Enhancing Quality

Audits in Finnish Higher Education Institutions 2005–2012

Krister Talvinen

Publications of
The Finnish Higher Education Evaluation Council
11:2012

KKA

The Finnish Higher Education Evaluation Council
finheec@minedu.fi
Tel. +358 2953 30072, fax +358 9 1607 7608
P.O. Box 133 (Meritullinkatu 1), 00171 Helsinki, Finland
kka.fi

PUBLISHER The Finnish Higher
Education Evaluation Council

BOOK DESIGN Juha Juvonen

ISBN 978-952-206-213-0 (paperbound)
ISBN 978-952-206-214-7 (pdf)
ISSN 1457-3121

PRINTED by Tammerprint Oy, Tampere 2012

ABSTRACT

Published by
The Finnish Higher Education Evaluation Council FINHEEC

Name of publication
Enhancing Quality. Audits in Finnish Higher Education Institutions 2005–2012

Author
Krister Talvinen

Abstract
The Finnish Higher Education Evaluation Council (FINHEEC) has audited the quality assurance systems of all Finnish higher education institutions during the years 2005–2012, and the results of each audit are publicly available in audit reports. This study utilizes as its main source material all of the first-round audit reports (49 pieces) and aims to (i) draw a clear and informative picture regarding the state of quality assurance within the field of Finnish higher education, and (ii) present a unified picture of an ideal type of quality assurance system within the context of Finnish higher education.

In the Finnish context, an audit means an independent, systematic and unbiased external evaluation of an institution's quality assurance system, i.e. the processes, procedures and system used to maintain, develop and ensure the quality of an institution's operations. The cornerstone of quality assurance and development work is appropriate documentation, culminating in an institution's intranet and quality manual. The conceptual framework of quality assurance derives from the wheel of continuous improvement, which can be implemented as part of an institution's processes. Accordingly, the process descriptions define the operational norms, including the procedures for gathering feedback and assessing the different phases of an operation and the quality of the end products, as well as the procedures for revision, renewal, and development. Quality assurance is becoming more and more an inherent part of everyday practices and, thus, genuine quality cultures are about to fully emerge in institutions. Furthermore, the trend among institutions is that quality assurance as such is inseparable from strategic management and general development work. Ideally, an institution's own profile will be recognizable within the management and quality assurance system, making it faithful to the everyday reality of the institution.

The three main duties of institutions are degree education, research and societal interaction, of which degree education is in the best shape in terms of quality assurance. In general, there is a system already in place that ensures that the contents of the courses are up-to-date, that teachers are qualified and have sufficient pedagogical skills, that the progress of studies is monitored and appropriately supported, and that the degree programmes are relevant, implying that graduates are highly valued in the labour market. Research, in turn, is understood from different perspectives within the two higher education sectors, i.e. universities and universities of applied sciences, and yet many quality assurance procedures are quite similar. Since research is a systematic enterprise, standard quality assurance procedures are quite well in place in institutions. Finally, it has proven to be problematic to evaluate the quality assurance practices of institutions with respect to their societal interaction, since the very concept is unclear and also because there are not clear guidelines about what is to be evaluated in an audit. Currently, institutions' societal interaction is characterized by informal relationships and unsystematic procedures.

Establishing quality assurance systems and their external evaluations, i.e. audits, are part of the Bologna Process and now it has been proven that Finnish higher education institutions have quality assurance systems that are in concordance with the European standards. In terms of implementation, the Finnish audit model has been a success, and this might well be due to tradition of enhancement-led evaluations in Finland. Namely, there are no financial incentives or penalties, and no ranking among institutions is established on the basis of the audits. Furthermore, institutions have been involved in planning and revising of the audit model as well as in carrying out the audits as peer review evaluations.

Keywords
Audit, evaluation, higher education institutions, quality assurance, quality

TIIVISTELMÄ

Julkaisija
Korkeakoulujen arviointineuvosto

Julkaisun nimi
Enhancing Quality. Audits in Finnish Higher Education Institutions 2005–2012
(Laadun kehittäminen. Suomalaisten korkeakoulujen auditoinnit 2005–2012)

Tekijä
Krister Talvinen

Tiivistelmä
Korkeakoulujen arviointineuvosto (KKA) on auditoinut kaikkien suomalaisten korkeakoulujen laadunvarmistusjärjestelmät vuosien 2005–2012 aikana, ja auditointien tulokset on julkaistu avoimesti saatavilla olevissa auditointiraporteissa. Tämän yhteenvetoraportin pääasiallisena lähteenä ovat kaikki ensimmäisen kierroksen auditontiraportit (49 kpl) ja yhteenvedon tarkoituksena on (i) luoda selkeä ja informatiivinen kuva korkeakoulukentän laadunvarmistuksen tilasta ja (ii) luoda käsitys siitä, millainen on ihanteellinen laadunvarmistusjärjestelmä.

Auditointi tarkoittaa riippumatonta, järjestelmällistä ja puolueetonta korkeakoulun laadunvarmistusjärjestelmän ulkoista arviointia. Laadunvarmistusjärjestelmällä puolestaan tarkoitetaan niitä menettelytapoja, prosesseja tai järjestelmiä, joiden avulla korkeakoulu ylläpitää ja kehittää toimintansa laatua. Laatu- ja kehittämistyön kulmakivi on asianmukainen dokumentaatio, joka kulminoituu korkeakoulun intranetissä ja laatukäsikirjassa. Laadunvarmistuksen käsitteellinen viitekehys kumpuaa jatkuvan kehittämisen periaatteesta, jota voidaan soveltaa korkeakoulun toimintatapoihin. Tällöin prosessikuvaukset määrittävät toiminnalle normit, mukaan lukien palautteenkeruumekanismit, toimintojen eri vaiheiden ja laadun arvioinnin sekä menettelytavat prosessien edelleen kehittämiselle. Laadunvarmistuksesta on tullut enenevissä määrin korkeakoulujen arkipäivää, mikä on omiaan edistämään aidon laatukulttuurin syntymistä. Lisäksi useissa korkeakouluissa laadunvarmistus on erottamaton osa toiminnanohjausta ja yleistä kehittämistyötä. Ihanne onkin, että korkeakoululle ominaiset piirteet on tunnistettavissa toiminnanohjaus- ja laadunvarmistusjärjestelmästä, heijastaen näin korkeakoulun arkea.

Korkeakoulujen lakisääteiset tehtävät ovat tutkintotavoitteinen koulutus, tutkimus sekä yhteiskunnallinen vuorovaikutus, joista ensin mainittu on kehittynein laadunvarmistuksen suhteen. Yleisesti ottaen laadunvarmistusjärjestelmä takaa sen, että kurssisisällöt ovat ajanmukaiset, että opettajat ovat päteviä, että opintojen etenemistä valvotaan sekä tuetaan ja että koulutusohjelmista valmistuvilla on hyvät mahdollisuudet työllistyä. Tutkimustyötä toteutetaan hieman eri lähtökohdista yliopistoissa ja ammattikorkeakouluissa, mutta monet laadunvarmistuksen menettelytavat ovat silti yhteneväisiä. Tutkimus on lähtökohtaisesti järjestelmällistä, ja laadunvarmistuksen perusteet ovatkin kohtuullisen hyvin hallussa korkeakouluissa. Yhteiskunnallisen vuorovaikutuksen laadunvarmistusta on ollut hankalaa arvioida, koska koko käsite on epäselvä ja koska ei ole olemassa selviä ohjeita siitä, mitä oikeastaan pitäisi arvioida. Nykyisin korkeakoulujen yhteiskunnalliselle vuorovaikutukselle on leimaa-antavaa henkilökohtaiset, epävirallliset suhteet sekä epäjärjestelmälliset menettelytavat.

Laadunvarmistusjärjestelmien luominen ja niiden ulkoiset arvioinnit eli auditoinnit ovat osa Bolognan prosessia, ja nyt onkin osoitettu, että suomalaisten korkeakoulujen laadunvarmistusjärjestelmät vastaavat eurooppalaisia vaatimuksia. Kansallinen auditointimalli on viety menestyksekkäästi käytäntöön, mikä voi osittain selittyä kehittävän arvioinnin kulttuurilla. Auditointien perusteella ei nimittäin jaeta taloudellisia sanktioita tai kannustimia, eikä korkeakouluja muutenkaan aseteta paremmuusjärjestykseen. Lisäksi korkeakoulut ovat olleet mukana auditointimallin suunnittelussa, muokkaamisessa sekä käytännön toteuttamisessa, sillä auditonnit suoritetaan vertaisarviointeina.

Avainsanat
Arviointi, auditointi, korkeakoulut, laadunvarmistus, laatu

SAMMANDRAG

Utgivare
Rådet för utvärdering av högskolorna

Publikation
Enhancing Quality. Audits in Finnish Higher Education Institutions 2005–2012
(Utveckling av kvaliteten. Auditeringar av finländska högskolor 2005–2012)

Författare
Krister Talvinen

Sammandrag
Rådet för utvärdering av högskolorna har auditerat samtliga finländska högskolors kvalitetssäkringssystem under 2005–2012, och resultaten av auditeringarna har publicerats i auditeringsrapporter som är öppet tillgängliga. Den huvudsakliga källan till denna sammandragsrapport är samtliga auditeringsrapporter från den första omgången (49 st.) och syftet med sammandraget är (i) att skapa en klar och informativ bild av situationen på högskolefältet när det gäller kvalitetssäkringen och (ii) att ge en uppfattning om hur ett idealiskt kvalitetssäkringssystem ser ut.

Auditering betyder oberoende, systematisk och objektiv, extern utvärdering av en högskolas kvalitetssäkringssystem. Med kvalitetssäkringssystem avses åter de förfaringssätt, processer och metoder med vars hjälp högskolan upprätthåller och utvecklar kvaliteten på sin verksamhet. Hörnstenen i kvalitets- och utvecklingsarbetet är en ändamålsenlig dokumentation, som kulminerar i högskolans intranät och kvalitetshandbok. Kvalitetssäkringens begreppsmässiga referensram härrör från principen om kontinuerlig utveckling, som kan tillämpas på högskolans verksamhetsformer. Då har man processbeskrivningar som bestämmer normerna för verksamheten, inklusive responsinsamlingsmekanismer, utvärdering av de olika faserna i verksamheten och kvaliteten på den samt metoder för vidareutveckling av processerna. Kvalitetssäkring har i allt högre grad blivit en del av högskolornas vardag, vilket är ägnat att främja uppkomsten av en äkta kvalitetskultur. I många högskolor utgör dessutom kvalitetssäkringen av oskiljaktig del av styrningen av verksamheten och det allmänna utvecklingsarbetet. Idealet är att högskolans utmärkande drag känns igen i styr- och kvalitetssäkringssystemet och på så sätt återspeglar högskolans vardag.

Högskolornas lagstadgade uppgifter är en examensinriktad utbildning, forskning samt samhällelig växelverkan, varav den förstnämnda är mest utvecklad med avseende på kvalitetssäkringen. Allmänt taget garanterar kvalitetssäkringssystemet att kursinnehållet är tidsenligt, att lärarna är kompetenta, att man övervakar hur studierna framskrider och att de som utexamineras från utbildningsprogrammen har goda sysselsättningsmöjligheter. Forskningsarbete bedrivs med något olika utgångspunkter i universiteten och i yrkeshögskolorna, men många förfaringssätt inom kvalitetssäkringen är ändo enhetliga. Forskningen är i princip systematisk, och högskolorna behärskar grunderna för kvalitetssäkringen tämligen väl. Kvalitetssäkringen av samhällelig växelverkan har varit svår att utvärdera, eftersom hela begreppet är oklart och det inte finns några klara anvisningar för vad man egentligen borde utvärdera. För närvarande präglas högskolornas samhälleliga växelverkan av personliga, inofficiella relationer samt icke-systematiska förfaringssätt.

Skapandet av kvalitetssäkringssystem och extern utvärdering av dem, dvs. auditering, är en del av Bolognaprocessen, och nu har det visats att de finländska högskolornas kvalitetssäkringssystem uppfyller europeiska krav. Den nationella auditeringsmodellen har med framgång omsatts i praktiken, vilket delvis kan förklaras med kulturen av utvecklande utvärdering. Auditeringarna läggs nämligen inte till grund för ekonomiska sanktioner eller incitament, och högskolorna rangordnas inte heller annars. Dessutom har högskolorna varit med och planerat och bearbetat auditeringsmodellen och omsatt den i praktiken, eftersom auditeringarna utförs i form av peer review.

Nyckelord
Auditering, högskolor, kvalitet, kvalitetssäkring, utvärdering

Foreword

The Finnish Higher Education Evaluation Council (FINHEEC) has conducted institutional audits since 2005. By March 2012, all Finnish higher education institutions (HEIs) have been audited according to the same audit model. Since the audits are valid for six years, a second round of audits has been launched, and it is the time to summarize and analyze the impact of first round audits.

Under the Finnish Universities Act and Polytechnic Act, HEIs are responsible for the quality and continuous development of their education and other operations. Legislation also requires them to regularly perform external evaluations of their operations and quality assurance systems and to publish the results of such evaluations. Institutions decide on their own quality assurance systems, and the comprehensiveness, functioning and effectiveness of the systems are evaluated in the audits. Thus, the audit approach corresponds to the principle of enhancement-led evaluation, which has become a strong tradition in the Finnish evaluation practice. The audits include also an element of pass/fail and thus a possible decision on the need for a re-audit.

In 2010, FINHEEC published a midpoint analysis* of the audits. It summed up the quality assurance procedures employed by Finnish HEIs, drew conclusions on the common strengths and development targets of the quality assurance systems, highlighted good practices in quality assurance and analyzed the most common reasons for re-audit decisions. The analysis focused on the audit results presented in the audit reports, looking at them mostly from a quality assurance agency's viewpoint.

* Moitus, Sirpa 2010. Analysis on FINHEEC Audit Outcomes 2005–2008. Publications of the Finnish Higher Education Evaluation Council 15:2010.

In 2011, FINHEEC requested Doctor of Social Sciences Krister Talvinen to draw up conclusions on the first round of audits as a whole. At the time, he worked as a senior adviser for FINHEEC, but continued the qualitative content analysis of the audit reports also after having transferred to the Academy of Finland. This has offered him an opportunity to look at the audits and their impact both from inside the quality assurance agency and from a broader perspective, connecting audits with other processes in the Finnish higher education policy.

It is not easy to distinguish which changes in the Finnish HEIs during the past seven years have been consequences of quality audits, and which have been caused by other developments such as the new University Act or structural and organizational changes within the institutions. Nevertheless, this analysis offers an overall view on the impact of audits. The first audit round has been a real learning process for the national quality assurance body FINHEEC, members of the audit teams and Finnish HEIs.

I hope that the results of this analysis will both serve Finnish HEIs and provide material for further discussions on the impact of quality assurance systems in international fora. On behalf of the Finnish Higher Education Evaluation Council, I wish to thank Krister Talvinen for his committed expert work.

Riitta Pyykkö, Professor
Chair of the Finnish Higher Education Evaluation Council

Contents

About the author

Doctor of Social Sciences **Krister Talvinen** currently works as a science adviser at the Academy of Finland. Previously, he worked as a senior adviser for the Finnish Higher Education Evaluation Council, FINHEEC, during which time he participated in several audits. Prior to that, Talvinen had a career in a marketing research company, and he also has an academic researcher background.

1 Introduction

Now, as you are holding this report in your hands, the Finnish higher education system has successfully gone through the first round of audits. What does that mean? First and foremost, it means that all Finnish higher education institutions have been audited according to the very same audit model, i.e. all institutions have been externally evaluated using the same standardized criteria and the audit procedure has been the same for all institutions. Thus, it is natural to look back and consider what we have learnt about the Finnish higher education system, the institutions included within the system, and, of course, the audit model itself. As will be shown in this report, many interesting developments have occurred in the field of Finnish higher education during the years 2005-2012, the years during which the audits were conducted. It is obvious that during those years many changes have and would have occurred, audits notwithstanding, but the intention in this study is to show and discuss the ways in which the audits have arguably affected the institutions audited and the Finnish higher education system in general. Furthermore, since each audit is valid for six years, the second round of audits has begun in 2012. Thus, it is an apt time to close the books on the first round of audits by, well, writing a book about it.

The audit model according to which all Finnish higher education institutions have been audited is institutional in scope, meaning that each audit focuses on the institution as a whole and not, say, on its separate units. Furthermore, the results of each audit have been published in a publicly available audit report. Thus, the audit reports provide unique and invaluable material that sheds light on the quality assurance systems and procedures of Finnish higher education institutions. This report endeavours to summarize the central

findings of the aforementioned audit reports and, thus, draws together the lessons learnt from the previous audits.

The main purpose of this introductory chapter is to set forth the aims of the study and to describe the general background relating to the study. Before discussing the actual results in the main chapters, it is necessary here to first go through the relevant features of the Finnish higher education system and describe the audit model in sufficient detail.

1.1 Higher Education in Finland

The education of the people is of key importance to any country, and Finland is no exception. The state of Finland regulates educational matters via its education policy, which is defined by the government and the parliament, and the policy is implemented, in accordance with the Finnish law, by the Ministry of Education and Culture. Finnish higher education institutions are primarily financed via public funding, and, thus, for the Ministry of Education and Culture funding is an effective way to steer these institutions. Naturally, the funding of the institutions is affected by many factors: regional considerations, the size of the institution and performance-based indicators, such as the number of students who graduate each year. Institutions are also obliged to report several crucial figures to the Ministry; the figures are publicly available on online databases.

The higher education system consists of two complementary sectors, namely universities and universities of applied sciences, also known as polytechnics. Institutions in both sectors have a public, law-based mission to provide degree education in relevant fields; to conduct research, development and innovation activities as well as artistic activities; and to have a societal impact via interaction with relevant regional, national and international actors. However, the two sectors are distinguished by the fact that only universities can award doctoral degrees and the research conducted at universities of applied sciences is more practically-oriented, usually linked with research and development (abbreviated as R&D) activities and regional working life. It could be said that science is the bread and butter of the universities, whereas for the universities of applied sciences the respective core is the educational needs of regional working life.

In the year 2011, there were 16 universities and 25 universities of applied sciences in Finland; the former had

approximately 170 000 degree students and the latter approximately 135 000 degree students. The locations of Finland's higher education institutions can be seen on the illustrated map in Figure 1.

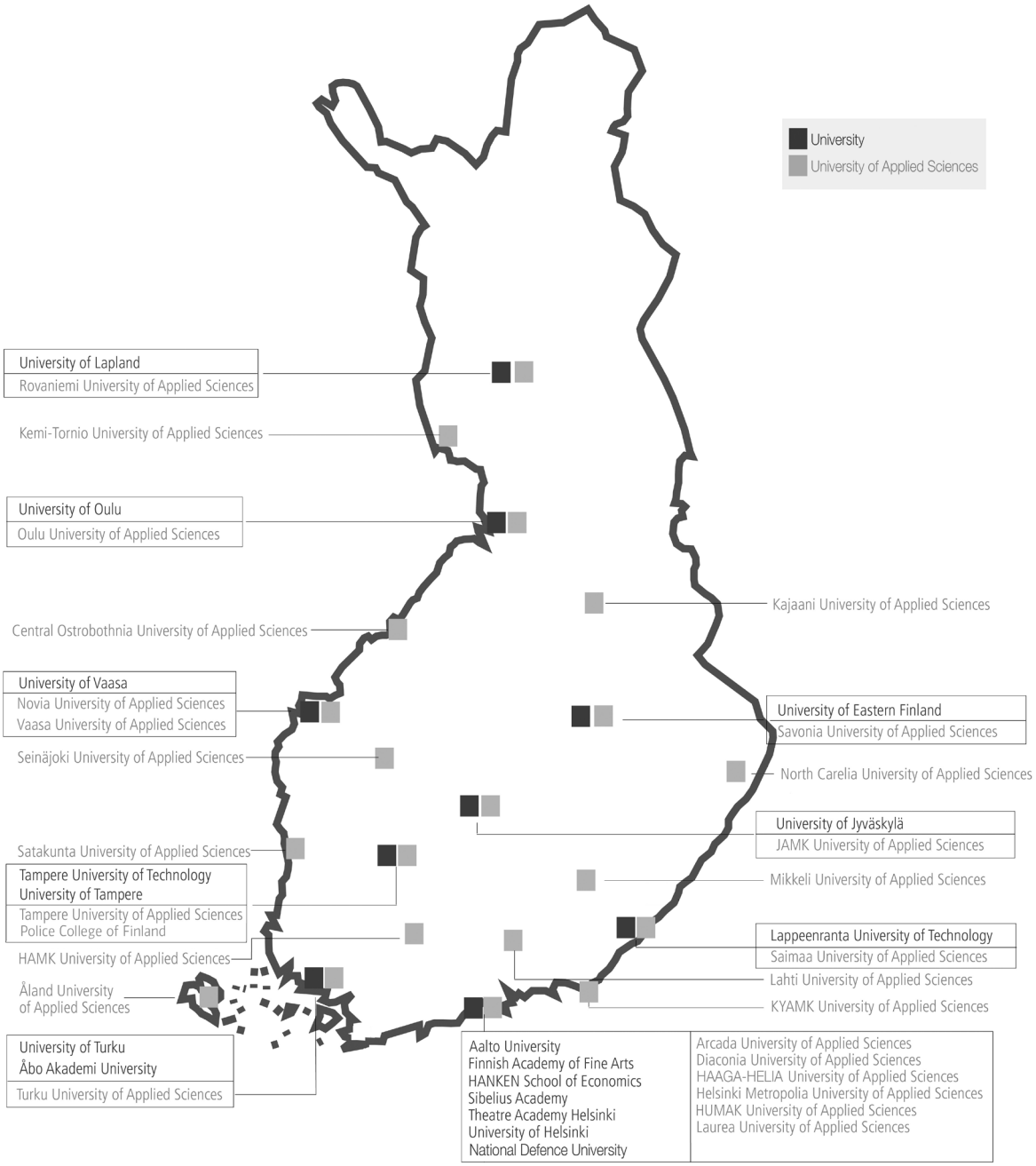

Figure 1. Higher education institutions in Finland in 2011

The majority of the universities, that is, ten out of the sixteen universities, are multidisciplinary in nature, three of the universities specialize in the arts and are, thus, art academies, and one institution specializes in economic sciences, thus constituting a school of economics. Swedish is, in addition to Finnish, one of Finland's official languages, and this is reflected in the institutions: two out of the sixteen universities are Swedish-language institutions. All universities offer a variety of courses and also degree programmes in English.

