



FINNISH EDUCATION  
EVALUATION CENTRE

# NATIONAL PLAN FOR EDUCATION EVALUATION 2016–2019

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# 1

## Premise for the evaluations

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### 1.1 Legal premises for the evaluation activities

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The national quality assurance system for education comprises the field-specific goals laid down by law, the core curricula and competence-based qualifications, operating licenses and authorisations to provide education and the regulations for teachers' qualifications. An important element of the national quality assurance system are the evaluations of general education and higher education, which provide data for fostering decision-making and steering of the educational policies and their development on various levels.

The Finnish Education Evaluation Centre (FINEEC) is an independent expert organisation responsible for conducting and developing evaluation of education. FINEEC's evaluation activities cover all educational levels: early childhood education, pre-primary and basic education, general upper secondary education, vocational education and training and vocational adult education and training, liberal adult education, art education and higher education. The scope ranges from evaluations of the functionality of the educational system to thematic and system evaluations, learning outcome assessments and quality system audits. In addition, FINEEC supports education providers and higher education institutions (HEIs) in issues related to quality management and evaluation. FINEEC may also perform evaluations and give support to evaluation development as a service subject to a charge.

The Act on Children's Day-care, the Basic Education Act, the General Upper Secondary Schools Act, the Vocational Education Act, the Vocational Adult Education Act, the Liberal Adult Education Act and the Act on Basic Education in the Arts (36/1973, 628–633/1998) contain provisions on the evaluation of education. They state that the purpose of the evaluation of education is to support educational development and to improve conditions for learning. Furthermore, education providers and HEIs shall evaluate the education they provide and take part in external evaluations of their operations. The most important findings of evaluations shall be published.

The Universities Act (558/2009) and University of Applied Sciences Act (932/2014) contain provisions on the evaluation of higher education. The universities and universities of applied sciences shall evaluate their education, research and artistic activities and the impact thereof. They shall also take part in external evaluation of their activities and quality systems on a regular basis. In addition, they must publish the findings of the evaluations.

### 1.2 Evaluation plan formulation

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In accordance to Section 5 of the Act on the Finnish Education Evaluation Centre (1295/2013), there is an Evaluation Council operating in connection with the Finnish Education Evaluation Centre. The Evaluation Council formulates a proposed evaluation plan and suggests revisions to the plan. The evaluation plan consists of the planned evaluations and a time schedule for the evaluations. According to the Government Decree on the Finnish Education Evaluation Centre

(1317/2013), the evaluation plans are formulated for a four-year period at a time. The plan is approved by the Ministry of Education and Culture. The Ministry approved this evaluation plan on 2 March 2016.

As stated in the Decree (1317/2013), FINEEC has heard key stakeholders when formulating the evaluation plan.

The evaluation plan comprises the evaluation projects and the guidelines for the development of the evaluation system and methods in 2016–2019.

During the period of validity for the plan, FINEEC will complete and report on the evaluation and audit projects that have been decided on in the education evaluation plan confirmed by the Ministry of Education and Culture for 2012–2015. The projects include 29 audits of quality systems of higher education institutions, ten assessments of learning outcomes in vocational education and training and five assessments of learning outcomes in basic education. An evaluation of the teacher education qualifying to teach Swedish, an external evaluation of the maritime education, and an evaluation of the self-evaluation and quality management procedures of basic education and general upper secondary education providers will also be completed during the plan validity period.

Moreover, FINEEC will complete two projects which FINEEC won after tendering in the Twinning project, funded by the European Commission. The aim of the projects is to bring the higher education system of Armenia more in line with the Bologna requirements (2014–2016) and to raise the standard of the higher education in Azerbaijan to the level of the European Education Area (EHEA) (2015–2017).

Some of the proposed evaluation projects in the evaluation plan for 2016–2019 go on to the following plan validity periods. Decisions on them will be made in the evaluation plans for the periods in question.

### 1.3 Other evaluation bodies and FINEEC's cooperation with them

During the evaluation plan period, FINEEC will intensify its contacts and cooperation with other evaluation bodies in Finland. With regard to the evaluation of education, they include the universities and Regional State Administrative Agencies and, with regard to research, the Academy of Finland.

### 1.4 FINEEC's role in international evaluation cooperation

FINEEC is active in the main international evaluation networks. Being active in the networks strengthens the visibility of Finnish evaluation activities and enables influencing the development of European evaluation activities. Moreover, the information derived through the international networks on, for instance, the schedules for multinational evaluations (e.g., PISA, TIMSS and PIRLS) is important for the scheduling of the national assessments of learning outcomes. FINEEC strengthens its role as an expert in various international projects and networks. Cooperation organs within the EU and OECD will be in particular focus as instruments for cooperation and influence.

