FINNISH EDUCATION
EVALUATION CENTRE

AUDIT OF THE POLICE UNIVERSITY COLLEGE 2018

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Abstract

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The Finnish Education Evaluation Centre has conducted an audit of the Police University College (Polamk) and awarded the institution a quality label that is valid for six years from 18 April 2018. The quality system of the Police University College fulfils the national criteria set for the quality management of higher education institutions, and corresponds to the European quality assurance principles and recommendations for higher education institutions.

The object of the audit was the quality system that the Police University College has developed based on its own needs and goals. The freely selected audit target chosen by the institution was the quality management of *global cooperation*.

The following were regarded as key strengths of the quality system:

- Polamk has developed comprehensive and functional quality procedures that advance the continuous development of the institution's core duties and management. The quality system produces relevant information for development and there are clear examples that the information is used for this purpose.

- The link between the quality policy and operational management using the operational and financial plan is logical and comprehensible. The plan and its systematic review can be considered a strength of Polamk. The accessibility of the operational quality manual on the Polamk website contributes positively to quality communication both within and outside of the Polamk community.

- External stakeholders are systematically included in the development of degree education at Polamk. Polamk's Board, Advisory board and several of the working bodies include members who represent the security sector and the working life, which ensures that the experience from the field is taken into account in development of the education, especially curriculum work. The institution also regularly surveys the external stakeholders.

Among others, the following recommendations were given to the Police University College:

- Polamk should pay attention to the volume of information generated by the different feedback tools. Recognising the importance of the different feedback processes, the audit team recommends Polamk to ensure that the information collected can be analysed thoroughly and used for development and to support the strategic goals. The audit team recommends Polamk to evaluate the necessity and usability of the information related to quality management.

- The audit team recommends Polamk to review procedures supporting student participation in the quality work. The audit team encourages Polamk to support the student union with the handover process and training of student representatives who participate in quality work. The audit team also recommends exploring the possibility of involving alumni in the quality work.

- The audit team recommends Polamk to consider establishing clear institutional goals for societal impact and global cooperation. Such targets should reflect an agreed vision for these activities, including key areas for future development such as international networking, continuing education and fee-paying services. An agreed vision, supported by measurable institutional performance indicators could strengthen the activities in RDI and societal impact, as well as global cooperation.

Keywords
Audit, evaluation, higher education institutions, quality, quality management, quality system, university of applied sciences

Tiivistelmä

Kansallinen koulutuksen arviointikeskus on toteuttanut Poliisiammattikorkeakoulun (Polamk) auditoinnin ja antanut korkeakoululle laatuleiman, joka on voimassa kuusi vuotta 18.4.2018 alkaen. Poliisiammattikorkeakoulun laatujärjestelmä täyttää korkeakoulujen laadunhallinnalle asetetut kansalliset kriteerit ja vastaa eurooppalaisia korkeakoulujen laadunhallinnan periaatteita ja suosituksia.

Auditoinnin kohteena oli Poliisiammattikorkeakoulun laatujärjestelmä, jonka korkeakoulu on kehittänyt omista lähtökohdistaan ja tavoitteidensa mukaisesti. Korkeakoulun valitsema vapaavalintainen auditointikohde oli *globaalin yhteistyön* laadunhallinta.

Laatujärjestelmän keskeisinä vahvuuksina pidetään seuraavia:

- Polamkissa on luotu kattavat ja toimivat laadunhallinnan menettelytavat, jotka edistävät korkeakoulun perustehtävien ja johtamisen jatkuvaa kehittämistä. Laatujärjestelmä tuottaa olennaista tietoa kehittämistyöhön ja tiedon hyödyntämisestä kehittämistyössä on näkyviä esimerkkejä.
- Toiminta- ja taloussuunnitelma (TTS) toimii loogisena ja kattavana linkkinä laatupolitiikan ja toiminnan johtamisen välillä. TTS ja sen järjestelmällinen seuranta voidaan nähdä yhtenä Polamkin vahvuutena. Toimintakäsikirjan saatavuus Polamkin verkkosivuilla edistää laatujärjestelmästä viestimistä sekä korkeakouluyhteisön sisällä että ulkoisesti.
- Ulkoisia sidosryhmiä osallistetaan systemaattisesti tutkintotavoitteisen koulutuksen kehittämiseen Polamkissa. Korkeakoulun hallituksessa, valtuuskunnassa ja useissa työryhmissä on edustajia turvallisuusalalta ja työelämästä. Näin varmistetaan, että kentän kokemukset huomioidaan koulutuksen kehittämisessä ja erityisesti opetussuunnitelmatyössä. Korkeakoulu kerää myös säännöllisesti palautetta sidosryhmäkyselyllä.

Poliisiammattikorkeakoululle annettiin muun muassa seuraavia kehittämissuosituksia:

- Palautetyökalujen tuottaman tiedon määrään tulisi kiinnittää huomiota Polamkissa. Polamkin eri palauteprosesseilla on tärkeä roolinsa. Toisaalta tulisi varmistaa, että kerätty palautetieto voidaan analysoida perusteellisesti ja tietoa voidaan hyödyntää kehittämistyössä strategisten tavoitteiden saavuttamiseksi. Auditointiryhmä kannustaa Polamkia arvioimaan laadunhallintaan liittyvän tiedon välttämättömyyttä ja hyödynnettävyyttä.

- Auditointiryhmä rohkaisee Polamkia tarkastelemaan menettelytapoja, joilla korkeakoulu tukee opiskelijoiden osallistumista laatutyöhön. Auditointiryhmä kannustaa Polamkia tukemaan opiskelijakuntaa laatutyöhön osallistuvien opiskelijajäsenten vaihdoksissa ja uusien opiskelijajäsenten perehdyttämisessä. Auditointiryhmä suosittelee myös harkitsemaan alumnien osallistamista laatutyöhön.

- Auditointiryhmä kannustaa Polamkia harkitsemaan korkeakoulutason tavoitteiden määrittelyä yhteiskunnalliselle vaikuttavuudelle ja kansainväliselle yhteistyölle. Tavoitteissa tulisi heijastua toimintojen tulevaisuudennäkymät, mukaan lukien tärkeimmät kehitysalueet, kuten kansainvälinen verkostoituminen, täydennyskoulutus ja maksullinen palvelutoiminta. Yhteisten tavoitteiden lisäksi korkeakoulutasolla mitattavat tulosindikaattorit voisivat vahvistaa TKI-toimintaa, yhteiskunnallista vaikuttavuutta sekä kansainvälistä yhteistyötä.

Avainsanat
Ammattikorkeakoulu, arviointi, auditointi, korkeakoulut, laadunhallinta, laatu, laatujärjestelmä

Sammandrag

Nationella centret för utbildningsutvärdering har genomfört en auditering av Polisyrkeshögskolan (Polamk) och har beviljat högskolan en kvalitetsstämpel som gäller i sex år från och med den 18 april 2018. Polisyrkeshögskolans kvalitetssystem uppfyller de nationella kriterier för kvalitetshantering som fastställts för högskolor och motsvarar de europeiska principerna för och rekommendationerna om högskolors kvalitetshantering.

Föremål för auditeringen var Polisyrkeshögskolans kvalitetssystem som högskolan tagit fram utifrån sina egna utgångspunkter och mål. Auditeringsobjektet som högskolan kunde fritt välja var kvalitetshantering av *globalt samarbete*.

Kvalitetssystemets viktigaste styrkor är:

- Polamk har utvecklat heltäckande och fungerande kvalitetsprocesser som främjar kontinuerlig utveckling av högskolans grundläggande uppgifter och ledning. Kvalitetssystemet producerar relevant information för utveckling och det finns tydliga exempel på att informationen används i detta syfte.

- Kopplingen mellan kvalitetspolitiken och verksamhetsstyrningen via verksamhets- och ekonomiplanen är logisk och heltäckande. Planen och en systematisk genomgång av den kan anses vara en av Polamks styrkor. Verksamhetshandbokens tillgänglighet på Polamks webbplats bidrar positivt till att kommunicera kvalitetsfrågor både inom och utanför högskolan.

- Externa intressenter involveras systematiskt i utvecklingen av examensinriktade utbildningen vid Polamk. Polamks styrelse, delegationen och flera av arbetsgrupperna har medlemmar som representerar säkerhetssektorn och arbetslivet, vilket säkerställer att erfarenheterna från fältet beaktas i utvecklingen av utbildningen, i synnerhet läroplansarbete. De externa intressenters synpunkter på verksamheten samlas också in med regelbundna enkäter.

Bland annat följande rekommendationer framläggs för Polisyrkeshögskolan:

- Polamk bör fästa vikt vid den informationsmängd som skapas genom kvalitetssystemets olika responsverktyg. Auditeringsgruppen rekommenderar att Polamk ska säkerställa att den insamlade informationen analyseras noggrant och för att främja utvecklingen och uppnåendet av de strategiska målen. Auditeringsgruppen rekommenderar att Polamk bedömer hur nödvändig och användbar informationen relaterad till kvalitetshantering är.

- Auditeringsgruppen rekommenderar att Polamk ser över processer som stödjer de studerandes delaktighet i kvalitetsarbetet. Auditeringsgruppen uppmanar Polamk att stödja studerandekåren vid utbildningen av studeranderepresentanter som medverkar i kvalitetsarbetet. Auditeringsgruppen rekommenderar även att se över möjligheten att involvera alumner i kvalitetsarbetet.

- Auditeringsgruppen rekommenderar att Polamk ställer upp tydliga högskoleövergripande mål för genomslagskraft i samhället och globalt samarbete. Dessa mål bör återspegla en framtidsvision för dessa verksamheter, inklusive nyckelområden för framtida utveckling, som internationella nätverk, fortbildning och avgiftsbelagd verksamhet. Gemensamma högskoleövergripande mål, som stöds av mätbara indikatorer, kunde stärka FUI-verksamheten, verksamhetens genomslagskraft i samhället och globalt samarbete.

Nyckelord

Auditering, högskolor, kvalitet, kvalitetshantering, kvalitetssystem, utvärdering, yrkeshögskola

Contents

1
Audit targets and process

1.1 Audit targets

The target of the audit was the quality system that the Police University College (Polamk) has developed based on its own needs and goals. The focus of the audit was the procedures and processes that the institution uses to maintain, develop and enhance the quality of its operations. In accordance with the principle of enhancement-led evaluation, the audit did not evaluate the higher education institution's (HEI) objectives, the content of its activities or its results. The aim of the audit was to help the institution to identify strengths, good practices and areas in need of development in its own operations.

Audits of the Finnish Education Evaluation Centre (FINEEC) evaluate whether an institution's quality system meets the national criteria (Appendix 1) and whether it corresponds to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).[1] Furthermore, the audit evaluates how well the quality system meets strategic and operations management needs, as well as the quality management of the HEI's core duties and the extent to which it is comprehensive and effective. In addition, FINEEC audits focus on evaluating the institution's quality policy, the development of the quality system, as well as how effective and dynamic an entity the system forms.

The Police University College chose the quality management of *global cooperation* as its optional audit target. As samples of degree education, the Police University College chose the Bachelor of Police Services and the Master of Police Services. There was no third sample degree programme in the case of the Police University College.