Finland is strongly committed, for its part, to creating a common, high-quality European education area, and thus, the degrees conferred at Finnish universities and universities of applied sciences are in accordance with the degree structure defined in the Bologna Process. At the universities, students first complete a Bachelor's degree, usually amounting to three years of full-time studying, after which they can complete a Master's degree, which amounts to approximately two year's worth of studies. Finally, students can undertake doctoral studies and aim for a doctoral degree, which should take, ideally, four years to finish. However, in practice, the average study times are much longer than the normative ideals set by the state authorities. For years, it has been part of the Finland's Ministry of Education and Culture's agenda to make the average study times for all degree levels significantly shorter.

The Bachelor's Degree is also the basic degree for students at universities of applied sciences, and it amounts to three to four years of full-time studying. All Bachelor's degrees conferred at universities of applied sciences involve a mandatory working life training period, which normally consists of a five-month practical training period in an organization related to the student's field of study. Universities of applied sciences produce professionals for the needs of working life, and common examples of such professions include engineering (with the respective degree being a Bachelor of Engineering) and nursing (with the respective degree being a Bachelor of Health Care). Universities of applied sciences are multi-field institutions, and, in addition to engineering and health care, the degrees provided cover management in, for example, business, culture and creative industries, social services, media and tourism. Besides a Bachelor's degree, it is also possible to complete a Master's degree at universities of applied sciences. In addition to having a Bachelor's degree, a prospective student needs three years of working experience in a relevant field before applying for a Master's degree programme, which should take approximately two years to complete.

In addition to the 16 universities and 25 universities of applied sciences governed by the Ministry of Education and Culture, there are also three other higher education institutions in Finland. Within the university sector, there is a National Defence University, which is responsible for higher military education and is a part of the Finnish Defence Forces and operates under the Ministry of Defence. Within the universities of applied sciences sector, there are Åland University of Applied Sciences and the Police College of Finland. The former institution operates under the self-governance of the Åland Islands, an autonomous territory of Finland, and the latter institution operates under the Ministry of the Interior and is responsible for police education. All of the aforementioned institutions have also been audited using the same national model as the other higher education institutions, and, thus, their public audit reports are part of the source material for the present study.

In both higher education sectors, there are strong and notable student organizations that have been an inherent part of the development of the field of Finnish higher education. The culture of active student participation is reflected in many ways in the audits as well. For example, the audit teams always include a student member and, moreover, the quality assurance, management and decision-making in higher education institutions often involves taking into account the opinions of the student representatives. Students and student organizations are extremely keen to preserve one specific feature of the Finnish higher education system, namely that there are no tuition fees for national or European Union citizens. This specific feature is, understandably, costly for the society and for taxpayers, and thus, there is always a lively debate about how to make the Finnish higher education system more efficient regarding costs and overall quality. One already mentioned point of focus is to shorten the average study times; a related concern for the government is that as many students as possible who start studying in a higher education institution should also finish their studies and have a degree.

Furthermore, internationalization is currently a burning issue in the field of higher education in Finland. It is the will of the government that education should be one of Finland's main exports in the future, and thus, more and more of the education provided should be in English. Therefore, higher education institutions should be genuinely international, and there should be more and more English degree programmes as

well as more international exchange among the personnel of the institutions and the students.

During the years 2005–2012, the time during which the first round of audits were conducted, the higher education field has undergone numerous facelifts. One of them has to do with structural reform; for example, in 2005 there were 28 universities of applied sciences and 20 universities. Now, seven years later the respective numbers are 25 and 16, and there is still pressure for additional institutional mergers. According to the Ministry of Education and Culture, the higher education field is too fragmented and there are overlapping degree programmes. Thus, in the future the process of structural reform will keep bumping up against the goal of an efficient and coherent higher education field. Secondly, the new Universities Act that was implemented in 2010 has resulted in a great deal of administrative change and much work for the universities. That is not to say that the universities of applied sciences have been let off the hook, for there is an ongoing effort to reform this sector as well. This process will be completed in 2014 and will include, among other things, the renewing of the institutions' licenses. Thirdly, the implementation of the degree reform, in accordance with the Bologna Process, has also been considered a huge accomplishment for the field.

1.2 Finnish Higher Education Evaluation Council and Audits as Enhancement-led Evaluations

Education is traditionally seen as a highly valued good in Finland, and citizens are used to thinking that the education provided here is of a good quality. In fact, Finnish education has fared quite well in international rankings; perhaps most notably in the PISA evaluation (The Programme for International Student Assessment), which measures the level of basic education. Finnish higher education institutions have gained international recognition as well. However, different rankings are intended to measure the quality of the results or outcomes in a nation's educational system. But the quality at stake with respect to the Finnish audit model does not have to do so much with the quality of the results. Instead, the audits focus on the procedures that the higher education institution uses to maintain and develop the quality of its operations. All of the relevant operations and processes within the institution are reviewed in the audit, including, for example, the strategic

management of operations, the procedures used to collect feedback on the quality of the education and the practices related to personnel recruitment.

The Finnish Higher Education Evaluation Council (FINHEEC) is a national quality assurance agency that, among other things, organizes audits for higher education institutions. FINHEEC was founded in the year 1996 and it is financed by the Ministry of Education and Culture. However, FINHEEC has full operational independence and, for example, the audits and other evaluations are carried out independently and are not at all steered or controlled by the Ministry. FINHEEC's operative obligations are set out in the law, and its main duties in the field of higher education include conducting audits and other evaluations and assisting and supporting institutions in their quality assurance and enhancement work. FINHEEC is comprised of a Council and Secretariat, with the former making all the decisions that are prepared and implemented by the latter. The twelve-member Council is elected for a four-year term and consists of representatives from the universities, the universities of applied sciences, the student organizations from both sectors and working life outside higher education institutions.

As previously mentioned, the quality of the European education area is of great importance to Finland, and this has its implications for the audit model being used as well. Namely, the national model is in accordance with the European quality standards, which are set out in the *Standards and Guidelines for Quality Assurance in the European Higher Education area,* also known as ESG. This, in turn, promotes the international competitiveness of Finnish higher education institutions. FINHEEC, the official quality assurance agency, and the national audit model were externally evaluated in the year 2010, and, according to the review report, the Finnish audit model is substantially compliant with the ESG standard. On the basis of the external review, FINHEEC also renewed its full membership in ENQA, the European Association for Quality Assurance in Higher Education. The association is an inherent part of the Bologna Process and its aim is to promote European-wide cooperation in quality assurance. Furthermore, FINHEEC is included within EQAR, the European Quality Assurance Register for Higher Education. EQAR maintains a list of trustworthy European quality assurance agencies, i.e. those that substantially comply with the European quality standards.

This report views the concept of *an audit* as an independent, systematic and unbiased external evaluation of

an institution's quality assurance system, i.e. the processes, procedures and system used to maintain, develop and ensure the quality of an institution's operations. Audits are independent, since they are carried out under an independent expert organization, FINHEEC, and not by some, say, commercial company or trade union. They are systematic, for the exact same model and audit process are applied to all Finnish higher education institutions; all institutions are equal and treated equally under the audits. Finally, an audit is an unbiased and external evaluation, since it is carried out by an external expert team whose members have no conflict of interests with the institution being audited and are not working at the institution in question.

It is central for understanding the Finnish audit model that the audits, as well as all other evaluations conducted by FINHEEC, are carried out as *enhancement-led evaluations*. First of all, the purpose of the audits is to help and support higher education institutions in their enhancement work. A public audit report provides the institution with information about the alleged strengths, good practices and areas in need of development in the institution's operations. The audit report's recommendations and various insights can be put into practice by the institution in a way that it considers best. Higher education institutions are autonomous, and they can also decide upon and develop such quality assurance systems that best suit their own strategic needs and goals. Therefore, the audit model takes into account the unique features of each institution and the specific objectives that the institution has set up for its strategic management and quality assurance system. The expert team conducting the audit pays due attention to the specific educational profile of each institution and its quality assurance system. However, even though every institution is unique and has its own specific features, the presumption in the audit model is that the institutions are commensurate with respect to quality assurance. Without this initial assumption, it would be pointless to carry out audits according to the same model. Since the audit model is the same for all institutions and the audit reports are public, it encourages the institutions to learn from each other, and, thus, it helps disseminate good and exemplary practices in quality assurance within the field of higher education.

The audit is an evaluation, after all, and thus each institution being evaluated either passes the audit or is subjected to a subsequent re-audit. However, again in the spirit of an

enhancement-led evaluation, there are no financial incentives or penalties either way. Moreover, for institutions operating under the Finnish Ministry of Education and Culture, the audits were free of charge during the first round of audits. Furthermore, the purpose of the audit is not to identify persons who are not complying with the procedures defined in the institution's quality assurance system. Public audit reports, for example, are written in such a way that specific individuals cannot be identified. The purpose is not to punish or reward either institutions or the persons within them, and no ranking among institutions is established on the basis of the audits. Rankings and the like would also strictly violate FINHEEC's mandate to support and assist institutions as well as to treat them equally.

1.3 Schedule and Language of the Audits

Each Finnish higher education institution has a legal obligation to regularly participate in an external evaluation of the institution's operations and quality system, and the results of the evaluation must be published, too. The law does not specify the particular agency that should conduct the evaluation or audit, but as already said, all Finnish higher education institutions – even those not operating under the Ministry of Education and Culture – have chosen the national audit model organized by FINHEEC. The first audits were completed in the year 2005 and the final audits of the first audit round were completed in spring 2012. The following table (Table 1) shows the number of audits in the first round, while distinguishing between the two sectors.

Table 1. The number of first-round audits organized by FINHEEC in the years 2005–2012

Publication year of the audit report	Universities of applied sciences	Universities	Total number of audits
2005	2		2
2006	5	1	6
2007	3	2	5
2008	1	5	6
2009	5	5	10
2010	4	4	8
2011	6	3	9
2012	2	1	3
Total	**28**	**21**	**49**

The total number of audits (49) is not the same as the total number of higher education institutions (44, consisting of 25 universities of applied sciences, 16 universities and 3 other institutions not operating under the Ministry of Education and Culture) in Finland at the moment, because some institutions have merged due to structural reforms in the field. Within a relatively short period of time, nearly fifty audits have been conducted, which obviously has been an enormous undertaking within the field of Finnish higher education. Each audit includes a site visit during which, on average, approximately hundred persons have been interviewed. Since each audit is usually conducted by a five-member expert team, the total number of experts conducting audits during the auditing years is also quite impressive. Moreover, numerous people within the institutions have helped with the preparations for the audits. All in all, the audits have directly affected thousands of persons in the field of higher education, not to mention those that have been indirectly affected. The sheer number of those involved, the relative smallness of Finland and the formal or informal interactions and networking between institutions explain, for their part, the reason that the Finnish audit model has been extremely well received within the field of higher education and that the audits in general have met with relatively little resistance.

In accordance with Finland's official language policy, institutions can choose whether the audit is conducted in Finnish or Swedish, or whether an international audit is conducted in English. The majority of the first-round audits were carried out in Finnish; the number of audits conducted in other languages can be seen in Table 2.

As shown in the table below, only two institutions chose to have an international audit done in English. However, in some sense, the audits in Swedish have also been international, since the expert teams have consisted of certain members from the other Nordic countries. For the forthcoming second round of audits, however, already approximately half of the institutions have announced that they would like an international audit conducted by FINHEEC. This is partly due to the growing demand for internationalization in the field of higher education.

Table 2. The number of first-round audits conducted in languages other than Finnish in the years 2005–2012

		Universities of applied sciences		Universities		All higher education institutions		All higher education institutions	
Publication year of the audit report	Total number of audits	Audits in English	Audits in Swedish	Audits in English	Audits in Swedish	Audits in English, total	Audits in Swedish, total	Audits in English or Swedish, total	% of audits in English or Swedish / all audits
2005	2								0%
2006	6	1	1			1	1	2	33%
2007	5				1		1	1	20%
2008	6			1		1		1	17%
2009	10		1				1	1	10%
2010	8				1		1	1	13%
2011	9				1		1	1	11%
2012	3								0%
Total	**49**	**1**	**2**	**1**	**3**	**2**	**5**	**7**	**14%**

1.4 Audit Process

From the viewpoint of an institution preparing for an audit, all relevant information about the audit process is included in the audit manual developed and published by FINHEEC. The audit manual was developed in cooperation with representatives from the field of higher education. Moreover, on the basis of the feedback from the representatives, an updated edition of the audit manual was published in 2008, which replaced the earlier 2005 edition of the manual. Despite the fact that the manual was updated, the audit model remained virtually the same during the first round of audits – the changes in the manual were merely minor amendments. There is a new audit manual for the second round of audits, during which time institutions will renew their audit certificate; the new audit manual has been developed in close cooperation with the field of higher education and careful attention has been paid to the comments received during the first round.

The entire audit process, from the time of the agreement negotiation to the concluding seminar, takes approximately one year. The audit manual explains the details of the audit process; here we only go through the major stages of the audit process.

Each audit is conducted by an audit team, which is appointed by FINHEEC's Council. A team usually consists of five members, three of whom represent both sectors of the higher education field, a student representative and a representative from working life outside the higher education institutions. Since three experts and a student representative on each audit team are from the institutions themselves, it can safely be said that the audits are peer reviews. When appointing the team, conflicts of interest are naturally taken into consideration; for example, no member of the team can evaluate his or her own institution. The members of audit teams are expected to participate in an audit training seminar arranged by FINHEEC. Each team also includes an assigned civil servant from FINHEEC's Secretariat, who assists the team and ensures that the audit model is duly followed.

The institution being audited must compile audit material for the audit team; the purpose of the material is to provide the auditors with sufficient information about the institution and its quality assurance system. The audit material is prepared in the language of the audit and it must be submitted to FINHEEC – which then delivers it to the auditors, i.e. the members of the team – at latest six weeks prior to the audit visit. The institution must also grant the auditors access to the intranet or other electronic databases relevant to the audit and having to do with the institution's quality assurance system. Furthermore, the auditors can request any other material considered relevant prior to or during the audit visit. Detailed instructions for compiling the audit material can be found in the audit manual.

The audit visit forms a central part of the audit process; the visit usually lasts for three days. The purpose of the audit visit is to verify and supplement the observations made about the institution's quality assurance system on the basis of the audit material. During the visit, relevant groups related to the institution's quality assurance system are interviewed. The audit team has the freedom to determine who is interviewed as well as the questions that are asked. However, according to the audit manual, it is compulsory to interview the representatives of the institution's management, teaching and other staff groups, students and external stakeholders. In addition to the interviews, the audit team may also pay visits to individual faculties, departments or units to see how the institution's quality assurance procedures work in practice.

The audit process culminates in the public audit report, which the audit team prepares on the basis of the audit

material and the audit visit. Each report is approximately 60 pages in length and it represents the team's shared view on the strengths and weaknesses of the institution's quality assurance system. The audit reports follow a common structure and they conclude with the team's proposal regarding whether the institution should pass the audit or be subjected to a re-audit. The decision as to whether or not the institution passes the audit is made by FINHEEC's Council; the Council can always disagree with the team's proposal and decide otherwise. Within about one month of the decision, a concluding seminar is arranged on the premises of the institution being audited; during the seminar, the results of the audit are announced and discussed. All audit reports are public and they are published in FINHEEC's publication series, which can be freely downloaded from FINHEEC's website. FINHEEC takes a keen interest in developing its activities and, hence, feedback is collected from members of the audit teams and the institutions that were audited. FINHEEC also organizes follow-up seminars to support institutions in their quality assurance and enhancement work and to share experiences and practices with respect to audits. So far, three follow-up seminars have been organized: in 2009, 2010 and 2012.

1.5 Audit Criteria and Passing the Audit

The audit team evaluates the institution's quality assurance system with respect to twelve subjects, which are defined in the audit manual. The subjects concern, for example, the documentation of the quality assurance system, the link between steering of operations and quality assurance and quality assurance in degree education. In the audit report, each of the twelve subjects is analyzed and a verdict is given in terms of the following four-stage scale: absent, emerging, developing and advanced. The audit manual provides a specific description for each stage of a subject. The audit criteria can be found in the appendix. To clarify, the four stages define yardsticks, or criteria, for the evaluation of the subject in question. For example, 'absent' regarding documentation means, among other things, that the objectives of the quality assurance system or the responsibilities of the personnel have not been defined, and that the documentation of information pertaining to quality assurance is lacking. 'Advanced', in turn, means that the objectives and responsibilities are well defined and organized, that the documentation is clear, concise and

apt, and that the information needs of different groups are effectively taken into account.

The audit team can propose that an institution pass the audit if all of the twelve subjects are at least at an 'emerging' stage and if the entire quality assurance system – that is, the last of the twelve subjects – is at least at a 'developing' stage. FINHEEC's Council decides whether or not it will confirm the proposal regarding the audit's outcome. If an institution is successfully audited, it is added to FINHEEC's audit register and it receives an audit certificate that is valid for six years. If, however, the Council's decision is that a re-audit is needed, the institution will then be audited again two to three years after the initial audit. The re-audit process and procedures are explained in detail in the audit manual.

The following table (Table 3) shows the number of re-audit decisions in the years 2005–2012.

Table 3. The number of first-round re-audit decisions in the years 2005–2012

		Universities of applied sciences	**Universities**	**All higher education institutions**	
Publication year of the audit report	Total number of audits	Re-audit decisions	Re-audit decisions	Re-audit decisions, total	% of re-audit decisions / all audits
2005	2			0	0%
2006	6	2		2	33%
2007	5	1		1	20%
2008	6		2	2	33%
2009	10	1	1	2	20%
2010	8		1	1	13%
2011	9		1	1	11%
2012	3			0	0%
Total	**49**	**4**	**5**	**9**	**18%**

As can be seen from the table above, nearly one in five audits (18%) has resulted in a re-audit decision. Obviously, if a re-audit is needed, then the institution's quality assurance system is not good enough and it contains major shortcomings. One such shortcoming is that one cannot speak of any kind of *system* or a common, shared standard regarding the particular institution's quality assurance.

Instead, units and individuals within the institution each have their own, separate procedures and a common quality culture is lacking. If an institution's quality assurance system is deficient, that does not necessarily imply that the quality of education or research is bad, too. But an incomplete quality assurance system certainly poses an enormous challenge for the institution's management – without a system and shared procedures within the institution, it is difficult to steer operations. Thus far, of the institutions (6 pieces) that have been re-audited, all but one passed. The institution that failed the re-audit had clearly failed to develop its quality assurance system sufficiently since the initial audit. It still did not adhere to the very basics of quality assurance; for instance, quality assurance procedures were not properly documented, and there was not a clear, established link between strategic management and quality assurance.

1.6 The Aims and Structure of the Study

This study utilizes as its main source material all of the first-round audit reports (49 pieces) published by FINHEEC between the years 2005 and 2012. In addition to the audit reports, all the re-audit reports (6 pieces) published so far are utilized. Also included in the source material are the feedback reports that were discussed at the three follow-up seminars organized by FINHEEC. Furthermore, a few other evaluation reports and studies published by FINHEEC are used as source material. All of the published sources are listed in the bibliography.

The method undertaken here can be described as qualitative content analysis, meaning that the central and recurring themes found in the audit reports constitute the spine of this study. However, all of the audit reports are essentially normative, for the reports assess the state of affairs regarding the quality assurance systems of institutions. Hence, the basic tone of the study is also normative, taking a clear stance on how matters should and should not be arranged with regard to quality assurance. However, the normative nature of the study is based on the audit reports; the study highlights the recommendations and ideals that recur in the reports. On the one hand, this study then presents a unified picture of an ideal type of quality assurance system within the context of Finnish higher education. On the other hand, the study also has the aim of drawing a clear and informative

picture regarding the state of quality assurance within the field of Finnish higher education. Further, the study is written in such a way that no previous knowledge about the Finnish higher education system or quality assurance is required. Thus, the study is meant for anyone who is interested in higher education and quality assurance, especially within the Finnish context. In sum, this study endeavours to answer the following general questions:

- The concept of audit has various meanings depending on the context; what does 'audit' stand for within the context of Finnish higher education?
- What are the general aims of audits in the Finnish system and how effective has the national audit model been?
- What kinds of systematic quality assurance practices do Finnish higher education institutions have and what are the general features of their quality assurance systems?
- On the basis of the first-round audit reports, what does an ideal quality assurance system look like?

Also these more specific questions will be answered within the pages of this study:

- How has the ideal of continuous development affected the structure of institutions' quality assurance systems?
- What should institutions do in order to have a prosperous quality culture?
- In what ways are strategic planning, the steering of operations and quality assurance related to each other?
- What kinds of quality assurance practices are there with regard to degree education? How about research or R&D activities?
- How have institutions engaged in cooperation with enterprises and other organizations in society? What kinds of systematic procedures are in place?

The audit reports are analyzed in five main chapters. Chapters 2 and 3 provide a general overview of the quality assurance system in the field of higher education; the former chapter focuses on the common characteristics of quality assurance systems, whereas the latter sheds light on how to establish a quality culture. Chapters 4, 5 and 6 focus on the three legal duties of institutions; hence, Chapter 4 examines quality assurance in degree education, Chapter 5 deals with quality assurance in research and R&D activities and Chapter 6 covers

the interaction between quality assurance and institutions at a societal level. Chapter 7 summarizes the results and concludes the study.

Finally, it should be kept in mind that each audit report is the result of a collaborative effort by a group of experts. Each audited institution is different and each audit report is unique both in style and content. In other words, each audit report is a sort of joint interpretation of an institution's quality assurance procedures, which constitute the overall system; as such, it is a rather abstract concept and phenomenon, to say the least. Respectively, this study represents a summary interpretation of all the joint interpretations presented in the audit reports. Although the study clearly has a prescriptive side, i.e. commenting on what is preferable in quality assurance and what is not on the basis of the audit reports, it should not be forgotten that, in the spirit of enhancement-led evaluation, institutions have the right to develop their operations as they wish, and that there are various routes to enrich quality work.

