES network](#), create excellent opportunities for international cooperation in course planning and delivery.

Planning of continuous learning integrated into curriculum work

Education planning includes paths for continuous education. Trends in working life and society are closely followed to meet the changing needs of different target groups. Open University and Continuous Education teams coordinate the provision of UVA’s continuous education. Vaasa Executive Education Ltd. offers MBA modules and tailored executive education. Continuous education opportunities are structured around four main categories:

- [Open University](#) education has the same goals, curricula and requirements as degree studies. Studies are mostly arranged online to offer more flexibility. There is an open university route to degree programmes for non-degree learners who have accumulated sufficient studies. Courses are also offered in English to help skilled immigrants in accessing university education.
- [Executive Education](#) offers the Executive MBA programme, customized programmes, and online courses (time- and location-independent online training for experts, managers, and executives).
- [Alumni Right to Study](#). After completing the master’s degree, a UVA student can apply for an alumni study right for open university studies or normal degree courses to supplement the degree free of charge for one academic year.
- [LUMA Centre of Ostrobothnia](#) promotes the teaching and learning of science, mathematics and technology for children and young people. The centre is part of the national LUMA Centre Finland.

Strengths

Enhancement areas

Clear and distinctive mission, strategy, and development direction (educational portfolio, student experience, smart use of digitalisation, internationalization)

Strong cooperation with industry and public organisations, plus open, constructive dialogue with student representatives and student union/associations

Clearly defined programme management structure and principles that steer continuous improvements and multi-step decision-making that ensures sufficient scrutiny and inclusive stakeholder involvement

More systematic feedback to students at course and programme level regarding learning achievements, curriculum improvements, and learner experience

Greater inclusion of international students in decision-making bodies and student association activities

Enhanced visibility and use of Programme Management Principles