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1 The Standards and Guidelines for Quality Assurance in the European Higher Education Area are available at http://www.enqa.eu/index.php/home/esg/

The audit targets of the Police University College comprise the following aspects:

1. The quality policy of the higher education institution
2. The quality system's link with strategic management
3. Development of the quality system
4. Quality management of the higher education institution's core duties:
   a. Degree education (including first and second cycle education)[2]
   b. Research, development and innovation activities (RDI)
   c. Societal impact[3]
   d. Optional audit target: Quality management of global cooperation
5. Samples of degree education:
   i. Bachelor of Police Services
   ii. Master of Police Services
6. The quality system as a whole.

A set of criteria that is based on a scale of four development stages of quality management (absent, emerging, developing and advanced), is employed in the audit. The development stages have been specified for each audit target and they are determined individually for each audit target. The optional audit target is not taken into account when evaluating whether the audit will pass.

1.2 Audit process

The audit is based on the basic material and self-evaluation report submitted by Polamk, as well as an audit visit to the institution on 7–9 November 2017. The audit team also had access to electronic materials, which are essential in terms of the institution's quality management. The key phases of the audit process and the timetable are included as Appendix 2 of this report.

As chosen by Polamk, the audit was conducted in English by an international audit team. Prior to the appointment of the audit team, Polamk was given the opportunity to comment on the team's composition, especially from the perspective of disqualification.

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2 First cycle degrees include bachelor's degrees, and second cycle degrees include master's degrees.
3 Including social responsibility, continuing education, open university of applied sciences education, as well as paid-services education. Unlike for other universities of applied sciences in Finland, regional development work is not a statutory duty for the Police University College. Therefore, in this audit target, the audit team focused on societal impact.

The **audit team** members were:

Professor **John Taylor,** Centre for Higher Education Research and Evaluation, Lancaster University, UK (Chair)

Director **Jaana Ignatius,** Laurea University of Applied Sciences (Vice-chair)

Director of Development **Kristiina Erkkilä,** Education and Cultural Services, Espoo

Senior adviser **Jorunn Lindholt,** Norwegian Police University College (PHS), Norway

Masters student **Rok Primožič,** Interim Director of the Office of the Republic of Slovenia for Youth, Slovenia

Hilla Aurén, Senior Advisor from FINEEC, acted as the responsible project manager and **Kati Isoaho**, Senior Advisor from FINEEC, as the backup for the project manager.

The audit visit to Polamk was conducted as a three-day visit. The purpose of the audit visit was to verify and supplement the observations made based on the audit material of Polamk's quality system. The programme of the visit is included as Appendix 3 of this report. The audit team drafted a report based on the material accumulated during the evaluation and on the analysis of that material.

The audit report was written collaboratively by the audit team members, drawing on the expertise of each team member. Polamk was given the opportunity to check the factual information in the report prior to the Higher Education Evaluation Committee's decision-making meeting.

2
The organisation of the Police University College
—

The Police University College (Polamk), which operates under the direction of the National Police Board within the Ministry of the Interior's administration, is responsible for educating the police officers in Finland. It is Finland's only higher education institution specialising in research related to the police and policing.

Polamk began operations in its current form on the 1st of January 2008, when the National Police School and the Police College of Finland were merged, forming a university of applied sciences. The name of the institution was changed from the Police College of Finland to the Police University College in 2014. The Polamk campus is located in the city of Tampere. Polamk's Police Dog Training Centre, which is in charge of the police dog operations, is located in Hämeenlinna. In addition, Polamk also has a driver training centre in Pieksämäki and organises driving courses in several locations around the country.

Polamk's organisation is divided into seven competence areas (General skills, Special skills, Operational skills, Police dog operations, RDI, Student services and Administration), which implement and support the three core processes: teaching and learning, development, and research. Polamk's organisational structure is illustrated in Figure 1.

POLICE UNIVERSITY COLLEGE (POLAMK)

Board of Polamk 1+15	Director
Management Support 15	

CORE PROCESSES	TEACHING AND LEARNING	7
	DEVELOPMENT	2
	RESEARCH	1

General skills	Special skills	Operational skills	Police dog operations	RDI	Student services	Administration
28	36	47	11	25	28	19

COMPETENCE AREAS
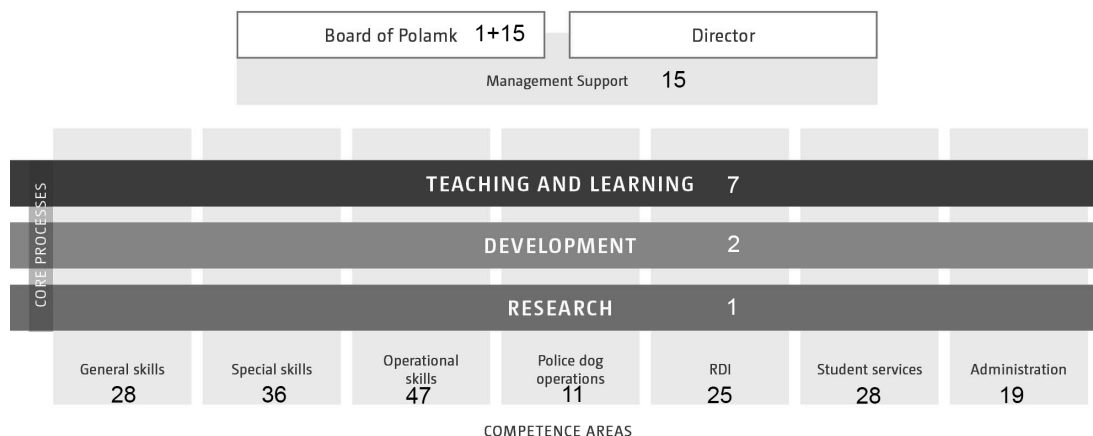
FIGURE 1: The organisational chart of Polamk (Source: Basic material)

Polamk is steered by the National Police Board through annual results contract negotiations and interim review reporting. Polamk has a dual role as a higher education institution and a national police unit. This double role creates obligations, and in some cases restrictions, but also offers opportunities for close collaboration with the field of work for which Polamk offers education. Figure 2 describes the position of the Police University College with regard to the police administration in Finland.

POLICE OF FINLAND

MINISTRY OF THE INTERIOR	
National Police Board	**Finnish Security Intelligence Service**

Police Departments	National Bureau of Investigation	Police University College
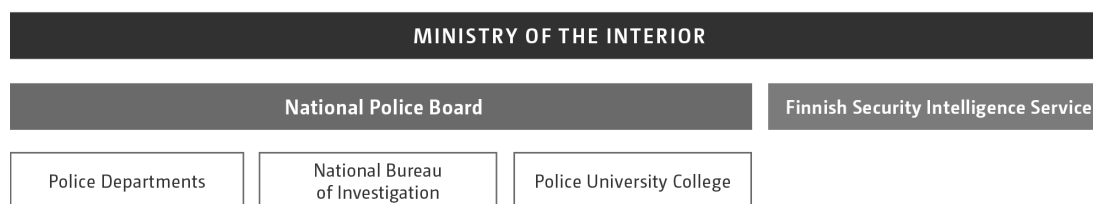
FIGURE 2: Polamk as part of the police administration
(Source: Polamk's operational quality manual)

Polamk's overall objective is to serve the Finnish society and create future security. According to the Act on the Police University College (1164/2013, unofficial English translation), the tasks of Polamk are:

1. To provide higher education in internal security based on research and cultural knowledge for students aiming for expert and leadership positions, as well as to support each student's professional growth, and promote lifelong learning; and
2. To engage in applied research and development, serving the planning and development of police operations and internal security, as well as education at Polamk.

The Government Decree on the Police University College (282/2014) lays down detailed provisions on the education provided at Polamk, including the educational mission of Polamk, the structure of the degree programmes, the scope of the studies, courses and curricula, objectives of the degree programmes, and competence requirements for the staff.

Table 1 shows key statistics on the volume of students and staff at the Police University College.

TABLE 1. Key statistics of Polamk in the academic year 2016–2017 (Source: Polamk)

Students	**836**
Bachelor of Police Services (Finnish programme)	769
Bachelor of Police Services (Swedish programme)	30
Master of Police Services	37
Degrees awarded	**187**
Bachelor of Police Services (Finnish programme)	169
Bachelor of Police Services (Swedish programme)	7
Master of Police Services[4]	11
Staff (full-time equivalent)[5]	**203**
Teaching staff	105
RDI staff	30
Other staff	68
Continuing education (number of participants)	**7 811**
Specialist studies	122
Professional continuing education	6 178
Fee-paying education	1511

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4 Degrees awarded in December 2017
5 As of 31 December 2017

3
The quality policy
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The quality policy of Polamk defines the basic principles and objectives for the quality system and responsibilities for quality management. The quality system is based on the principle of continuous development. The objectives are clearly and concisely defined, and Polamk has established methods and procedures to ensure that the objectives are achieved. Polamk should give further consideration to developing more precise responsibilities in quality management. The operational quality manual is available on Polamk's website, which enables internal and external stakeholders to form a comprehensive understanding of Polamk's quality management. Polamk should consider assessing the necessity and usability of the quality information on the intranets and the website from a user's perspective. Linking quality policy to the strategy, the operational and financial plan is a key strategic leadership procedure.

*The quality policy of the Police University College is at a **developing** stage.*

3.1 Rationale, objectives and division of responsibility
—

Polamk's current quality policy was confirmed in April 2017. The quality policy was made more specific than before by describing in further detail the principles and objectives of the quality system, as well as responsibilities for quality management. Staff were involved in updating the quality policy and students and staff were given opportunities to comment on the draft before it was confirmed.

The basic principles for the quality system underpin a process of continuous development based on the Plan-Do-Check-Act (PDCA) model. Polamk uses the model in the planning, implementation, evaluation and development of all operations. The quality management procedures and actors are specified in the continuous development model. Figure 3 shows Polamk's diverse activities under the particular phases of the PDCA cycle, with the responsible actors specified at each stage.

THE QUALITY SYSTEM

PLAN
- Strategy and core process policies
- Results contract
- Operating and financial plan
- Curricula
- Project plans
- Performance appraisal discussions

Outer ring (PLAN): National Police Board, Board of Polamk, Advisory Board of Polamk, Steering group of Polamk, Working groups and projects, Managers, staff and students, Partners and stakeholders

DO
- Teaching, development and research, as well as support functions
- The organization and management
- Processes and procedures

Outer ring (DO): Managers, staff and students, Steering group of Polamk, Working groups and projects, Partners and stakeholders

CHECK
- Interim and annual reviews
- Feedback systems and evaluations
- Meetings of working groups
- Project meetings
- Self-reflection

Outer ring (CHECK): National Police Board, Advisory Board of Polamk, Board of Polamk, Steering group of Polamk, Working groups and projects, Managers, staff and students, Partners and stakeholders

ACT
- Prioritization of development needs and implementation
- Changes to organizational procedures and operational guidelines
- Development of processes and methods
- Performance appraisal discussions

Outer ring (ACT): National Police Board, Advisory Board of Polamk, Board of Polamk, Steering group of Polamk, Working groups and projects, Managers, staff and students

FIGURE 3: Polamk's quality system according to the PDCA model (Source: Polamk's operational quality manual)

The objective of the quality system is to

1. Support the achievement of the strategic goals with comprehensive and effective procedures,
2. Produce data to support the development of management activities and operations,
3. Support acting in a uniform ethically sustainable manner, while also taking account the principles of sustainable development.