2
The Systems Included in Quality Assurance

In principle, what is at stake in quality assurance systems is the quality of the products produced within the organization. The motive for this is obvious, especially in the business world. Namely, if the quality of the products being sold is inferior, it means the end for that particular business. Thus, quality control is needed. One way to control quality is to define certain standards for the products being sold. Consequently, each product undergoes a quality test before entering the market. If the defined standards are met, then the product is good and can be sold to customers. On the other hand, if the defined standards are not fulfilled, the product is deemed to be of insufficient quality and unfit for the market.

Similarly, higher education institutions can be seen as organizations that produce certain products, for example excellent research or skilful, educated persons that are ready to meet the needs and demands of working life. However, such a simple analogy does not apply in the field of education, since the respective processes are relatively complex and, for instance, students are not merely passive receivers but active participants and producers of quality. Therefore, simple quality tests cannot be used for monitoring the quality of education and research. Hence, quality assurance *systems* are needed. A system is necessary since, in each higher education institution, there are numerous elements that need to be taken care of. For example, the competence level of the personnel should be sufficient, the whole process of degree education should be appropriate in terms of the set objectives, the personnel should be unified, motivated and satisfied, and the infrastructure should properly support the main processes of the institution in question.

This chapter takes a closer look at quality assurance systems. The aim here is to characterize the main features of the quality assurance systems currently being used in Finnish higher education institutions. The focus is especially on the documentation and databases that form the structural basis of quality assurance systems. However, first it is necessary to become acquainted with one influential idea that pertains to quality assurance.

2.1 *The* Wheel

It is impossible to read an audit report and not face the idea of the Deming cycle, also known as the PDCA cycle, and the wheel of continuous improvement. The cycle, or wheel, obviously enough stresses the importance of continuous improving processes and products. The four stages of the cycle are as follows: plan, do, check and act – hence, the name 'PDCA cycle'. The cycle is illustrated in Figure 2 below.

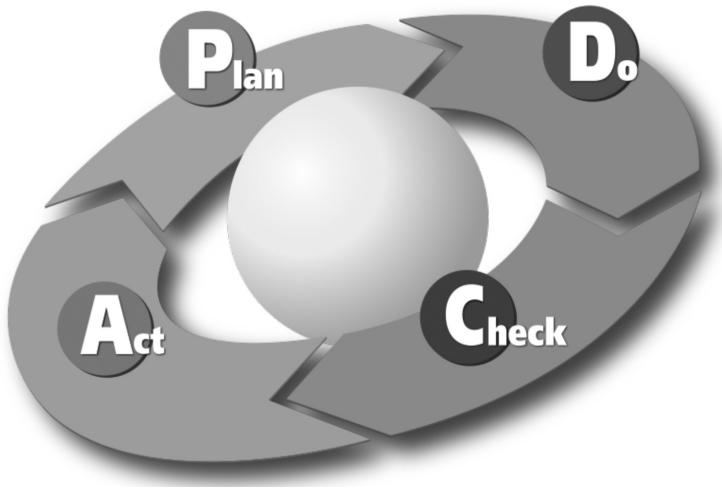

Figure 2. The PDCA cycle

The 'plan' stage of the PDCA cycle involves, among other things, setting objectives, drawing up a strategic plan and defining and establishing appropriate indicators. The 'do' stage, in turn, involves implementing the plan in practice and collecting data with the help of different indicators. In the 'check' stage, the data collected via the different indicators is analyzed and the performance of the system is assessed. Finally, in the 'act' stage the necessary measures are defined

and taken to better achieve the set objectives and improve the functioning of the system and the processes within it. After the actions are taken, the objectives are redefined and planning starts again. Consequently, every stage is repeated and the cycle continues indefinitely.

As mentioned previously, the PDCA cycle, or some variation of it, is used by almost every higher education institution studied here. Furthermore, almost all of the institutions are run as process-based organizations, meaning that the institution's operations are conceptualized as processes that are often divided into separate, but connected sub-processes. For example, degree education can be defined as one of the main processes in an institution and that process can be divided into the sub-processes of teaching, teacher recruitment, the planning of education and international mobility. Now, each of these processes, or sub-processes, can be managed and further conceptualized with the help of the PDCA cycle. Namely, the stages of the PDCA cycle should be addressed for each process. This means, in practice, that the operations that are part of a particular process should be executed according to strategic plans and that there are means for gathering feedback about how the process works; then, an institution can use that feedback to make changes to its plans and operations. Finally, for the audits carried out according to FINHEEC's model, an audit team reviews whether an institution's processes are effective, i.e. whether all the stages of the PDCA cycle are fulfilled. Of course, each institution defines its processes a bit differently, since each institution has its own specific profile and mission. However, it can safely be said that, nowadays, every higher education institution manages its operations by dividing them into processes and each process is understood with the help of the PDCA cycle. More to the point, audit teams review how comprehensive the quality assurance systems of institutions are and how they work in terms of the PDCA cycle.

2.2 Documentation and Databases

Historically speaking, quality assurance systems and, especially, quality standards were first introduced in the industry. Consequently, quality standards such as the ISO (an acronym for the International Organization for Standardization) were created. In fact, several higher education institutions have made use of different, previously existing,

quality standards, especially when creating their quality assurance systems for the first time. Technical standards are common, especially in the branches of education related to natural sciences, medicine and engineering. However, since FINHEEC has its own audit manual and the criteria pertaining to it, this has also had a strong steering effect on the form of an institution's quality assurance system. This might also partly explain the fact that, nowadays, the systems share more or less the same structure, or at least they strive for the same ideal. Naturally, some institutions are closer to meeting that ideal than others, depending on when they began building a consistent quality culture and how effective it has been. Furthermore, the focus of technical quality standards is often on quality defects and how to detect and correct them most efficiently, whereas the focus of FINHEEC's model is more on enhancement work. This is not to say that it is not important to detect quality defects, for example in degree education, but at least an equal stress should be put on finding strengths and good practices that could be disseminated throughout the institution.

The very existence of quality assurance systems crucially depends on one factor: namely, documentation. First of all, the system must be found somewhere, i.e. the procedures and processes that form the system must be documented. And that is where quality manuals enter into the picture – all higher education institutions that have passed the audit have a quality manual or respective document that contains at least the most relevant features of the institution's quality assurance system. Often, the entire system is much larger than the quality manual alone, but the manual functions as a useful summary of the basics of the system. Usually, an institution's quality manual will outline an institution's organizational structure, the steering of its operations, the division of responsibilities, the main processes, and, of course, the objectives and main principles of quality assurance work. Furthermore, it is not uncommon that an institution has several quality manuals; for example, at a university each faculty could have its own manual due to the different nature of each discipline. However, even though there might be several specific quality manuals, the system in its entirety should be described somewhere, and therefore it is necessary to have a master, or principal, quality manual. An institution's quality manual also has an important conceptual role, for it defines and introduces the central concepts and terms of the institution's quality assurance system to the persons working,

studying or otherwise related to the institution. The forming of a genuine quality culture demands a common quality language, i.e. that everyone uses the same concepts and is familiar with them.

Processes are a big part of a quality assurance system; this becomes obvious when an institution builds the system from scratch, for it is often at that time that the processes are first described. Each description includes or documents the different stages of the process, its feedback channels, and how it should be developed and managed, as well as a list of the persons responsible for the process and the relevant ways in which it is linked to other processes within the system. Briefly, a process description is a document containing all the relevant features of the process and it defines the process norms, i.e. how everything happens when the process proceeds properly. In principle, all process descriptions together describe an institution's overall operations, how they are linked to each other, the operational roles of the personnel and how everything is managed. Needless to say, such a description of everything that happens – or, at least what should happen – within an institution is an invaluable tool for the management. More importantly, process descriptions not only tell how processes work, but also how they should further be developed. And developing operations is, basically, what quality assurance is all about. Therefore, the system of process descriptions also forms the backbone of the quality assurance system. However, it must be noted that some institutions have rather general 'process maps' in place, instead of detailed process descriptions, which is perfectly acceptable as well. The point here is that each institution must have some documented, shared conception of how the different processes within that particular institution should be operationalized and fit together as a whole.

While documentation is crucial for any intelligible activity, the ease with which appropriate information from the documentation system can be found is at least equally important. Naturally, this applies to quality assurance systems as well. For example, it is good to have comprehensive process descriptions, but they should also be convenient in terms of finding information. Nowadays, electronic databases are extremely useful for storing massive amounts of information in an easily employable form. Similarly, the quality assurance systems of institutions can also be found in electronic form via internal networks or the intranet. Thus, during an audit it is almost always necessary to evaluate how well an institution's

intranet functions. Several matters related to quality assurance can be documented on an institution's intranet: all the central documents and guidelines can be found there, feedback can be given there, summaries of the measures taken on the basis of feedback can be found there and the latest news and virtually everything can be found there as well.

Since so much depends on an institution's intranet, it should be well managed. First of all, personnel, students and external stakeholders should be aware of the relevant documents that can be found on the intranet. Even though everything can and should be available on the intranet, the information is not of much use if people do not know where to look for it in the first place. The situation is analogous to that of the Internet; whereas almost anything can be found there, the problem usually is how to go about finding the necessary information in the first place. Furthermore, it is not practical that everyone in the institution know everything about the intranet or the quality assurance system. Instead, everybody should be aware of those parts of the system that are relevant with respect to their particular duties within the institution. For example, it is crucial that a librarian is aware of the documents and databases that concern institution's library, whereas an IT support person should know everything about an institution's information networks.

2.3 Producing Information

An institution's intranet and other databases, as well as its quality assurance system, all come together at the level of management. Namely, management is responsible for the system as a whole. Consequently, a quality assurance system also functions as a tool that management can observe and use to develop the institution's operations. Ideally, a quality assurance system produces all the relevant information about the processes and how they function within the institution. On the basis of such information or verified facts, the management can make the right decisions in steering and developing the operations of the institution.

In the first few years of the audits, higher education institutions focused on creating proper systems for quality assurance. All institutions already had, of course, some means for ensuring and developing the quality of education and research, but only a few had full-fledged systems in place. Furthermore, the universities of applied sciences had, on

average, more developed systems than the universities, since the former were only established in the early 1990s and had to go through a license application procedure roughly similar to the audits. Today, after the first round of audits, the systems are in place, but now the problem is their relative complexity. Different mechanisms gather data on the various actions taking place within a particular institution: feedback questionnaires are automatically sent to students, personnel and external stakeholders; summaries of the feedback are created; numerous indicators measure different events; graphs of trends are drawn up, and so forth. In short, the systems tend to produce too much information. According to the audit reports, the future challenge for several institutions involves making the quality assurance systems simpler, more concise and, thus, easier to manage. As Albert Einstein stated: '[a]ny intelligent fool can make things bigger, more complex, and more violent. It takes a touch of genius – and a lot of courage – to move in the opposite direction.'

Of course, simplifying an institution's quality assurance system may be easier said than done, but there are several obvious advantages for doing this. Firstly, it would be easier to find the information one is looking for in the system. Many systems demand a special training period and a great deal of experience before users get used to them. However, if the system is simple and easy to use, it does not take so much time to get used to it and finding information is also faster and more efficient. Secondly, the more complex a system is, the harder it is to update. In quality assurance, it is of the uttermost importance that all documents are up-to-date and that the system does not contain old, invalid data. Thirdly, the more concise a system is, the easier it is to manage the system and also, for example, to translate it into another language. Namely, in nearly all of the audited institutions the amount of material in English is shamefully inadequate. It is a minimum prerequisite for being genuinely international that our higher education institutions have a sufficient amount of material in English. An institution's quality assurance system or intranet is a crucial source of information, and, obviously, it is easier to translate a clear and concise system than a complicated and diffuse one. Finally, if a quality assurance system produces only clear, relevant and unambiguous information in moderate amounts, then the system appropriately supports the management's decision-making and steering of operations.

It is also important to realize that the purpose of quality assurance is not to ensure that everything is documented.

Informal social networks, face-to-face communication and direct feedback are vital to any organization, and higher education institutions are no exceptions. To repeat: quality assurance is meant to help and ease the flow of operations, not to unnecessarily burden them. Thus, an institution should carefully consider what kind of and how many formal procedures, such as feedback questionnaires, it chooses to use. It is reasonable to only produce such information that can actually be utilized. For example, indicators should be clear, easy to interpret and derived from an institution's strategic plan. Furthermore, all departments and units within an institution should use the same data systems and gather information via the same indicators. Often, some variation among units is inevitable, but from the management's point of view it is obvious that the practices between units should be similar, and that they should together form a coherent whole.

Again, quality assurance is not some separate activity happening somewhere far away; rather, it should be an ever-present part of all operations within an institution. In the same manner, a quality assurance system should be closely integrated into other management systems within an institution. Ideally, a quality assurance system is all that is needed and it should be equal to an institution's management system. In fact, on the basis of the audit reports, it seems to be a current trend among institutions that a quality assurance system and a management system tend to be one and the same. Of course, this has not always been the case; only a few years ago quality assurance and management were still more clearly two separate systems. This is understandable, since at the beginning of the audits institutions had to create quality assurance systems in addition to the management systems that already existed. However, bit by bit quality assurance has become a more mundane affair and it has been integrated into other systems within an institution, until, finally, there is only one system.

Now, among all the institutions that have not passed the audit, there have been some serious flaws regarding the systems for quality assurance. In all cases, it can be said that there has been a lack of a clear and coherent, documented quality assurance system. For example, some institutions do not provide process descriptions at all or even the whole quality manual – a documented description of institution's quality assurance system – is missing. Or, even if there is a system for documentation, the system is overly vague and

obscure; it is ridden with overlaps and inconsistencies, parts of the system are not connected to each other and different units in an institution have been using different versions of certain documents. Furthermore, the unclear documents and guidelines quickly reflect upon the procedures and practices of the institution in question. Obviously, if the procedures are not clearly defined and unified within the institution, this poses an enormous challenge for the management and steering of operations.

Again, a quality assurance system is of considerable help in managing an institution's affairs, but if the system is defective, it is questionable whether the management can be systematic or professional either. At its best, a quality assurance system is inherently integrated into an institution's management and development work. Chosen values, a mission statement and objectives from an institution's strategic plan should also be implemented as a part of quality assurance practices. Briefly, the nature of an institution and those features that constitute the institution as it is in practice should be identifiable and reflected within the institution's quality assurance system as well. In most advanced systems, quality assurance and an institution's everyday practices are deeply intertwined with each other, forming a live quality culture.

2.4 Discussion and Summary

On the basis of the audit reports, it can be said that there has been a clear call for audits in the field of Finnish higher education. When compared to the time before audits, institutions are now more structured, especially with respect to the management and steering of operations — of course, it must also be borne in mind that there have simultaneously been other changes, such as structural reform, contributing to the overall coherence of the field. Nowadays, the quality assurance systems within institutions resemble one another in a good way; this proves the point that institutions learn from one another and that they follow the enhancement and development work of others. One purpose of the audits is that the whole field would be more unified at a national level and that the institutions would have a clear organizational structure and would be commensurate with each other. The assumption is that systems create efficiency. Be that as it may, the establishment of quality assurance systems has most certainly brought more structure to the institutions; now

they are better organized than before and more goal oriented and predictable, there is less overlap and everything is more systematic, to the say the least. On the downside, quality assurance may unnecessarily burden institutions' personnel, and, at worst, the systems produce too much information and only complicate matters for institutions. Quality assurance systems should be deeply entrenched within the everyday life of institutions and be almost unnoticeable, since, ideally, quality assurance is a mundane affair and not a thorn in anyone's flesh.

In the Finnish model, quality assurance is synonymous with developing an institution's operations. The wheel of continuous improvement is implemented for each institution's quality assurance system, which, for its part, ensures that an institution's operations are monitored, that data is gathered and that requisite measures are taken in order to develop the institution and its processes. To clarify, quality assurance practices are not meant to kill creativity, for quite the opposite is the case. Namely, one purpose of quality assurance is to ease the flow of operations within an institution and, especially, to encourage the presentation of innovative ideas that might lead to creative action. An appropriate quality assurance system enhances the functions and operations of an institution: everyone knows her or his responsibilities and duties, roles and tasks are clearly defined and do not overlap, there are proper support services and infrastructure, information is delivered successfully and communication within the institution works well, and relevant information can easily be obtained.

3
Quality Culture

In the previous chapter, it was shown that quality assurance is closely linked to management and steering of operations. This link, however, is not sufficient for establishing a live quality culture. The purpose of this chapter is to analyze the elements that seem necessary so that a genuine quality culture can form. First of all, the concept of a 'quality culture' might sound a bit vague and murky, and this is understandable, since there is not a unanimous definition for 'culture' either. Nevertheless, as a working definition let us say that in a good quality culture people are committed to the institution and its development; the atmosphere in the institution is open, supportive and encourages discussion; the processes and operations pertaining to quality assurance are coherent and unified; and, good practices as well as information in general are effectively disseminated throughout the institution.

In this chapter, we will first look at the management and steering of operations and the kinds of procedures requested by the management for the creation of a solid quality culture. Then we examine how people can be involved in quality assurance work and how to generate a real sense of commitment. Finally, the chapter concludes by considering how the audits in general have affected institutions.

3.1 Management and Steering of Operations

Basically, management is responsible for everything in a higher education institution. A quality culture is, of course, a common and shared phenomenon, but management should establish good conditions and a solid ground for such a culture to emerge. Usually, only the management can allocate

resources within an institution, and thus the very first thing is to ensure that there are sufficient resources for development and quality work.

Most of the institutions have specific quality personnel, e.g. quality managers and coordinators, who take care of various quality matters. Such persons have been invaluable, for instance, when institutions have been preparing for audits. Moreover, it is a good idea to have designated persons who can be contacted if tricky questions concerning quality assurance need to be answered. The quality personnel know how to act if, for example, quality defects are detected, if someone comes up with an initiative for development work or if someone is uncertain about the requirements set by the quality assurance system for giving a class. Of course, both the personnel and students, as well as external stakeholders, should also be aware of the relevant procedures for quality assurance. It should be possible to find all of the necessary information in the institution's quality manual and on the intranet, but it is desirable that there are persons, e.g. quality personnel, who could be consulted as well. Finally, knowledge and responsibilities about quality assurance should be evenly distributed throughout the institution, so that no one is overly burdened with quality work.

In the Finnish higher education system, all institutions have regular negotiations with the Ministry of Education and Culture, and the Ministry monitors and steers the field of higher education in other ways as well. Institutions are obliged to report certain figures – e.g. the number of students who graduate each year – to the Ministry, and these figures also affect the amount of financial support that each institution gets yearly. Now, a quality assurance system enables an institution to keep track of the crucial figures demanded by the Ministry and also to set indicators for other relevant, measurable objectives. In terms of welfare at work, for instance, certain indicators can be monitored, such as absence from work, participation in physical activities, the amount of accidents at work or trends from questionnaires concerning personal well-being.

In strategic management, it is critical to be able to review the effectiveness of different operations and the processes taking place within the institution. Obviously, indicators are great for producing information that an institution can use to make decisions and take corrective measures. In addition to negotiating and interacting with the Ministry, each institution also engages in internal negotiations, in

which central administration discusses various topics with representatives from the different units. Each institution has various objectives, and it most certainly is easier to discuss the objectives and their progress if there is concrete data pertaining to them, i.e. information produced by the set indicators. All this might sound like a platitude, but before the audits only a few institutions monitored their strategic objectives via explicit indicators apart from the mandatory ones required by the Ministry.

An institution's management is responsible for the general state of affairs of the institution; management is the captain of the ship; it attends to everything, sets the course and speed, avoids the rocks, fixes the leaks, and so forth. Clearly, it is not always easy to review one's own progress or state of affairs; thus, external evaluations are called for. External evaluations such as audits are a good way to receive an objective review as to what has been done well in the past, what must still be done and what are the system's strengths and weaknesses. The evaluations can cover the whole institution or just some part of it, say the practices regarding internationalization. Evaluations are commonplace in the world of research, since each scientific manuscript must be thoroughly scrutinized by peer review procedures before it is published. Similarly, research projects applying for funding are carefully reviewed, for example, by the Academy of Finland. Various evaluations and assessments represent everyday practices among the organizations of today, and realizing this fact also plays a part in forming a favourable quality culture. Namely, it must be understood that audits are not administrative assaults but a natural part of an institution's development work.

Nowadays, virtually all higher education institutions utilize one form of assessment, namely internal audits. Internal audits have often been carried out according to the FINHEEC's audit model, and they have also helped an institution prepare for the forthcoming audit proper. Internal audits have proven to be an excellent way to promulgate the basics of quality assurance and development work. Hopefully, at least during the internal audits, people will come to realize the significance of an audit, quality assurance, development work and their own role in the process. In short, they will become familiar with an institution's quality assurance system. Moreover, since the auditors for internal audits are recruited from among the personnel, some people will develop an even deeper insight into the ideology of audits. Often students and external stakeholders will also have roles

both as auditors and interviewees during internal audits. Furthermore, internal audits provide the management with valuable information about an institution's strengths and weaknesses in quality assurance practices and, as a result, corrective measures can be taken and good practices can be disseminated within the institution. Follow-ups are important for all kinds of assessments, and internal audits can also be utilized to their full potential when there have already been previous audits, making it possible to observe trends.

It is the management's duty to make sure that everyone's voice is heard within the institution. Students, teachers, researchers, external stakeholders, support service personnel and the administration alike should all be sufficiently represented in relevant internal teams and groups. If there are any blind spots, then the quality assurance system is not functioning properly. Also, the educational needs of the personnel should be cared for. More particularly, alignments in strategic plans should be reflected both in personnel education and in recruitment. To give an example: if it is stated in institution's strategic plan that it aims to foster internationalization, then there should be a sufficient number of language courses and exchange opportunities for the personnel, international experience should be a recruitment criterion and all relevant information should also be available in English. Finally, it is equally important that managerial operations are assessed and developed – there should be procedures for ensuring the quality of management as well.

