



FINNISH EDUCATION  
EVALUATION CENTRE

# Impala Study in Finland

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# FINEEC

independent government agency responsible for the national evaluation of education.

## Vision

Finland develops education based on the versatile and up-to-date evaluation information produced by the Finnish Education Evaluation Centre.

## Mission

FINEEC is a nationally significant and internationally desired evaluation partner in the field of education and an inspiring developer that produces evidence-based evaluation information that has an impact on the development of education.

# JAMK University of Applied Sciences (Jyväskylä, Finland)

- Established in 1992, permanent licence 1997
  - Limited Company (Ltd)
  - Three campus in Jyväskylä, one campus in Saarijärvi (70 km to north)
  - Main tasks: education, applied research, development and innovation, regional development
  - Working in the fields of Business | Culture | ICT | Natural Resources and the Environment | Social Services and Health | Technology | Tourism and Catering Services | Teacher Education College
  - Bachelor level degree programmes 19 + 3
  - Master level degree programmes 9 + 2
  - Teacher education: vocational teacher education, vocational special needs teacher, study counsellor
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# JAMK University of Applied Sciences (Jyväskylä, Finland)

- Degree Programme in Mechanical Engineering, Bachelor of Engineering
- Production management
- Mechanical Engineering Design
- EUR-ACE Accredited
- Valid for 6 years, up to 2021



# Engineering Programme Accreditations

- FINEEC has the right to conduct EUR-ACE accreditations
- An accreditation confirms that a programme operates according to the standards; so that the programme outcomes are achieved
- ENAEE gives the license to award the EUR-ACE label to national accreditation agencies, ENAEE does not conduct accreditations by itself

# Schedule of the accreditation

Oct 2014:	The IMPALA baseline study
Nov 2014-Feb 2015:	The EUR-ACE self-evaluation phase
Mar 2015:	The EUR-ACE review team's visit to JAMK
Apr 2015:	The IMPALA midline study
June 2015:	The review report and a formal decision on the result of the EUR-ACE accreditation
Autumn 2015:	Implementation of the development measures after the EUR-ACE accreditation
Nov 2015:	The IMPALA endline study
June 2016:	Presenting the findings

# Engineering Programme Accreditation

- FINEEC's own interpretation of the EUR-ACE standard
- Voluntary for the institutions, offered as paid services
- New process for FINEEC
  - FINEEC was authorised to award the EUR-ACE label to 4 year Bachelor's degrees in summer 2014, following an external evaluation by ENAEE
  - 5 completed accreditations

# EUR-ACE in 2016

- Renewed standard
- 13 quality assurance agencies are authorised to award the EUR-ACE Label
- Around 2100 accredited programmes  
(650 in Germany, 400 in France, 250 in Turkey, 200 in UK, 150 in Russia)
- Mutual recognition of EUR-ACE accreditations by the accreditation agencies



# Results



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# Response rates

## Baseline study

Students:  $41/61 = 67.2\%$   
(partly compulsory)

Teachers:  $16/21 = 76.2\%$

Quality Administration:  $7/8 = 87.5\%$

Total:  $64/90 = 71.1\%$

## Endline study

Students:  $11/60$  (voluntary) =  $18.3\%$

Teachers:  $13/21 = 61.9\%$

Quality Administration:  $8/8 = 100.0\%$

Total:  $32/89 = 35.96\%$

# General observations

- **Very small number of responses, caution advised**
- **Concentrating on the Baseline and the Endline**
- **Voluntary questionnaire yields limited responses**
- **No-one answers questions about what caused changes**
- **Interviews probably would have been better tool for attracting information on impact of evaluations**