The achievement of the quality system's objectives is supported by process descriptions and instructions. Based on the self-evaluation report and interviews, the audit team concluded that objectives for the quality system are clearly and concisely defined, and that Polamk has methods for implementing these objectives. The achievement of strategic goals is promoted by detailed quality management procedures, which are included in the core processes and support procedures. Polamk has established and regularly employed assessment and feedback procedures to support the development of management activities and operations (listed in Chapter 4). Polamk also actively monitors the general development of higher education in Finland and in Europe more generally, and openly recognises the importance of its operations as part of broader social responsibility.

According to Polamk's quality policy, the responsibilities for quality management are divided among five groups:

1. Leadership and managers
2. Quality manager
3. Employees
4. Students
5. Partners and stakeholders

Based on the self-evaluation report and interviews, the Steering group, Quality assurance group, core process owners and Heads of the competence areas have clearly determined responsibilities in quality management. However, Polamk should consider whether responsibility is spread among too many actors, with possible ambiguity and overlap in the responsibilities. The involvement of too many actors and groups can increase the workload of quality management; for example, it might make it cumbersome to process the information produced by the quality system and cause problems of coordination. The audit team observed some signs of such difficulties both in the self-evaluation report and the interviews. The audit team therefore recommends Polamk to further clarify the responsibilities of the actors in quality management.

3.2 Communication of the quality policy

Quality management at Polamk is described in the *operational quality manual*, which is available on Polamk's website. The purpose of the manual is to provide an overall picture of the operations and quality management at Polamk. The audit team found that this purpose has been achieved; the operational quality manual provides internal and external stakeholders with a comprehensive idea of the quality management at Polamk. The manual is especially useful, since it not only serves as a descriptive document, but it also contains information about the actual operations and division of responsibilities at Polamk. The structure of the manual was renewed in 2016 and is currently based on the Common Assessment Framework (CAF). Polamk has been using CAF to assess its operations, results, and identify strategy reform needs every other year since 2008. The goals of the CAF self-assessment are to

1. Identify good practices that should be reinforced
2. Prioritise the identified development targets
3. Broadly connect previously acquired assessment and feedback data with the self-assessment
4. Draw up a clear proposal for a development plan for use in decision-making by the leadership.

Harmonising the operational quality manual with the CAF has helped parties to understand continuous improvement across the quality system as a whole and to communicate with the relevant actors responsible for quality management.

The audit team recognised that Polamk has made significant efforts to have quality related material available in English. However, the audit team suggests that, in order to help facilitate international cooperation Polamk might consider whether the terminology used to communicate quality matters in English could be harmonised and made more consistent.

The key quality data and documents are published on Polamk's two intranets. The two intranets have different functions: the Sinetti intranet is a closed network of the police administration and can only be accessed from secure computers, which for students means that they can only access it through computers on campus. Polamk's campus network Konsta is accessible for students and staff and shared with the Emergency Services College. Staff members can access both networks remotely with designated laptops. Due to the specific nature and role of the institution, it is clear why there are security restrictions for the information shared. Polamk is well aware of the challenge of operating two separate information networks, and is working to make its own online platforms as simple and user-friendly as possible. However, the audit team notes that there are possibilities to further improve the usability of these networks, with clearer instructions on the purpose of each platform. The audit team recommends continuing the preparation of guidelines and instructions for the use of the two intranets; this was also a key conclusion of the CAF assessment in 2016.

Face-to-face events, such as regular employee briefings, complement the written information channels and thus improve the communication of quality issues at Polamk. However, according to the staff interviews, it can be a challenge to participate in events in the midst of the everyday work. The analysis and interpretation of information should be fostered as well as dissemination. This could help to facilitate participation in the face-to-face events and thus increase effective communication.

The operational quality manual mentions that the needs of key customers and stakeholders for education, RDI and development have been identified through constant interaction with them. In addition, the new stakeholder survey provides information on stakeholders' expectations and needs. Polamk could benefit from gathering data from users (stakeholders and students) on the necessity and usefulness of the information provided on the website as well as intranets. The audit team recommends evaluating the necessity and usability of the information related to quality management, to improve internal and external communications and to develop the range of data from the user's point of view.

3.3 Link between the quality policy and the institution's overall strategy

Polamk's vision is to be a top-level provider of police education and a valued member of the European university community. The 2015 strategy defines four means to reaching the strategic goals:

1. Forward-looking police education
2. Competent personnel
3. Strong partnerships
4. Continuous evaluation.

The purpose of Polamk's quality system is to support the achievement of Polamk's strategic goals. Based on the audit material and interviews, the audit team has concluded that the quality system procedures in place, data produced by the quality system, and process descriptions and instructions at Polamk support the achievement of Polamk's strategic goals. For the strategic leadership of teaching, the curriculum process is a key procedure involving teaching staff. The curriculum process is steered by strategy-based themes. In RDI activities, the project portfolio management process aims to ensure that the projects are linked to Polamk's strategy, and that they support the implementation of Polamk's RDI policies. The audit team was concerned, however, that an emphasis on projects may inhibit the development of overall strategy for RDI.

Linking the quality policy with strategy, the operational and financial plan and the interim review are key strategic leadership procedures. The key areas in need of development are recorded in the operational and financial plan to enable monitoring of their realisation in the interim review. Continuous improvement is applied to operations through the results contract, the operational and financial plan, employee meetings, team discussions and individual performance and appraisal discussions.

The link between the quality policy and operations management through the operational and financial plan seems logical and comprehensible. The plan and its systematic review can certainly be considered strengths for Polamk. For the future, the audit team suggests that the operational quality manual and strategy could be even better integrated, if the strategic objectives and the methods of the quality system to achieve these objectives were added to the operational quality manual.

4
Quality system's link with strategic management
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Polamk has a unique role as both a police unit and a higher education institution. Strategic management must therefore ensure the continuous development of education and learning, research and societal impact while simultaneously implementing tasks set by the National Police Board. The quality system at Polamk has evolved to meet this challenge. The system underpins strategic and operational management. A range of relevant information is generated, widely disseminated and used across the institution. The system works well at all levels and a strong quality culture has emerged. At the same time, there is scope for further development. In particular, the audit team has identified issues such as the quantity of data and the complexity of structures that require further consideration, especially in the context of a relatively small institution.

*The quality system's link with strategic management is at a **developing** stage.*

4.1 Information produced by the quality system for strategic management
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Since the last audit in 2011, Polamk has worked to simplify strategic planning, leading to a reduction in the number of strategic documents replaced by a single main strategy, complemented by an employee plan and policies for pedagogy and RDI. The main strategy is subject to regular review; the current strategy was adopted in 2015. As stated in Polamk's Quality policy, the quality system aims to "support the achievement of strategic goals with comprehensive and effective procedures" and "produce data to support the development of management activities and operations".

The audit team saw clear evidence that the quality system is fully integrated with strategy and management, including future planning, operations and evaluation. These procedures depend on the creation, interpretation and application of management information. To this end, a wide range of information is produced, both quantitative and qualitative. A system of regular feedback and assessment is in place and is used effectively. Data produced by the quality system includes the

CAF self-assessment report, employee and student barometers, the stakeholder survey report, the internal services survey report, student feedback and feedback summaries. Education data is generated by the student register and the student feedback system, which contains course feedback and more extensive assessment surveys. Data generated by assessments, along with development proposals, are summarised and reported, and considered by relevant groups and meetings. Development priorities are identified by the Steering group, and key areas in need of development are recorded in the operational and financial plan. Looking ahead to the development of the next strategy, Polamk envisages an increasing role for the newly established Advisory board, especially in terms of understanding the external operating environment.

Using this data, Polamk has developed a series of performance indicators; in effect, a "balanced scorecard" is used to bring together measures from different areas of activity. A decision has been made to define key indicators more clearly and to develop a standardised electronic report for easy access. Indicators for teaching and learning are generated through the student learning program (Primus). New indicators for RDI activity were agreed in December 2016, reducing the number of measures and placing more importance on project outcomes rather than publishing. Key figures are published in the results contract and the annual report.

The self-evaluation report and the interviews conducted with staff both confirmed that data is regularly collected and analysed. Overall, the system in place serves strategic and operations management well; responsibilities are clear and effectively distributed. Data collection and analysis are systematic and results are openly disseminated within Polamk. However, the audit team also found that the quantity of data produced is relatively high; the system also appears to be labour-intensive and excessively demanding in terms of staff resources. The audit by FINEEC's predecessor (FINHEEC) found that the quality system was fairly extensive, but tended to operate mainly as a feedback system. There still seems to be an emphasis on data production, rather than on data analysis, use and understanding; the team identified a risk that information collection becomes an end in itself. Another risk, mentioned explicitly by some interviewees, was that the high volume of data could actually obscure key indicators. Further, although the audit team recognised that information collected for teaching and learning was comprehensive and widely appreciated, the range and use of data for RDI purposes and for societal impact was more limited, especially at the institutional level. Further emphasis should therefore be placed on identifying more effectively what kind of data best serves the needs of Polamk, with a view to reducing the volume of data, but, at the same time, also enhancing the usefulness of management information.

The audit team recognised the importance within the Polamk quality system of the CAF self-assessment. CAF may be seen as a tool for identifying development needs in both overall strategy and operational arrangements. The CAF report, generated through the quality system, is crucial in shaping strategy, representing a direct connection between quality management and strategic direction. The structure of the operational quality manual has recently been changed to comply with the CAF. The aim of these changes is to link quality management more closely with the continuous improvement model (PDCA) and thereby to support the implementation of CAF recommendations. The audit team was impressed by these changes, which have clearly increased the internal coherence of the quality system.

Information on quality is also central to the operational and financial plan. Data is collected from feedback and assessments. The plan, together with regular interim reviews that allow for adjustments as needed, constitutes an internal steering process that supports strategic management and resource allocation.

4.2 Functioning of the quality system at different organisational levels and units

Within the quality system, various organisational levels and units have different responsibilities. It is important that each functions effectively, and that, overall, the system is fully integrated.

In Polamk, overall responsibility for the operation of the quality system rests with the Director, supported by Steering groups and other key employees. The Steering group is involved in the preparations for the results contract and the operational and financial plan. The results of various assessments and other management information are considered by the Steering group, as well as reports on strategic projects. The audit team concludes that these arrangements work well. Senior management is open and accessible for staff and students; regular communications with staff and students are maintained. Evidence from the interviews indicated good levels of confidence in the functioning of quality management at a senior level.

The Concise steering group, established in 2017, monitors the implementation of strategy and identifies areas in need of revision. The CAF provides a regular review of all activities and is crucial in bringing forward proposals for further development. The Quality manager is responsible for launching the CAF procedures and may also bring forward proposals to amend the quality system and the operational quality manual. The Quality assurance group processes and monitors changes in the quality system. The audit team found these arrangements to be working well. It was apparent that the successful operation of these arrangements depends on close working relations among senior staff, including the Quality manager. Openness and informality are features of Polamk, but need to be kept under review as the institution expands and/or the complexity of operation increases.