During the validity of the evaluation plan, FINEEC will initiate international peer review and benchmarking activities with evaluation and quality assurance organisations within general education and vocational education and training. FINEEC will continue to participate in European network projects for comparing evaluation models for higher education institutions. In particular, FINEEC will participate in cooperation that produces added value to the development of the quality of education, learning and the Finnish educational system as well as promoting the export of Finnish evaluation expertise. Such projects include the EU's Twinning projects.

In 2016, FINEEC will implement the Common Assessment Framework (CAF). With regard to its evaluations of higher education institutions, FINEEC will participate in an external ENQA review in 2016 to maintain its full ENQA membership and EQAR listing. FINEEC is also preparing for a full external review of its activities during the period covered by the plan.

## 2 Focus areas of evaluation activities

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In its strategy<sup>1</sup>, FINEEC has defined four interrelated focus areas regarding evaluation, with the mutual goals of foresight and impact (see below):

1. **Developing learning and competence with evaluation.** Evaluations implemented with different enhancement-led methods aim at improving learning results and competence at all educational levels in both official language groups.
2. **Functionality and development of the educational system.** Evaluation activities that cover all educational levels provide information on the functionality of the entire educational system and policy. The evidence-based evaluation information forms a basis for development work. Evaluations are also targeted at the educational level boundaries and various transition phases.
3. **Themes which are central and critical in the society.** Evaluations are targeted at societally important and critical themes. Based on an analysis of the changes in the operating environment, significant development targets in education, which are not included in the Evaluation Plan, may be raised for evaluation.
4. **Supporting education providers in quality management and in strengthening an operating culture based on enhancement-led evaluation.** FINEEC supports education providers and higher education institutions in developing quality management by evaluating their quality systems and producing information on good practices in quality management and development, as well as by spreading the information across different educational levels. Moreover, FINEEC supports schools, educational institutions and higher education institutions in utilising national evaluations and self-evaluations as well as in strengthening the enhancement-led evaluation approach.

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<sup>1</sup> Foresight and Effective Evaluation 2020. The Strategy of Finnish Education Evaluation Centre. Juvenes Print – Suomen Yliopistopaino Ltd, Tampere 2015. [http://karvi.fi/app/uploads/2014/10/KARVI\\_Strategia\\_2015\\_EN\\_WWW.pdf](http://karvi.fi/app/uploads/2014/10/KARVI_Strategia_2015_EN_WWW.pdf)