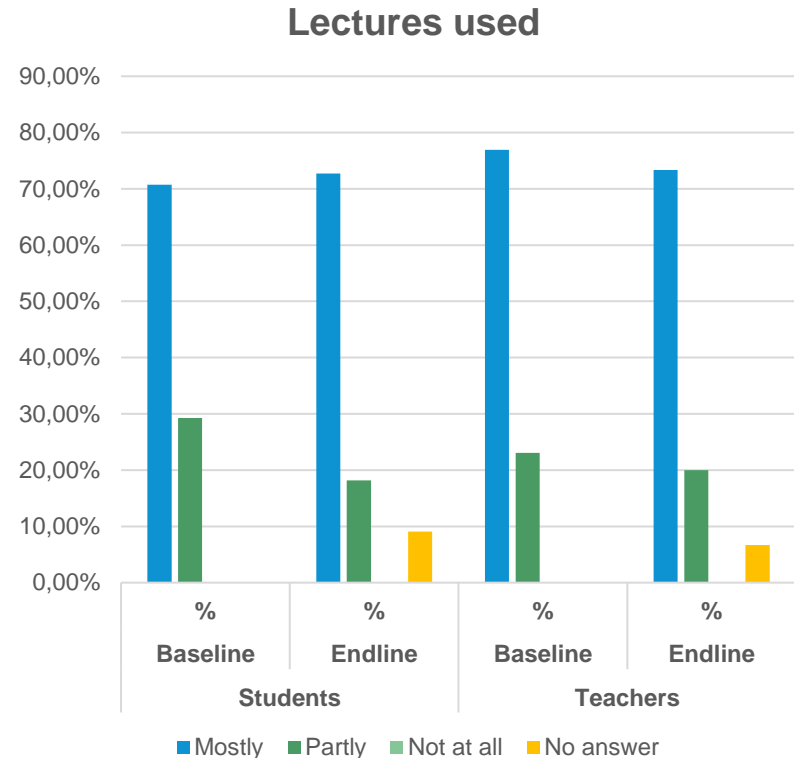
# Education



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# Methods of delivery

- **MechEng uses mainly lectures**  
(students 70-72% teachers 77-73%)
- **Seminars, presentations and group work used partly**  
(students 85-81% teachers 77-73%)
- **Also project work and online studies used**



# Changes

- **Teachers report less lecturing and more presentations and group work**
- **Students have failed to notice**
- **Initiatives come partly from students, teachers, internal and external quality assurance**

# Quality management



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# Quality procedures used

- **Student feedback questionnaires and quality indicators used consistently**
- **Questionnaires to teachers and stakeholders, quality meetings, written reports produced occasionally**
- **Students are fully aware of only their feedback questionnaires**