3.2 Involvement of People

A quality culture demands a strong commitment on everyone's part and a genuine interest in collective matters. There is little that management can do if no one cares about quality assurance. Thus, everyone in an institution should realize her or his responsibility for engaging in quality and development work. As a rule, the management in higher education institutions is extremely committed, and it is no wonder, since their main responsibility is strategic planning and development work.

Internal audits as well as specific, collective days or seminars reserved for quality and development work are an excellent means to foster quality culture and share thoughts together. During collective events, different quality assurance practices can be discussed and compared – or benchmarked,

if you prefer the contemporary jargon – and the best of them can be effectively disseminated, too. As a nice bonus, it is always possible to make new acquaintances at such events, which lends itself to creating a sense of community. In fact, one of the verified positive effects of both audits proper and internal audits is that people get to know each other and also different working methods and practices.

Ideally, everyone is involved in quality work even without noticing it. Everything and everyone should work according to an institution's quality assurance system, the processes should flow accordingly, feedback should be given and it should lead to corrective measures, and relevant information should be distributed evenly throughout the institution. In other words, whereas quality assurance should not require extra effort, it has become a prevalent and inseparable part of people's work.

Teams are an integral part of institutions' operations and they are often set up by the management for different purposes. For example, teams can be established for sustainable development, internationalization, pedagogical planning or quality assurance. Thus, teams are also an excellent means for involving people in an institution's development work. However, teams as such are not a bliss, and problems may not be solved just by establishing a team for the issue in question. The number of teams in an institution should not be overwhelming and the tasks of the various teams should not overlap. The responsibilities of different teams and the overall team structure should be clear, compact and appropriate.

These are exactly the same requirements that apply for documentation, and the main reason for it is basically the same: the simpler a system is, the easier it is to manage. Several audit reports have noted that an institution's team structure should be simpler and that the institution had far too many teams, especially with respect to the management's perspective. However, a related, although quite opposite, concern is that an institution's quality and development work is, in a sense, externalized. This might happen, for example, if a separate quality team is primarily responsible for the quality work. In other words, quality and development work should be in everyone's interest and not only the privilege of a few. There is also a risk of similar externalization if those at the institution in question perceive quality assurance as merely a tool for the management. Again, everyone is responsible for the quality for one's work and, hence, quality assurance.

As a rule, students are pretty well involved in an institution's quality and development work. This is understandable, since degree education is one of the main duties of all institutions – everyone wants to be good at one's core task. Furthermore, student organizations are commendably active in protecting students' interests and making sure that their voices are heard. Institutions strive to provide students with the best possible education, and students, naturally, share this interest. Nevertheless, it is important that students are acquainted with an institution's quality assurance system and that they know how they can influence matters. Quality assurance may be a bit theoretical in tone, and thus it is important that quality matters can be communicated in an understandable manner. For example, a certain brand can be built around quality and development work. In one case, the metaphor of baking was used to describe an institution: the institution's quality assurance system was seen as a bakery in which high-quality bread was baked according to instructions and with the right ingredients. Furthermore, the institution created a 'Quality Baker' character and organized quizzes, where it was possible to win some bread. The concept is illustrated in Figure 3 below.

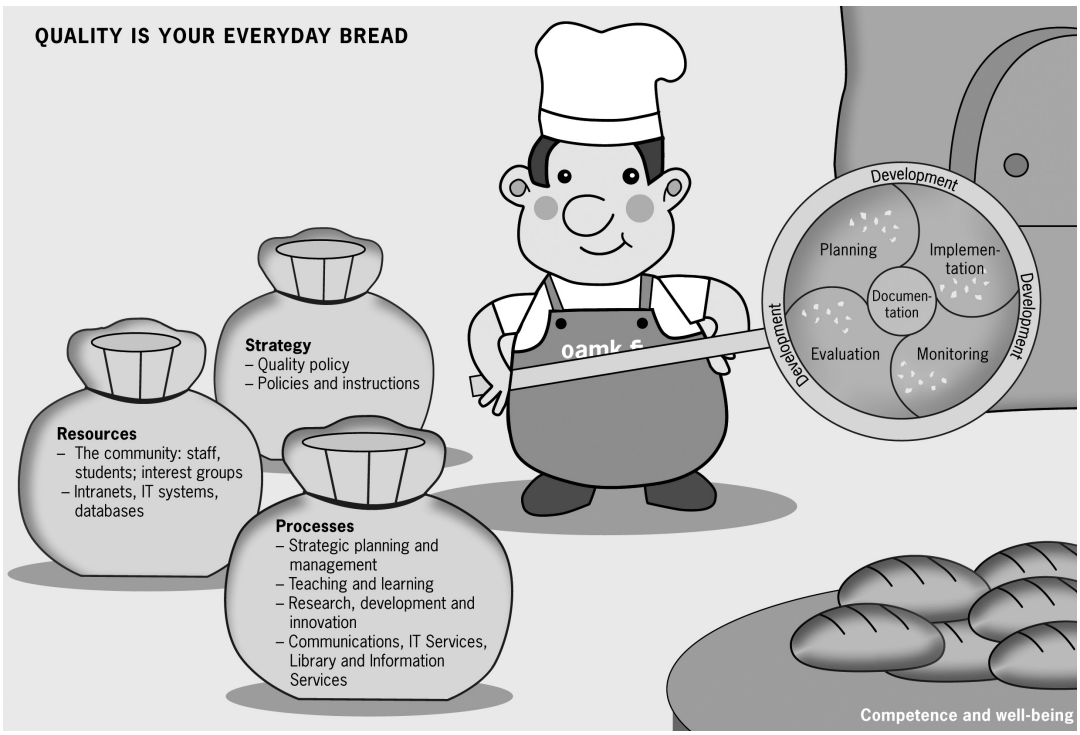

Figure 3. The Quality Bakery (Oulu University of Applied Sciences)

Although the above example of a quality assurance system as a bakery might seem humorous, the importance of illustrations should not be overlooked. Namely, quite a few audits revealed that people are confused about what the institution's quality assurance system really is and that people conceive of it in different ways. Presenting a clear and lucid picture of an institution's quality assurance system is an effective way to prevent such misunderstandings from occurring.

Categorically, all higher education institutions gather feedback from the personnel, students and external stakeholders. However, nowadays our lives are filled with different questionnaires and forms and, thus, the problem is how to motivate people to give feedback. One answer is to design good and relatively short questionnaires: ask relevant questions and formulate the questionnaires differently depending on the group in question. Moreover, it is crucial to give feedback about the feedback received – it should be demonstrated that giving feedback matters. For example, a natural occasion for personnel to give and receive feedback is during the annual employee performance reviews, which are mandatory in most of the institutions.

3.3 Effectiveness of the Audit Model

Without question, the audits have been a huge endeavour for the field as a whole and for each individual institution. But, has it been worth it? First of all, recalling the European context, audits have been a necessary part of our showing to the outside world that we have a higher education system that fulfils certain fixed standards. This has now been proven, and anyone – either from within Finland or from outside of Finland – can rely on the quality of the Finnish system. It is always difficult to distinguish between the causes and effects regarding complex phenomena such as education, but certainly the field of Finnish higher education is now more coherent and uniform than the time before the audits. Of course, this could be true regardless of the audits, but at least our system is now consistent with European standards – the opposite situation would be much more awkward. Against this goal, the national audit model has most certainly been a success.

According to the feedback from the institutions, the audits have helped systematize various operations taking

place within the institutions. Nowadays, institutions have structured systems that benefit the personnel and students in their everyday actions and especially the management, for whom quality assurance systems provide various tools and information that support the steering of operations and development work. As a result of establishing a concrete system, operations are now visible and there are documented descriptions and instructions for them, and an overall picture of the institution as a whole can be formed. Furthermore, quality and development work gather people together to discuss and share common matters, which fosters a sense of community and a general commitment to the institution.

Audits as enhancement-led evaluations have also received wide acceptance in the field. At least in part due to the enhancement-led approach, institutions and FINHEEC now mutually trust one another and communication between them is not only well established, but also open and supportive. Consequently, the whole audit process and especially the audit visits are mainly carried out in a relaxed, open and friendly atmosphere. All this has naturally helped with the adoption of FINHEEC's audit model and the establishment of quality assurance systems accordingly. Since the same model is applied to all institutions, this has arguably brought institutions closer together and especially within the two principal sectors, i.e. universities and universities of applied sciences. Furthermore, institutions have been willing to learn and share information and practices regarding the audit process with one another. This mutual solidarity, along with a certain aspect of transparency, may not least be due to the fact that no rankings are produced on the basis of the audits.

On the downside, audits have meant lots of hard work for the institutions and the audit process can be seen as burdensome. Currently, institutions undergo numerous different evaluations, reviews and the like, which even may overlap to a certain extent. Thus, it is understandable that the audits can also generate distress and frustration, although the institutions at the same time recognize the positive effects of the audits. Additionally, the audit reports have been criticized as being too broad and generic. The claim is that the reports do not contain enough in-depth analysis and that the alleged weaknesses in the quality assurance systems of various institutions have already been acknowledged beforehand. In response, it can be pointed out that the broad nature of the audit reports is a necessity, since the audits are carried out as institutional evaluations. In sixty pages – the average length of

an audit report – you cannot provide both a general overview of an institution's central operations as a whole and a thoroughgoing analysis of those same operations. Secondly, it is common in all kinds of organizations that the management is already aware of the main weaknesses and strengths regarding their business and organizational operations. External reviews, e.g. audits or customer satisfaction surveys, often just confirm the already known facts.

Finally, it is important to note that quality assurance should not be too restrictive or stringent. The purpose of quality assurance is not to regulate and force people, actions and operations into the same strict mould. A quality assurance system should, to some extent, allow for different practices and working manners. Institutions and the units or departments within the institutions should be able to preserve their distinct characters. Furthermore, to create a live quality culture it is vital that as many persons as possible are involved in the quality and development work of an institution. If only a few people take care of quality matters, others may experience quality assurance as a distant, isolated, opaque and bureaucratic means of control. This possible juxtaposition can be resolved by giving everyone opportunities to participate and have a say in an institution's quality and development work.

3.4 Discussion and Summary

Quality culture is all about commitment, as mentioned in the preface to this chapter. Commitment is a necessary ingredient of a nourishing quality culture, but it is not yet sufficient. The management at institutions plays a central role in providing support, which includes providing proper resources, infrastructure and communications. Furthermore, the management must make sure that practices and processes are similar in relevant respects among the institution's different units. Unity and conformity are crucial for a sense of community; in turn, a sense of community is needed to create social commitment and a genuine quality culture. Feedback must be taken into account and the information must flow seamlessly and efficiently throughout the institution. Most importantly, a positive and encouraging atmosphere of trust should prevail. Consequently, different issues can be discussed openly and constructively.

In summary, it must be noted that it takes time to create a quality culture and, thus, a quality culture is often a feature of institutions that have some experience with building a consistent quality assurance system. In several audits, it was noted that an institution's quality assurance system was relatively young and established quite recently, just before the audit. Thus, there had not yet been enough time for genuine and rich quality cultures to emerge at the institutions. However, in the future, during the second round of audits, there should already be signs of quality cultures taking root.

4
Degree Education

Degree education is one of the three main duties designated for Finnish higher education institutions. This chapter examines the central quality assurance practices in degree education. Basically, if the quality assurance *system* is appropriate, the practices regarding degree education should also be sufficiently in place. Namely, a proper system ensures that responsibilities are clearly defined, that documentation is apt, that guidelines can easily be found, that the processes flow accordingly, that students and teachers are involved in the development work, that feedback is collected and that the system produces relevant information for the management. In fact, in most institutions quality assurance is relatively well managed when it comes to Bachelor's and Master's degrees. Doctoral education, however, is a more problematic area.

The aim here, in this chapter, is to discuss the general quality assurance procedures in degree education. First, we examine the overall institutional level, including, for example, the management's perspective and considerations regarding strategic planning and infrastructure. Then, we deal with procedures relevant to education personnel and students. Finally, we take a look at quality assurance in doctoral education, which is the responsibility of universities; this part of the study is heavily indebted to two evaluations on doctoral education conducted by FINHEEC in 2006 and 2011. On the basis of the audit reports alone, it is not possible to say much about the quality assurance of postgraduate education, whether at the universities or the universities of applied sciences, for there are few reports that deal with the subject in detail. Since a national evaluation on quality assurance practices in universities of applied sciences' postgraduate study programmes has not been conducted, we do not discuss the matter here; this stands in contrast to doctoral education, which has been evaluated in more depth.

4.1 Strategic Planning and Education

Since degree education is vital for higher education institutions, due attention is paid to institutions' educational strategies; many institutions also have separate pedagogical strategies. Regional considerations are also often relevant when defining the content of an institution's degree programmes; the educational needs of organizations in close proximity to institution are important, as well as what kind of education other institutions offer nearby. Simply put, there should be a demand for the supply, i.e. there should be local demand for the students who graduate. No one wants a situation in which there are a number of highly educated, but unemployed, recent graduates. Degree programmes should, thus, be effective in terms of ensuring that graduates are marketable.

Of course, higher education institutions in this day and age operate in a global environment and, hence, determining the kind of education that is needed is not always a straightforward process. Moreover, the demands and expectations of working life are changing all the time, and it is often impossible to foresee future trends in the national or global labour market. However, it is important that each institution takes these matters into account and is ready to act upon them as demands change. Also, the Ministry of Education and Culture carefully scrutinizes these issues and steers institutions accordingly.

Creating curricula or defining the contents of degree programmes is also crucial for institutions. Moreover, it would be desirable if the contents of degree programmes in different countries would be commensurate. Accordingly, a recently graduated engineer in Finland and France would have approximately the same skills and know-how. The European Commission has, in fact, created a tool, *the European Qualifications Framework* (EQF), for that purpose, making it easier to compare the degrees conferred by various European institutions. However, countries in Europe are at different stages of development when it comes to implementing the EQF, and Finnish higher education institutions also have much room for improvement in that respect. The EQF stresses the importance of defining the presumed learning outcomes for degree programmes; this will also be a specific topic of interest in the forthcoming second round of audits in Finland. In any case, it is essential that institution's management knows what kinds of degree programmes and courses other institutions offer, in Finland as well as elsewhere in Europe.

Furthermore, within an institution there are often differences between the campuses regarding, for instance, the content of the courses, even though the degree programme in question may be the same. Practices and procedures should be similar in relevant respects, since uniformity enhances management and development work. It is easier to monitor and set indicators for operations within an institution if they are already similar. This holds true not only within degree programmes, but also between them. Namely, some institutions have procedures for a cross-evaluation of degree programmes. This can be arranged, for example, as a sort of internal audit where the student and personnel representatives for the programmes evaluate one another's practices and share thoughts and experiences; in this way, they can disseminate good practices between degree programmes, too. In summary, a recipe for development and quality work is as follows: observe how others manage the relevant operations, examine the respective procedures within your own organization, pick out the best practices and, based on them, rearrange your own system, creating a uniform and coherent whole.

As in all operations taking place within an institution, the importance of a properly functioning infrastructure and support services is enormous in degree education as well. It is worth mentioning that the quality assurance of libraries is, in general, in excellent shape. More specifically, libraries have clear and effective systems for customer feedback and material requests, documentation and material collections are systematic and well organized, libraries have efficient networks in place with other national or international libraries and procedures in general are of a high standard. The well-established systems used by libraries naturally benefit degree education and, in practice, the students. For degree education as well, it is critical that the various databases, the institutions' intranets most importantly, function properly. Databases and documentation were discussed in the second chapter, and we will not repeat the results here.

4.2 Teaching and Learning

Basically, quality assurance in degree education ensures that the process of teaching and learning is effective, and thus, that in the end students will have the intended know-how. Students are active participants in the process, and respectively, teachers learn as well. However, mutual

motivation is the crux of quality education. Thus, institutions have entrance exams for student applicants. In addition to written tests, some programmes arrange interviews for applicants. Programmes specializing in arts, drama or music may also require auditions or portfolios of applicants' artistic works, and those who want to become police officers must undergo a physical test as part of the entrance exam. Teachers, in turn, are selected via an institution's recruitment process, which should be in accordance with the pedagogical strategies and objectives of the degree programmes. When motivation is guaranteed on both sides, it is easier to achieve open, supportive and constructive interaction between students and teachers, which enhances the quality of education.

Once an institution has dealt with the recruitment phase, it needs to properly organize an orientation period. Several institutions have specific orientation manuals for personnel and students. Most of the institutions also have a tutor system, in which certain senior students act as tutors for groups of new students. Correspondingly, among education personnel, there are designated persons responsible for introducing working practices to new recruits.

Obviously, the quality of teaching is closely dependent on the expertise of the education personnel and, especially, on their pedagogical skills. It is, thus, recommended that institutions allocate appropriate resources for staff development and encourage education personnel to develop and update their teaching skills. In general, nowadays institutions take seriously the quality of teaching and how it correlates with pedagogical demands. There are several annual public events – seminars, workshops, and such – related to pedagogy and everyday teaching work, which gather together participants from virtually every higher education institution. Furthermore, quite a few institutions arrange similar events for their own personnel. The teachers' competence and educational needs and the extent to which they conform to an institution's pedagogical strategy should also be assessed in employee performance reviews on a yearly basis.

Whereas universities emphasize the links between scientific research and teaching, the strategic focus of universities of applied sciences, in contrast, is on integrating teaching and R&D activities. There is a natural difference of emphasis between the two sectors, since teachers at universities also conduct research and teachers in the other sector focus more on the needs of regional working life due,

for instance, to the fact that students must take part in a mandatory working life training period.

The differences between the two sectors affect quality assurance as well. Namely, many universities of applied sciences have manuals and guidelines for working life training and different cooperation projects with enterprises, whereas much of the education in the university sector involves learning the basics of scientific research methods and the principles of scientific writing. These are, of course, rough generalizations, and in both sectors the relevance of social interaction and good writing skills alike is understood. In all institutions, students write a thesis, and various institutions have specific manuals and provide personal guidance to support the completion of the thesis. Respectively, most of the institutions have an alumni system in which former students of the institutions act as contact persons and in various ways endeavour to bridge the gap between studying and working life. Furthermore, all institutions conduct employment surveys that examine the employment rate of recent graduates.

A personal study plan is a central tool in quality assurance, and since it is nowadays mandatory, institutions throughout the field of higher education use it. Basically, by filling in a personal study plan, students create a study schedule that helps them organize their courses and monitor the progress of their studies. Additionally, the degree programmes at some institutions require regular meetings in which a student and a designated, responsible teacher discuss the contents and progress of the student's studies on the basis of her or his personal study plan. These discussions are also an excellent opportunity for the student to give feedback, e.g. about the courses and teaching.

Nowadays, institutions have various procedures for collecting feedback from students and teachers, and it is crucial that there is also a systematic way to handle the feedback. Basically, institutions should evaluate all of the feedback they receive and identify recurring themes, on the basis of which the managers could then make decisions regarding requisite measures. Most importantly, everyone should be able to give feedback, especially anonymously. Direct, face-to-face feedback is valuable as well, but there should always be the possibility to give feedback *incognito*. In arts, music or drama studies, for instance, there is often a great deal of personal teaching and guidance, and therefore the relationship between the student and the teacher can become a quite close one.

Thus, it can be awkward to give direct feedback on some issues and, hence, an anonymous channel is required. The purpose of feedback is, of course, to enhance the quality of operations, and it is also a necessary part of development work and an essential part of the wheel of continuous improvement.

Finally, student and personnel welfare is a part of quality assurance. In particular, there should be processes for monitoring and taking care of persons' well-being. In general, these matters are organized well and there are appropriate services, including, e.g., health care, sports services and psychological consultation. However, one problem is that institutions have arranged student support services differently, and it is not always evident to a student what services the institution in question provides.

Quality assurance is meant to ensure that all persons are treated equally. Practice, however, tells a different story. Namely, in several institutions international exchange students, postgraduate students and also persons in adult education reportedly do not have respective systems, procedures or services to aid them in their studies. This is a clear area for improvement in the field of Finnish higher education.

4.3 Doctoral Education

The quality and quality assurance of doctoral education in general is affected greatly by the types of funding in place. Namely, between the years 1995 and 2011 specific doctoral programmes were funded by both the Ministry of Education and the Academy of Finland. However, in addition to these official programmes, a great number of postgraduate students have funded their studies by various other means, e.g. grants provided by independent foundations or non-profit organizations, personal savings and part-time jobs. In general, quality assurance and operations have been better organized for students in doctoral programmes, in contrast to students not involved in the programmes. Therefore, doctoral students have been in an unequal position, depending on their source of funding. In the year 2012, the situation changed, since each university had to establish its own graduate school and all doctoral students were affiliated with this school. As always, changes take time and, at the moment, the direction in which doctoral education in Finland will develop in the future still remains an open question.

One of the distinctive features of the Finnish system is the relative ease with which Master's degree graduates may be granted the right to carry out doctoral studies. As a result, universities have a legion of doctoral students and, due to limited resources, it is impossible to give proper guidance to everyone. Thus, the number of doctoral students should be in proportion to the available resources and a student recruitment process should be clearly defined in public documents.

A doctoral thesis is, understandably, the main focus in doctoral studies. Even though the thesis is supposed to display independent and critical thinking in one's research area, the student should not be left alone in her or his studies. Formally, a supervisor is nominated to monitor each doctoral student; the supervisor assists, guides and supports the student as she or he completes the thesis. In practice, however, the quality of the guidance varies, not least due to the fact that a supervisor may be working with more than ten doctoral students at a time. Additionally, only a few university departments have documented guidelines that specify the rights and responsibilities of both supervisors and doctoral students and give a clear description of the supervising process. In some departments, however, doctoral students also create personal study plans together with a supervisor, which helps them organize and structure their studies. In addition to differing guidance procedures, the practices and criteria for evaluating theses differ enormously as well. Needless to say, the evaluation practices for theses should be similar in relevant respects and the criteria should be made clear and public.