As mentioned earlier, Polamk is organised into three core processes: teaching and learning, development, and research. Each has a process owner responsible for meeting objectives and quality management. The process owners (Director of education, Director of research and Development process owner) work closely with the seven Heads of competence areas. The Heads of competence areas are tasked with implementing the plans for education and research. Representatives from each competence area are also part of the Quality assurance group. Support process owners are responsible for the quality and development of their processes. Initially, the audit team was concerned about the number of actors and the variety of different groups working at different levels in the quality system, and was uncertain about precise areas of responsibility and lines of reporting. In practice, however, as confirmed during the interviews, the system functioned well and no problems were identified. However, this may still need further clarification in the future to ensure formal accountability in each area of activity.

Polamk itself has recognised the need to describe the roles of particular individuals and groups more clearly. This has resulted in new specifications and changes in the allocation of responsibilities in the operational quality manual. It is too early to assess the impact of such changes, but the audit team welcomes the steps taken. The presence of many groups within the quality system, often with overlapping memberships, can be seen as both a strength, in creating opportunities for participation and in encouraging informal communications, and a challenge, in increasing workloads and potentially obscuring reporting arrangements. These are important issues, especially in a relatively small institution with limited resources. There is no reason to suggest that the system at Polamk is not working well, but the audit team does believe that the situation should be kept under regular review.

Overall integration for quality management at different organisational levels is provided through the results management model as applied across the police administration. Polamk holds annual results contract negotiations with the National Police Board leading to a new contract with key objectives for the following year. These objectives are set out in the operational and financial plan. Implementation is agreed with staff in team discussions and in performance appraisal discussions. The results contract and outcomes from the operational and financial plans are monitored annually and key indicators are presented in the annual report.

Although internal arrangements appear to work well, the role of Polamk's Board and of external stakeholders might be considered further. External stakeholders clearly participate in the quality system at various levels. However, this is primarily in providing feedback, rather than in a more creative role. Thus, the Board had a relatively minor role in the development of strategy and does not receive an overall summary or systematic reporting of key areas of activity. Given that the Board has a key role in approving changes in curricula and in handling claims from individual students, the audit team believes that it should be more deeply involved in the analysis and discussion of quality-related data. Their view on the quality of education would be important for strategic management. At the same time, it should be noted that steps have already been taken to enhance the contribution of external stakeholders in the development of operations through the establishment of the Advisory board and a stakeholder representative will also be involved in the work of the Quality assurance group.

Overall, the quality system functions well at different organisational levels and across different units, however, the audit team became aware of some differences in the operation of the quality system between the Finnish and Swedish language programmes. For example, not all the feedback forms and instructions were available in Swedish. The Swedish programmes operate with a small number of staff, making them vulnerable to staff turnover. Further, it was understood that the Master's programme in Swedish is organised only once every ten years, which is a challenge for systematically developing the programme. These are important issues, many of which lie outside the direct influence of Polamk, and are being experienced in other institutions of higher education in Finland. They are, nonetheless, real for the staff and students concerned. At the same time, it should be recognised that the small student groups make day-to-day communications between staff and students easy and active; issues raised by students can be resolved swiftly and effectively.

4.3 Quality culture

As mentioned earlier, Polamk has a unique double role, operating as both a higher education institution and an active police unit. The quality culture therefore reflects the culture and values of the police force: fairness, professionalism, customer service, and staff welfare. The audit team was impressed by the quality culture that pervades the whole institution. This is an area where there has been clear progress since the previous audit.

Polamk's strategy refers to a "forward-looking police education" to be achieved through continuous analysis of the operational environment, well-functioning feedback systems and ongoing curriculum development. Moreover, the strategic goal of "continuous evaluation" is underpinned by healthy self-criticism, varied assessment techniques and evaluation of all activities. A key characteristic of a strong quality culture is transparency and clarity in the communication of information; Polamk is strong in both respects.

The audit team found an atmosphere in the institution that valued continuous development. Staff and students were encouraged to participate in quality discussions; interviews suggested that both staff and students felt empowered to share their views and believed that their views were respected. Questions could be raised openly and freely with a shared aspiration to improve quality of provision. A caring approach to both staff and students was apparent.

Although the audit team observed a strong quality culture at Polamk, there are some areas that could be enhanced. Polamk makes considerable efforts to involve staff, students and external stakeholders in the quality system, but levels of participation might be further improved, possibly by providing additional guidance or by use of new technology. More efforts could be made to learn from other institutions. Even if there is no direct comparator institution in Finland, much can be learned regarding specific tasks or processes from other higher education institutions. Lastly, while Polamk offers a range of staff development programmes, more could be done to motivate and encourage staff to take advantage of such opportunities.

5
Development of the quality system

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Although Polamk is a relatively new university of applied sciences, a history of systematic and persistent quality work at the institution is already visible. The audit team recognises that significant development work has been accomplished at Polamk after the previous audit in 2011. Polamk has followed up well on the development areas recognised in the previous audit and the recommendations given. Polamk is able to identify clearly the strengths and weaknesses of the quality system. Improvement work has been carried out, and should continue further. Polamk has comprehensive quality procedures for developing different activities. Polamk could benefit from seeking partners to benchmark the development of the quality system; an emphasis on process benchmarking would be helpful.

*The development of the quality system is at a **developing** stage.*

5.1 Procedures for developing the quality system

Polamk is a relatively new university of applied sciences. Polamk began operations in its current form in 2008 when the National Police School and the Police College were merged. Polamk's quality project started at the same time, following the merger of the police education institutions. Despite the young age of Polamk, it is evident to the audit team that systematic and persistent quality work has been done at Polamk for many years.

According to the self-evaluation report, the Quality assurance group, led by the Quality manager, is responsible for processing the changes to the quality system and to quality management procedures. The Quality assurance group also monitors the implementation of the quality management procedures. Final decisions on making changes to the quality system are made by the Director of Polamk. According to the self-evaluation report, the functioning of the quality system is verified in internal and external audits.

Based on the self-evaluation report and the interviews, the audit team concluded that Polamk has comprehensive quality procedures for developing its core activities, described in Chapters 3 and 4. However, the audit team recommends that Polamk considers the development of the overall quality system. The CAF assessment brings to light issues on a regular basis; however, the overall efficiency of the current quality system requires further attention. Polamk has recognised that the quality system would benefit from further collaboration and benchmarking activities with other national and international higher education institutions. The audit team therefore recommends Polamk to assess the efficiency of its quality system, or parts of the system, by conducting, for example, regular, systematic and detailed peer-reviews or benchmarking projects with other Finnish or international higher education institutions.

5.2 Development work after the previous audit

One major development at Polamk since the last audit has been the curriculum reform. The outcome of the project was that the basic police education was upgraded to a Bachelor's degree and the subsequent management and leadership education was upgraded to a Master's degree.

Since the previous audit, strategic planning at Polamk has been streamlined. As explained in Chapter 4, instead of many strategies (for instance a strategy for pedagogy and a research strategy), Polamk as an institution now has only one strategy, which is complemented by core process policies and a Human resources plan. The aim of having one strategy is to clarify and simplify strategic planning, implementation and monitoring. On the basis of the audit material and the interviews, it is difficult to conclude yet what the effect has been. It was evident that the pedagogical and RDI policies steer the quality management of core processes; what is less clear is whether these changes have eroded the importance of long-term strategy and vision.

The previous audit found that the link between the quality assurance system with management and resource planning is at a developing stage. Based on the material for this audit, Polamk seems to have simplified the quality system and is approaching a more coherent system, especially for binding together various steering processes.

The data produced by the quality system has been made more accessible since the previous audit. Derived from the feedback and assessment surveys, prioritised areas in need of development are recorded in the operational and financial plan to enable monitoring of the implementation and effects of development measures, as a part of the normal leadership and performance management system. The use of the operational and financial plan and interim reviews, and the visibility of the operational quality manual on the website are strengths for Polamk, and have helped to promote internal as well as external quality communications and awareness.

The number of process descriptions has been reduced and replaced by instructions, guidelines and process cards since the previous audit, reflecting feedback from staff and the heavy workload of updating process descriptions. Based on the staff interviews, this has been a positive development, and the current system is more useful for everyday work. For example, the process cards are useful

in briefing new staff members. The reduction of process descriptions is an example of Polamk's efforts to streamline the quality system. There were also examples of certain quality management tools being discontinued due to the workload they caused.

Based on the audit material and the interviews, Polamk has taken into account the comments and suggestions made in the 2012 audit report. For example:

- The PDCA model has been strengthened as the basic structure of the quality system,
- Management and utilisation of the information produced by the quality system has improved, especially through the Quality manager becoming a member of the Steering group and the Concise steering group,
- Student participation in working and development groups has been formalised,
- Stakeholders have been mapped and stakeholder tools have been created for developing systematic management and quality assurance of societal interaction,
- Increasing amounts of quality material have been made available in Swedish and English to ensure the equal treatment of students and staff,
- The Advisory board has been established to support strategic management.

The audit team recognises Polamk's progress on the above issues, but there also remains room for further improvement. As mentioned in Chapter 4, the audit team learned in the interviews that the Swedish-speaking students were not able to find all of the instructions and feedback questionnaires in their language. In addition, the role of students in the development of operations has been strengthened and the activities have been formalised. Polamk could improve the internal communication of the students' role in the development of Polamk's activities. The audit team also recognises the institution's recent efforts to improve stakeholder engagement, such as forming the Advisory board, which has a strategic role at Polamk, and the systematic use of the stakeholder survey for the management of societal interaction. The audit team welcomes the positive impact of these initiatives and encourages Polamk to ensure that their impact, as well as connection with the quality system, is clearly visible both inside and outside of the Polamk community.

Even though the work related to the quality system has been streamlined, Polamk should pay attention to the high volume of information produced by the quality system. The processing of information could be streamlined in order to see the impact of the information collected in the development of operations faster and more efficiently.

6
Quality management of the institution's core duties

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6.1 Degree education

Polamk has developed functional quality management procedures that advance the development of degree education and the achievement of goals set for it. The quality system produces relevant information for the development of degree education and there are clear examples that the information is used for this purpose. Different personnel groups and students are involved in the quality work, especially in steering and working groups. However, challenges remain for the meaningful participation of students due to the short period of time students spend on campus. External stakeholders participate in quality work through working groups and practical training. The quality management of the key support services is integrated with the overall quality system, especially through the student feedback process, and functions well. The feedback system could be improved by allowing more flexibility and ensuring full relevance for all participating groups.

*The quality management of degree education is at a **developing** stage.*

In 2010–2014, degree education for the Finnish police underwent an overall reform, where basic police education and the subsequent management and leadership education were aligned with the two-part degree structure of the Bologna process, forming new Bachelor's and Master's degree programmes in Police Services. The reform required legislative changes, and a new Police University College Act (1164/2013) and Government Decree on the Police University College (282/2014) came into force in 2014.