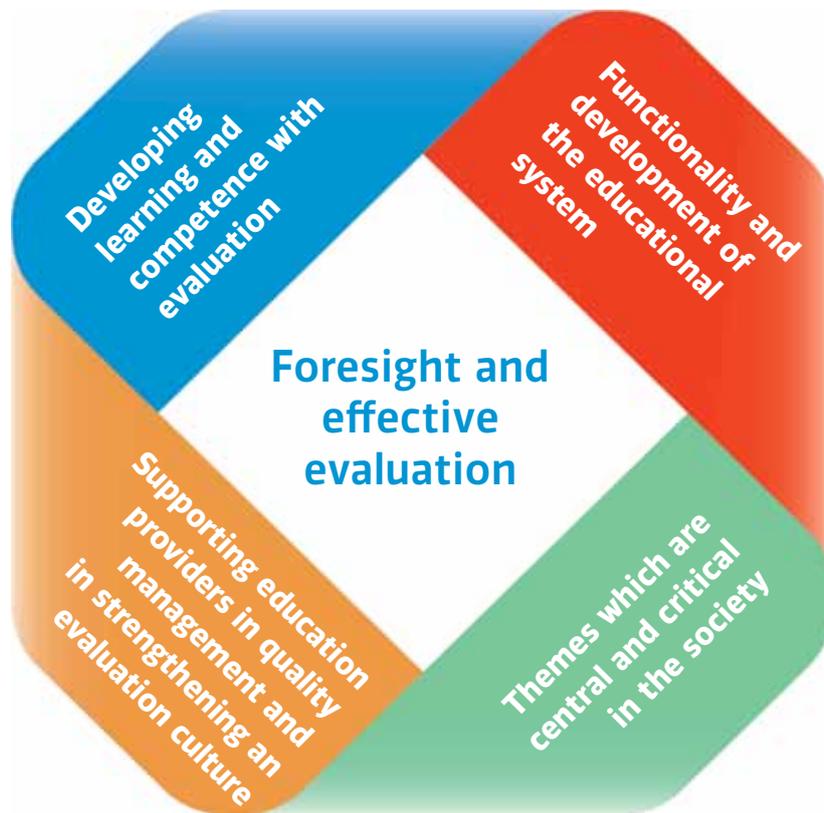


FIGURE 1. Focus areas regarding the evaluation of education 2016–2019

The evaluations are based on an enhancement-led evaluation approach. Enhancement-led evaluation emphasises participation as well as trust between the party implementing the evaluation and evaluation participant, and responsibility of education providers and higher education institutions (HEIs) in enhancing the quality of their operations. In addition, FINEEC carries out evaluations for accountability and evaluations of the functionality of the educational system using the perspectives of, for example, education economics, impact of budget cuts on the quality of education, or the transition phases between educational levels.

The evaluations are organised with the purpose to

1. support the local, regional and national development and decision-making with regard to both the evaluation processes and the evaluation results;
2. improve the quality of education, the learning of the pupils and students and the work of the teaching staff; and
3. promote the attainment of the goals set for the renewal of the educational system and enhance the monitoring of the development of learning results.

The evaluation projects are planned and carried out with the following comprehensive themes, where applicable:

- the overall functionality of the educational system and the educational structures;
- the smoothness of the learning path and preventing exclusion and drop-outs;
- competence-based education and qualifications and working-life relevance;
- educational equality;
- digitisation;
- integrating immigrants into the educational system and study communities.

FINEEC produces evaluation data on education and develops the evaluation system in a balanced manner, taking into account the development needs of various educational levels and the educational system itself.

# 3

## Evaluation projects

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Below, the evaluation projects are outlined in accordance with FINEEC's four focus areas for evaluation. A summary of the evaluation projects carried out in 2016-2019 is presented in Table 1. As shown in the table, some of the projects focus on just one educational level and some cover multiple levels. More detailed summaries of the projects carried out in the various educational levels are presented in Appendices 1-3.

TABLE 1. Summary of evaluation projects carried out in 2016–2019

STRATEGIC FOCUS AREAS OF EVALUATION ACTIVITIES	EARLY CHILDHOOD EDUCATION AND PRE-PRIMARY EDUCATION	BASIC EDUCATION	UPPER SECONDARY EDUCATION	VOCATIONAL EDUCATION AND TRAINING	HIGHER EDUCATION	LIBERAL ADULT EDUCATION	ART EDUCATION	
1 Developing learning and competence with evaluation		Assessment of learning outcomes						
				Meta-evaluation of the assessment of learning outcomes and development of the evaluation system				
2 Functionality and development of the educational system, incl. transition phases	Implementation and process of early childhood education							
	Implementation of the national core curriculum for pre-primary and basic education							
		Dealing with bi- and multilingualism in Swedish-language schools						
		Pupil assessment in basic education and general upper secondary education						
				Evaluation of the reform of the vocational qualification requirements				
					Profiling and enhancing the education range of higher education institutions			
		Student transitions and smooth study paths at educational transition phases						
		Implementation of the Pupil and Student Welfare Act						
		Peaceful and safe learning environments in schools and education and training institutions						
		The impact of national budget cuts on educational rights						
3 Themes which are central and critical in the society	International comparison of the integration of immigrants into the educational system							
	Changes in the role of teachers and the capacity of teacher education and continuing education to respond to the changes							
				Entrepreneurship and innovative capacity in higher education and vocational education and training				
4 Supporting education providers in quality management and in strengthening an operating culture based on enhancement-led evaluation	Supporting early childhood education providers in quality management and developing an evaluation model							
		Self-evaluation and quality management procedures of basic education and general upper secondary education providers						
				Supporting education providers in quality management and evaluation				
				External evaluation of quality systems				
				Evaluation of maritime education				
					Evaluations of quality systems			



<b>The impact of evaluations and the tools created in the evaluations</b>	Comprehensive themes permeating all evaluation projects: functionality of the educational system; smoothness of the learning path; working-life relevance and competence base of qualifications; educational equality; digitisation; and immigration issues
	Regular reports on the monitoring indicators used in the evaluations and conclusions to support development actions
	New development forums for utilising evaluation data
	Evaluation criteria, indicators and self-evaluation tools for education providers and higher education institutions

## 3.1 Developing learning and competence with evaluation

### Assessment of learning outcomes

Assessment of learning outcomes in basic education have been scheduled for the period of validity of the new national core curriculum. In addition to assessments of learning outcomes in individual subjects, the evaluation plan contains evaluations of the transition phases as well as longitudinal evaluations. In the assessments of learning outcomes, indicators and surveys are used to include the comprehensive themes laid down in the evaluation plan. The evaluations also give trend data about the learners' skills in mother tongue and literature and mathematics as well as more comprehensive competences. There will also be other advanced analyses. Systematic evaluations will be carried out in the subjects of mathematics and mother tongue.