Doctoral education is not just about completing a thesis, though. Becoming integrated within the scientific community and forming social networks are equally important, especially if the doctoral student wants to continue her or his career as a researcher after graduation. However, there simply are not enough positions for all doctors to become employed at universities. Thus, due attention should be paid to how the doctoral research relates to working life and the extent to which the skills gained during the doctoral education process can be transferred to working life outside universities.

Finally, feedback channels are for the most part lacking in doctoral education. The relationship between the supervisor and student is often quite personal and close, and thus it is crucial that both also have the means to give anonymous feedback. At the moment, there are no proper procedures for dealing with subtle matters, such as if either a student

or a supervisor does not want to work together any longer. This is certainly a deficiency in the quality assurance process for doctoral education, and it also constitutes an obstacle for proper development work. Furthermore, as in almost all other possible respects, the process of internationalization at higher education institutions is only at a beginning stage in doctoral education, too.

4.4 Discussion and Summary

In principle, there is nothing special as such about quality assurance in degree education. The purpose of quality assurance is, again, to ensure that the procedures are similar within an institution, that the processes flow seamlessly and that feedback is gathered and taken into account. There is also an important moral dimension to quality assurance. Namely, a proper quality assurance system monitors that equal cases will be treated equally and cases of unequal treatment will be detected. This mainly holds true for students pursuing a Bachelor's degree or a Master's degree. There is a system in place that guarantees, among other things, that each and every student has an appropriate orientation period, that personal study plans are created, that the student is guided in her or his studies, that the curriculum sets specific objectives for his or her studies and defines relevant learning outcomes, that an institution's infrastructure properly supports the completion of studies and that there is a high probability of employment after graduation. But, as was shown, there is not yet a sufficient system in place for doctoral education; it is a matter of chance to some extent, for instance, whether a doctoral student receives proper guidance. A proper quality assurance system, thus, eliminates such dependence on chance. Instead, effective and comprehensive procedures ensure equal treatment for all.

5 Research

In this chapter, we examine how quality assurance is related to research practices. Basically, research can be defined as a controlled and rational process for acquiring new knowledge. Research is a systematic activity and, thus, it is in accord with the basics of quality assurance. Namely, quality assurance is also systematic and aims to continuously develop and improve operations as a result of a clear, documented system in which feedback is taken properly into account and practices are uniform due to determined, interconnected processes. Therefore, it should not come as a surprise that quality assurance with regard to research is, in general, relatively well managed in Finnish higher education institutions. However, as this study has shown, the two sectors have a quite different approach to research; namely, universities are responsible for doctoral education and the research conducted at universities can be described as purely scientific, whereas the research conducted at universities of applied sciences is applied in character and is linked to regional development and business cooperation. Due to these differences in research focus, the two sectors are discussed separately here.

5.1 Universities

It is self-evident that universities aim at the highest possible quality in their research activities. Namely, the better the research, the easier it is to recruit qualified personnel, to have large numbers of qualified student applicants, to receive external funding and to establish valuable research partnerships and other forms of collaboration. In short, high-quality research has numerous benefits. Also quality assurance

practices can enhance research; let us see how by proceeding in accordance with the wheel of continuous development.

First, research is analogous to degree education because universities, of course, form strategic alignments for research as well. In their strategic plans, universities spearhead particular types of research or identify specific areas of science and the arts that the university should particularly focus on and invest in. Further, heads of universities set research objectives, which they monitor, track and discuss with individual departments. All universities have a specific research profile, which is explained in strategic plans and implemented in practice by the departments. A research profile is an important means of differentiation, a part of a university's brand and a way of communicating its identity. Moreover, in terms of resources, it is practical an institution identifies and emphasizes its strengths; this also gives researchers an idea of what to focus on, i.e. that the research conducted has the support of management. This thinking applies at the department level as well, for it is important that each research project is properly supported by a department's profile, which is especially crucial for younger researchers who are at the beginning of their scientific careers. However, it is also important that there are procedures for supporting new and innovative research ideas, for otherwise there is the threat of stagnation.

In actual practice, there should be proper support services assisting researchers in their work and advising them in legal matters and issues pertaining to research ethics. Most universities have research and innovation offices that, e.g., provide information about various funding instruments, calls and grants and also help with research project planning, funding application procedures, budgeting and research collaboration. Some universities even organize courses that pertain to relevant research skills, such as courses on project management, using databases, common IT skills, international cooperation and working abroad. Managing research projects can be a tricky business, and some universities have created exemplary process descriptions that help to piece together all the necessary administrative steps involved in projects.

The role of quality assurance is also to ensure that there are no faults with the infrastructure or defects in the research equipment. For example, for social sciences the availability of up-to-date databases is crucial, whereas computational sciences are dependent on effective computers that are able to carry out demanding simulations. If any shortcomings are

detected, there should be effective procedures for establishing corrective measures. Some universities have established specific research environments or centers that, in addition to providing a basic infrastructure and research support services, provide researchers with a network of partners, publication forums, regular conferences and other kinds of collaborative activities. Such centers often aim to realize an innovative, interdisciplinary and stimulating research environment with excellent possibilities for cooperation.

The notion that the personnel is an institution's most valuable resource is an often-repeated phrase, but it is especially true in higher education institutions. First and foremost, the quality of the personnel should be ensured by proper recruitment procedures in which the best persons for the job are chosen. This is especially crucial when appointing professors; professors often have a quite strong determining role in shaping the profiles of departments. Furthermore, due to the growing demand for internationalization, there should be considerably more native English speaking, international persons working in research and teaching positions at Finnish universities. Another area for improvement involves creating solid career possibilities for researchers and guidance for them at all stages of their careers. Namely, the profession of a researcher is often marked by sporadic funding, and researchers should be provided with some sort of safety system or career model to ensure that they can continue working. Naturally, this applies to doctoral education as well. A few universities have, in fact, established tenure track systems for postdoctoral researchers with criteria for career advancement. Overall, there should be appropriate education, guidance and welfare services for the personnel, and, for example, the compulsory employee performance reviews are a good means of gathering information about the various needs.

As for the 'checking' stage of the PDCA cycle, universities have various indicators to help them monitor the quality of research. In addition to assessing the number of scientific publications, figures regarding external funding, scientific awards and international exchange personnel are also tracked. Many universities also regularly participate in external evaluations of their research, carried out, for example, by the Academy of Finland. The logic of 'publish or perish' inherent in modern day science is also an effective quality assurance mechanism. Namely, inadequate research is neither published nor funded, since internationally respected scientific journals

employ stringent peer review processes, which are also utilized by most funding organizations. Furthermore, the internal working groups found at universities, e.g. specific science councils, monitor, evaluate and strengthen the quality of scientific research. Some universities have also created instruments of recognition for awarding the most prolific persons for their excellence in researching or teaching. In addition to top-notch science, the quality of teaching is equally important, which is assessed, for example, by way of the student feedback that is gathered at all universities. However, there is some variation at universities as to what kind of pedagogical skills they require for teachers. Obviously, a great researcher is not always a good teacher, but luckily there is nowadays a growing acknowledgement of the importance of teaching skills at universities, too.

Again, one of the functions of institutional quality assurance is to ensure that practices are uniform and that the most exemplary practices are effectively disseminated throughout the institution. This is also a clear area of improvement when it comes to quality assurance for research. Namely, most of the universities' research projects are conducted independently. There could, however, be advantages to sharing the experiences gained from different research practices and branches of science. Obviously, mathematics differs from, say, folkloristics, but researchers in both fields could still benefit from the research practices of the other. At least project management might offer a common ground, as well as practices relating to teaching and the supervising of students. At any rate, cooperation between disciplines, or interdisciplinarity, is becoming more and more common these days.

In a nutshell, it is a necessity for universities to monitor, control and evaluate the quality of research. There is no alternative, since competition for external funding is fierce, the Ministry of Education and Culture oversees quality and the research results, and other investors such as external stakeholders naturally expect that their financial input will result in viable outcomes.

5.2 Universities of Applied Sciences

As the term 'universities of applied sciences' hints at, the research carried out at the institutions amounts more or less to applied science, and basic research is not in the repertoire as such. In fact, one of the institutions' main duties is to conduct

research and development activities that benefit regional working life.

In general, basic quality assurance procedures regarding R&D activities are already in place at universities of applied sciences. For example, all universities of applied sciences have taken into account research and development activities in their strategies and have defined specific objectives for them. Most institutions have also described, in their quality assurance systems, the processes and stages for R&D activities in accordance with the PDCA cycle. Furthermore, they have defined responsibilities for the division of labour; some institutions also have specific R&D units. Most research and development activities are put into effect as concrete projects that, in turn, have process descriptions, guidelines and manuals, which help for establishing and managing projects. Projects are also evaluated after they are finished, and some institutions even assess the feasibility of projects beforehand. As we have seen, collecting feedback is a crucial part of quality assurance, which is also realized within the context of R&D projects; the comments of the external partners involved in the projects are especially important.

However, there lurks one misgiving pertaining to research and development activities. Namely, institutional guidelines are generally quite vague on what exactly they mean by R&D activities. It seems that each institution has its own understanding of the term and what kind of activities it covers. A contributing factor is that the Ministry of Education and Culture keeps track of the figures for research and development activities, but the institutions can relatively freely determine for themselves what counts as R&D activities in the first place. The figures affect the amount of funding that the institutions receive; obviously then, it is tempting to define research and development activities as broadly as possible. Now, it could be argued that there should be some level of conformity and unity in operations before it makes sense to examine the quality assurance procedures of an operation. Analogously, if each university had its own incommensurate criteria for defining what proper science and research consists of, it would be pointless to try to assess the quality assurance procedures for research *in general*. In other words, the research and development work done by universities of applied sciences requires that a general framework be in place for measuring the quality and impact of the activities. In comparison, for universities the international peer review system and scientific journals represent such a

framework, and maybe a similar, genuinely international and transparent system is called for when it comes to the research and development activities of universities of applied sciences. This conceptual ambiguity was also stressed in FINHEEC's thematic evaluation of R&D activities, which was carried out in 2012.

In fact, several audit reports point out the lack of mechanisms in universities of applied sciences for recognizing inadequate quality in R&D activities. This is in all likelihood related to the reality that the figures required by the Ministry do not touch on the quality of the activities at all, which creates the threat that institutions will pay more attention to fulfilling the Ministry's requirements than to the quality of the research. Thus, there is a need for nationally recognized indicators to measure the quality of R&D activities. On the other hand, if the conceptual ambiguity talked about above were removed, maybe it would also become clearer what good quality means within the context of research and development activities. For example, currently the Ministry guidelines take into account the number of publications in the area of R&D activities, but the relative prestige of the forums or journals is not relevant. With a shared, definitive framework, everyone would be clear on what constitutes cutting-edge research and development activities, as well as what constitutes subpar research.

Universities of applied sciences are distinguished by the fact that degree education is linked in many ways with research and development activities. For example, students' working life training period is often carried out within the context of corporate R&D projects, and many theses are written as part of these projects. Furthermore, all institutions have procedures for involving working life representatives in the development work of an institution's operations. Thus, companies are intensively collaborating with universities of applied sciences, which affects an institution's R&D activities and the degree education. This active collaboration also enhances student employment rates after graduation. Clearly, all universities of applied sciences interact with the local region and contribute to its development, for example, by providing adequate labour for corporations. However, most institutions should enlarge their scope and aim for international cooperation in research and development activities. The international environment has implications for quality assurance as well, and, for example, relevant documents should be translated into English and all ordinary quality assurance procedures should

apply to international cooperation, too. Finally, universities of applied sciences should be sensitive to all signals and feedback that could lead to new R&D projects. If properly dealt with, an institution's quality assurance system would document such signals and define how best to proceed.

Again, quality assurance is about constant development and aiming for best practices and procedures, which can be effectively achieved by benchmarking, i.e. by interacting with others and learning from them. Universities of applied sciences have been quite exemplary in this respect when it comes to R&D activities. For instance, institutions have organized various public seminars and other events for discussing and sharing their experiences with research and development activities. There is also a specific network (AMKtutka) that focuses on topical issues pertaining to the universities of applied sciences. Three out of four universities of applied sciences belong to the network, which has produced, for example, a proposal for proper indicators to measure the impact of research and development activities.

In general, institutions with a strong, definite profile and established external partners tend to have the most advanced quality assurance procedures for research and development activities, and vice versa. Thus, each university of applied sciences should have precise objectives and genuine, meaningful collaboration with enterprises; that, together with a common, internationally acknowledged framework and a shared definition for research and development activities, would create a solid basis for a successful quality culture in R&D activities nationwide.

5.3 Discussion and Summary

Even though the two higher education sectors have different takes on research due to their different roles within society, the quality assurance procedures are quite similar in many respects. The institutions in both sectors define strategic research profiles, describe their processes, put project management guidelines in place, take care of the research infrastructure as well as personnel welfare and gather feedback from personnel, students and external partners. There are differences as well, but actually the sectors could learn from such differences. For example, universities of applied sciences have appropriate procedures for integrating research, education and working life; this is something that universities

could really benefit from. Universities, in turn, have long-established procedures for evaluating the quality of research, which universities of applied sciences could utilize as well. Practices could be shared and discussed in mutual projects; this would be a prolific and instructive way to collaborate. In fact, the two sectors already cooperate somewhat on research, and the good experiences and practices gained from such cooperation should be made known to all institutions.

However, there are still obstacles blocking effective cooperation, which might stem from rather conservative attitudes. Namely, the two sectors have traditionally thought of themselves as just that, i.e. two distinct realms of higher education, and the idea that the sectors should come together is still relatively new. Furthermore, it is peculiar that the major funding agencies, the Academy of Finland and Tekes (an abbreviation for the Finnish Funding Agency for Technology and Innovation), do not fund the research operations of universities of applied sciences practically at all at the moment. Intense research collaboration, e.g. by establishing joint projects, could also change, bit by bit, this current funding policy.

6
Societal Interaction

The Finnish law obliges higher education institutions to interact with society and contribute to the nation's well-being. In other words, institutions are expected to promote external relationships by interacting with, e.g., various stakeholders in the business world. The motive for societal interaction is that in this way, higher education institutions will become more responsive to the needs of society and will also acquire funding from external stakeholders. Again, higher education is a costly business for the government, and in a way, societal obligations stress that higher education institutions are not solemn ivory towers existing only for themselves; rather, they are a part of society and have been established *for* the society at large.

This so-called third mission, i.e. the obligation of institutions to contribute to society, is discussed in this chapter. First, we deal with conceptual issues regarding the art of defining societal interaction and external stakeholders, and then we focus on the actual quality assurance procedures pertaining to institutions' societal interaction.

6.1 Conceptual Issues

In the preceding chapters, we already touched on the third mission of institutions. For example, it has been noted that external stakeholders have projects together with institutions, degree students engage in working life training periods in various enterprises, stakeholders have representatives serving on the internal teams of institutions and feedback is gathered from external partners. Thus, institutions evidently interact with society and they cooperate in various ways with external stakeholders. However, the very nature of an institution's degree of societal interaction remains vague. Namely, it is

generally unclear what exactly is meant by societal interaction, how it should be measured and what the relevant indicators for it are. Moreover, the concept of external stakeholder is not clear either. Due to these conceptual ambiguities, it should be obvious that defining what the quality assurance procedures that pertain to societal interaction should consist of will be just as difficult, if not more so.

One place to start is to look at how institutions themselves define their external stakeholders. Surprisingly enough, several audit reports reveal that institutions have either defined their external stakeholders extremely broadly or not at all. In these cases, then, institutions should list the various organizations they interact with and classify them according to, for instance, the activities and nature of the cooperation. For example, the Ministry of Education and Culture represents an external stakeholder for each higher education institution, but its role is quite different from, say, a local enterprise that employs students who have already graduated from the institution. One arguably efficient method for structuring the ways in which institutions interact with society would be to create a common framework, that is, a classification system for different types of external stakeholders. At the moment, no such system exists, and institutions classify external stakeholders differently, if at all.

Even if an institution's external stakeholders are defined and classified with respect to their strategic importance, there remains the problem of how to monitor, and by which indicators, the progress and quality of the interaction with the stakeholders. This is the problem of the audit model as well. Namely, FINHEEC's audit manual does not adequately describe what quality assurance in relation to societal interaction actually involves. Two of the twelve subjects evaluated during an audit concern societal interaction, but the descriptions found in the related assessment criteria are not that helpful; see subjects *2c)* and *5b)* in the appendix. Consequently, higher education institutions have been at a loss when it comes to compiling audit material for these two subjects, and auditors have also been confused regarding how to evaluate quality assurance procedures regarding societal interaction. As a result of all this, the audit reports on the subject are mostly descriptive. In other words, the reports usually describe the different forms that social interaction has taken in the various institutions and the channels that the institutions have used to deliver information to external stakeholders.

6.2 Informal and Formal Procedures

Personal relationships and informal dialogue with external stakeholders constitutes a distinctive form of societal interaction. However, the procedures are mostly unsystematic and, for instance, feedback is randomly gathered and only occasionally taken into account. Thus, it could be said that the wheel of continuous improvement is not being properly implemented when it comes to measuring an institution's societal interaction and how the quality assurance system accounts for this interaction. First of all, institutions should determine their central external stakeholders and also what kind of information to provide them with. It should be borne in mind that, in general, companies are interested in institutions' most significant results and achievements, and not so much in their quality assurance systems. Therefore, it would be best not to cooperate with companies by giving them a copy of the institution's quality manual. A more effective means of cooperation would be, for instance, to tell a company how the institution in question ensures that the research that it conducts is relevant and internationally competitive and the kinds of skills that the students graduating from the institution will have and how this is monitored.

One way to conceive of the idea of social interaction within the context of higher education is to see higher education institutions as organizations just like any other organization. Accordingly, institutions are a part of the global market and they must create their own niche in it. A brand is a crucial part of any organization's business and creating a successful brand takes hard work. First, people and other companies must know about a company, and their conceptions of the company must be sufficiently similar – a brand demands consistency. Moreover, they must consider the company; it must be seen as offering something that people and companies want. Marketing is about finding out what others want and giving it to them. Now, Finnish higher education institutions cannot exactly brag about their achievements in branding. Of course, results and the quality of the research as well as the number and quality of the students who graduate is the crux of higher education, but institutions should ensure that the society at large knows just how good they really are.

Institutions already do some marketing, especially in springtime when trying to catch the attention of the new incoming students. Similarly, there should be a marketing and

brand strategy with respect to companies and organizations in society. A strong brand, arguably, eases the employment prospects of graduates, too. At least it will not be a drawback if potential employees know something about the different degrees, their content and their relevance to working life, in particular. Furthermore, a favourable brand is also an excellent means of building cohesion and unity within an institution; it creates a certain special, shared feeling of *we* and of *our community.* An institution's external image is, thus, linked to the internal quality culture as well: establishing a solid, credible brand calls for the commitment of the personnel and the students. The more advanced and properly functioning an institution's development and quality work is, the easier it will be to attract external stakeholders and engage in social interaction with them.

Much of societal interaction has to do with the proper distribution of relevant information. The basis of all interaction is that external stakeholders know the appropriate details about institutions. Most institutions at least have the right channels for delivering the information at their disposal. The websites of institutions contain information; some institutions also maintain specific intranets for external stakeholders, regularly deliver electronic newsletters and physical magazines, and use social media, e.g. *Facebook* and *Twitter,* to some extent as well. Additionally, institutions organize various events, and external stakeholders are represented on the various committees, councils, working groups and teams that are a part of institutions. Thus, there certainly is interaction, but at the moment it is not yet systematic, efficient or comprehensive. Higher education institutions should be sensitive to the needs of organizations, provide them with relevant information and act proactively, i.e. taking the initiative in proposing ideas for the basis of cooperation. Furthermore, the internal systems and databases of institutions already produce all kinds of marvellous information; institutions should take better advantage of this information for external communications.

Granted, all institutions conduct certain kinds of surveys for external stakeholders. Institutions are particularly interested in how companies perceive of the skills and know-how of graduates that they have employed. Often, specific customer satisfaction surveys are used as well, especially if there are research or education contracts between companies and higher education institutions. External stakeholders naturally pay keen attention to the quality of the services they have purchased

from institutions. One pragmatic quality assurance indicator is that if companies continue to cooperate with institutions and buy their services, the quality is at least satisfactory from the customer's point of view. In general, the closer the interaction is between an institution and a company, the more specific and useful the feedback received is, and vice versa. If surveys are conducted every third year for external stakeholders, as some institutions in fact do, it is no wonder then that results are quite generic and not that easy to put into practice.

The conclusion reached here is that institutions should take care of the very basics regarding quality assurance in social interaction. In other words, there should be clear strategic alignments, a documented system listing external stakeholders, definite responsibilities and due processes, and regular mechanisms for gathering feedback that should be, in turn, efficiently taken into account. Nonetheless, excellent forms of social interaction already exist; e.g. external stakeholders are used as visiting lecturers, collaborative research projects are carried out and graduate students contribute by way of internships and thesis projects. Furthermore, one feature specific to the field of Finnish higher education is its openness and public activity; that is to say, rectors, professors, researchers and other experts are regularly consulted by the media, and they comment on recent scientific results or events in the world.

In summary, while we can agree that social interaction does take place, a system for developing cooperation, i.e. quality assurance, is for the most part lacking. Arguably, a system will make an institution's societal interaction less vulnerable to change. For example, changes in an institution's personnel will not be that fatal, for the system guarantees that crucial information or business contacts will not be lost when one key person leaves the institution. Additionally, without a system in place, there is the danger that societal interaction will stagnate; cooperation is based solely on established partnerships and personal relationships, and without a system in place signals from the social environment may not always be detected.

6.3 Discussion and Summary

This chapter demonstrated that, in general, institutions do not have suitable quality assurance practices when it comes to societal interaction. Obviously, no institution is an island, and they cooperate in various ways with society

and its stakeholders, but the interaction is mostly based on personal relationships and is informal in character. Thus, societal interaction by the institutions should be managed and monitored via regular, systematic procedures similar to the ones used, for instance, in degree education. However, the current unstructured nature of public cooperation is understandable, since the concepts of external stakeholder and societal interaction and, consequently, their relationship to quality assurance are still vague at the moment. Therefore, these concepts should be clarified and given unambiguous, generally accepted definitions.