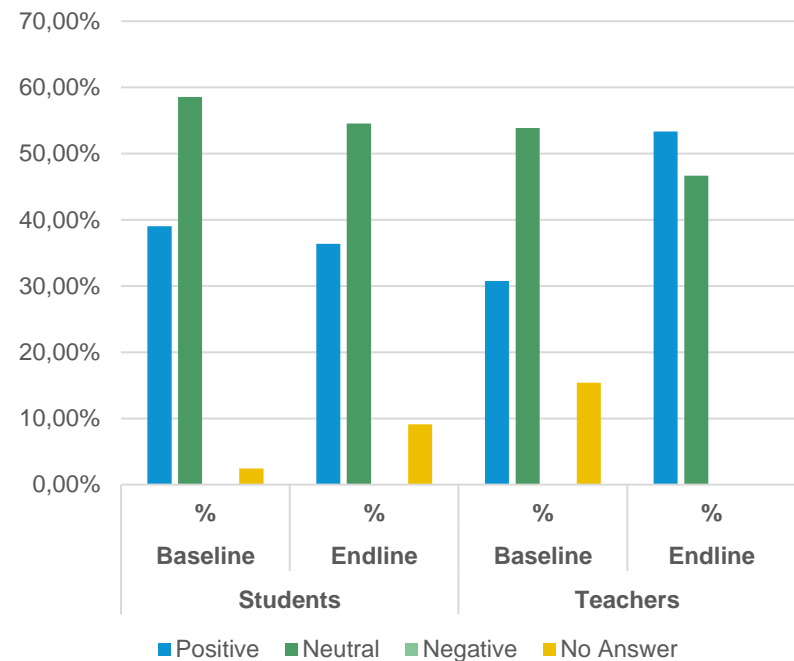


# Attitudes towards quality work

**Teachers and students report positive or neutral attitudes towards quality work**

**Teachers show increase in positive attitudes in the endline study**

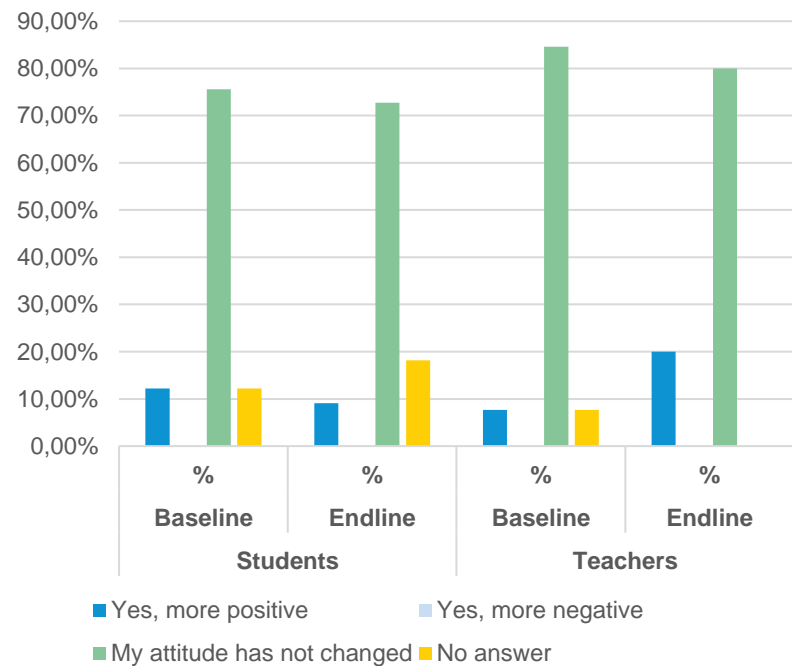
Students' and Teachers' attitudes towards QM



# Attitudes towards quality work

All report that their attitude has not changed

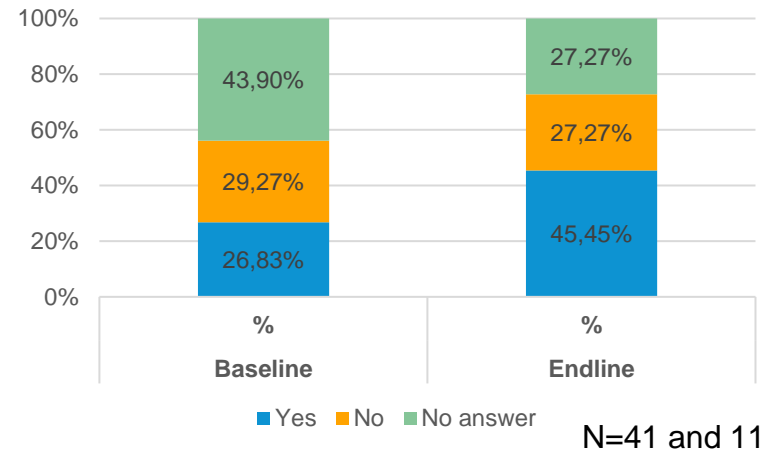
Students' and Teachers' change of attitudes towards QM



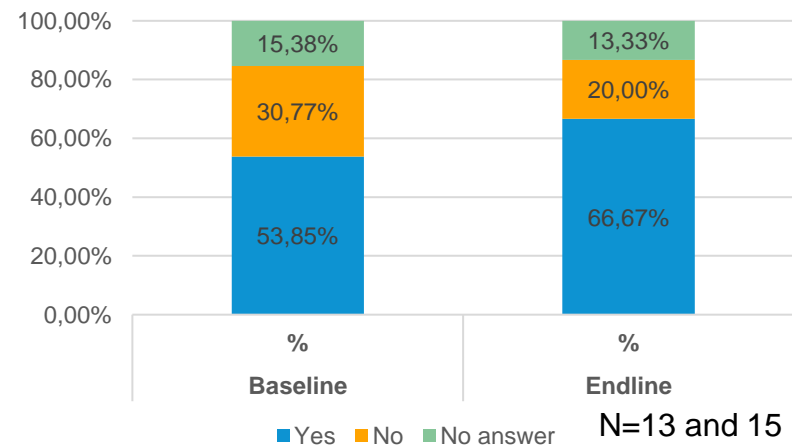
# Impact of QM

- **About half of the respondent students reported QM having improvements**
- **20-30% of teachers didn't see any improvements either**