The assessments of learning outcomes in basic education are founded on the objectives defined in the core curricula.

In addition to the new evaluations, assessments of learning outcomes in mathematics, Finnish as a second language, sign language, Romany, Saami, as well as a longitudinal assessment of mathematics will be conducted during the plan validity period.

In vocational education and training, the assessments of learning outcomes during the plan validity period will focus on professional competence:

- Vocational Qualification in Youth and Leisure Instruction 2013–2016
- Vocational Qualification in the Processing Industry 2013–2016
- Vocational Qualification in Audiovisual Communication 2013–2016
- Vocational Qualification in Building Maintenance Technology 2014–2017
- Vocational Qualification in Physical Education 2014–2017
- Vocational Qualification in the Tourism Industry 2014–2017
- Vocational Qualification in Horticulture 2014–2017
- Vocational Qualification in Information Technology 2015–2018
- Vocational Qualification in Beauty Care 2015–2018
- Vocational Qualification in Horse Care and Management 2015–2018

In addition to the above, the reporting in 2016 will include the learning outcomes for the vocational qualification in vehicle technology, vocational qualification in information technology, vocational qualification in music and vocational qualification in textiles and clothing as well as key competencies for lifelong learning including learning outcomes for sustainable development, and core subjects including learning outcomes related to the longitudinal evaluation of mathematics.

### Meta-evaluation of the assessment of learning outcomes in vocational education and training and the development of the evaluation system

A meta-evaluation will be designed to provide a basis for the development of the system for assessment of learning outcomes in vocational education and training. The meta-evaluation will produce data on the results of the assessment of learning outcomes. It will also include an analysis of whether the assessments ought to include students' self-assessments and indicators for working-life relevance. The meta-evaluation will also chart whether the evaluation system should and could be extended to vocational adult education and training. The system will be developed based on the results of the meta-evaluation and taking into account the effects of both the vocational qualification requirements and the restructuring of the educational system. The review will be carried out in 2016.

As the meta-evaluation progresses, decisions will be made on which new assessments of learning outcomes in vocational education and training will be started in 2016.

## 3.2 Functionality and development of the educational system

### Student transitions and smooth study paths at educational transition phases

The evaluation will focus on the functionality of the transition phases in the educational system. In other words, the object is to assess the system's ability to secure education for all young people and smooth transitions between educational levels as well as preventing exclusion. The evaluation will focus on guidance at transition phases, the roles of different education providers and the cooperation between the education providers. In addition, the evaluation will provide data on student flows, the educational system's ability to support students' life management and choices as well as the system's ability to provide study paths in which studies and work may be combined in a flexible manner and it is easy to continue into further studies and work. The need for the evaluation has been noted by the national working group for lifelong guidance as well as by the National Audit Office of Finland.

The functionality of the guidance at transition phases and of the system in general will be analysed from the perspectives of educational administration, labour and industry administration, and youth administration.<sup>2</sup>

The project comprises all transition phases in the educational system. The evaluation will be carried out in stages during 2016–2019.

### The impact of national budget cuts on educational rights

The evaluation focuses on how well the educational and cultural rights are fulfilled and, especially, on young person's actual and equal educational opportunities. The evaluation will provide information on the actual impact of tighter national economy. Focus areas of the evaluation are early childhood education, pre-primary and basic education including associated functions, art education, general upper secondary education, and liberal adult education. The evaluation report will be submitted on 30 June 2017.

### Implementation of the Pupil and Student Welfare Act

The evaluation will focus on the impact and efficacy of the revision of student welfare, as defined in the Pupil and Student Welfare Act, and on the adequacy of staff and availability of service. Focus areas of the evaluation are pre-primary and basic education, upper secondary vocational education and training, and general upper secondary education. The evaluation will be carried out during 2016–2017.

### Peaceful and safe learning environments in schools and education and training institutions

The evaluation will focus on the securing of peaceful and secure learning environments and on the impact of changes in legislation to this end. Focus areas of the evaluation are pre-primary and basic education, and general upper secondary education. The evaluation will be carried out during 2016–2017.

