

# AUDIT OF THE UNIVERSITY OF VAASA

Tekijät **Tatjana Volkova, Hans Gruber, Siamäk Naghian, Kateryna Suprun, Mira Huusko & Sirpa Moitus. Self-assessment of the University of Vaasa (eds.) Marja-Liisa Hassi & Tanja Risikko.**

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## 1.3 The evaluation and enhancement of education

### - Korkeakoulun itsearviointi

#### Intended learning outcomes and evaluation

Programme ILOs are designed based on UVA's Programme Management Principles to ensure that graduates have the requisite knowledge, skills, and competences to succeed in the graduate labour market, and to enable continuous self-development in a changing work environment. The Programme Management Principles require that the curriculum and delivery of a programme should include transversal aspects of ethics, responsibility, sustainability, international outlook, and sense of community. The ILOs are structured so that the overall degree and programme learning goals are reflected in the course-specific ILOs. UVA has introduced an assurance of learning (AoL) system to measure individual student achievement of learning goals (see below for further details).

UVA utilizes various QA processes to analyze the achievement of learning outcomes. The processes include internal and external assessments. On an annual basis, feedback from students and teacher input are used to monitor the effectiveness of teaching, learning and assessment within Programme Committees and teachers' meetings. In terms of internal, programme-level assessment, UVA has conducted periodic (3-5-year) programme 'programme inspections' in its' international master business programmes. In terms of external assessment, most programmes at UVA are operating to an [international accreditation](#) standard (e.g., AACSB, ASIIN, EFMD, EDAMBA), which involves periodic evaluations from independent international experts and involves UVA management, teaching faculty, students, study administration, and external stakeholders (e.g., alumni, UVA corporate partners).

## Student feedback supporting continuous improvements in education

Student feedback is collected through various means to improve learner-centered education. The course feedback system in the Peppi study information system allows students to evaluate course content, teaching methods, workload, and course material. Course feedback can also be collected through e.g., Moodle's gradebook, or orally from students during a course. Feedback is also collected from students in connection with graduation and later in alumni surveys. These surveys provide a valuable tool for regular degree- and programme-level evaluation and are utilized in curriculum design. UVA has student feedback guidelines in place.

To ensure transparency, the programme makes assessment criteria and rubrics publicly available through course syllabi and/or Moodle. Course objectives, integration of key themes, and feedback are discussed in teachers' meetings as a part of programme management. Teachers and programme management analyze course feedback and identify areas for improvement and the effectiveness of each course. The programmes also seek input from representatives of industry on programme objectives, design, and outcomes, with a focus on graduate employability. Teachers are encouraged to inform students how previous feedback has been utilised in the continuous improvement process of the course. The Student Forum, chaired by the Vice Rector of Education, calls together student representatives of all disciplines to discuss the development plans of education.

## Regional, national, and international stakeholder involvement

[UVA's active cooperation with the surrounding ecosystem](#) of employers is an important feature in developing ILOs. University- and programme-level advisors provide input on work life trends and emerging competency needs. UVA uses industry representatives in various educational roles to support the work life relevance of UVA's education, as visiting lecturers, real-life cases, and thesis project providers.

International partnerships through different networks impact the development and continuous improvement of education. UVA draws on a wide provision of international exchange and double degree opportunities, which are intended to influence the development of curricula and equip students with skills and competences that will benefit their future careers. In utilising the international partnerships, UVA seeks to advance internationalisation at home and ensure an international learning experience through the development of COIL offerings ([Collaborative Online International Learning](#)), [summer school](#) programmes and BIPs (short [Blended Intensive Programmes](#)).

## University Services providing expert support in achieving the goals

The University Services units provide professional services for the entire university community and support the university's research and teaching activities and societal impact. UVA's University Services include Study and Education Services, and International Services. According to the service promise "Smooth service with a big heart through teamwork," expert support is

based on active interaction with customer groups. Services are continuously improved by carefully listening to customer feedback and responding in a meaningful way and in cooperation with the whole university community.

### **Strengths**

Collaboration and communication across programmes, commitment and collegiality among teaching faculty and 'team teaching'

Use of versatile data (feedback, learning analytics, student progression, self-assessments, accreditations, internal and external stakeholder cooperation) in the development of courses and programmes

Public course descriptions and harmonized course syllabus so students are provided with detailed information to help in planning studies

### **Enhancement areas**

Enhancing the role of the Programme Development Committee (KOKE) as a forum for communication, developing UVA education, and sharing best practices.

Strengthening consistency and common approaches across all fields of study and interdisciplinary programs

More systematic follow-up of graduate placement at programme/subject level and connections to curriculum development and planning