According to the Government Decree, the Police University College is to offer two degree programmes at the Bachelor level: Bachelor of Police Services and Bachelor of Rescue Services. The Bachelor of Rescue Services degree programme has been added to Polamk very recently, at the end of 2016, and therefore it was agreed that this degree programme would not be included in the audit. Polamk has also offered a Master of Police Services degree programme since 2016.
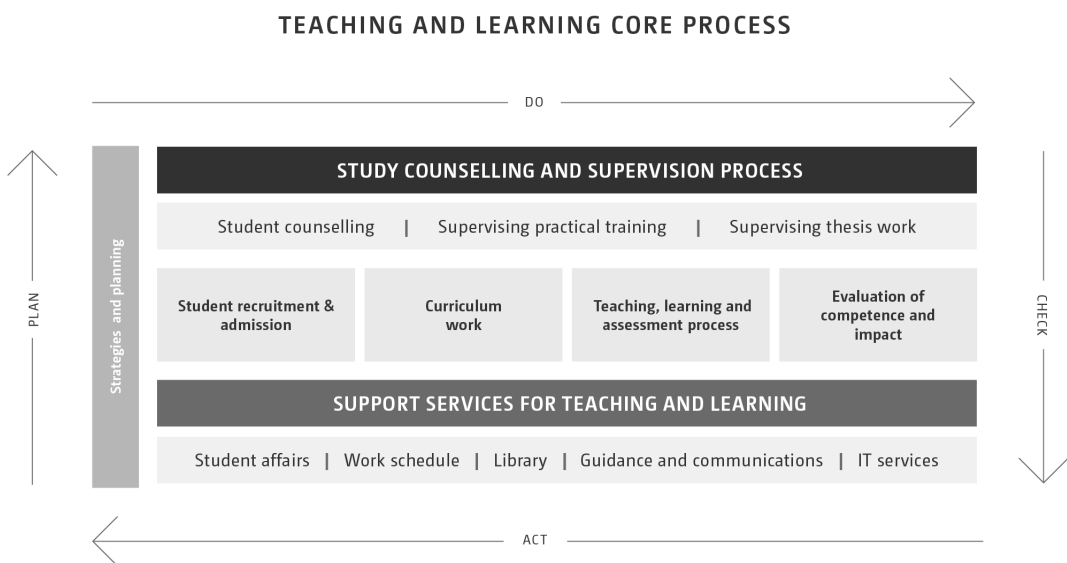
Functioning of the quality management procedures

Policies and objectives guiding degree education

The Pedagogic policies of the Police University College (2017) outline six areas of priority for education at Polamk. Firstly, the institution supports the competence development and professional growth of its students and employees. The main focus is on a student's development through various levels of expertise in policing, from beginner to apprentice and eventually to expert in police work. Polamk has also set out to support and promote the lifelong learning of police administration staff, thus ensuring the attainment of competence and the goals of the police for continuous change. The main objective is to ensure future-oriented police education. The other areas recognised by Polamk as its guiding principles are student-centricity, a dynamic connection to working life, strong partnerships, education planning and curriculum work, as well as pedagogic management.

Polamk has annual objectives for degree education, outlined in the results contract signed with the National Police Board. These are added to the operational and financial plan, which sets out the key development areas identified by the feedback systems. Furthermore, the institution has set teaching and learning objectives in the main document for degree education, i.e. the curriculum, curriculum implementation plan, and lesson implementation plan.

As shown in Figure 4, the teaching and learning core process consists of four main processes, which are student recruitment and admission; curriculum work; teaching, learning and assessment; and evaluation of competence and impact. The main processes have their own quality management procedures and they are supported by the study counselling and supervision processes and the support services for teaching and learning.

TEACHING AND LEARNING CORE PROCESS

FIGURE 4: Operational diagram of the teaching and learning core process (Source: Polamk's operational quality manual)
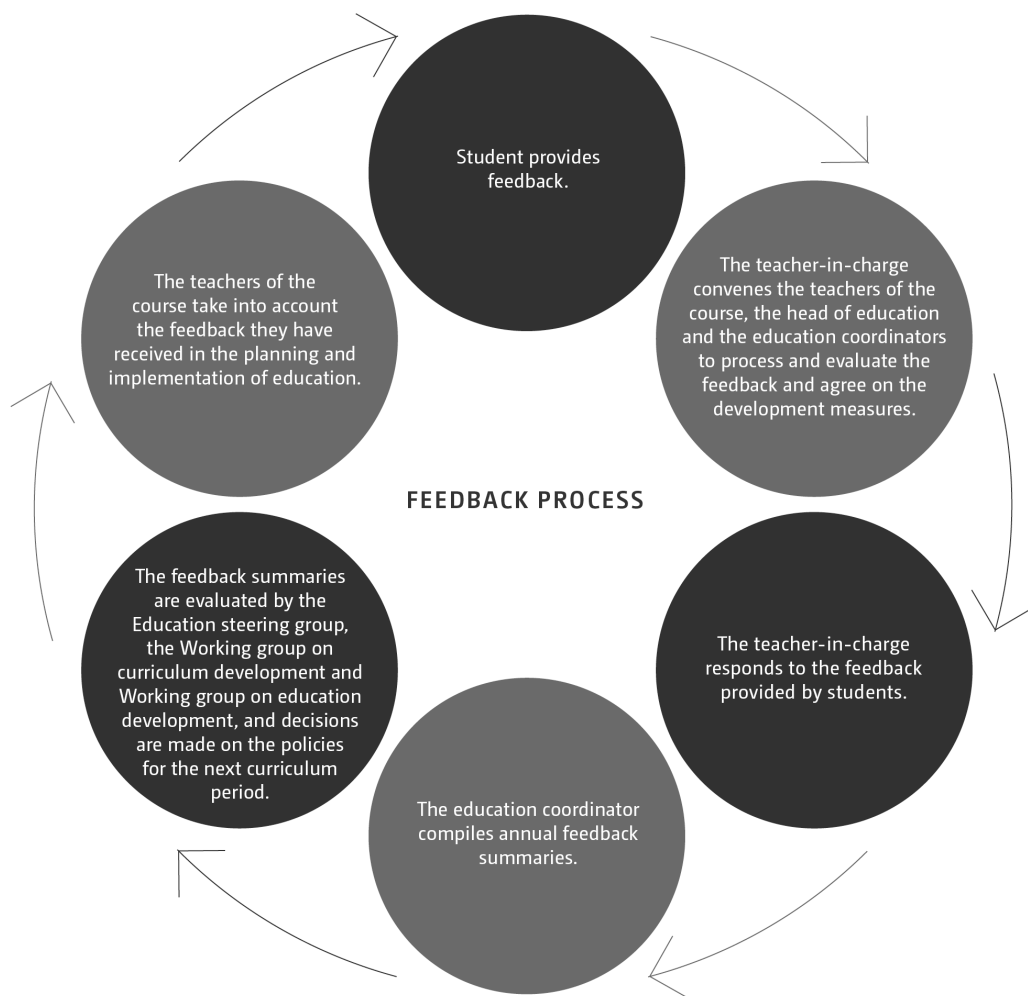
In the *student recruitment and admission process*, the key quality management procedures include the admissions calendar, results contract objectives, monitoring of student admissions, admissions criteria, the appeals procedure, and the Applicants survey, all of which are carried out regularly. Systematic *curriculum work* is a central quality management procedure in degree education. The *teaching, learning and assessment process* is supported by instructions that cover areas such as teaching methods, the scope of studies, credit transfers, assessments, and electronic learning environments. The education feedback system is central to the *evaluation of competence and impact,* and to the overall quality management. The feedback system covers the student feedback process (described further below) and the more extensive regular feedback surveys.

The *study counselling and supervision process* covers student counselling, supervising practical training, and supervising thesis work, which are the key support processes. Student counselling is described in the study counselling instructions and coordinated by the Study counsellor. Each student group is assigned a teacher tutor and a student tutor.

Polamk also regularly carries out CAF self-assessments, as previously described, which are also used as a tool for the development of degree education.

The student feedback system as a key quality management process

The audit team observed during the interviews that the student feedback system, described in Figure 5 below, is seen as the key quality management process by most actors at Polamk. Course feedback is collected regularly from all courses, and is communicated to the teachers. In order to avoid "feedback fatigue", feedback is not collected from all groups and all courses – it is managed to avoid overload. The feedback is communicated to the teaching staff, who discuss it and the teacher in charge responds to the feedback.

FEEDBACK PROCESS

Student provides feedback.

The teacher-in-charge convenes the teachers of the course, the head of education and the education coordinators to process and evaluate the feedback and agree on the development measures.

The teacher-in-charge responds to the feedback provided by students.

The education coordinator compiles annual feedback summaries.

The feedback summaries are evaluated by the Education steering group, the Working group on curriculum development and Working group on education development, and decisions are made on the policies for the next curriculum period.

The teachers of the course take into account the feedback they have received in the planning and implementation of education.

FIGURE 5: Polamk's student feedback process (Source: Self-evaluation report)

In addition to course feedback, students can give general feedback using an electronic feedback channel and a feedback box, or by contacting their student tutors and teacher tutors. All open feedback is processed, and responses are given to those who provided their contact details. One example was when the feedback indicated concern among students about not finding particular information from the online learning platform. In response, the next in-house teacher development session at Polamk focused specifically on this issue. However, it was also mentioned in the interviews that this communication channel is not yet as widely used as it could be.

The audit team observed that Polamk's student feedback system is comprehensive. However, the interviews revealed that not all students fill in the online questionnaires, and that there is a need for more flexibility when it comes to the ways feedback is collected. Different groups mentioned that it would be useful if, in the preparation of the student feedback questionnaires, teachers were consulted more in order to improve the usefulness of the results.

These feedback tools produce a large amount of information, but the audit team was told that not all information is used in the development of degree education. While it is a good practice that there are different feedback processes, the audit team would recommend Polamk to ensure that the feedback tools collect information that can be used in development or that is needed to support the strategic goals. It should also be considered whether the process could be improved so that more students would give feedback.

Information used for the development of degree education

It was confirmed by different parties in the audit interviews that the information produced by the quality system is used for developing degree education. The clearest impact is the use of course feedback after each course, and in some cases even during the course. There were several examples of how the feedback has been used, for example to change the assessment cycle of a course, adjust deadlines for assignments, prolong the practical teaching sessions and provide additional individual practical exercises for the students.

Since the degree reform was implemented only recently, larger, more long-term changes to the overall curriculum are not visible yet. More systematic impact from the use of the information will only be possible to observe after several cycles of graduates have completed their studies. It should be noted that Polamk has already planned an evaluation of the effectiveness of police education, in which the police officers who have been working for at least a year assess the skills their education has given them for police work. The graduates' immediate superiors will carry out corresponding assessments. Polamk has also introduced the use of the national University of Applied Sciences Graduand Feedback Questionnaire (AVOP) at the end of 2016, in which the students about to graduate from Finnish universities of applied sciences provide extensive feedback on different aspects of their studies and support services.