### Implementation and process of early childhood education

The evaluation will focus on the implementation of the national core curriculum on early childhood education as well as the functionality of the processes for drawing up the curricula. The evaluation will be carried out during 2017–2019. Planning of the evaluation will commence in 2016.

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<sup>2</sup> There will be separate negotiations on extending the project to these areas.

## Pupil assessment in basic education and general upper secondary education

The evaluation will focus on the practices for pupil and student assessment in basic education and general upper secondary education and, thereby, on the assessment culture and the teachers' ability to appropriately assess the pupils. In addition, the evaluation project will provide information on whether the problems arise from inadequate definitions of the criteria or from the schools' teaching and assessment culture, traditions and the fact that proportional assessments are easier to perform than criteria-based assessments.

## Implementation of the national core curriculum for pre-primary and basic education

The evaluation will focus on the national core curriculum for pre-primary and basic education as well as the processes for drawing up and implementing the curricula. The evaluation will be carried out during 2016–2020. There will be annual progress reports on the evaluation.

## Dealing with bi- and multilingualism in Swedish-language schools

Currently, about half of the pupils in the Swedish-language schools in Finland come from homes where other languages, in addition to Swedish, are extensively used. The evaluation focuses on the schools' means to support the pupils' linguistic development in the lower grades of basic education. The focus areas include the schools' resources, teaching methods, teaching material, continuing education of teachers, and cooperation with the homes.

The evaluation project is carried out as a thematic evaluation integrated into the assessment of learning outcomes in Finnish (syllabuses A and Native Level).

## Evaluation of the reform of the vocational qualification requirements

The evaluation is carried out as brief, targeted evaluations that provide information on the status of the educational system and the progress of the reform. The project will be carried out during 2016–2020. The separate evaluations will be targeted on the following areas:

### **Sub-project 1. Competence base and individualisation**

The evaluation will focus on the current implementation of individualised study plans and of individualisation in vocational upper secondary education and training as well as on the effects of identifying and recognising competence, and the individual study path from the students' point of view. In addition, the evaluation will examine the effects of individualisation on eligibility for further studies.

### **Sub-project 2. On-the-job learning**

The evaluation will focus on how the increasing working-life perspective is taken into account in on-the-job learning with regard to planning, instruction and assessment as well as the training of workplace instructors and the teachers' work. In addition, the evaluation provides information on the effects of on-the-job learning on contact hours, the teachers' work and its organisation, as well as the students' qualifications for further studies.

### **Sub-project 3. Cooperation in forecasting, planning and implementing education**

The evaluation will focus on how education providers forecast changes in the operating environment and cooperate with other education providers, the working life and other major stakeholders with regard to planning and providing education in order to meet both national and regional needs.

#### **Sub-project 4. Joint use of learning environments**

The evaluation will focus on how education providers jointly enhance and utilise various learning environments within their own institution (e.g., various subfields; education organised as vocational education and training, including competence-based qualifications; apprenticeship training; continuing education) and with other education providers, higher education institutions and working life. The effects of the joint use will also be evaluated.

#### **Profiling and enhancing the education range of higher education institutions**

Towards the end of the plan validity period (2018–2019), FINEEC will perform an evaluation of the profiling of universities and universities of applied sciences. Key points with regard to enhancing the education range are the competence-based approach and working-life relevance of the degrees. The evaluation will examine the development of the education range and the institutions' profiling mainly in the disciplines of social sciences, arts, technology and business economics.

### **3.3 Themes which are central and critical in the society**

#### **International comparison of the integration of immigrants into the educational system**

A project for evaluating the integration of immigrants into the educational system and society in Finland will be carried out as a national and international comparison that provides information on good practices and models for organising education services for immigrants. The evaluation also serves to gathering the latest evaluation and research data on the subject.

#### **Changes in the role of teachers, and the capacity of teacher education and continuing education to respond to the changes**

The evaluation will focus on

- a) the changes in the role of teachers and the abilities of the teaching staff to meet learners from different backgrounds and to respond to the challenges springing from, for instance, digitisation, immigration, inclusion, budget cuts and changes in pedagogy and working-life cooperation in pre-primary education, basic education, general upper secondary education, vocational education and training, and higher education; and on
- b) the capacity of teacher and teaching staff education and of continuing education to respond to the changes and support the professional development of teachers and teaching staff. The evaluation will be carried out in stages during 2016–2018.

#### **Entrepreneurship and innovative capacity in higher education and vocational education and training**

The evaluation will focus on entrepreneurship and innovative capacity in higher education and vocational education and training. The information derived will describe the quality and impact of the entrepreneurship and R&D activities and result in development recommendations. The evaluation will commence in 2016.

