KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

LAUREA-AMMATTIKORKEAKOULUN AUDITOINTI

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Publikationsår **2022**, NCU:s publikation **16:2022**
Språk **Finska**
ISBN **978-952-206-737-1 pdf**

Abstract

- Auditeringsgruppens bedömning

Title of publication

Audit of Laurea University of Applied Sciences (Laurea-ammattikorkeakoulun auditointi)

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Heidi Fagerholm, Juha Eskelinen, Jaana Kullaslahti, Onni Kuparinen, Mira Huusko & Kati Isoaho. Jaana Ignatius (ed.) Self-assessment of Laurea.

The Higher Education Evaluation Committee’s decision

Laurea University of Applied Sciences passed the audit on 15 June 2022.

The Quality Label is valid until 15 June 2028.

The audit team’s evaluation of the evaluation areas I-III

I: HEI creates competence: excellent level

II: HEI promotes impact and renewal: excellent level

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

HEI as a learning organisation – evaluation area chosen by Laurea UAS

The key partnership model for developing the region

Theme and partner for benchlearning

Theme: HEI enhances quality and well-being

Partner: National Land Survey of Finland

Key strengths and recommendations

Strengths

- The learning by developing operating model (LbD) that Laurea has developed over the long term supports the working life orientation and student-centred approach of the degree programmes in an excellent manner.
- Research, development and innovation (RDI) activities are an integral part of the implementation of Laurea’s overall strategy. RDI activities are carried out by the entire higher education institution and the attitude towards the activities is enthusiastic and goal oriented.
- Internal and external stakeholders have been widely engaged in the development of Laurea’s quality system.
- Laurea’s key partnership model developing the region is innovative, develops the organisation and has clear objectives.

Recommendations

- The practices of competence-based assessment and identification and recognition of prior learning should be systematically developed to make them more comprehensive and uniform.
- RDI activities must be linked more closely to the other core duties of the higher education institution and the needs of working life in the region.
- The staff’s field-specific content knowledge must be updated and the related competence developed more systematically.
- The key partnership model developing the region must be linked more closely to the RDI activities.