

# LAPIN AMMATTIKORKEAKOULUN AUDITOINTI

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

Year of publication **2023**, FINEEC publications **17:2023**

Language **Finnish**

ISBN **ISBN 978-952-206-794-4 pdf**

## Abstract

- Assessment of the audit team

### Title of publication

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

### Authors

Timo Mattila, Tekla Kosonen, Sanna Ruhalahti, Mikko Valtonen, Niina Nurkka and Raisa Hievanen

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.