## 3.4 Supporting education providers in quality management and strengthening the evaluation culture

### Self-evaluation and quality management procedures of basic education and general upper secondary education providers

The evaluation will give information on the self-evaluation and quality management procedures of basic education and general upper secondary education providers. The evaluation will be used as foundation for planning a project with the aim to provide support to education providers' self-evaluation and quality management methods and processes. The evaluation is carried out during 2015–2016.

### Supporting early childhood education providers in quality management and developing an evaluation model

FINEEC will draw up an evaluation plan for early education providers and create appropriate models and procedures for quality management and evaluation. In addition to a long-term plan, the project includes drawing up a quality assessment model as well as constructing an audit system and a model for evaluation of pedagogic practices and leadership. The evaluation will be carried out during 2016–2019.

### Supporting vocational education and training providers in quality management and evaluation

In cooperation with education providers, FINEEC formulates approaches, evaluation models and methods for education providers to be used in self-evaluation and peer reviews as well as instruments and indicators for efficiency, impact and economy. FINEEC also supports the development of education providers' evaluation activities and culture as well as evaluation competence. In addition, FINEEC promotes the spreading of good practices.

FINEEC works together with the Finnish Quality Association with implementing the EFQM Excellence Model in evaluations of quality management within education.

### External evaluation of quality systems in the vocational education and training

FINEEC will evaluate the state of the quality systems in the vocational education and training in 2018–2019.

### Evaluations of higher education institutions' quality systems

The audits of higher education institutions' (HEIs) quality systems are the main form of evaluation of the HEIs.

The second round of audits, which began in 2012, will be completed as scheduled in 2018. On the second round, the quality system each university or university of applied sciences has developed from its own starting points and in accordance with its objectives is evaluated. Quality management refers to the procedures, processes or systems that the higher education institution uses to maintain and develop the quality of its activities. Audit assesses how well the quality system meets the strategic and operations management needs of the HEI as well as how comprehensive and effective the quality management of the core duties of the HEI is.

An analysis on the results of the second round audits will be produced.

The third round of evaluations will begin in 2018.

## Evaluation of maritime education

The purpose of the evaluation is to ensure that the organisations providing maritime education have functioning quality systems and processes for education and training that meets the standards set in the STCW convention. The national focus area for the evaluation is simulator-based training. The evaluation will comprise both higher education and vocational education and training. The project is carried out during 2015–2017.

### 3.5 Enhancing the impact of evaluations

FINEEC formulates evaluation models, evaluation criteria, instruments, indicators and self-evaluation tools for education providers and HEIs. By producing summaries and thematic reports on evaluation approaches and the state and good practices of quality management in the various educational levels, FINEEC also helps education providers and HEIs to fulfil their self-evaluation obligation and the continuous development of their operations. FINEEC promotes the impact of evaluation information and the dissemination of good practices by regularly organising evaluation forums for the parties using the information.

To support decision-makers, FINEEC regularly gives indicator-based reports on comprehensive evaluation themes, such as educational equality in the basic education. FINEEC pays particular attention to presenting the evaluation data in a form that serves decision-making and development.

# 4

## Developing the evaluation system and evaluation methods

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During the plan validity period, FINEEC will develop the evaluation methods to better support the organisation and continuous improvement of evaluation. International developments will play an important role with regard to developing the evaluations focusing on different educational sectors. FINEEC will cooperate with the beneficiaries and major stakeholders in developing the evaluation systems and methods.

### Methods for enhancement-led evaluation

FINEEC will launch a long-term project for developing the methodology for enhancement-led evaluations. The project will clarify the approach and principles of enhancement-led evaluation and put together method guides based on the enhancement-led evaluation framework to meet the development needs of both nation-wide evaluations and education providers' and HEIs' evaluation needs.

### Assessments of learning outcomes in basic education and vocational education and training

In 2016, FINEEC will develop a frame of reference and an evaluation handbook as a basis for assessments of learning outcomes in basic education.

The methodology for assessing learning outcomes in vocational education and training will be developed after the meta-evaluation has been completed. At that time, FINEEC will also consider extending the assessments of learning outcomes to include competence-based qualifications.