Participation in quality work

The role and functions of the different working groups at Polamk are clearly described in the operational quality manual. There are working groups for specific purposes, such as the Education steering group, the Working group on curriculum development, the Working group on education development, Thesis and RDI steering groups, and the E-learning Team. Personnel are included in these working groups, mostly based on their competence areas. *Teaching staff* are included in all the working groups that deal with education and curricula; *RDI staff* participate in curriculum development and in the Thesis and RDI steering groups; *ICT support staff* are involved in the E-learning Team; and the *student support staff* participate in the working groups on curriculum and education. Staff therefore have multiple opportunities to participate in the quality work.

Teachers are also involved in the planning groups for different study courses, which further involves them in the quality work. It became apparent on the audit visit, however, that the flow of information between these groups can be limited and that there is a need for sharing more information and for further cooperation among the different study course groups and competence

areas. The audit team recommends that the institution further develop the system of information sharing so that personnel are informed about the quality processes and how to influence changes in the institution. In the interviews, some staff identified a need for more systematic communication on agreed changes and the implementation of development efforts and measures.

It was noted in the audit visit that the teaching staff receive feedback on their work, which is collected through different means. In particular, teaching staff and the staff who support practical training have an important role in the quality processes due to their connections with the field of work and colleagues in the police service.

Participation of students in quality work

As mentioned in Chapter 5, Polamk has made significant progress in involving students in quality work since the previous audit. Students are now members of most working groups, including the Board and the Advisory board; such involvement is also clearly stated in the formal rules. It was also evident in the interviews that students have opportunities to participate in the discussions and that their contributions are taken into account. The management of the institution meets with the student union and also engages them in strategic work. Student tutors are involved in curriculum work, and can give direct feedback to the teaching staff. As noted before, there is a system of collecting feedback from students across the institution. However, the students mentioned that the quality system seems complex and difficult for new students to understand.

Achieving meaningful student participation in quality work is still a challenge. Due to the nature of the studies, students spend a relatively short period of time on campus. Bachelor's students leave the campus for 10 months of practical training after the first 18 months of studies. The terms are relatively short for student representatives, and some student interviewees mentioned this as a barrier for students wishing to become influential representatives. Students need more time to become familiar with their role and the purpose of the working groups. Similarly, the Master's students are also on campus for only part of their studies. The audit team recommends Polamk to address this issue by supporting the student union with the handover process and offering additional training for students who participate in quality work. The students also indicated that the student union could nominate representatives for the working groups. Furthermore, students are not always able to attend the meetings of the working groups due to their studies and course schedules. The audit team recommends that the institution explores involving more graduates in the quality work immediately after they finish their education, as student representatives for a limited amount of time (for example, up to a year after they graduate). As they are better acquainted with quality work, this could improve understanding of quality work and could be beneficial for the handover process to the next students.

Participation of stakeholders in quality work

External stakeholders are systematically included in the development of degree education at Polamk. The Board, Advisory Board and several working groups have representatives from the security sector or from the police service which ensures that the experience from the field is taken into account in curriculum work. It was also shown that the external stakeholders have a chance to influence the curriculum work through their involvement in the different bodies.

Police departments are also closely involved in the quality work of degree education through the contact persons for practical training, who are stationed across the country. They receive special training in order to support the students on their placements and they give feedback on the training of students four times each year. In this way, they can immediately influence the curriculum if there are any shortcomings in the studies.

The number of different quality work bodies and processes generate a relatively high workload. The audit interviews suggested that, while the workload was still manageable, the amount of feedback and information gathered is high. It is important that opportunity costs are recognised. It was mentioned several times that the students do not fill all the feedback forms and cannot attend all meetings, and also that teaching staff cannot follow all of the feedback they are given. Based on this, the audit team would recommend that the management should consider the workload that the feedback system generates, identify the processes that are essential for the quality management of degree education and revise the feedback system accordingly.

Quality management of key support services

The support services for teaching and learning at Polamk include Student affairs, Work scheduling, the Library, Guidance and communications, and IT services. Quality management of these key support services is in place, and is included in overall quality management. The student feedback system produces information for the key support services. Some support services, such as the library services, also have their own feedback systems. The system of teacher and student tutors is an example of good practice at Polamk, serving as a support system, and also generating feedback on improvement needs.

The audit team was impressed by the organisation of practical training. The audit team observed that quality procedures for practical training were in use and functional. The quality procedures include monitoring visits to collect feedback on the organisation of the training period, and on the relevance of teaching to work. Students reflect on their experiences both during the classroom teaching period, which is part of the practical training, and after their training. Polamk has also established a support system for practical training, which consists of over 500 practical training supervisors, in police departments across Finland. The supervisors are in regular contact with Polamk and give feedback on the curricula and training of students. The assessments and feedback provide direct information on the relevance of the education to the working field. The feedback is used to develop the practical training as well as teaching, and to further develop the skills of the practical training supervisors.

The audit team observed that the procedures for ensuring the well-being of students could be examined. There is no evidence of particular issues; rather, the audit team is concerned that procedures are in place to cope with any needs if they arise. In addition, students expressed a need for certain additional support services, such as counselling and careers support (in the case of students who came to feel that a career in the police service no longer suited them). The audit team suggests Polamk to ensure that the quality system allows students and staff opportunities to express their needs.

As mentioned in Chapter 3, Polamk operates two intranets. The interviews revealed that sometimes this creates challenges and duplicate work. It is not always clear, especially for students, where they can find instructions and study material, since teachers provide them in different places.

The audit team noted during the visit to Polamk that the information gathered from the current feedback system was not always sufficient or useful for certain support services, such as ICT services. Instead of creating separate surveys for support services, the audit team recommends Polamk to consider possible improvements to the existing feedback system by including useful information for all the key support services.

6.2 Samples of degree education

6.2.1 Bachelor of Police Services

The Bachelor of Police Services is a programme that Polamk has offered since 2014. The quality management procedures for the development of educational provision are complex, but functional, and support the planning of the programme. The procedures used for quality management related to implementation of educational provision are also functional and support the achievement of quality objectives. There is support available for the development of the competences of the teaching staff. Participation of different personnel groups, students and external stakeholders is in place. There remain, however, some challenges for achieving meaningful participation of students in quality work.

*The quality management of the Bachelor of Police Services is at a **developing** stage.*

The Bachelor of Police Services is a 180-ECTS programme that Polamk has offered following the reform of the police education system in 2014. The first Bachelor of Police Services students began their studies in August 2014. By the end of the academic year 2016–2017, 169 students had graduated from the programme.

The Bachelor of Police Services degree qualifies the holder to accept the public offices of Police Officer, Senior Constable, Senior Detective Constable, and Senior Detective. Students complete their studies in approximately 3 years. The programme consists of core studies (19 credits), vocational studies (81 credits), a practical training period (55 credits), elective studies (10 credits) and the thesis (15 credits).

The general objective of the degree is for the students to acquire:

- comprehensive and practical basic skills and knowledge and the theoretical basis for them, for the purpose of performing specialist functions in internal security;
- capabilities to follow the trends in and facilitate the development of internal security;
- readiness for life-long learning;
- relevant skills in communication and languages, and
- capabilities required by the internal functions related to internal security.

The average annual intake for the Bachelor programme is around 350 students, and applications are accepted all year round. There are four intakes of students in August, October, January and April of every academic year. Due to the specific nature of this programme, the admission process differs from other universities of applied sciences. There are also additional admission requirements besides educational background. Prospective students need to have Finnish citizenship, a suitable state of health, and must show honesty and trustworthiness. Applicants must also be able to swim (a copy of the required swimming certificate must be submitted in case of conditional admission) and need to have a category B driving licence. In order to assess these

requirements, the applicants must complete a two-phase entrance examination that consists of physical tests, essays and psychological tests as well as an individual and group assignment and personal interview.

Quality management related to the planning of educational provision

The institution's planning and development of the curriculum, and the planning of teaching, follow the PDCA cycle. The key evaluation methods used to develop the degree programme include the results management system, curriculum work, student feedback system, evaluation of the effectiveness of education, and the work carried out by the working groups on education development. Performance of the processes related to teaching is largely assessed in the interim reviews and through annual reports as part of the results management system. Information generated by the feedback system, objectives recorded in the operational and financial plan, and the policies determined by the working groups on education are taken into account in curriculum work. The Education steering group ensures that the degrees and teaching are developing in line with the strategic objectives.

The planning of teaching is divided into three parts: curriculum, the curriculum implementation plan, and the lesson implementation plan. The curriculum describes the general and professional competences, and the learning outcomes of the degree. The curriculum implementation plan specifies the realisation of the course, the assessment criteria, and the student's workload. In the lesson implementation plan, the teachers define matters such as the specific course content and the premises requirements.

Division of responsibilities for curriculum work

There are several groups that take part in curriculum work, and their tasks are described in the operational quality manual. The Working group on curriculum development coordinates and develops the institution's curriculum and curriculum implementation plans. The Education steering group launches the curriculum work. The Head of education presents the needs for structural changes identified in the curriculum and discusses the feedback summaries for the previous academic year. The Education steering group draws up the objectives for the new academic year, taking into account the institution's pedagogic and strategic objectives, student feedback, and feedback from working life. The Head of education and the Education coordinators hold joint planning meetings for the course teachers and the Teachers in charge. Their purpose is to steer and support the preparation of curricula and curriculum implementation plans, and discuss the course feedback.

The Teachers in charge of courses enter the suggested changes in the curriculum and curriculum implementation plan where necessary, and draw up the lesson implementation plans together with the other course teachers. Heads of the competence areas are responsible for the quality of planning. The Head of education assesses any suggested changes to the lesson implementation plans with the coordinator responsible for planning the scheduling.

The Working group on curriculum development discusses the proposed changes and the suggested curriculum, and makes a proposal for curriculum based on these. Where necessary, the Working group on curriculum development asks the Teachers in charge to provide supplementary information. The Head of education and the Education coordinator finalise the curriculum proposal and send it to the Education steering group. The Head of education presents the curriculum proposal to the Education steering group. The Director of education presents the curriculum to the Board of the institution, which can approve it as proposed or with changes, or returns it to be reviewed.

This fairly complex process was established for the purpose of checking and developing the programme from different perspectives. The audit team noted from the interviews that the staff were positive about the possibilities to influence changes in the programme. However, it was also noted that their impact on the overall programme is not clear. The audit team also found room for improvement in communication and coordination among different course groups. The institution organises several events yearly that support the quality management of the planning and implementation of the programme, such as the pedagogy cafés, teacher development days and teachers' meetings. The audit team recognises these as a strength and recommends that, in addition to these efforts, communication among the different course teaching staff groups is further improved.

Due to the nature of the institution and the results contract with the National Police Board, the planning of the programme is closely linked with the working life. The results contract, for example, already specifies the number of students that the institution should take in, which is based on the anticipated needs of the national police force. In some courses, the majority of the teaching staff come from the professional field, which enables them to adapt the content of the course quickly and realistically to the working life. The audit team was able to observe that the relevance of the degree to the working life is checked both by formal and informal means. Representatives of the profession and key stakeholders participate in the planning process through different working groups, and the institution receives immediate feedback on the competences of the students during and after their 10-month practical training in the police service. As most of the teaching staff are connected with professional service, either through employment in the police force or through the courses that are offered to the police force outside of the degree programmes, the audit team noted that there are several quality management processes in place that ensure that the degree education provided by Polamk is relevant to the working life.

