

# POLIISIAMMATTIKORKEAKOULUN AUDITOINTI

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## Abstract

- Assessment of the audit team

## Title of publication

Poliisiammattikorkeakoulun auditointi (Audit of the Police University College)

## Authors

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Self-assessment of the Police University College (eds.): Marika Puputti & Tuire Salmi-Hiltunen

## The Higher Education Evaluation Committee's decision

The Police University College passed the audit on 1 March 2024.

The Quality Label is valid until 1 March 2030.

## The audit team's evaluation of 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 Police University College

Proactive monitoring of the operational environment

## Theme and partner for benchlearning

Theme: Co-teaching

Partner: Häme University of Applied Sciences

## Key strengths and recommendations

### Strengths

- The skills of graduates from the Bachelor and Master of Police Services degrees (provided in Finnish and Swedish) and Bachelor of Rescue Services degrees are well suited to current workplace needs.
- The societal interaction and impact of the Police University College has a clear role in the UAS strategy. This role is based on its unique position at the interface between police administration and higher education.
- Based on systematic quality work, the Police University College has a strong ability to identify its own development needs and to develop its activities accordingly.
- Proactive monitoring of the operational environment brings together in a new way the UAS and the whole police service's situation awareness function.

### Recommendations

- Systematic cooperation and sharing of good practices between the Police University College and the Emergency Services Academy Finland should be strengthened at all levels in the planning, implementation and development of UAS degrees.
- The Police University College should clarify its role in the development of continuing police learning so that further training can be used to meet the quantitative and qualitative needs for the competence development of police personnel.
- RDI project activities should be more strongly linked to the development of police activities in order to increase societal impact.
- The competence management of the Police University College staff should be systematised and made more visible.
- The proactive monitoring of the operational environment and the use of the foresight process should be systematised and extended in both education and RDI activities.