

Japan-Nordic Symposium:
On the Frontier of University Education
Tokyo 28 September 2006

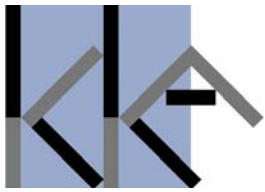
"Nordic Success" - the case of Finland

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www.kka.fi



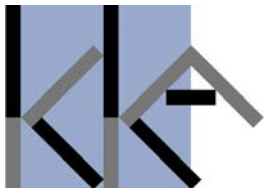
FINHEEC's evaluations

- institutional evaluations (quality audits)
- programme evaluations
- education policy and other thematic evaluations
- evaluations focusing on centres of excellence (additional funding from MinEdu for those who do well)
- evaluation and accreditation of professional courses



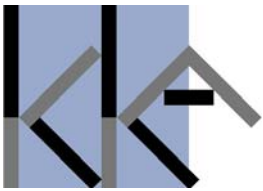
Enhancement-led evaluation as the premise for FINHEEC operations (1)

- The purpose of the evaluations organised by FINHEEC is to support the HEIs in their endeavour to improve the education they offer (*enhancement-led evaluation*).
- The objective is to produce information which the HEIs can use in developing their own operations.
- Another objective is to exchange and disseminate the good practices identified in evaluations among other HEIs.
- Not to ascertain minimum standards, no ranking lists.
- Public reports provide MinEdu and other stakeholders with information on the quality and QA of the HEIs.
- Reports include proposals for further development.
- HEIs have the ultimate responsibility to utilise and apply the evaluation outcome.



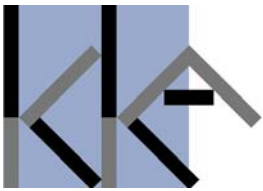
Enhancement-led evaluation as the premise for FINHEEC operations (2)

- Based on dialogue with HEIs
- HEIs have an option to have a say in evaluation policy and evaluation criteria
- To secure the trust of HEIs in evaluation
- Respect for the autonomy of the HEIs
- Peer reviews (external evaluators from HEIs and working life)
- Student involvement



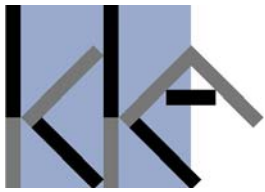
FINHEEC's audit model

- The audit model described in the Audit Manual
http://www.kka.fi/pdf/julkaisut/KKA_406.pdf
 - is compatible with the national HEI tradition
 - respects the autonomy of HEIs
 - is compatible with the enhancement-led principle
 - is valid and credible by international standards
 - meets the requirements imposed by European development and its different dimensions
- One central premise is HEIs' own responsibility for the development of their QA as well as choice and implementation of procedures
- However, QA in HEIs must meet certain uniform requirements defined in the Audit Manual



Effects of the evaluations (1)

- Follow-up evaluations, questionnaires, follow-up seminars
- Ministry of Education utilises evaluation reports in discussions with HEIs on targets and results
- Evaluations used in the HEIs' strategy work, personnel meetings, joint seminars for personnel and students
- Proposals generally found to be useful
- Difficult to be sure of effectiveness:
 - other factors and interposing variables
 - FINHEEC has no decision-making power vis à vis the structural development of HEIs, the establishment or discontinuation of faculties, departments or degree programmes



Effects of the evaluations (2) Examples

Centres of excellence (teaching & learning, regional impact, adult education)

- improvement of teachers' pedagogical skills
- systematic training for teachers
- units for further development of teaching in HEIs
- status
- additional funding
- increased interest in regional development
- attention to lifelong learning
- quality audits: tool for educational policy & implementation of European standards
- => a positive, rewarding mode of guidance - and it works