Quality management related to the implementation of educational provision

As noted in Chapter 6.1, the institution has a complex student feedback system that generates information for each course as well as an open feedback system for any other issues. The audit team noted that the system generates a large quantity of information. The audit team recommends that the feedback systems are checked for relevance and that the process is streamlined to ensure that all information is useful for the development of the programme.

The assessment of students' learning and well-being is closely followed during the practical training period. The quality procedures for the practical training have been described in Chapter 6.1.

There are different processes to ensure the quality management of teaching methods and learning environments. Beside the feedback from students, teachers are also asked to self-assess their courses; feedback is then communicated to the responsible coordinators. The teachers receive different support to improve their competences. All newly appointed teaching staff have to finish a 60 ECTS course on pedagogic content. The teaching staff all undertake an annual performance review, and there are different events organised to support the development of teaching methods and learning environment, such as the already mentioned teachers' meetings, teaching development days and Pedagogy cafés.

The audit team found in the interviews that the level of support and supervision in the process of thesis-writing was not always consistent. The audit team recommends that the institution revises their thesis supervision processes and checks the quality management procedures regarding that aspect of the studies.

Participation in quality work

The involvement of students, staff and external stakeholders in the quality work of Polamk has been described in Chapter 6.1. They can participate in the planning of the educational provision, as different actors are included in the working and steering groups, as well as in the quality management of the implementation of educational provision. There are still some challenges in achieving impactful student participation, due to the fact that students spend 10 months in practical training off-campus, and therefore they have only a short period of time to be involved in quality work. The audit team encourages Polamk to consider ways to enhance the impact of students in quality work.

6.2.2 Master of Police Services

The Master of Police Services degree is a new programme for Polamk. At the time of the audit visit, the first cohort of students had not yet completed their studies and no degrees had been awarded. As a result, a complete cycle of quality management, including final staff and student feedback, had not yet taken place. As would be expected, the programme is still evolving. Quality management arrangements are in place, based on arrangements for the Bachelor's programme, and are working well; staff, students and external stakeholders are all fully involved. Overall, the audit team was satisfied with arrangements; indeed, there was clear evidence of functioning quality procedures. However, given the present stage in the development of the programme, the audit team felt unable to conclude that the programme had reached either developing or advanced stages.

*The quality management of the Master of Police Services is at an **emerging** stage.*

The Master of Police Services degree is a newly launched programme intended to prepare serving police officers for senior positions of leadership and management in the police service. The degree qualifies the graduates to accept public offices in command, such as the Chief Inspector, Detective Chief Inspector, Superintendent, Detective Superintendent, Chief Inspector and Senior Adviser. The programme aims to provide:

- "A wide and in-depth knowledge of policing required in the development of professionalism, and the theoretical knowledge for acting in demanding expert and leadership positions in the field;
- An in-depth understanding of policing, the status of a police officer in working life, and the readiness to monitor and analyse research data and professional practices in the field of policing;
- A readiness for life-long learning and continuous development of one's own professional skills;
- The good communications skills required in working life; and
- The skills and readiness required by international interaction and professional activities."

To this end, the programme follows the requirements for level seven (7) of the European standard EQF. The curriculum emphasises a student-orientated approach, reflecting the needs and interests of individual students, and has been developed in partnership with teachers, students, employers and external networks. The programme is multidisciplinary in nature, helping to promote a broad range of competences. The degree programme comprises advanced professional studies (85 credits), elective studies (5 credits) and a thesis (30 credits), representing 120 credits in total. The first cohort of Master of Police Services students began their studies in January 2016 and completed their studies in December 2017.

Quality management related to the planning of educational provision

For each module, clear descriptions have been developed setting out subject matter, work expectations, anticipated learning outcomes and other relevant information. Each module has been developed following full discussion between staff and stakeholders.

Quality management for the Master of Police Services is based on the model developed for the Bachelor of Police Services. As mentioned in the previous Chapter (6.2.1), the planning of teaching involves three aspects: curriculum; curriculum implementation and lesson implementation.

A Working group on curriculum development coordinates curriculum and curriculum implementation in line with the operational quality manual. An Education steering group draws up objectives for each academic year, taking into account overall pedagogic and strategic objectives, student feedback and stakeholder comments.

The audit team was impressed by the overall quality management in place for the programme. In particular, there was clear evidence of effective team working among the teachers with regular sharing of feedback and open discussion of ideas and comments. Multiple opportunities are in place for the collection of feedback at both programme level and for individual modules, and the audit team was provided with examples of how this feedback had influenced course content (such as changing emphasis in some aspects of curriculum) and teaching arrangements (including timetabling). In this way, feedback has clearly helped to shape the programme as it evolves. Whilst overall arrangements for feedback, both formal and informal, are working well and the audit team also recognises the importance of long-term as well as short-term perspectives, the audit team does suggest that further consideration is given to arrangements for collecting feedback where modules are undertaken over an extended period of time to provide for interim responses.

Links with research, development and innovation are maintained especially through research projects. These links appear to be working well. Students have significant freedom to select research topics and the methods to be pursued, and appeared to be enjoying their work. Inevitably with any new programme, arrangements are still developing. The audit team recommends Polamk to give further consideration to the roles of primary and secondary supervisors; the establishment of minimum expectations for contact between students and supervisors (such as regularity and forms of contact); arrangements for the appointment of alternative supervisors (if necessary); arrangements for ongoing supervision during the summer; and arrangements for teaching research methods. It should be stressed that there is no evidence of problems; rather, it is suggested that arrangements be put in place in the event of difficulties arising in the future, possibly an individual case.

The programme is directly related to the professional career development of police officers. Relevance to the profession is maintained by regular feedback and contact between teachers and police units.

Quality management related to the implementation of educational provision

The curriculum for the Master's programme is competency-based, emphasising a student-oriented approach as well as learning and competence-based thinking. Teaching consists of multi-disciplinary modules that promote the development of a broad range of competences. Advanced professional studies give students the opportunity to deepen their skills in applying theory in practice, utilising data produced by analysis, project management, social interaction and research and development

work. Elective studies offer students the opportunity to pursue personal interests and shape their own curriculum. The thesis aims to develop the students' ability to collect and apply research data to help analyse and solve problems, and to undertake independent, expert work.

Arrangements are in place for feedback covering the implementation of the programme. Both formal and informal forms of feedback are collected. Results are considered and discussed at all levels. These arrangements are working well; the audit team was especially impressed by the sharing of information and suggestions among the course team.

An important strength of the programme is the close relationship between Polamk and all aspects of the police service. This relationship underpins the whole programme. However, the audit team believes that Polamk could consider promoting the programme more actively with police forces throughout the country. The objectives and expectations for the programme need to be explained clearly to assist those services hosting students on placements.

As part of its work, the audit team considered the position of the Master's programme delivered in Swedish. This is a small group of students recruited on a needs-basis. The students represent a tight-knit group which interacts closely with the course leader. At one level, the intimacy of the programme has advantages, especially in the mutual support offered among the students and the ease of access to the course leader. There is no evidence of any current concerns regarding quality management. However, the audit team also recognised the vulnerability of this programme to staff turnover and some difficulties in providing the breadth of experience and interaction that is desirable in any academic programme. It is suggested that Polamk may wish to maintain a regular review of arrangements for this programme, especially ahead of any future intake.

In the self-evaluation report Polamk recognised that issues remain, as is expected with new programmes: "student administration has not been fully established (e.g. scheduling, use of Wilma) and the varying timetables of the degrees also present challenges". Whilst it is important to minimise such effects to ensure a good experience for all students, the audit team is confident that Polamk is aware of necessary actions and is taking steps to remedy any remaining issues.

Participation in quality work

Arrangements are in place for teachers, students and external stakeholders to contribute to the quality process, both formally and informally. Feedback is collected regularly and discussed; the audit team was informed about small (but nonetheless important) changes to curriculum and timetabling brought about by student feedback. Similarly, external stakeholders were able to contribute to course development, frequently offering advice and suggestions. Looking ahead, once the first students have graduated, the audit team would commend the involvement of alumni both directly in teaching and in the quality process.

6.3 Research, development and innovation activities

Polamk undertakes a broad range of research, development and innovation work, and is also a partner in diverse research networks. Links with the police force offer a unique opportunity for access for researchers. Quality management is mainly undertaken at a project level or at the level of individual researchers. This is working well, with appropriate use of data and involvement of staff and stakeholders, and effective quality management of key support services. However, this approach is also somewhat limited and inhibits an overall institutional view of strategy and RDI performance.

*The quality management of research, development and innovation activities is at an **emerging** stage.*

Research, development and innovation (RDI) are statutory requirements for Polamk. Applied research and development are undertaken to support the planning and development of police operations and internal security, and to complement education activity.

Research and development are seen as two separate core processes. Within the Polamk management structure, each has its own director (the Director of research and the Development process owner). Policy for both processes is determined at a strategic level, including the general profile of activities, project activities, collaboration and information generation. In practice, both research and development at Polamk are organised into projects, governed by project policies.

RDI work is focused on three fields of research: police work and the police organisation; policing; and police in society. Extensive cooperation is maintained with the National Police Board, police departments and other Finnish authorities. Examples include the Police Employee Barometer and the Police Barometer. Cooperation is also maintained with other research institutes, higher education institutions and businesses, both in Finland and outside. Examples include extensive CEPOL cooperation, and EU-funded projects such as the capacity-building Twinning project in Kosovo.

Functioning of the quality management procedures

Strategy relating to RDI has undergone several changes in recent years. In 2010, a research strategy was developed, but this was changed into a series of research policies in 2014. According to the latest update, RDI policies were adopted from 2017.

These policies are set out under four headings:

1. Long-term RDI activity
   - Target activities by taking account of statutory duties and thematic fields of research.
   - Ensure a diverse range of subjects, methods and expertise
   - Develop foresight and strategic analysis of the operating environment
   - Strengthen the analysis of police competence, police work and its ethical basis.

2. Professional project activities
   - Improve project and financial know-how and the division of duties in project operations
   - Utilise the expertise of teachers, students and the police in projects
   - Apply for funding in project consortiums for strategically important themes
   - In projects, aim at a strong role in terms of financing and contents

3. Influential cooperation
   - Focus on cooperation forms and networks that support the operational profile of the educational institution
   - Engage in closer strategic cooperation with universities and research institutions
   - Engage in closer strategic cooperation with the police and other operators in the security sector
   - Use the project topics and materials of the educational institution in theses.

4. Diverse production of information
   - Increase the number of publications particularly textbooks by the educational institution
   - Develop the content and channels of research and project communication
   - Compile research data as a basis for police education and operational recommendations
   - Provide customers with innovations and service concept developed by students in projects

These policies offer a clear framework. Polamk's RDI policies state the following vision: "The Police University College is a top-grade expert in RDI activities in the policing and security fields, and a valued member of the international higher education and research community. Its knowledge and expertise is utilised in a number of ways in enhancing the safety of society." RDI is clearly recognised by Polamk as a core function and is widely valued by staff and students. A more explicit research strategy setting out a clearer vision, objectives and means for implementation, supported by specific targets and performance indicators for RDI activities at the institutional level could help strengthen the vision stated in Polamk's RDI policies for both internal researchers and external stakeholders. In this way, quality management could become more proactive and less responsive in character.

