

AUDIT OF THE UNIVERSITY OF VAASA

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1.2 The implementation of education

- Högskolans självvärdering

Transparency and equality in student selection

The University systematically applies Government statutes and stipulations related to student selection, education, study progress, and graduation. University-level decisions that ensure students' legal protection and equal treatment can be found on the University's website [Guidelines and regulations](#).

UVA has a formal process for determining admissions criteria, which involves preparing and publishing admissions guidelines, managing the application process, evaluating eligibility and making decisions based on admission criteria. Admission criteria are set by the [Education Council](#). The criteria are published on the [UVA Admissions website](#) and in [Studyinfo](#). University services coordinate the application process from submission to selection decisions and guide the applicants, supporting to ensure fairness and transparency. To enhance equal opportunities, applicants are offered individual arrangements in entrance exams.

UVA has policies and procedures in place for [recognition of prior learning \(RPL\)](#), and accrediting studies or competencies acquired outside of UVA degree programs. The RPL decisions are made based on the learning objectives of the study unit.

Learner-centered course delivery

Teaching and assessment methods must be aligned with the ILOs defined for the course and the programme, as well as the course content and workload. All courses apply a syllabus, which is

discussed at the beginning of the course, ensuring that the students are well acquainted with the ILOs, methods, and content of the course, as well as their and the teacher's roles and responsibilities.

A variety of teaching methods are utilized, such as traditional lectures, applicatory projects, and exercises, flipped classroom techniques, Harvard-style case teaching, problem-based learning, student projects for real-life case companies, and business simulations. Collaborative learning is emphasized in group discussions, poster presentations, activating dialogues, simulations, and various other forms of presentations. The selected teaching methods provide a comprehensive and varied approach to instruction, ensuring that students are actively involved in their learning process and can achieve target-oriented learning outcomes.

Assessment and grading policies are in place to ensure consistency. Clear grading policies and rubrics are set, and double marking is used for master's theses. The assessment regime is monitored, and standardized syllabi and rubrics are used to maintain consistency in standards.

Feedback to students on their learning

Feedback is an integral part of supporting learners' achievement of targeted learning outcomes. It offers students ways to understand their strengths and evaluate their progress and develop learning strategies. The programmes utilize various methods to provide feedback: Continuous feedback, including immediate feedback on generic skills. Feedback is provided on assignments, such as learning diaries, essays, projects, and case assignments.

Smooth progress in studies and integration into working life

Degree-, programme- and course-level ILOs are all designed to equip the students with skills and competences that are relevant to working life and foster students' ability to continuous self-development in a rapidly changing environment. Studies include real-life learning opportunities such as industry projects and cases, excursions, mentoring programmes, workshops, and labs in close cooperation with the surrounding industry. Many master's students conduct their theses as company commissions. All UVA degree programmes grant credits for internships.

[Career Services](#) support students in their career planning via career counseling, mentoring, financial support for internships, working life courses, workshops and information sessions, recruitment events, and job announcements. UVA promotes the employment and integration of international students in the region through special initiatives (e.g. Talent Hub, Spouse Programme).

Services, guidance, and well-being to support study progress and learning

UVA offers comprehensive guidance and support services, including study counselors, study psychologist, and other guidance and well-being services. (Figure 5). UVA offers low-threshold services, e.g., drop-in counseling on campus and remotely to support proactive services and the

adequacy of resources. UVA is enhancing its services through initiatives like the "Annie Advisor" chatbot to identify individual student needs. Throughout the year, academic staff remain accessible and approachable. Counselors and teachers monitor the progress of students' studies through Personal Study Plans and guidance sessions, as well as the new Fokus tool that facilitates student tracking and early intervention actions. In terms of accessibility policy, students are offered individual arrangements to accommodate their specific needs.

UVA also places importance on the successful *integration of new students* into the university community. These include orientation and induction programs, student tutor programmes in cooperation with the [Student Union](#). UVA supports students' *sense of community and well-being* by supporting the students' own actions to strengthen the community. The "Buddy" project starts in autumn 2024 to support the integration of our international students. UVA works in close cooperation with [Student Health Services](#), the City of Vaasa and other network services to promote well-being. Guidance and support services, as well as other support actions, are also accessible to the students studying outside the main Vaasa campus.

UVA ensures the availability of [physical and digital resources](#), such as well-equipped classrooms, laboratories, libraries, and online learning platforms like Moodle, to support learning and research activities.

Guidance and Well-being Services



Figure 5. Guidance and well-being services

Strengths

Enhancement areas

Structured annual cycle for the management and implementation of student intake decisions, student selection criteria, and degree targets	Coordination and leveraging of working life partnerships and alumni networks
Diversity of forums for students to meet the university and school leadership and the involvement in bodies that shape the development of education	More effective utilization of digital tools in educational processes (e.g., teaching scheduling, student admissions)
Introduction of new technology-enabled channels and tools to support students	Greater consideration of accessibility and equality (e.g., international diversity age diversity, neurodiversity)