

# AUDIT OF THE UNIVERSITY OF HELSINKI

Tekijät **Bernard Coulie, Klara Bolander Laksov, Petri Heinonen, Petri Suomala, Signe Tolstrup Mathiasen, Mirella Nordblad & Niina Nurkka. Self-assessment of the University of Helsinki Päivi Aronen, Johanna Kolhinen & Anne Lepistö (eds.)**

Auditointivuosi **2022**, Karvin julkaisu **1:2022**

Kieli **Englanti**

ISBN **978-952-206-721-0 pdf**

## Abstract

- Auditointiryhmän arvio

## Publication

Audit of the University of Helsinki

## Authors

Bernard Coulie, Klara Bolander Laksov, Petri Heinonen, Petri Suomala, Signe Tolstrup Mathiasen, Mirella Nordblad & Niina Nurkka.

Self-assessment of the University of Helsinki (eds.) Päivi Aronen, Johanna Kolhinen & Anne Lepistö

## The Higher Education Evaluation Committee's decision

The University of Helsinki passed the audit 26 January 2022.

The Quality Label is valid until 26 January 2028.

## The audit team's evaluation of the evaluation areas I-III

I: HEI creates competence: *good* level

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

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

# HEI as a learning organisation – evaluation area chosen by the University of Helsinki

The concept of international master's programmes

## Theme and partner for benchlearning

Theme: Staff and student well-being

Partner: University of Edinburgh

## Key strengths and recommendations

### Strengths

- The progressive integration of the quality and management systems, serving both the faculty and unit levels and the administrative units.
- The planning of education is a consistent and transparent process.
- The development of the university's international degree programmes has been based on a bottom-up approach and the natural development in many disciplines.
- Clear importance is attached at the university to the mission of societal engagement and impact, with good structures in place to steer the activities related to that mission.

### Recommendations

- The integrated management and quality system should be streamlined to make the faculty and university level approaches converge and the system to work more effectively.
- The university should take a more active approach to communication with students and doctoral students, including international students, about available support structures.
- The concept of multilingual programmes is unclear and the conceptual structure of international programmes could be reviewed.
- The societal engagement and impact and its relation with the teaching and research missions could be more clearly defined in order to support high-level leadership in national development.