KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

AUDIT OF HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES

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1.3 The evaluation and enhancement of education

- Högskolans självvärdering

Student feedback as the basis of development

We collect feedback through several channels:

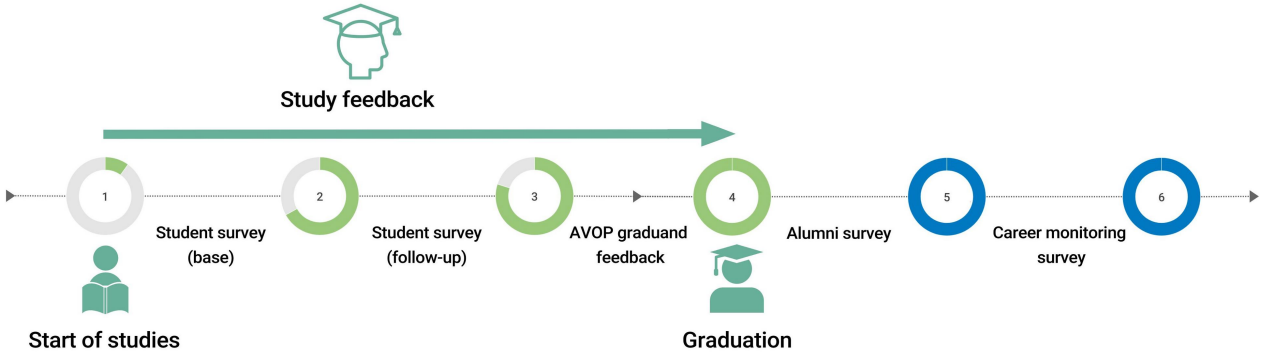
Study feedback is collected after each course implementation. At the beginning of each implementation, the importance of feedback is emphasized and examples of development actions (taken based on previous feedback) are clearly demonstrated. The study feedback form has been developed to be more user-friendly.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



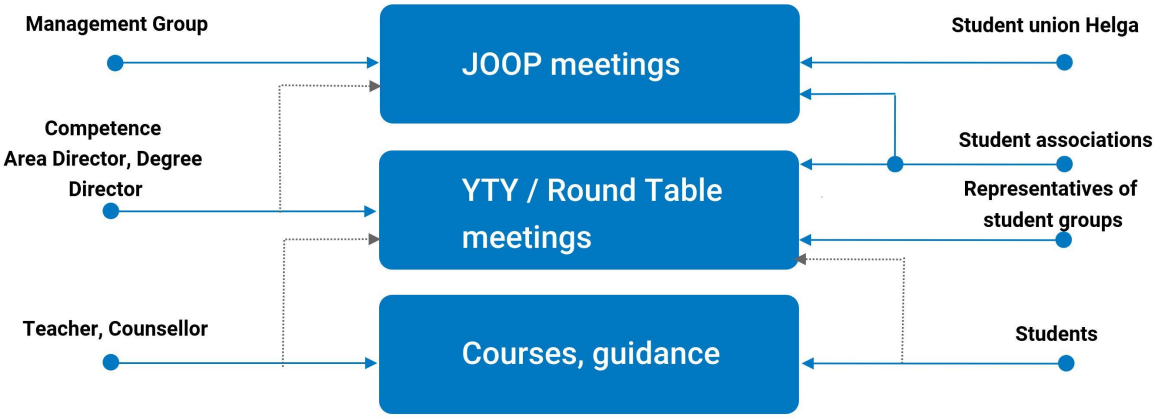
Picture 12. Feedback system on bachelor level

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.

