KANSALLINEN KOULUTUKSEN ARVIOINTIKESKUS
NATIONELLA CENTRET FÖR UTBILDNINGSUTVÄRDERING
FINNISH EDUCATION EVALUATION CENTRE

LAPIN AMMATTIKORKEAKOULUN AUDITOINTI

Tekijät **Timo Mattila, Tekla Kosonen, Sanna Ruhalahti, Mikko Valtonen, Niina Nurkka ja Raisa Hievanen. Lapin ammattikorkeakoulun itsearviointi (toim.) Merja Forest**
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Abstract

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Audit of the Lapland University of Applied Sciences (Lapin ammattikorkeakoulun auditointi)

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Self-assessment of Lapland University of Applied Sciences (eds.) Merja Forest

The Higher Education Evaluation Committee’s decision

The Lapland University of Applied Sciences passed the audit on 15 June 2023.

The Quality Label is valid until 15 June 2023

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

I: HEI creates competence: *good* 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 Lapland

University of Applied Sciences

Considering the changing competence needs in working life in the provision of continuous learning

Theme and partner for benchlearning

Theme: Collaboration with Working Life

Partner: Fachhochschule Technikum Wien

Key strengths and recommendations

Strengths

- Lapland University of Applied Sciences has processes and systems that strongly support the planning of teaching and student guidance.
- Cooperation with stakeholders based on partnership agreements is systematic, long-term and goal-oriented.
- Quality work is an integral part of the everyday activities of the University of Applied Sciences. The processes operate in a multi-disciplinary manner and their development is systematic and continuous.
- The close relationships between Lapland University of Applied Sciences and working life and its comprehensive RDI activities create good opportunities for developing a work-oriented offering of continuous learning.

Recommendations

- Consistent practical implementation of guidance processes and the accessibility of uniform services for students must be ensured in all fields of education and campus locations.
- Defining the qualitative objectives of societal interaction and RDI activities should be further developed in order to measure impact more diversely than at present.
- Students should be more closely and extensively involved in quality work and supported in the creation of an operating culture that builds continuity, transfer of information and competence.
- The stakeholders and alumni of the University of Applied Sciences should be utilised more systematically in developing continuous learning products in a needs-oriented manner.