



FINNISH EDUCATION
EVALUATION CENTRE

Summary of workshop 2:

Enhancement-led approaches - Quality Label for Excellence

Sirpa Moitus FINEEC
NOQA Meeting 7 Sept. 2024, Oslo

Workshop questions

1. Does your current evaluation model include, or could you consider including aspects that promote excellence?
2. What do you consider to be the essential criteria for excellence?
3. What practices/ideas do you have as for the selection process for excellence units?

Does your current evaluation model include, or could you consider including aspects that promote excellence?

If yes, what aspects of excellence and why this approach?

- Not excellence but identification of good practice / best practice
- Focus on enhancement, not just compliance. Have focused on specific aspects, such as “relevance” in teacher education.
- Have not used “excellence” as an explicit label, also sense that excellence might be seen as an end point.
- Study field evaluation and institutional evaluation. We ask experts to highlight examples of excellence.

If not yet, but maybe in the future, what could it be?

- If HEIs do it well in one cycle, they can apply for center for excellence, mature or very well performing institutions
- Programme evaluations: change the focus from challenges to enhancement

If you can't consider it, can you explain why not?

- Excellence as dead end - the word of excellence may have negative connotations
- Difficult to define excellence and measure it
- How can we compare HEIs - competition? Not thriving towards cooperation
- Difficult to award the label for the entire institution which may have achieved varying results in different academic units

Main conclusions by several workshop participants:

- 1. We would like to make our agency work more enhancement-oriented**
- 2. HEIs should be acknowledged of their good practices (but not using the term “excellence”)**

How would you define excellence and criteria for it?

Relative excellence
(in relation to other
HEIs) or absolute
(certain criteria)?

Maybe different
definitions for different
subject areas /
institutions

In any case, impact is
important

Do you rank based on the
pool of all the institutions
or do you define #5 at a
specific value? (GPA)

Employment rate

Research is
linked to
education and
society

Special
needs/handicap

Open-
mindedness,
innovation

Entrepreneurship

Study
environment

Working culture

Sustainably high
results over time

Focus of excellence approach?

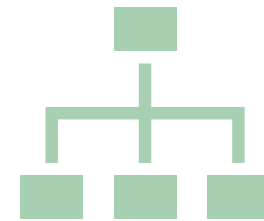
Participants' ideas of various dimensions



**Primary focus on education
- teaching and learning**



**Added value of higher
education for students**



**Transformational power /
will**

Any ideas for selection process for excellence units?

- 1. Define excellence**
 - 2. Focus on culture**
 - 3. Fighting and improving to put in effort to evolve.**
- Criteria based on results from previous evaluations, on institutional level. In larger countries and larger institutions, one could consider the faculty level.**