### Digitisation of the assessments of learning outcomes

The digitisation of assessments of learning outcomes in both basic education and vocational education and training will be completed during the plan validity period as follows:

- The assessments of learning outcomes in basic education will be digitalised gradually with the view to implementing the system in the next evaluation period. Developing the electronic system will be integrated into the educational authorities' systems and their development.
- The assessments of learning outcomes in vocational education and training will be digitalised and an electronic feedback system will be in place by the end of the plan validity period for vocational upper secondary education. The evaluation data is produced based on the register of verified competence. The feedback and reporting system will be developed based on the information needs of both education providers and authorities.
- The project for developing the assessments of learning outcomes in vocational education and training is based on the targets for assessments for learning outcomes defined in 2009–2011.

## Developing thematic and system evaluations

The implementation of the evaluation plan is enhanced by developing the frame of reference, processes, feedback, dissemination, methodology and quality assurance relating to thematic and system evaluations. The aim is to increase the topicality and impact of evaluations. New operational models will be developed to meet various evaluation needs.

## Developing an evaluation model and criteria for the evaluation of quality systems in vocational education and training

FINEEC will during 2016–2017 develop an evaluation model and criteria for quality management, which will form as a basis for self-evaluation, external evaluation and national evaluation. In this work, experiences and feedback from the previous evaluations will be considered. The model is developed in cooperation with several education providers and experts. The evaluation model and criteria for quality management will be tested prior to implementation.

## Developing an evaluation model and criteria for the third round of external evaluations of higher education institutions

A planning team, which has been assigned the task to develop the evaluation model for the third round of external evaluations of HEIs, has been working since December 2015. The planning team is scheduled to complete its task by December 2016. The team proposes the targets, criteria and procedures for the third-round of external evaluations and formulates the principles that HEIs will follow when preparing for the evaluations. The work is conducted in close cooperation with the HEIs and stakeholders. The planning team is to formulate an evaluation model adhering to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015) which Finland, as a member to the Bologna Process, must follow. The revised principles highlight student-centred learning and teaching, defining and assessing learning outcomes, and positioning the qualifications at the appropriate levels in the national and European qualification frameworks.

The handbook for third-round of external evaluations of HEIs will be drawn up in 2017.

# 5

## Financing

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In the Government budget for 2016, the net allowance for FINEEC's operating costs amounts to EUR 3,863,000. The amount covers FINEEC's general expenses, the staff costs for the evaluation projects proposed in the evaluation plan and most of the costs for carrying out the evaluations. The Ministry of Education and Culture has given a preliminary pledge for separate funding for some of the evaluation projects. This has enabled FINEEC to extend the evaluation plan.

The digitisation of the assessment of learning outcomes requires investment-type additional funding from the Ministry of Education and Culture. In addition, separate funding is required for the evaluations of the impact of legislation, which have been agreed upon with the Ministry and are included in the evaluation plan.

In general, the evaluations are free for education providers, schools, educational institutions and higher education institutions under the Ministry of Education and Culture's administration. The quality audits of HEIs, however, are subject to a fee. The fixed fees have been defined in a Ministry of Education and Culture Decree (362/2014).

FINEEC may also perform evaluations and give support to education providers' and HEIs' evaluation development as a service subject to a charge. Such fee-based services include EUR-ACE quality label accreditation in the field of engineering, which FINEEC offers to HEIs.

# 6 Monitoring

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FINEEC monitors the implementation of the evaluation plan and reports any deviations to the Ministry of Education and Culture. As needed, FINEEC submits annual propositions to the Ministry for revisions of the evaluation plan. Halfway through the plan validity period, FINEEC and the Ministry meet to discuss the completed evaluations and their results as well as any revisions, additions and specifications to the evaluation plan. Moreover, FINEEC uses systematic methods to determine evaluation needs arising from outside the evaluation plan and responds to them provided that there are resources to do so.



## Appendix 2.

EVALUATIONS OF VOCATIONAL EDUCATION AND TRAINING	2015	2016	2017	2018	2019	2020
<b>ASSESSMENTS OF LEARNING OUTCOMES</b>						
VQ in vehicle technology						
VQ in information technology	3rd year					
VQ in music	3rd year					
VQ in textiles and clothing	3rd year					
VQ in youth and leisure instruction		3rd year				
VQ in the processing industry		3rd year				
VQ in audiovisual communication		3rd year				
VQ in building maintenance			3rd year			
VQ in physical education			3rd year			
VQ in the tourism industry			3rd year			
VQ in horticulture			3rd year			
VQ in information and telecommunications technology				3rd year		
VQ in beauty care				3rd year		
VQ in horse care and management				3rd year		
Sustainable development	spring					
<b>THEMATIC AND SYSTEM EVALUATIONS</b>						
Evaluation of maritime education						
Meta-evaluation of the assessment of learning outcomes in vocational education and training, and development of the evaluation system 1)						
Student transitions and smooth study paths at educational transition phases 2)						
Implementation of the Pupil and Student Welfare Act 3)						
Evaluation of the reform of the vocational qualification requirements 4)						
Changes in the role of teachers and the capacity of teacher education and continuing education to respond to the changes 5)						
Entrepreneurship and innovative capacity in higher education and vocational education and training						
International comparison of the integration of immigrants into the educational system 6)						
<b>DEVELOPMENT OF EVALUATION</b>						
Digitalisation of the assessment of learning outcomes						
Supporting education providers in quality management and strengthening the evaluation culture 7)						
Developing an evaluation model and criteria for the evaluation of quality systems in vocational education and training						
<b>EVALUATION OF QUALITY SYSTEMS</b>						
External evaluation of quality systems in the vocational education and training						