On the other hand, it should be kept in mind that, by its very nature, societal interaction is a quite different process than, say, recruiting qualified personnel. In other words, the former is part of a complex and broad whole, and it may not be at all feasible to try to systematize the process to same extent as for other, more clear-cut processes, although definitely more structured and systematic procedures than those currently being used are needed.

7
Conclusions

Here, the results of the study are drawn together. Before that, however, the author would like to provide a few concluding remarks. First and foremost, the representatives of the Finnish higher education institutions can be proud of themselves for their efforts at successfully implementing the national audit model. It must be borne in mind that audits have meant lots of extra work for institutions whose main duty is to provide the society with skilful, educated people and high-quality research. At the same time that proper quality assurance systems are being established, institutions must still manage all of their ordinary, daily practices as usual. In about six years, the whole field has put in place comprehensive and effective quality assurance systems – almost from nought – which is a really admirable achievement.

Arguably, systematic procedures for quality assurance ease and enhance the operations of institutions, but it would also be desirable if the outcomes of the audits, i.e. the audit reports, would be genuinely useful for institutions. Namely, it is a bit worrisome that at least some people perceive the reports as being too generic and not giving any novel insights into the activities of the institutions. As it stands, such a reaction is understandable, since the reports truly are quite general and do not go into depth about an institution's operations. In comparison, the thematic evaluations carried out by FINHEEC are much more detailed and more in depth in terms of the novel information they provide than an average audit report. As already pointed out earlier, this is obviously due to the scope of the audits, which are institutional in nature. However, now the question arises, why couldn't audits or respective nationwide external evaluations be more specific in scope? At least after the second round of audits is over,

the higher education institutions would more likely benefit from specific, nationwide thematic evaluations than from one more round of institutional audits. Such thematic evaluations could focus on, e.g., degree programmes of special interest, personnel well-being, developing management practices or interdisciplinarity.

Now, let us recapitulate what has been stated in the main chapters and then detail the central findings of the study:

First, the introductory chapter of the study explained the field of Finnish higher education, the national audit model and the central concepts used in the study. 'Audit' was defined as an independent, systematic and unbiased external evaluation of an institution's procedures; it is used to maintain, develop and ensure the quality of an institution's operations. Audits are carried out by an audit team, which prepares a public audit report on the basis of an audit visit and audit material provided by the institution beforehand. In the spirit of an enhancement-led evaluation, the purpose of audits is not to rank the institutions, but to support and assist them in their development work. Hence, the audit reports are purported to show institutions their main strengths and weaknesses in quality assurance; and the institutions can choose to act upon these findings as they so desire.

The second chapter shed light on the basics of quality assurance. It showed that the cornerstone of development work is appropriate documentation, culminating in an institution's intranet and quality manual. The conceptual framework of quality assurance derives from the wheel of continuous improvement, which can be implemented as part of an institution's processes. Accordingly, the process descriptions define the operational norms, including the procedures for gathering feedback and assessing the different phases of an operation and the quality of the end products, as well as the procedures for revision, renewal, and development. Basically, the audits review whether an institution's processes are properly modelled after the wheel of continuous improvement, whether the processes systematically cover all operations and whether the system of operations is a coherent, integrated whole that can easily be managed and utilized for steering and development work in the institution. Finally, quality assurance should be synonymous with developing operations, and thus, it should be an inherent, almost unnoticeable part of all the actions taking place in the institution at all levels, from support services to the management.

The topic of the third chapter was quality culture, which has to do with individual and social commitment, a sense of shared community and uniform practices. The role of an institution's management is crucial since it must ensure that the operations run according to strategic plans and an institution's specific processes, that there are proper resources for development work, that the practices are sufficiently similar within the institution and its separate units, that everyone is involved in the development work and that feedback is taken into account. In short, the management looks after an institution's best interests and the well-being of the people involved; as such, the organizational and functional structure should be appropriate and efficient, a well-integrated whole. When people feel that they have appropriate support, that their opinions are significant and that the general atmosphere is encouraging, then the institution becomes a favourable setting for a genuine quality culture to emerge.

Chapters four, five and six focused on quality assurance practices as they relate to the three main duties of institutions, that is, degree education, research and societal interaction. We learnt that of the three, degree education is in the best shape in terms of quality assurance. In general, there is a system already in place that ensures that the contents of the courses are up-to-date, that teachers are qualified and have sufficient pedagogical skills, that the progress of studies is monitored and appropriately supported, and that the degree programmes are relevant, implying that graduates are highly valued in the labour market. Research, in turn, is understood from different perspectives within the two higher education sectors, and yet many quality assurance procedures are quite similar. Since research is a systematic enterprise, standard quality assurance procedures are quite well in place in institutions. However, it was noted that in universities of applied sciences, there is a need for a shared, unambiguous definition of research and development activities. Finally, it has proven to be problematic to evaluate the quality assurance practices of institutions with respect to their societal interaction, since the very concept is unclear and also because FINHEEC's audit manual does not sufficiently specify what is to be evaluated.

In conclusion, our study warrants the following statements:

- A properly functioning quality assurance system provides equal treatment for all and for different groups within the institution. A quality assurance system ensures that

everyone can participate in and influence an institution's development work.

- Audits as enhancement-led evaluations have been accepted with open arms by the field, and in terms of implementation the Finnish audit model has been a success. This might be due to the fact that higher education institutions have been involved in the national audit enterprise right from the start; they have been involved in planning and revising of the model as well as in carrying out the audits as peer review evaluations.
- Due to the establishment of quality assurance systems, the whole field of higher education is now more structured than before. Institutions now have proper quality assurance documentation that defines the norm for the operations to follow, and the ideal of a PDCA cycle is present everywhere when it comes to processes that run properly. Quality assurance is becoming more and more an inherent part of everyday practices and, thus, genuine quality cultures are about to fully emerge in institutions.
- Ideally, quality assurance and the steering of operations as a part of strategic management will be fully integrated, and, in fact, the trend is that quality assurance as such is inseparable from strategic management and general development work. An institution's own profile should be recognizable within the management and quality assurance system, making it faithful to the everyday reality of the institution.
- In the future, the structure of institutions' quality assurance systems should be simplified. This would make systems not only easier to manage, but also more efficient; it would remove unnecessary overlaps, inconsistencies and gaps.
- In general, the basics of quality assurance are well in place in both degree education and research. However, it would be interesting to see more collaboration between the two higher education sectors in the future, which would further enhance institutions' quality assurance practices in different areas and the institutions would benefit from the distinctive strengths of each sector.
- Currently, institutions' societal interaction is characterized by informal relationships and unsystematic procedures. The unsystematic nature of quality assurance practices prevalent in societal interaction is at least partly due to conceptual ambiguities. Therefore, the relevant concepts should be unambiguously defined.

- Despite the successful implementation of the Bologna Process within the Finnish context, much work still remains regarding internationalization in the field of higher education. This applies to quality assurance as well, for international communications, exchange programmes and the treatment of international exchange students and teaching personnel are not on par with the degree education practices carried out in Finnish.

Bibliography

This section lists the sources that were used and divides them into five categories: 1) audit manuals, 2) audit reports, 3) re-audit reports, 4) other reports published by the FINHEEC and 5) other sources. For each category, the reports in English are separated from the Finnish (or Swedish) ones; the contents of the reports are briefly described, if applicable. All of FINHEEC's publications can be downloaded from the agency's website: http://www.finheec.fi/index.phtml?l=en&s=1.

1. Audit manuals

a. in English

Finnish Higher Education Evaluation Council. 2006. *Audits of Quality Assurance Systems of Finnish Higher Education Institutions. Audit Manual for 2005–2007.* Publications of the Finnish Higher Education Evaluation Council 4:2006. [*This is the first version of the official audit manual used during the first round of audits.*]

Finnish Higher Education Evaluation Council. 2007. *Korkeakoulujen laadunvarmistusjärjestelmien auditointi. Uusinta-auditoinnin käsikirja 2007–2009 – Auditering av högskolornas kvalitetssäkringssystem. Handbok för förnyad auditering 2007–2009 – Audits of the quality assurance systems of higher education institutions. Manual for Re-Audits 2007–2009.* Publications of the Finnish Higher Education Evaluation Council 6:2007. [*This three-language manual elaborates the re-auditing procedures; it complements the 2006 manual.*]

Finnish Higher Education Evaluation Council. 2007. *Audits of Quality Assurance Systems of Finnish Higher Education Institutions. Audit Manual for 2008–2011.* Publications of the Finnish Higher Education Evaluation Council 10:2007. [*This is the revised version of the audit manual, replacing the 2006 version of the manual. The 2007 version also contains the procedures to be used during the re-audits.*]

Finnish Higher Education Evaluation Council. 2011. *Audit manual for the quality systems of higher education institutions 2011–2017.* Publications of the Finnish Higher

Education Evaluation Council 3:2011. [*This is the official audit manual used during the second round of audits.*]

b. in Finnish

Korkeakoulujen arviointineuvosto. 2005. *Korkeakoulujen laadunvarmistusjärjestelmien auditointi. Auditointikäsikirja vuosille 2005–2007*. Korkeakoulujen arviointineuvoston julkaisuja 4:2005.

Korkeakoulujen arviointineuvosto. 2007. *Korkeakoulujen laadunvarmistusjärjestelmien auditointi. Auditointikäsikirja vuosille 2008–2011*. Korkeakoulujen arviointineuvoston julkaisuja 7:2007.

Korkeakoulujen arviointineuvosto. 2010. *Korkeakoulujen laatujärjestelmien auditointikäsikirja vuosiksi 2011–2017*. Korkeakoulujen arviointineuvoston julkaisuja 16:2010.

2. Audit reports

a. in English

Papp, I., Carolan, D., Handal, G., Lindesjöö, E., Marttinen, R., Mustonen, V. & Isoaho, K. 2006. *Audit of the quality assurance system of Seinäjoki Polytechnic*. Publications of the Finnish Higher Education Evaluation Council 15:2006.

Luoma, M., Daniel, H.D., Kristensen, B., Pirttilä, A., Vaisto, L., Wahlén, S., Mustonen, K. & Seppälä, H. 2008. *Audit of the quality assurance system of Helsinki School of Economics*. Publications of the Finnish Higher Education Evaluation Council 10:2008.

2005

b. in Finnish (or in Swedish)

Krusberg, J-E, Heikkilä, J., Höynälänmaa, M., Lindblom-Ylänne, S., Matikka, O, & Moitus, S. 2005. *Kymenlaakson ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston verkkojulkaisuja 1:2005.

Kainulainen, S., Järvinen, M.-R., Luoto, K., Matikka, O., Takala, M. & Seppälä, H. 2005. *Pirkanmaan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston verkkojulkaisuja 2:2005.

2006

Antikainen, E.-L., Honkonen, R., Matikka, O., Nieminen, P., Yanar, A. & Moitus, S. 2006. *Mikkelin ammattikorkeakoulun laadunvarmistus-järjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 2:2006.

Kekäle, T., Ilolakso, A., Katajavuori, N., Toikka, M. & Isoaho, K. 2006. *Kuopion yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 3:2006.

Rauhala, P., Kotila, H., Linko, L., Mulari, O., Rautonen, M. & Moitus, S. 2006. *Keski-Pohjanmaan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 5:2006.

Hämäläinen, K., Kantola, I., Marttinen, R., Meriläinen, M., Mäki, M. & Isoaho, K. 2006. *Jyväskylän ammattikorkea koulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 6:2006.

Malm, K., Lavonius, H., Nystén, P., Santavirta, N. & Cornér, S. 2006. *Auditering av Svenska yrkeshögskolans kvalitetssäkringssystem*. Publikationer av rådet för utvärdering av högskolorna 14:2006.

2007

Karppanen, E., Tornikoski, E., Töytäri, R., Urponen, H., Uusitalo, T., Holm, K. 2007. *Lahden ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 1:2007.

Liljander, J.-P., Heikkilä, J., Lappalainen, M., Nystén, P., Sulameri, T. & Kajaste, M. 2007. *Savonia-ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 2:2007.

Wahlbin, C., Heikkilä, J., Hellberg, M., Lindroos, P., Nybom, J. & Cornér, S. 2007. *Auditering av Svenska handelshögskolans kvalitetssäkringssystem*. Publikationer av rådet för utvärdering av högskolorna 3:2007.

Jokinen, T., Malinen, H., Mäki, M., Nokela, J., Pakkanen, P. & Kekäläinen, H. 2007. *Tampereen teknillisen yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 4:2007.

Toikka, M., Aarrevaara, T., Isotalo, J., Peltokangas, N., Raij, K., Hiltunen, K. & Holm, K. 2007. *Kajaanin ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 11:2007.

2008

Ståhle, P., Karppanen, E., Kiiskinen, N., Okkonen, T., Saxén, H., Uusi-Rauva, E., Holm, K.& Seppälä, H. 2008. *Teknillisen korkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 1:2008.

Vuorio, E., Huttula, T., Kukkonen, J., Kurtakko, K., Malm, K., Mikkola, A., Mäki, M., Rekilä, E., Yanar, A., Kekäläinen, H., Moitus, S. & Mustonen, K. 2008. *Helsingin yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 2:2008.
Hintsanen, V., Höynälänmaa, M., Järvinen, M.-R., Karjalainen, A., Peltokangas, N. & Hiltunen, K. 2008. *Vaasan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 8:2008.
Rekilä, E., Heikkilä, J., Kääpä, P., Seppälä, M., Virtanen, T., Öberg, J., Moitus, S. & Mustonen, K. 2008. *Tampereen yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 9:2008.
Stenius, M., Niemelä, J., Ansala, L., Heino, J., Käyhkö, R., Lempa, H., Holm, K. & Seppälä, H. 2008. *Turun yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 11:2008.

2009

Harmaakorpi, V., Furu, P., Takala, M., Tenhunen, M.-L., Westersund, C. & Holm, K. 2009. *Turun kauppakorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 4:2009.
Pirttilä, A., Keränen, P., Pirnes, H., Tiilikka, A.-M., Virtanen, A. & Seppälä, H. 2009. *Tampereen ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 5:2009.
Malinen, H., Hallikainen, J., Karttunen, P., Majander, M., Pudas, M. & Mustonen, K. 2009. *Satakunnan ammattikorkeakoulun laadunvarmistusjärjestelmän auditiointi*. Korkeakoulujen arviointineuvoston julkaisuja 6:2009.
Suntioinen, S., Myller, E., Nieminen, P., Pohjolainen, S., Wahlgren, A., Kajaste, M. & Moitus, S. 2009. *Lappeenrannan teknillisen yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 7:2009.
Urponen, H., Kinnunen, J., Levä, K., Nieminen, R., Raij, K., Seppälä, M. & Hiltunen, K. 2009. *Jyväskylän yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 8:2009.
Hulkko, P., Virtanen, A., Lampelo, S., Teckenberg, T., Vieltojärvi, M., Saarilammi, M.-L., & Mustonen, K. 2009. *Diakonia-ammattikorkeakoulun*

laadunvarmistusjärjestelmän auditointi. Korkeakoulujen arviointineuvoston julkaisuja 12:2009.

Järvinen, M.-R., Granö, P., Huhtamo, E., Kettunen, A., Laaksonen, E., Holm, K. & Holopainen, H. 2009. *Taideteollisen korkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 15:2009.

Andersson, Ö., Cornér, S., Heikkilä, J., Huldin, H., Lejonqvist, G.-B. & Lundin, K. 2009. *Auditering av kvalitetssäkringssystemet vid Högskolan på Åland*. Publikationer av rådet för utvärdering av högskolorna 16:2009.

Antikainen, E.-L., Eskelinen, H., Mäki, M., Nykänen, M., Taskila, V.-M. & Mustonen, K. 2009. *Rovaniemen ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 17:2009.

Aarrevaara, T., Toikka, M., Apajalahti, H., Huttula, T., Mäkilä, M., Kajaste, M. & Saarilammi, M.-L. 2009. *Lapin yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 18:2009.

2010

Hintsanen, V., Luukka, M.-R., Lounasmeri, T., Majander, M., Renvall, J., Holopainen, H. & Hiltunen, K. 2010. *Turun ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 2:2010.

Lundqvist, R., Löfström, E., Hokkanen, A., Lindesjöö, E., Westermarck, C.-M., Raaheim, A. & Lundin, K. 2010. *Auditering av kvalitetssäkringssystemet vid Åbo Akademi*. Publikationer av rådet för utvärdering av högskolorna 4:2010.

Okko, P., Ansala, L., Immonen, H., Pirttilä, A., Uusitalo, T. & Saarilammi, M.-L. 2010. *Oulun yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 6:2010.

Virtanen, T., Ahonen, H., Ahonen, H., Koski, P., Lähteenmäki, J. & Mustonen, K. 2010. *Teatterikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 7:2010.

Varmola, T., Granö, P., Hyvönen, U., Klemettinen, T., Lippus, U., Salo, T., Mattila, J. & Seppälä, H. 2010. *Sibelius-Akatemian laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 12:2010.

Virtanen, A., Aaltonen, M., Markus, A., Oresto, J., Rytkönen, P. & Saarilammi, M.-L. 2010. *HAAGA-HELIA ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 13:2010.

Lähdeniemi, M., Hulkko, P., Lappalainen, A., Mäkitalo, J., Suviranta, L. & Mustonen, K. 2010. *Kemi-Tornion ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 14:2010.

Lampelo, S., Kainulainen, S., Turunen, J., Viljanen, J., Yanar, A., Mattila, J. & Saarilammi, M.-L. 2010. *Laurea-ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 18:2010.

2011

Tornikoski, E., Korhonen, K., Okkonen, E., Rantakangas, T.-M., Tarkkanen, J., Holm, K. & Mattila, J. 2011. *Saimaan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 1:2011.

Okko, P., Immonen, H., Kolehmainen, S. Levä, K., Seppälä, M., Kajaste, M. & Mustonen, K. 2011. *Maanpuolustuskorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 2:2011.

Aarrevaara, T., Aaltonen, M., Ansala, L., Huttunen, J., Ryynänen-Karjalainen, L., Saarilammi, M.-L. & Talvinen, K. 2011. *Itä-Suomen yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 5:2011.

Malinen, H., Puolanne, E., Sorvisto, M., Suomalainen, M., Takala, M., Mustonen, K. & Östman, K. 2011. *Hämeen ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 6:2011.

Pirttilä, A., Olausson, C., Autio, J., Kinnunen, M., Raaheim, A., Östman, K. & Holm, K. 2011. *Auditering av kvalitetssäkringssystemet vid Arcada – Nylands svenska yrkeshögskola*. Publikationer av rådet för utvärdering av högskolorna 10:2011.

Hulkko, P., Kanniainen, J.-P., Nurkka, A., Uusitalo, T., Westerlund, H., Mattila, J. & Östman, K. 2011. *Metropolia Ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 11:2011.

Tarkkanen, J., Lappalainen, A., Oikarinen, K., Rautiainen, M., Ryhänen, K., Mattila, J. & Mustonen, K.

2011. *Pohjois-Karjalan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 12:2011.

Karttunen, P., Jokisalo, S., Kettunen, P., Oresto, J., Ruohonen, M., Talvinen, K. & Mustonen, K. 2011. *Humanistisen ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 13:2011.

Urponen, H., Eskelinen, H., Mattila, M., Saarela, M., Vornanen, J., Moitus, S. & Saarilammi, M.-L. 2011. *Kuvataideakatemian laadunvarmistus-järjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 14:2011.

2012

Pekkarinen, E., Grandin, A., Kreus, J., Levä, K., Suntioinen, S., Mustonen, K. & Kajaste, M. 2012. *Poliisiammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 2:2012.

Niemelä, J., Kivistö, J., Lindblad, P., Räisänen, A., Wahlgrén A., Holm, K. & Saarilammi, M.-L. 2012. *Vaasan yliopiston laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 3:2012.

Nykänen, M., Aaltonen, M., Männistö, T., Puusaari, P., Sneck, M., Talvinen, K. & Saarilammi, M.-L. 2012. *Oulun seudun ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 5:2012.

3. Re-audit reports

a. in English

Papp, I., Lindesjöö, E., Töytäri, R. & Seppälä, H. 2009. *Re-audit of the Quality Assurance System of the Seinäjoki University of Applied Sciences*. Publications of the Finnish Higher Education Evaluation Council 9:2009.

b. in Finnish

Rauhala, P., Liljander, J.-P., Mulari, O. & Moitus, S. 2008. *Keski-Pohjanmaan ammattikorkeakoulun laadunvarmistusjärjestelmän uusinta-auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 6:2008.

Heikkilä, J., Lappalainen, M., Mulari, O. & Kajaste, M. 2009. *Savonia-ammattikorkeakoulun laadunvarmistusjärjestelmän uusinta-auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 11:2009.

Karppanen, E., Kiiskinen, N., Urponen, H., Uusi-Rauva, E., Holm, K. & Mattila, J. 2010. *Teknillisen korkeakoulun*

laadunvarmistusjärjestelmän uusinta-auditointi. Korkeakoulujen arviointineuvoston julkaisuja 11:2010.
Granö, P., Elonen, A., Kauppi, A. & Holm, K. 2012. *Aalto-yliopiston taideteollisen korkeakoulun uusinta-auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 1:2012.
Virtanen, T., Järvinen, M.-R.,Karppanen, E., Mäkipää, A. & Moitus, S. 2012. *Tampereen yliopiston laadunvarmistusjärjestelmän uusinta-auditointi*. Korkeakoulujen arviointineuvoston julkaisuja 4:2012.