Students' experience of QM having an impact



Teachers' experience of QM having an impact



# Improvements

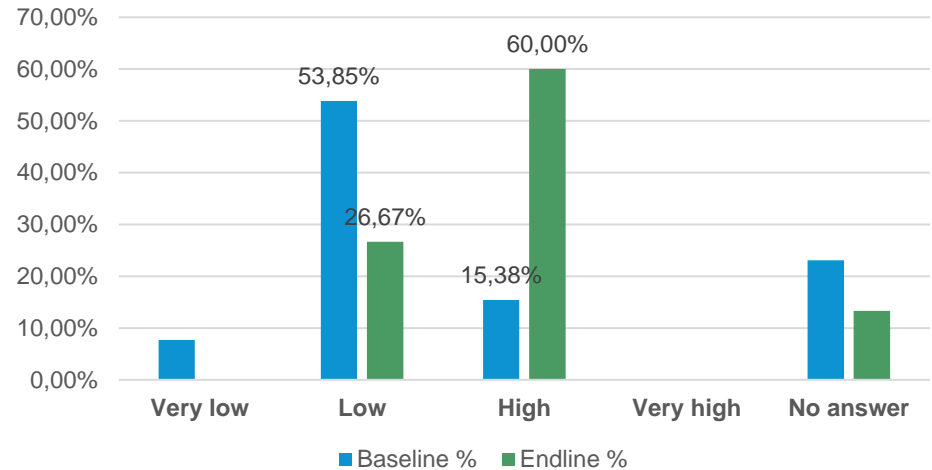
- **The students wanted questionnaires early in the course, so they will also see the improvements**
- **They would also like to see teachers taking the feedback more seriously**

# Cost – Benefit - Ratio

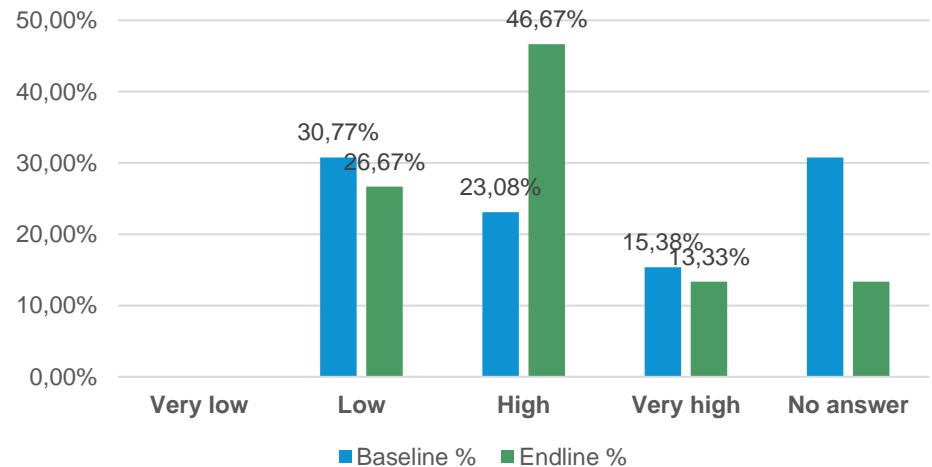
**Teachers' assessment of the cost of QM rose during the process**

**Fortunately, also the assessment of the benefits rose..**

Teachers' view on the cost of QM



Teachers' view on the benefit of QM



N=13 and 15

22.12.2024

# Quality Management Staff

**More positive towards quality management**

**No change in attitudes from Baseline to Endline**

**Strong support experienced from the UAS top management**

# Overall

- **Fairly mature quality system, no great feelings involved**
- **Student feedback rates and teachers motivation to quality management appears challenging**
- **Evaluation brings QA to the forefront and that appears to be the most important impact**