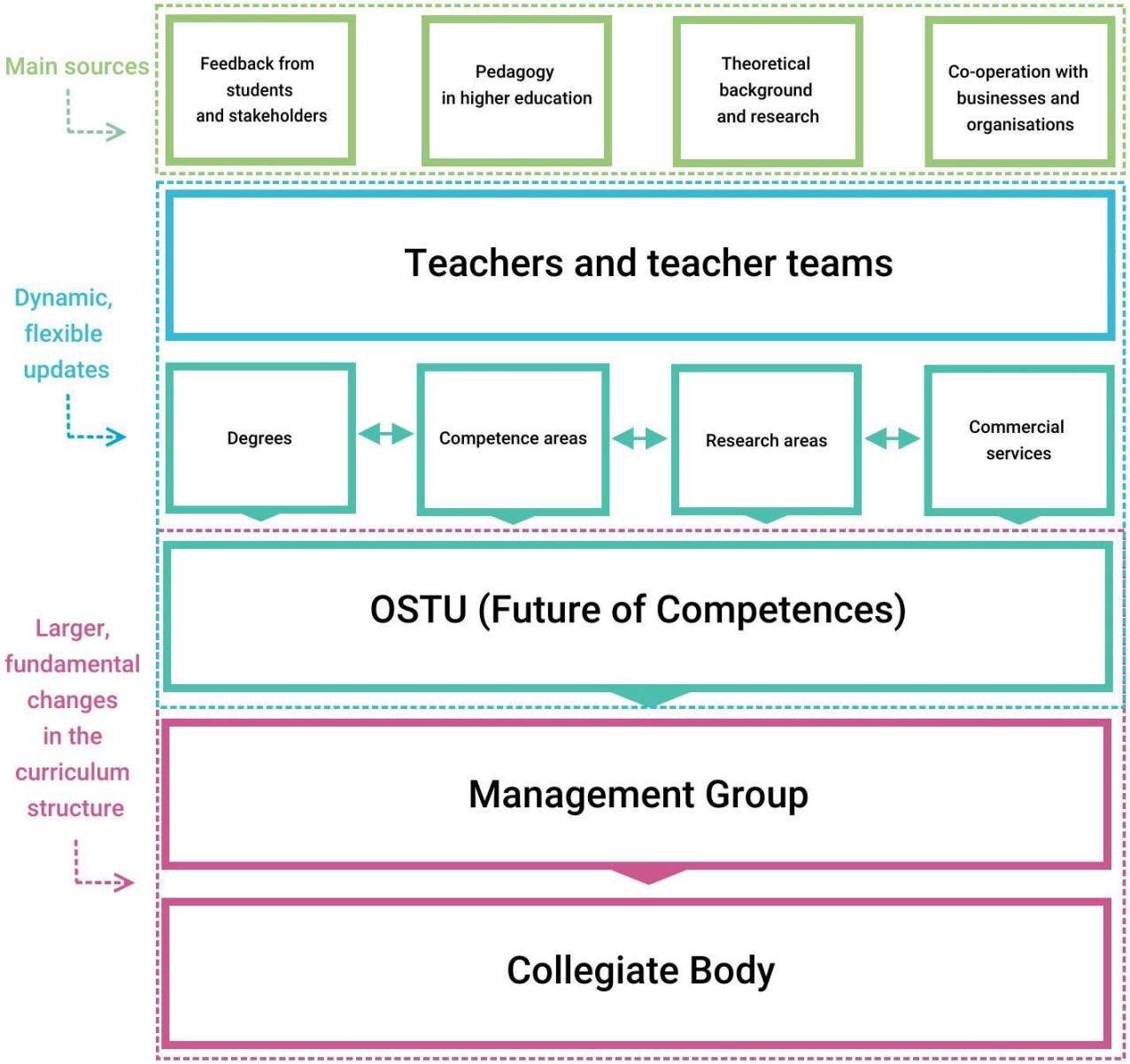
Monitoring and assessing intended learning outcomes

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	Enhancement areas
Open feedback culture and students engaging in education development	Further clarifying the use of feedback in different group
Continuous improvement of education	Developing the implementation of the new model for systematically updating the new curricula
Efficient support services	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.