4. Other reports published by FINHEEC

a. in English

Dill, D., Mitra, S., Jensen, H., Lehtinen, E., Mäkelä, T., Parpala, A., Pohjola, H., Ritter, M. & Saari, S. 2006. *PhD Training and the Knowlege-Based Society: An Evaluation of Doctoral Education in Finland*. Publications of the Finnish Higher Education Evaluation Council 1:2006. [*This is an evaluation of doctoral education in the Finnish universities; the follow-up was conducted in Finnish in 2011.*]
Finnish Higher Education Evaluation Council. 2010. *External Review of Finnish Higher Education Evaluation Council. Self-evaluation report*. Publications of the Finnish Higher Education Evaluation Council 3:2010. [*This self-evaluation report was a necessary part of FINHEEC's external review and required in order for it to renew its membership in the ENQA.*]
Moitus, S. 2010. *Analysis on FINHEEC Audit Outcomes 2005–2008*. Publications of the Finnish Higher Education Evaluation Council 15:2010. [*On the basis of 19 audit reports, this report, which was done at the midpoint of the first round of audits, summarizes the state of quality assurance in higher education institutions at the time.*]
Haakstad, J., Findlay, P., Loukkola, T., Nazaré, M. H. & Schneijderberg, C. 2011. *Report of the panel of the review of the Finnish Higher Education Evaluation Council*. Publications of the Finnish Higher Education Evaluation Council 9:2011. [*A review report on FINHEEC's external evaluation.*]
Maassen, P., Spaapen, J., Kallioinen, O., Keränen, P., Penttinen, M., Wiedenhofer, R. & Kajaste, M. 2012. *From the bottom up - Evaluation of RDI activities of Finnish Universities of Applied Sciences*. Publications of the Finnish Higher Education Evaluation

Council 7:2012. [*An international evaluation of the universities of applied sciences' RDI activities.*]

a. in Finnish

Niemelä, J., Ahola, S., Blomqvist, C., Juusola, H., Karjalainen, M., Liljander, J.-P., Mielityinen, I., Oikarinen, K., Moitus, S. & Mattila, J. 2010. *Tutkinnonuudistuksen arviointi 2010*. Korkeakoulujen arviointineuvoston julkaisuja 17:2010.

Haapakorpi, A. 2011. *Auditointiprosessi ja sen vaikutukset yliopistossa*. Korkeakoulujen arviointineuvoston julkaisuja 7:2011.

Ala-Vähälä, T. 2011. *Mitä auditointi tekee? Tutkimus korkeakoulujen laadunvarmistusjärjestelmien auditointien vaikutuksista*. Korkeakoulujen arviointineuvoston julkaisuja 8:2011.

Niemi, H., Aittola, H., Harmaakorpi, V., Lassila, O., Svärd, S., Ylikarjula, J., Hiltunen, K. & Talvinen, K. 2011. *Tohtorikoulutuksen rakenteet muutoksessa. Tohtorikoulutuksen kansallinen seuranta-arviointi*. Korkeakoulujen arviointineuvoston julkaisuja 15:2011.

5. Other sources

a. in English

Lyytinen, A., Hölttä, S., Kivistö, J., Kohtamäki, V. & Pekkola, E. 2011. *Quality assurance of stakeholder interaction in higher education institutions: The case of Finnish higher education institutions*. A paper presented at EAIR 33rd Annual Forum 2011 in Warsaw, Poland, 29th of August in 2011. [*This paper presents some interesting findings about quality assurance in Finnish higher education institutions and societal interaction. Among other things, FINHEEC's audit reports are utilized as source material here as well.*]

European Association for Quality Assurance in Higher Education. 2009. *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (3rd edition). Helsinki: Multiprint. [*The influential ESG, which sets the standard for quality assurance in European higher education institutions; the report can also be downloaded from ENQA's website: http://www.enqa.eu/pubs_esg.lasso.*]

b. in Finnish

http://www.amktutka.fi/index.asp?language=1
http://vipunen.csc.fi/fi-fi/Pages/default.aspx

Appendix: Audit criteria for the first round of audits

AUDIT TARGETS	CRITERIA			
	ABSENT	EMERGING	DEVELOPING	ADVANCED
1. Definition of the objectives, functions, actors and responsibilities of the HEI's QA system and relevant documentation	The objectives, functions, actors and responsibilities of the QA system have not been defined or documented.	The objectives, functions, actors and responsibilities are inadequately defined and documented. The division of responsibilities is only partly organised.	The objectives, functions, actors and responsibilities are defined and documented in a clear and concrete manner. The responsibilities are defined and organised.	The documentation and division of responsibilities are ery well organised and functional, promoting the QA system as a whole.
2. The comprehensiveness and efficiency of QA procedures and structures related to the HEI's basic mission				
2 a) Degree education **2 b)** Research/R&D, artistic activities **2 c)** Interaction with and impact on the society as well as regional development co-operation **2 d)** Support services (such as library and information services, career and recruitment services, and international services) **2 e)** Staff recruitment and development	There is no QA procedures related to the HEI's basic mission. The information generated by the QA system is not used as a tool to develop quality management and to develop other activities. Inadequate quality is not identified with the QA procedures	The system covers individual procedures related to the HEI's basic mission. The information is used unsystematically and/or it is accumulated as an end *per se*. QA aims at maintaining the quality level reached so far. The QA processes work satisfactorily to identify inadequate quality.	The system covers several procedures related to the HEI's basic mission. The information is used as a tool to develop quality management and to develop other activities. Most of the feedback is utilised. QA procedures promote improved activities and change. Inadequate quality is identified in an efficient manner.	The QA system covers all main procedures of the HEI's basic mission. The information is utilised in a systematic manner, and there is clear and continuous evidence of the sufficient use of the information to develop education and other activities. Special attention is paid to procedures and structures geared to inspire and implement new ideas. The operational culture supports innovation. Inadequate quality is identified in an efficient manner.

AUDIT TARGETS	CRITERIA			
	ABSENT	EMERGING	DEVELOPING	ADVANCED
3. Interface between the QA system and the HEI's management and steering of operations	QA is not linked to management and steering of operations.	The interface between the QA system and the HEI's operative steering as well as the monitoring and improving of its results is inadequate.	The system links to the HEI activities and steering of operations. The information generated through the QA system is utilised in development work. There is evidence of the existing links between the QA system and the steering of operations as well as monitoring and improving of results.	QA is a natural and integral part of the HEI's activities and the system to steer its operations. The HEI management is committed to the system. There is clear and continuous evidence of the information being systematically used to steer the HEI's operations as well as to monitor and improve the results.
4. Participation of HEI staff, students and external stakeholders in QA	The HEI staff, students and external stakeholders do not participate in QA.	Some of the following actors remain external to QA operations: - students - academic staff - support services - researchers - administration - management - external stakeholders.	The staff groups and students are active participants in the system. External stakeholders also play an active role in the QA.	The various staff groups are very active and committed to the QA system not only in theory but also in practice. The external stakeholders are also involved and play a meaningful role in the activities.
5. Relevance of, and access to, the information generated by the QA system				
5 a) within the HEI	The QA does not take HEI's various staff groups or students into consideration, and there is no exchange of information within the HEI.	Information is generated without a plan, and it is disseminated unsystematically. The information needs of various actors within the HEI have not been taken into consideration in a sufficient manner.	The system generates relevant information for the HEI actors, and the main results are available to the various staff groups and students.	The HEI has systematic procedures for the production and analysis of the information targeted at different staff groups. The HEI focuses actively on QA issues in its internal communications.

AUDIT TARGETS	CRITERIA			
	ABSENT	EMERGING	DEVELOPING	ADVANCED
5 b) for the external stakeholders	The HEI's external stakeholders' perspective is not considered in the QA system, and they do not receive any information.	The perspective of the external stakeholders has not been considered sufficiently in the planning and continuous improvement of the QA system. Dissemination of information to external stakeholders is unsystematic.	The external stakeholders have been defined, and their information needs have been clearly considered. The performance of the QA system and its main results are available to the major co-operation partners and stakeholders.	The HEI focuses actively on QA issues in its external communications. Information is given in a targeted and purposeful manner to the external stakeholders.
6. Monitoring, evaluation and continuous development of the QA system	The HEI does not have a clear conception regarding the functioning of its QA system which is not monitored or developed.	The HEI has a poor overall conception of the operation of its QA system. There is hardly any monitoring, and there is no plan to develop it.	The HEI monitors the operation of the QA system, and the development takes place according to plan and is documented.	The HEI monitors, evaluates and develops the operation of the QA system in a systematic manner, and is comprehensively aware of its impacts and consequences.
7. QA system as a whole	The HEI activities consist of individual and isolated QA procedures only.	Some of the HEI activities include QA procedures. There is some evidence of the effectiveness of the QA system on the development of the activities. The QA procedures do not constitute a well-functioning and uniform system.	The QA system covers most of the HEI's activities. There is clear evidence of the effectiveness of the QA system on the development of the activities. The QA procedures constitute a fairly well-functioning whole.	The QA system covers all activities of the HEI. There is systematic and continuous evidence of the effectiveness of the QA system on the development of the activities. The QA procedures constitute a dynamic whole.

PUBLICATIONS OF THE FINNISH HIGHER EDUCATION EVALUATION COUNCIL

1:2000 *Lehtinen, E., Kess, P., Ståhle, P. & Urponen, K.: Tampereen yliopiston opetuksen arviointi*
2:2000 *Cohen, B., Jung, K. & Valjakka, T.: From Academy of Fine Arts to University. Same name, wider ambitions*
3:2000 *Goddard, J., Moses, I., Teichler, U., Virtanen, I. & West, P.: External Engagement and Institutional Adjustment: An Evaluation of the University of Turku*
4:2000 *Almefelt, P., Kekäle, T., Malm, K., Miikkulainen, L. & Pehu-Voima, S.: Audit of Quality Work. Swedish Polytechnic, Finland*
5:2000 *Harlio, R., Harvey, L., Mansikkamäki. J., Miikkulainen, L. & Pehu-Voima, S.: Audit of Quality Work. Central Ostrobothnia Polytechnic*
6:2000 *Moitus, S. (toim.): Yliopistokoulutuksen laatuyksiköt 2001–2003*
7:2000 *Liuhanen, A.-M. (toim.): Neljä aikuiskoulutuksen laatuyliopistoa 2001–2003*
8:2000 *Hara, V. , Hyvönen, R. , Myers, D. & Kangasniemi, J. (Eds.): Evaluation of Education for the Information Industry*
9:2000 *Jussila, J. & Saari, S. (Eds.): Teacher Education as a Future-moulding Factor. International Evaluation of Teacher Education in Finnish Universities*
10:2000 *Lämsä, A. & Saari, S. (toim.): Portfoliosta koulutuksen kehittämiseen. Ammatillisen opettajankoulutuksen arviointi*
11:2000 *Korkeakoulujen arviointineuvoston toimintasuunnitelma 2000–2003*
12:2000 *Finnish Higher Education Evaluation Council Action Plan for 2000–2003*
13:2000 *Huttula, T. (toim.): Ammattikorkeakoulujen koulutuksen laatuyksiköt 2000*
14:2000 *Gordon, C., Knodt, G., Lundin, R., Oger, O. & Shenton, G.: Hanken in European Comparison. EQUIS Evaluation Report*
15:2000 *Almefelt, P., Kekäle, T., Malm, K., Miikkulainen, L. & Kangasniemi, J.: Audit of Quality Work. Satakunta Polytechnic*
16:2000 *Kells, H.R., Lindqvist, O.V. & Premfors, R.: Follow-up Evaluation of the University of Vaasa. Challenges of a small regional university*
17:2000 *Mansikkamäki, J., Kekäle, T., Miikkulainen, L. , Stone, J., Tolppi, V.-M. & Kangasniemi, J.: Audit of Quality Work. Tampere Polytechnic*
18:2000 *Baran, H., Gladrow, W. , Klaudy, K. , Locher, J. P. , Toivakka, P. & Moitus, S.: Evaluation of Education and Research in Slavonic and Baltic Studies*
19:2000 *Harlio, R. , Kekäle, T. , Miikkulainen, L. & Kangasniemi, J.: Laatutyön auditointi. Kymenlaakson ammatti-korkeakoulu*
20:2000 *Mansikkamäki, J., Kekäle, T., Kähkönen, J., Miikkulainen, L., Mäki, M. & Kangasniemi, J.: Laatutyön auditointi. Pohjois-Savon ammattikorkeakoulu*
21:2000 *Almefelt, P., Kantola, J., Kekäle, T., Papp, I., Manninen, J. & Karppanen, T.: Audit of Quality Work. South Carelia Polytechnic*

1:2001 *Valtonen, H.: Oppimisen arviointi Sibelius-Akatemiassa*
2:2001 *Laine, I., Kilpinen, A., Lajunen, L., Pennanen, J., Stenius, M., Uronen, P. & Kekäle, T.: Maanpuolustuskorkea-koulun arviointi*
3:2001 *Vähäpassi, A. (toim.): Erikoistumisopintojen akkreditointi*
4:2001 *Baran, H., Gladrow, W. , Klaudy, K. , Locher, J. P. , Toivakka, P. & Moitus, S.: Экспертиза образования и научно-исследовательской работы в области славистики и балтистики (Ekspertiza obrazovanija i naučno-issledovatelskoj raboty v oblasti slavistiki i baltistiki)*
5:2001 *Kinnunen, J.: Korkeakoulujen alueellisen vaikuttavuuden arviointi. Kriteerejä vuorovaikutteisuuden arvottamiselle*
6:2001 *Löfström, E.: Benchmarking korkeakoulujen kieltenopetuksen kehittämisessä*
7:2001 *Kaartinen-Koutaniemi, M.: Korkeakouluopiskelijoiden harjoittelun kehittäminen. Helsingin yliopiston, Diakonia-ammattikorkeakoulun ja Lahden ammattikorkeakoulun benchmarking-projekti*
8:2001 *Huttula, T. (toim.): Ammattikorkeakoulujen aluekehitysvaikutuksen huippuyksiköt 2001*
9:2001 *Welander, C. (red.): Den synliga yrkeshögskolan. Ålands yrkeshögskola.*
10:2001 *Valtonen, H.: Learning Assessment at the Sibelius Academy*
11:2001 *Ponkala, O. (toim.): Terveysalan korkeakoulutuksen arvioinnin seuranta*

12:2001 *Miettinen, A. & Pajarre, E.: Tuotantotalouden koulutuksen arvioinnin seuranta*
13:2001 *Moitus, S., Huttu, K., Isohanni, I., Lerkkanen, J., Mielityinen, I., Talvi, U., Uusi-Rauva, E. & Vuorinen, R.: Opintojen ohjauksen arviointi korkeakouluissa*
14:2001 *Fonselius, J., Hakala, M. K. & Holm, K. : Evaluation of Mechanical Engineering Education at Universities and Polytechnics*
15:2001 *Kekäle, T. (ed.): A Human Vision with Higher Education Perspective. Institutional Evaluation of the Humanistic Polytechnic*

1:2002 *Kantola, I. (toim.): Ammattikorkeakoulun jatkotutkinnon kokeilulupahakemusten arviointi*
2:2002 *Kallio, E.: Yksilöllisiä heijastuksia. Toimiiko yliopisto-opetuksen paikallinen itsearviointi?*
3:2002 *Raivola, R., Himberg, T., Lappalainen, A., Mustonen, K. & Varmola, T.: Monta tietä maisteriksi. Yliopistojen maisteriohjelmien arviointi*
4:2002 *Nurmela-Antikainen, M., Ropo, E., Sava, I. & Skinnari, S.: Kokonaisvaltainen opettajuus. Steinerpedagogisen opettajankoulutuksen arviointi*
5:2002 *Toikka, M. & Hakkarainen, S.: Opintojen ohjauksen benchmarking tekniikan alan koulutusohjelmissa. Kymenlaakson, Mikkelin ja Pohjois-Savon ammattikorkeakoulut*
6:2002 *Kess, P., Hulkko, K., Jussila, M., Kallio, U., Larsen, S. , Pohjolainen, T. & Seppälä, K.: Suomen avoin yliopisto. Avoimen yliopisto-opetuksen arviointiraportti*
7:2002 *Rantanen, T., Ellä, H., Engblom, L.-Å., Heinonen, J., Laaksovirta, T., Pohjanpalo, L., Rajamäki, T. & Woodman, J.: Evaluation of Media and Communication Studies in Higher Education in Finland*
8:2002 *Katajamäki, H., Artima, E., Hannelin, M., Kinnunen, J., Lyytinen, H. K., Oikari, A. & Tenhunen, M.-L.: Mahdollinen korkeakouluyhteisö. Lahden korkeakouluyksiköiden alueellisen vaikuttavuuden arviointi*
9:2002 *Kekäle, T. & Scheele, J.P: With care. Institutional Evaluation of the Diaconia Polytechnic*
10:2002 *Härkönen, A., Juntunen, K. & Pyykkönen, E.-L. : Kajaanin ammattikorkeakoulun yrityspalveluiden benchmarking*
11:2002 *Katajamäki, H. (toim.): Ammattikorkeakoulut alueidensa kehittäjinä. Näkökulmia ammattikorkeakoulujen aluekehitystehtävän toteutukseen*
12:2002 *Huttula, T. (toim.): Ammattikorkeakoulujen koulutuksen laatuyksiköt 2002–2003*
13:2002 *Hämäläinen, K. & Kaartinen-Koutaniemi, M. (toim.): Benchmarking korkeakoulujen kehittämisvälineenä*
14:2002 *Ylipulli-Kairala, K. & Lohiniva, V. (eds.): Development of Supervised Practice in Nurse Education. Oulu and Rovaniemi Polytechnics*
15:2002 *Löfström, E., Kantelinen, R., Johnson, E., Huhta, M., Luoma, M., Nikko, T., Korhonen, A., Penttilä, J., Jakobsson, M. & Miikkulainen, L.: Ammattikorkeakoulun kieltenopetus tienhaarassa. Kieltenopetuksen arviointi Helsingin ja Keski-Pohjanmaan ammattikorkeakouluissa*
16:2002 *Davies, L., Hietala, H., Kolehmainen, S., Parjanen, M. & Welander, C.: Audit of Quality Work. Vaasa Polytechnic*
17:2002 *Sajavaara, K., Hakkarainen, K. , Henttonen, A., Niinistö, K., Pakkanen, T. , Piilonen, A.-R. & Moitus, S.: Yliopistojen opiskelijavalintojen arviointi*
18:2002 *Tuomi, O. & Pakkanen, P.: Towards Excellence in Teaching. Evaluation of the Quality of Education and the Degree Programmes in the University of Helsinki*

1:2003 *Sarja, A., Atkin, B. & Holm, K.: Evaluation of Civil Engineering Education at Universities and Polytechnics*
2:2003 *Ursin, J. (toim.): Viisi aikuiskoulutuksen laatuyliopistoa 2004–2006*
3:2003 *Hietala, H., Hintsanen, V., Kekäle, T., Lehto, E., Manninen, H. & Meklin, P.: Arktiset haasteet ja mahdollisuudet. Rovaniemen ammattikorkeakoulun kokonaisarviointi*
4:2003 *Varis, T. & Saari, S. (Eds.): Knowledge Society in Progress – Evaluation of the Finnish Electronic Library – FinELib*
5:2003 *Parpala, A. & Seppälä, H. (toim.): Yliopistokoulutuksen laatuyksiköt 2004–2006*
6:2003 *Kettunen, P., Carlsson, C., Hukka, M., Hyppänen, T., Lyytinen, K., Mehtälä, M., Rissanen, R., Suviranta, L. & Mustonen, K.: Suomalaista kilpailukykyä liiketoimintaosaamisella. Kauppatieteiden ja liiketalouden korkeakoulutuksen arviointi*
7:2003 *Kauppi, A. & Huttula, T. (toim.): Laatua ammattikorkeakouluihin*

8:2003 *Parjanen, M.: Amerikkalaisen opiskelija-arvioinnin soveltaminen suomalaiseen yliopistoon*
9:2003 *Sarala, U. & Seppälä, H.: (toim.): Hämeen ammattikorkeakoulun kokonaisarviointi*
10:2003 *Kelly, J., Bazsa, G. & Kladis, D.: Follow-up review of the Helsinki University of Technology*
11:2003 *Goddard, J., Asheim, B., Cronberg, T. & Virtanen, I.: Learning Regional Engagement. A Re-evaluation of the Third Role of Eastern Finland universities*
12:2003 *Impiö, I., Laiho, U.-M., Mäki, M., Salminen, H., Ruoho, K., Toikka, M. & Vartiainen, P.: Ammatti-korkeakoulut aluekehittäjinä. Ammattikorkeakoulujen aluekehitysvaikutuksen huippuyksiköt 2003–2004*
13:2003 *Cavallé, C., de Leersnyder, J.-M., Verhaegen, P. & Nataf, J.-G. : Follow-up review of the Helsinki School of Economics. An EQUIS re-accreditation*
14:2003 *Kantola, I. (toim.): Harjoittelun ja työelämäprojektien benchmarking*
15:2003 *Ala-Vähälä, T.: Hollannin peili. Ammattikorkeakoulujen master-tutkinnot ja laadunvarmistus*
16:2003 *Goddard, J., Teichler, U., Virtanen, I., West, P. & Puukka, J.: Progressing external engagement. A re-evaluation of the third role of the University of Turku*
17:2003 *Baran, H., Toivakka, P. & Järvinen, J.: Slavistiikan ja baltologian koulutuksen ja tutkimuksen arvioinnin seuranta*