1) Decisions on new assessments of learning outcomes in vocational education and training will be made as the meta-evaluation progresses.

2) The evaluation comprises all transition phases in the educational system.

3) The evaluation will also focus on basic education and general upper secondary education.

4) Subprojects: Competence base and individualisation; On-the-job learning; Cooperation in forecasting, planning and implementing education; Joint use of learning environments.

5) The evaluation focuses on a) the changes in the role of teachers in pre-primary education, basic education, general upper secondary education, vocational education, and higher education; and b) the capacity of teacher and teaching staff education and of continuing education to respond to the changes.

6) The evaluation focuses on the integration of immigrants into the educational system as a whole.

7) The focus areas are developing evaluation methods and indicators, enhancing the evaluation culture, and evaluation competence.

## Appendix 3.

EVALUATIONS OF HIGHER EDUCATION									
AUDITS OF HIGHER EDUCATION INSTITUTIONS' QUALITY SYSTEMS, SECOND ROUND OF AUDITS	2015	2016		2017		2018		2019	
	Autumn	Spring	Autumn	Spring	Autumn	Spring	Autumn	Spring	Autumn
Satakunta University of Applied Sciences									
Savonia University of Applied Sciences									
Seinäjoki University of Applied Sciences									
Tampere University of Applied Sciences									
University of Lapland									
Åbo Akademi University									
Aalto University									
Centria University of Applied Sciences									
Häme University of Applied Sciences									
Lahti University of Applied Sciences									
Laurea University of Applied Sciences									
Turku University of Applied Sciences									
Diakonia University of Applied Sciences									
Hanken School of Economics (re-audit)									
Metropolia University of Applied Sciences									
National Defence University									
Saimaa University of Applied Sciences									
University of Eastern Finland									
HAAGA-HELIA University of Applied Sciences									
Lapland University of Applied Sciences									
University of Turku (re-audit)									
Arcada University of Applied Sciences									
Humak University of Applied Sciences									
Karelia University of Applied Sciences									
Oulu University of Applied Sciences									
Police University College									
University of Oulu									
University of the Arts Helsinki									
University of Vaasa									
Åland University of Applied Sciences									
THEMATIC AND SYSTEM EVALUATIONS	2015	2016		2017		2018		2019	
Student transitions and smooth study paths at educational transition phases 2)									
Profiling and enhancing the education range of higher education institutions									
Entrepreneurship and innovative capacity in higher education and vocational education and training									
International comparison of the integration of immigrants into the educational system 3)									
Changes in the role of teachers and the capacity of teacher education and continuing education to respond to the changes 4)									
Evaluation of maritime education									
DEVELOPMENT OF EVALUATION	2015	2016		2017		2018		2019	
Developing an evaluation model and criteria for the third round of external evaluations									

1) The first round of quality audits of the HEIs took place in 2005–2012. The second round started in 2015 and will be completed in 2018. The third round of external evaluations of HEIs will begin in 2018. The external evaluations from 2018 onwards will be scheduled with each HEI separately.

2) The evaluation comprises all transition phases in the educational system.

3) The evaluation focuses on the integration of immigrants into the educational system as a whole.

4) The evaluation focuses on a) the changes in the role of teachers in pre-primary education, basic education, general upper secondary education, vocational education, and higher education; and b) the capacity of teacher and teaching staff education and of continuing education to respond to the changes.





The Finnish Education Evaluation Centre (FINEEC) is an independent, national evaluation agency responsible for the external evaluations of education from early childhood education to higher education in Finland. It implements system and thematic evaluations, learning outcome evaluations and field-specific evaluations. Moreover, FINEEC supports providers of education and training and higher education institutions in matters related to evaluation and quality assurance, as well as advances the evaluation of education.

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