



FINNISH EDUCATION
EVALUATION CENTRE

FINEEC Changes and challenges

NOQA Conference
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Evaluations 2019

Institutional audits

3rd round audit pilots

- Novia University of Applied Sciences (Mirella)
- JAMK University of Applied Sciences (Mafi)

Unesco project

Planning for Flexible Learning Pathways in Higher Education

Chile, South-Africa, Jamaica, India, Malesia, Marocco and Finland (Sirpa)



Thematic and programme evaluations

Development of the educational profiles

- Technology (Otto)
- Economics (Kirsi)
- Humanities (Mira)
- Social sciences (Mirella)

Immigrants in higher education (Hanna & Mafi)

EUR-ACE – engineering programme accreditation

New audit model? What is emphasised? (Mafi)

More attention to successful development activities / success stories

Benchlearning

Self-evaluation is public, digital platform

New evaluation criteria

Quality Label for Excellence

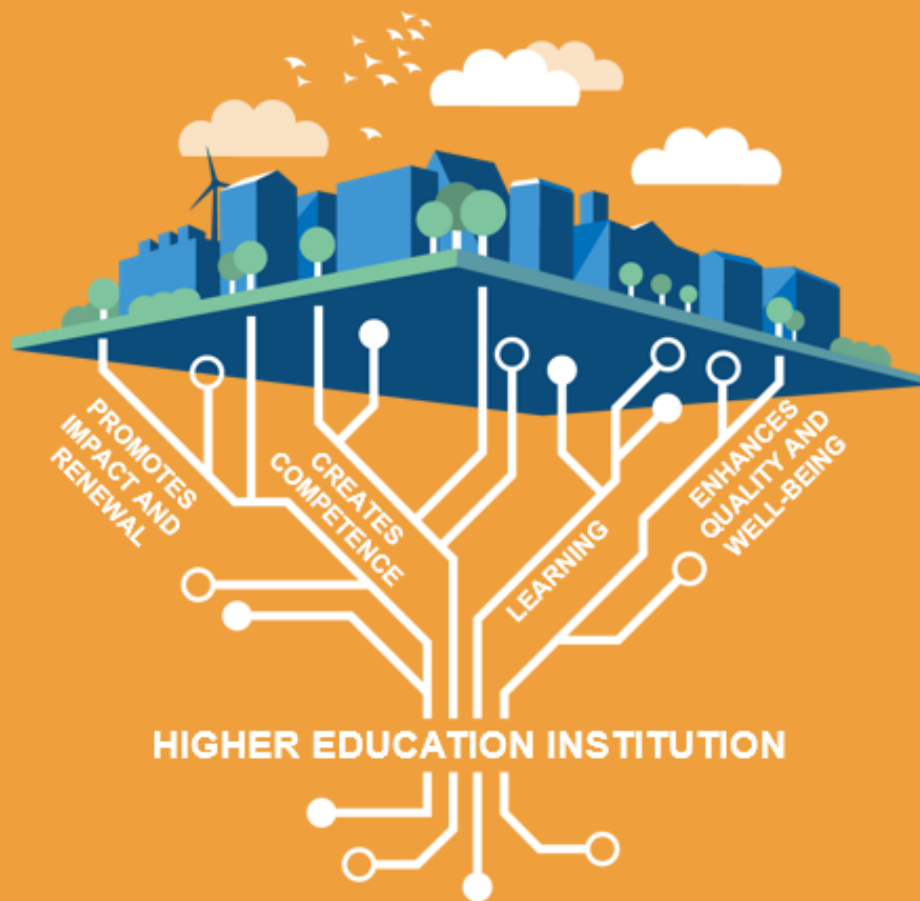
The areas of evaluation

1 HEI creates competence

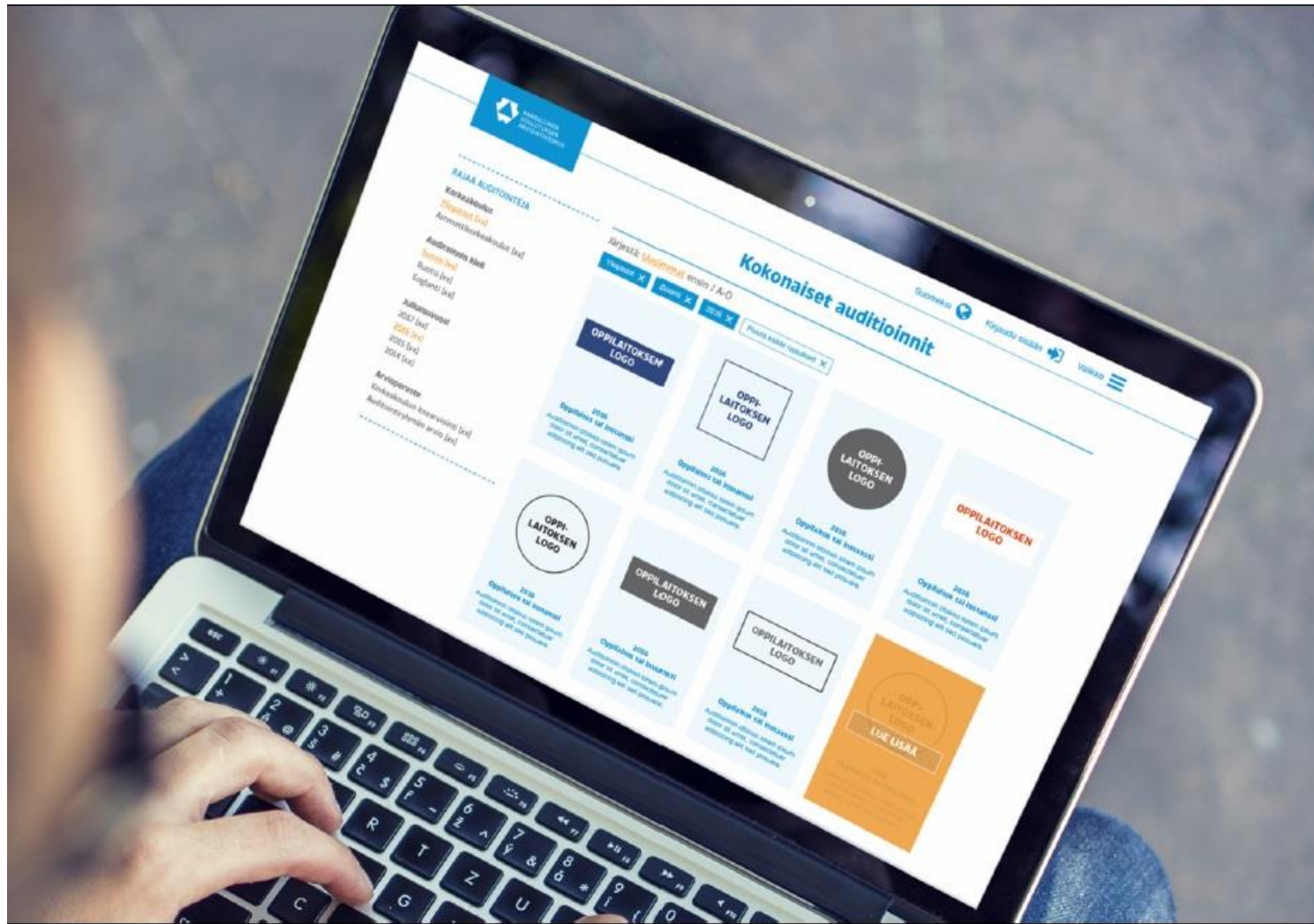
2 HEI promotes impact and renewal

3 HEI enhances quality and well-being

4 Learning HEI



Digital platform



Evaluations of fields of study 2019

- **A "thematic evaluation" on the development of the educational profile / educational offering of HEI's**
 - Field-specific focus on social sciences, humanities, technology and business/economics.
 - The central topics covered in the evaluation are the competence-base and working-life relevance of degrees.
 - The evaluation also produces information on the strengths and development needs of HEIs and the entire higher education system in terms of their ability to respond to the changing competence needs and future operational environment.

Methods – combining quantitative and qualitative evaluation

1. Step: The "Big picture"

HEI Self –
evaluation

Analysing ready-
made data

High-quality register
data

2. Step: Enhancing the analysis

Focus group
interviews with
different
stakeholders

Case studies

3. Step: Final development

Development
seminars and
workshops

Immigrants of HE (Hanna)


Evaluation focusing on students with an immigrant background in the Finnish higher education system.



Methods and aims

HOW?

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- **Analysing of data from Statistics Finland**
years 2012-2017
Amount of the immigrant students, popular fields of study, finished degrees, position after graduation

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- **Gathering data from the field: evaluation visits to 11 HE organisations**

- Workshops for staff and students (using padlet)
- Management interviews

FOR WHAT?

- **Building national picture of the group never examined before**
Focusing both 1st and 2nd generation immigrants living in Finland (not exchange students)

⇒ *Do they have equal opportunities?*

- **Finding and sharing good practises supporting integration to HE**
- **Reporting challenges and giving recommendations for HE and policy makers**