1:2004 *Kekäle, T., Heikkilä, J., Jaatinen, P., Myllys, H., Piilonen, A.-R., Savola, J., Tynjälä, P. & Holm, K.: Ammattikorkeakoulujen jatkotutkintokokeilu. Käynnistysvaiheen arviointi*
2:2004 *Ekholm, L., Stenius, M., Huldin, H., Julkunen, I., Parkkonen, J., Löfström, E., Metsä, K.: NOVA ARCADA – Sammanhållning, decentralisering, gränsöverskridande. Helhetsutvärdering av Arcada – Nylands svenska yrkeshögskola 2003*
3:2004 *Hautala, J.: Tietoteollisuusalan koulutuksen arvioinnin seuranta*
4:2004 *Rauhala, P., Karjalainen, A., Lämsä, A.-M., Valkonen, A., Vänskä, A. & Seppälä, H.: Strategiasta koulutuksen laatuun. Turun ammattikorkeakoulun kokonaisarviointi*
5:2004 *Murto, L., Rautniemi, L., Fredriksson, K., Ikonen, S., Mäntysaari, M., Niemi, L., Paldanius, K., Parkkinen, T., Tulva, T., Ylönen, F. & Saari, S.: Eettisyyttä, elastisuutta ja elämää. Yliopistojen sosiaalityön ja ammattikorkeakoulujen sosiaalialan arviointi yhteistyössä työelämän kanssa*
6:2004 *Ståhle, P., Hämäläinen, K., Laiho, K., Lietoila, A., Roiha, J., Weijo, U. & Seppälä, H.: Tehokas järjestelmä – elävä dialogi. Helian laatutyön auditointi*
7:2004 *Korkeakoulujen arviointineuvoston toimintakertomus 2000–2003*
8:2004 *Luopajärvi, T., Hauta-aho, H., Karttunen, P., Markkula, M., Mutka, U. & Seppälä, H.: Perämerenkaaren ammattikorkeakoulu? Kemi-Tornion ammattikorkeakoulun kokonaisarviointi*
9:2004 *Moitus, S. & Seppälä, H.: Mitä hyötyä arvioinneista? Selvitys Korkeakoulujen arviointineuvoston 1997–2003 toteuttamien koulutusala-arviointien käytöstä*
10:2004 *Moitus, S. & Saari, S.: Menetelmistä kehittämiseen. Korkeakoulujen arviointineuvoston arviointimenetelmät vuosina 1996–2003*
11:2004 *Pratt, J., Kekäle, T., Maassen, P., Papp, I., Perellon, J. & Uitti, M.: Equal, but Different – An Evaluation of the Postgraduate Studies and Degrees in Polytechnics – Final Report*

1:2005 *Niinikoski, S. (toim.): Benchmarking tutkintorakennetyön työkaluna*
2:2005 *Ala-Vähälä, T.: Korkeakoulutuksen ulkoisen laadunvarmistuksen järjestelmät Ranskassa*
3:2005 *Salminen, H. & Kajaste, M. (toim.): Laatua, innovatiivisuutta ja proaktiivisuutta. Ammattikorkeakoulujen koulutuksen laatuyksiköt 2005–2006*
4:2005 *Korkeakoulujen laadunvarmistusjärjestelmien auditointi. Auditointikäsikirja vuosille 2005–2007*
5:2005 *Auditering av högskolornas kvalitetssäkringssystem. Audite ringshandbok för åren 2005–2007*

1:2006 *Dill, D.D., Mitra, S. K., Siggaard Jensen, H., Lehtinen, E., Mäkelä, T., Parpala, A., Pohjola, H., Ritter, M. A. & Saari, S.: PhD Training and the Knowledge-Based Society. An Evaluation of Doctoral Education in Finland*
2:2006 *Antikainen, E.-L., Honkonen, R., Matikka, O., Nieminen, P., Yanar, A. & Moitus, S.: Mikkelin ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*
3:2006 *Kekäle, T., Ilolakso, A., Katajavuori, N., Toikka, M. & Isoaho, K.: Kuopion yliopiston laadunvarmistus-järjestelmän auditointi*

4:2006 *Audits of Quality Assurance Systems of Finnish Higher Education Institutions. Audit Manual for 2005–2007*

5:2006 *Rauhala, P., Kotila, H., Linko, L., Mulari, O., Rautonen, M. & Moitus, S.; Keski-Pohjanmaan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

6:2006 *Hämäläinen, K., Kantola, I., Marttinen, R., Meriläinen, M., Mäki, M. & Isoaho, K.: Jyväskylän ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

7:2006 *Kekäläinen, H.: (toim.)Neljä aikuiskoulutuksen laatuyliopistoa 2007–2009*

8:2006 *Yliopistokoulutuksen laatuyksiköt 2007–2009*

9:2006 *Ojala, I. & Vartiainen, P.: Kolmen yliopiston opetuksen kehittämistoiminnan vaikuttavuus. Lapin yliopiston, Lappeenrannan teknillisen yliopiston ja Vaasan yliopiston opetuksen kehittämistoiminnan vaikuttavuuden benchmarking-arviointi*

10:2006 *Lappalainen, M. & Luoto, L.: Opetussuunnitelmaprosessit yliopistoissa*

11:2006 *Levänen, K., Tervonen, S., Suhonen, M. & Stigell, L.: Verkko-opintojen mitoituksen arviointi*

12:2006 *Vuorela, P., Kallio, U., Pohjolainen, T., Sylvander, T. & Kajaste, M.; Avoimen yliopiston arvioinnin seurantaraportti*

13:2006 *Käyhkö, R., Hakamäki, S., Kananen, M., Kavonius, V., Pirhonen, J., Puusaari, P., Kajaste, M. & Holm, K.: Uudenlaista sankaruutta. Ammattikorkeakoulujen aluekehitysvaikutuksen huippuyksiköt 2006–2007*

14:2006 *Malm, K., Lavonius, H., Nystén, P., Santavirta, N. & Cornér, S.: Auditering av Svenska yrkeshögskolans kvalitetssäkringssystem*

15:2006 *Papp, I., Carolan, D., Handal, G., Lindesjöö, E., Marttinen, R., Mustonen, V. & Isoaho, K.: Audit of the quality assurance system of Seinäjoki Polytechnic*

16:2006 *Alaniska, H. (toim.): Opiskelija opetuksen laadunarvioinnissa*

17:2006 *Pyykkö, R., Keränen, P., Lahti, M., Mikkola, A., Paasonen, S. & Holm, K.: Media- ja viestintäalan seuranta*

1:2007 *Karppanen, E., Tornikoski, E., Töytäri, R., Urponen, H., Uusitalo, T., Holm, K.: Lahden ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

2:2007 *Liljander, J.-P., Heikkilä, J., Lappalainen, M., Nystén, P., Sulameri, T. & Kajaste, M.: Savonia-ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

3:2007 *Wahlbin, C., Heikkilä, J., Hellberg, M., Lindroos, P., Nybom, J. & Cornér, S.: Auditering av Svenska handelshögskolans kvalitetssäkringssystem*

4:2007 *Jokinen, T., Malinen, H., Mäki, M., Nokela, J., Pakkanen, P. & Kekäläinen, H.: Tampereen teknillisen yliopiston laadunvarmistusjärjestelmän auditointi*

5:2007 *Saari, S. (toim.): Korkeakouluopiskelija yhteiskunnallisena toimijana. Kansallinen benchmarking-arviointi*

6:2007 *Korkeakoulujen laadunvarmistusjärjestelmien auditointi. Uusinta-auditoinnin käsikirja 2007–2009 – Auditering av högskolornas kvalitetssäkringssystem. Handbok för förnyad auditering 2007–2009 – Audits of the quality assurance systems of higher education institutions. Manual for Re-Audits 2007–2009*

7:2007 *Korkeakoulujen laadunvarmistusjärjestelmien auditointi. Auditointikäsikirja vuosille 2008–2011*

8:2007 *Seppälä, K., Rinne, R. & Trapp, H. (eds.): Connecting Research and Client. Finnish Experience of Quality Enhancement in University Lifelong Learning*

9:2007 *Auditering av högskolornas kvalitetssäkringssystem. Auditeringshandbok för åren 2008–2011*

10:2007 *Audits of Quality Assurance Systems of Finnish Higher Education Institutions. Audit Manual for 2008–2011*

11:2007 *Toikka, M., Aarrevaara, T., Isotalo, J., Peltokangas, N., Raij, K., Hiltunen, K. & Holm, K.: Kajaanin ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

1:2008 *Ståhle, P., Karppanen, E., Kiiskinen, N., Okkonen, T., Saxén, H., Uusi-Rauva, E., Holm, K.& Seppälä, H.: Teknillisen korkeakoulun laadunvarmistusjärjestelmän auditointi*

2:2008 *Vuorio, E., Huttula, T., Kukkonen, J., Kurtakko, K., Malm, K., Mikkola, A., Mäki, M., Rekilä, E., Yanar, A., Kekäläinen, H., Moitus, S. & Mustonen, K.: Helsingin yliopiston laadunvarmistusjärjestelmän auditointi*

3:2008 *Aaltonen, E., Anoschkin, E., Jäppinen, M., Kotiranta, T., Wrede, G. H. & Hiltunen, K.: Sosiaalityön ja sosiaalialan koulutuksen nykytila ja kehittämishaasteet – Yliopistojen sosiaalityön ja ammattikorkeakoulujen sosiaalialan koulutuksen seuranta-arviointi*

4:2008 *Leppisaari, I., Ihanainen, P., Nevgi, A., Taskila, V.-M., Tuominen, T. & Saari, S.: Hyvässä kasvussa – Yhdessä kehittäen kohti ammattikorkeakoulujen laadukasta verkko-opetusta*

5:2008 *Hiltunen, K. & Kekäläinen, H.: Benchmarking korkeakoulujen laadunvarmistusjärjestelmien kehittämisessä – Laadunvarmistusjärjestelmien benchmarking-hankkeen loppuraportti*

6:2008 *Rauhala, P., Liljander, J.-P., Mulari, O. & Moitus, S.: Keski-Pohjanmaan ammattikorkeakoulun laadunvarmistusjärjestelmän uusinta-auditointi*

7:2008 *Korkeakoulujen arviointineuvoston toimintasuunnitelma 2008–2009*

8:2008 *Hintsanen, V., Höynälänmaa, M., Järvinen, M.-R., Karjalainen, A., Peltokangas, N. & Hiltunen, K.: Vaasan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

9:2008 *Rekilä, E., Heikkilä, J., Kääpä, P., Seppälä, M., Virtanen, T., Öberg, J., Moitus, S. & Mustonen, K.: Tampereen yliopiston laadunvarmistusjärjestelmän auditointi*

10:2008 *Luoma, M., Daniel, H.D., Kristensen, B., Pirttilä, A., Vaisto, L., Wahlén, S., Mustonen, K. & Seppälä, H.: Audit of the quality assurance system of Helsinki School of Economics*

11:2008 *Stenius, M. Ansala, L., Heino, J., Käyhkö, R., Lempa, H., Niemelä, J., Holm, K. & Seppälä, H.: Turun yliopiston laadunvarmistusjärjestelmän auditointi*

1:2009 *Helander, E., Ahola, J., Huttunen, J., Lahtinen, M., Okko, P., Suomalainen, H., Virtanen, I., Holm, K. & Mustonen, K.: Lisää yhteistyötä alueiden parhaaksi. Yliopistokeskusten arviointi*

2:2009 *Saarela, M., Jaatinen, P., Juntunen, K., Kauppi, A., Otala, L., Taskila, V.-M., Holm, K. & Kajaste, M.: Ammattikorkeakoulujen koulutuksen laatuyksiköt 2008–2009*

3:2009 *Hiltunen, K. (ed.): Centres of Excellence in Finnish University Education 2010–2012*

4:2009 *Harmaakorpi, V., Furu, P., Takala, M., Tenhunen, M.-L., Westersund, C. & Holm, K.: Turun kauppakorkeakoulun laadunvarmistusjärjestelmän auditointi*

5:2009 *Pirttilä, A., Keränen, P., Pirnes, H., Tiilikka, A.-M., Virtanen, A. & Seppälä, H.: Tampereen ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

6:2009 *Malinen, H., Hallikainen, J., Karttunen, P., Majander, M., Pudas, M. & Mustonen, K.: Satakunnan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

7:2009 *Suntioinen, S., Myller, E., Nieminen, P., Pohjolainen, S., Wahlgrén, A., Kajaste, M. & Moitus, S.: Lappeenrannan teknillisen yliopiston laadunvarmistusjärjestelmän auditointi*

8:2009 *Urponen, H., Kinnunen, J., Levä, K., Nieminen, R., Raij, K., Seppälä, M. & Hiltunen, K.: Jyväskylän yliopiston laadunvarmistusjärjestelmän auditointi*

9:2009 *Papp, I., Lindesjöö, E., Töytäri, R. & Seppälä, H.: Re-audit of the Quality Assurance System of the Seinäjoki University of Applied Sciences*

10:2009 *Kantola, I., Keto, U. & Nykänen, M: Avaimia arvioinnin tehokkaampaan hyödyntämiseen – Turun ja Mikkelin ammattikorkeakoulujen benchmarking*

11:2009 *Heikkilä, J., Lappalainen, M., Mulari, O. & Kajaste, M: Savonia-ammattikorkeakoulun laadunvarmistusjärjestelmän uusinta-auditointi*

12:2009 *Hulkko, P., Virtanen, A., Lampelo, S., Teckenberg, T., Vieltojärvi, M., Saarilammi, M.-L. & Mustonen, K.: Diakonia-ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

13:2009 *Hiltunen, A.-M, Uusitalo, E., Hietanen, O., Hyyryläinen, T., Kettunen, S. & Söderlund, S.: Dynaaminen laatunäkemys – kolmen yliopistoverkoston kehittävä vertaisarviointi*

14:2009 *Moitus, S.: Analyysi korkeakoulujen laadunvarmistusjärjestelmien auditointien tuloksista vuosilta 2005–2008*

15:2009 *Järvinen, M.-R., Granö, P., Huhtamo, E., Kettunen, A., Laaksonen, E., Holm, K. & Holopainen, H.: Taideteollisen korkeakoulun laadunvarmistusjärjestelmän auditointi*

16:2009 *Andersson, Ö., Cornér, S., Heikkilä, J., Huldin, H., Lejonqvist, G.-B. & Lundin, K.: Auditering av kvalitetssäkringssystemet vid Högskolan på Åland*

17:2009 *Antikainen, E.-L., Eskelinen, H., Mäki, M., Nykänen, M., Taskila, V.-M. & Mustonen, K.: Rovaniemen ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

18:2009 *Aarrevaara, T., Toikka, M., Apajalahti, H., Huttula, T., Mäkilä, M., Kajaste, M. & Saarilammi, M.-L: Lapin yliopiston laadunvarmistusjärjestelmän auditointi*

1:2010 *Auvinen, P., Kauppi, A., Kotila, H., Loikkanen, A., Markus, A., Holm, K. & Kajaste, M.: Ammattikorkeakoulujen koulutuksen laatuyksiköt 2010–2012*

2:2010 *Hintsanen, V., Luukka, M.-R., Lounasmeri, T., Majander, M., Renvall, J., Holopainen, H. & Hiltunen, K.: Turun ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

3:2010 *External Review of Finnish Higher Education Evaluation Council. Self-evaluation report*

4:2010 *Lundqvist, R., Löfström, E., Hokkanen, A., Lindesjöö, E., Westermarck, C.-M., Raaheim, A. & Lundin, K.: Auditering av kvalitetssäkringssystemet vid Åbo Akademi*

5:2010 *Korkeakoulujen arviointineuvoston toimintakertomus toimikaudelta 2008–2009*

6:2010 *Okko, P., Pirttilä, A., Ansala, L., Immonen, H., Uusitalo, T. & Saarilammi, M.-L.: Oulun yliopiston laadunvarmistusjärjestelmän auditointi*

7:2010 *Virtanen, T., Ahonen, H., Ahonen, H., Koski, P., Lähteenmäki, J. & Mustonen, K.: Teatterikorkeakoulun laadunvarmistusjärjestelmän auditointi*

8:2010 *Korkeakoulujen arviointineuvoston toimintasuunnitelma 2010–2013*

9:2010 *Rådet för utvärdering av högskolorna: Verksamhetsplan 2010–2013*

10:2010 *Finnish Higher Education Evaluation Council: Plan of action 2010–2013*

11:2010 *Karppanen, E., Kiiskinen, N., Urponen, H., Uusi-Rauva, E., Holm, K. & Mattila, J.: Teknillisen korkeakoulun laadunvarmistusjärjestelmän uusinta-auditointi*

12:2010 *Varmola, T., Granö, P., Hyvönen, U., Klemettinen, T., Lippus, U., Salo, T., Mattila, J., Seppälä, H.: Sibelius-Akatemian laadunvarmistusjärjestelmän auditointi*

13:2010 *Virtanen, A., Aaltonen, M., Markus, A., Oresto, J., Rytkönen, P. & Saarilammi, M.-L.: HAAGA-HELIA ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

14:2010 *Lähdeniemi, M., Hulkko, P., Lappalainen, A., Mäkitalo, J., Suviranta, L. & Mustonen, K.: Kemi-Tornion ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

15:2010 *Moitus, S.: Analysis on FINHEEC Audit Outcomes 2005–2008*

16:2010 *Korkeakoulujen laatujärjestelmien auditointikäsikirja vuosiksi 2011–2017*

17:2010 *Niemelä, J., Ahola, S., Blomqvist, C., Juusola, H., Karjalainen, M., Liljander, J.-P., Mielityinen, I., Oikarinen, K., Moitus, S. & Mattila, J.: Tutkinnonuudistuksen arviointi 2010*

18:2010 *Lampelo, S., Kainulainen, S., Turunen, J., Viljanen, J., Yanar, A., Mattila, J. & Saarilammi, M.-L.: Laurea-ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

1:2011 *Tornikoski, E., Korhonen, K., Okkonen, E., Rantakangas, T.-M., Tarkkanen, J., Holm, K. & Mattila, J.: Saimaan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

2:2011 *Okko, P., Immonen, H., Kolehmainen, S., Levä, K., Seppälä, M., Kajaste, M. & Mustonen, K.: Maanpuolustuskorkeakoulun laadunvarmistusjärjestelmän auditointi*

3:2011 *Audit manual for the quality systems of higher education institutions 2011–2017*

4:2011 *Auditeringshandbok för högskolornas kvalitetssystem för åren 2011–2017*

5:2011 *Aarrevaara, T., Aaltonen, M., Ansala, L., Huttunen, J., Ryynänen-Karjalainen, L., Saarilammi, M.-L. & Talvinen, K.: Itä-Suomen yliopiston laadunvarmistusjärjestelmän auditointi*

6:2011 *Malinen, H., Puolanne, E., Sorvisto, M., Suomalainen, M., Takala, M., Mustonen, K. & Östman, K.: Hämeen ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

7:2011 *Haapakorpi, A.: Auditointiprosessi ja sen vaikutukset yliopistossa*

8:2011 *Ala-Vähälä, T.: Mitä auditointi tekee? Tutkimus korkeakoulujen laadunvarmistusjärjestelmien auditointien vaikutuksista*

9:2011 *Haakstad, J., Findlay, P., Loukkola, T., Nazaré, M. H. & Schneijderberg, C.: Report of the panel of the review of the Finnish Higher Education Evaluation Council*

10:2011 *Pirttilä, A., Olausson, C., Autio, J., Kinnunen, M., Raaheim, A., Östman, K. & Holm, K.: Auditering av kvalitetssäkringssystemet vid Arcada – Nylands svenska yrkeshögskola*

11:2011 *Hulkko, P., Kanniainen, J.-P., Nurkka, A., Uusitalo, T., Westerlund, H., Mattila, J. & Östman, K.: Metropolia Ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

12:2011 *Tarkkanen, T., Lappalainen, A., Kerttu Oikarinen, Rautiainen, M., Ryhänen, K., Mattila, J. & Mustonen, K.: Pohjois-Karjalan ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

13:2011 *Karttunen, P., Jokisalo, S., Kettunen, P., Oresto, J., Ruohonen, M., Talvinen, K. & Mustonen, K.: Humanistisen ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

14:2011 *Urponen, H., Eskelinen, H., Mattila, M., Saarela, M., Vornanen, J., Moitus, S. & Saarilammi, M.-L.: Kuvataideakatemian laadunvarmistusjärjestelmän auditointi*

15:2011 *Niemi, H., Aittola, H., Harmaakorpi, V., Lassila, O., Svärd, S., Ylikarjula, J., Hiltunen, K. & Talvinen, K.: Tohtorikoulutuksen rakenteet muutoksessa. Tohtorikoulutuksen kansallinen seuranta-arviointi*

16:2011 *Maassen, P., Spaapen, J., Kallioinen, O., Keränen, P., Penttinen, M., Wiedenhofer, R. & Kajaste, M.: Evaluation of research, development and innovation activities of Finnish universities of applied sciences: A Preliminary report*

1:2012 *Granö, P., Elonen, A., Kauppi, A. & Holm, K.: Aalto-yliopiston taideteollisen korkeakoulun uusinta-auditointi*

2:2012 *Pekkarinen, E., Grandin, A., Kreus, J., Levä, K., Suntioinen, S., Mustonen, K. & Kajaste, M.: Poliisiammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

3:2012 *Niemelä, J., Kivistö, J., Lindblad, P., Räisänen, A., Wahlgrén, A., Holm, K. & Saarilammi, M.-L.: Vaasan yliopiston laadunvarmistusjärjestelmän auditointi*

4:2012 *Virtanen, T., Järvinen, M.-R, Karppanen, E., Mäkipää, A. & Moitus, S.: Tampereen yliopiston laadunvarmistusjärjestelmän uusinta-auditointi*

5:2012 *Nykänen, M., Aaltonen, M., Männistö, T., Puusaari, P., Sneck, M., Talvinen, K. & Saarilammi, M.-L.: Oulun seudun ammattikorkeakoulun laadunvarmistusjärjestelmän auditointi*

6:2012 *Niemelä, J., Ahola, S., Blomqvist, C., Juusola, H., Karjalainen, M., Liljander, J.-P., Mielityinen, I., Oikarinen, K., Moitus, S., Mattila, J.; Teichler, U.: Evaluation of the Bologna Process Implementation in Finland*

7:2012 *Maassen, P., Kallioinen, O., Keränen, P., Penttinen, M., Spaapen, J., Wiedenhofer, R., Kajaste, M, & Mattila, J.: From the bottom up – Evaluation of RDI activities of Finnish Universities of Applied Sciences*

8:2012 *Paaso, J., Markus, A., Göthberg, P., Lindesjöö, E., Tulijoki, J.-P., Östman, K., Holm, K. & Nordblad, M.: Auditering av Yrkeshögskolan Novia 2012*

9:2012 *Andersson, Ö., Lejonqvist, G.-B., Lindblad, P., Holm, K. & Nordblad, M.: Förnyad auditering av kvalitetssäkringssystemet vid Högskolan på Åland*

10:2012 *Virtanen, A., Keränen, H., Murtovuori, J., Rutanen, J., Yanar, A., Hiltunen, K., Saarilammi, M.-L.: Kymenlaakson ammattikorkeakoulun auditointi 2012*