Quality management of RDI activities is primarily undertaken at the level of individual projects. Figure 6 details the RDI activities along the PDCA cycle. Projects are assessed during both the proposal and implementation phases. Project steering and strategic planning takes place within the overall Polamk portfolio, which was itself integrated within the police administration's shared Keto project portfolio from the beginning of 2017. Polamk's Project portfolio management group assesses each proposed project and either approves or rejects the proposal. The criteria used cover strategic alignment, cost efficiency, potential benefits and available resources. Feedback is provided and a plan adopted for individual projects, including potential outputs and dissemination.

FIGURE 6: Polamk's RDI activities depicted in the PDCA cycle (Source: Polamk's operational quality manual)

A Committee on research integrity is responsible for considering ethical issues relating to research projects and outputs, including publications. The chairperson of Polamk's Project portfolio management group is the Development process owner. The Project portfolio management group is responsible for project management of externally funded projects, the operation and development of the overall project process, and Polamk's project portfolio. With regard to externally funded projects, the funding bodies, the project consortia coordinators and steering groups, and the technical and ethical committees monitor and assess project implementation from their particular perspectives. The project manager is responsible for project planning, implementation and reporting. The project manager also reports to the Project portfolio management group on the final assessment drawn up by the Steering group members and project partners. Polamk's Publication Committee manages the dissemination of research findings through Polamk's own publications series.

Whilst these arrangements for quality management of RDI projects are working effectively, and reflect inputs from a wide range of stakeholders, the structure does involve a significant number of groups and individuals, especially for a relatively small institution. Moreover, Polamk's survey of internal services and feedback from the CAF self-assessment both suggested that the project management system was seen as complex, especially during the initial stages. Polamk has attempted to meet these criticisms by simplifying the process and offering more practical support during the lifetime of a project. In any higher education institution, there is a tension between effective oversight and operational efficiency; moreover, given competitive pressures for research funding, institutions must be increasingly nimble, able to respond to external requirements quickly and flexibly. The audit team notes that current arrangements are working effectively. However, for the future, especially if RDI activities continue to expand, Polamk may wish to consider whether alternative, more streamlined, arrangements might be put in place; in particular, as Polamk has already recognised, awareness of new project management systems should be increased.

One of the objectives of research activities has been to foster stronger collaboration with the teaching and learning process. Teachers participate in RDI projects in many roles, including project managers and project team members. A key aspect of RDI work relates to student projects. This is a growing area and Polamk is currently considering new procedures for shaping student involvement in police administration projects, including commissioned projects. The audit team encourages the continuation of this process, including the idea of developing a new concept of "service".

RDI activities and the project management system are assessed regularly through the CAF self-assessments and internal service reviews. Comprehensive information is generated regarding individual projects and external partners are fully involved within this process. Whilst outcomes from individual projects may be viewed in terms of "a strategic whole", this is essentially a bottom-up process, an aggregation of individual projects. This approach also makes it difficult to monitor overall institutional performance and progress relative to other institutions.

Furthermore, as recognised by Polamk in the self-evaluation report, the extensive portfolio of diverse projects, often with different funding arrangements and academic objectives, has made it difficult to establish "a series of projects with coherent content". Polamk has also identified a need to spread RDI projects more evenly between the main competence areas. A more explicit overall strategy might help to address these issues.

Each project includes a clear plan for publications and communications. This is monitored by the Publications Committee; the publication process for each manuscript is documented. These procedures work well and have helped to enhance the quality and number of publications.

At the level of individual researchers, quality management relies heavily on annual meetings between members of staff and their line manager/head of department. At these meetings, performance is considered, primarily in terms of output measures (numbers of publications in peer-reviewed journals, published reports etc.); research plans and targets are agreed for the following period. Researchers are actively encouraged to participate in international conferences and research networks. These arrangements rely on informal, personal contacts and feedback,

and appear to work well. At the same time, it is not apparent that the institution has a clear overview of performance at the level of individual researchers. Such informality can work well, especially when outputs are increasing in both quantity and quality, as is the case at present, but is less successful in tackling cases of under-performance if they arise. It is suggested that Polamk might consider its procedures in this respect.

Participation in quality work

A key strength of RDI work at Polamk is the close relationship maintained with the police service in all forms. Polamk is in a unique position to undertake research on the Finnish police force and policing. Feedback and ideas on research flow freely between researchers and diverse serving police officers and authorities. This results in a rich abundance of potential research projects. Indeed, the audit team was informed of some difficulties in the final selection of projects to be pursued given the staffing resources available. It is often difficult for a researcher or an institution to turn down possible research funding in a highly competitive research environment, but some further guidance might be helpful if the quality of outputs is to be maintained.

Polamk already maintains extensive external contacts in RDI activities and is to be applauded for the enthusiasm with which such work has been embraced. The audit team heard about links with the University of Dundee (UK) and about work in Kosovo related to workforce development. Both represented excellent examples of international collaboration. At the same time, the links appeared to be *ad hoc* in nature rather than the result of a clearly developed strategy for international RDI activities. For the future, if quality is to be maintained, a more planned, selective approach may need to be developed.

Polamk also has links with researchers in other universities in Finland; some teachers are also undertaking PhDs in other universities. It is important that Polamk actively manages and encourages such links. External collaborations will help to ensure that the quality of research is enhanced, not least by external benchmarking and peer review.

Quality management of key support services

A range of support services are in place to underpin RDI work. The Library is a valuable facility, offering important services to staff researchers and to students undertaking project work. Other assistance is provided by Polamk's project office, finance management, human resources and IT services. Feedback on the effectiveness of these services is collected as part of the wider review procedures. In the main, these offices are functioning well. However, some concerns were also voiced regarding overly complex procedures and delays in obtaining necessary information or approvals. As RDI work expands, Polamk will need to review the systems in place. Some interviewees suggested that Polamk may need to invest in additional staffing. Some wider understanding of procedures for RDI work in other universities of applied sciences and international benchmarking would be helpful.

6.4 Societal impact

Collaboration with police departments across Finland and the police administration is an integral part of the everyday activities of Polamk, and it takes a major role in the institution's societal impact. Quality management procedures are in place for assessing the societal impact of degree education, and there are ways for external stakeholders to participate in quality work at Polamk through working groups. However, there remains significant room for improvement in the quality management of societal impact, as Polamk's management has recognised, for example developing indicators for societal impact.

*The quality management of societal impact is at an **emerging** stage.*

Functioning of the quality management procedures

One of Polamk's broad aspirations is to serve Finnish society and to foster security. Polamk maintains close collaboration with the police forces across the country. In addition, Polamk's strategy states that they actively seek and maintain partnerships, and are looking for ways to improve security of the society.[6]

The self-evaluation report states that Polamk's operating range covers the whole of Finland and therefore regional activities are not an area of special attention for Polamk. However, Polamk does participate in regional collaboration when it is relevant, for example by participating in the Pirkanmaa security cluster and collaborating with local universities and research institutions, such as the University of Tampere and Tampere University of Technology.

The goals for Polamk's societal impact are explained in the self-evaluation report as linked to Polamk's core duties of education and RDI, where the objective is to educate "a skilled workforce for the tasks of internal security, and to generate research-based information for the development of the police, security in society, and higher education". The self-evaluation report describes the societal impact of Polamk's continuing education, communications, the Police Museum and the Library. While Polamk's impact on society through these activities is evident, the audit material does not specify explicit goals and measurable targets for the impact of these activities.

According to the self-evaluation report, there are several quality tools in use, such as the CAF self-assessment, which generate data and information on the societal impact, along with the other core duties of the institution. Societal impact may be assessed through these means, but connections with overall institutional strategy should be more explicit. Monitoring data on operations in general is provided by the feedback systems comprising of the student feedback system, the stakeholder survey, and the project management system.

6 In the audit report from 2012 the previous audit team did not evaluate the development level of the audit target "Societal interaction, impact and regional development work", as this was not a statutory duty for the institution.

There are procedures in place for monitoring and assessing the societal impact of degree education, including the practical training. The feedback on practical training and the evaluation of the effectiveness of police education are mentioned as examples of procedures for assessing societal impact in the self-evaluation report. They provide information on the relevance of the education to working life and the level of skills of the students and graduates.

After the previous audit, Polamk developed an electronic *stakeholder tool* for mapping stakeholders and Polamk's key stakeholders were mapped. In 2017 Polamk introduced a *stakeholder survey* to examine the perceptions Polamk's external partners have of the institution's public image and operations. In addition, the survey gathers information on the expectations stakeholders have for Polamk. Polamk plans to conduct the survey every other year. The results of the first stakeholder survey had not yet been analysed before the self-evaluation report was submitted. Perhaps for this reason it was not mentioned as an information channel for societal impact. The stakeholder survey was, however, mentioned in several interviews, particularly by external stakeholders. The survey could potentially become a central tool for information on the quality of societal impact. It was recognised by the audit team as an example of good practice, although the full benefits are yet to be evidenced.

The collection of data on societal impact does not seem systematic yet, however Polamk's Steering group has identified the need to develop indicators for this area. The audit team recommends Polamk to set clear goals and indicators for societal impact, at least in the areas that may be identified as key areas for future development, such as continuing education and fee-paying services.

Polamk's RDI services provide support to Polamk, but also to the police administration and the police field in general. One of the special features of Polamk is the statistical service *PolStat*. The PolStat service produces statistics and reports on police activities. PolStat contains data on many different data systems and functions as data storage for police and external information enquirers. According to the interviews, PolStat serves a wide audience. It was pointed out that PolStat has its own quality management procedure for monitoring and developing its work. All of the data requests to PolStat are registered and they are reported in Polamk's annual report. Each request is also followed up with a feedback request. However, it is not clear how the feedback system of PolStat is integrated within Polamk's quality system. The PolStat service is widely recognised as a good practice at Polamk and it has well operating quality management procedures in place.

Participation in quality work

A large part of the cooperation with external partners happens through daily interaction, which is commonly informal and often unrecorded. This is also a potential channel of feedback. The audit team recommends Polamk to document the feedback given informally.

The Polamk Board and the Advisory board are some of the key groups at Polamk where external stakeholders are involved. The 15-member Board includes four representatives from the security authorities and industry. The Board's statutory duty is to develop Polamk's operations and, for example, approve the curricula and admissions criteria of the degree programmes and specialist

studies. According to the interviews, the Board could have a more active role in the quality process and, in doing so, they could also project the area of societal impact more strongly in Polamk's development work.

The Advisory board, which includes representatives from the Ministry of the Interior, the National Police Board, police departments, the Finnish Prosecution Service, and other higher education institutions, is a newly formed body. The tasks of the Advisory board are to assist Polamk in planning and developing its operations, and to assess changes in the operating environment and their effects. The audit team views this as an important opportunity for Polamk to use this body to strengthen the integration of societal impact within the quality work of Polamk.

The Pirkanmaa security cluster and Hervanta Leadership Morning seminars (*studia generalia*) are efforts to reach out to a broader range of regional partners. They are recognised by the audit team as a good practice. In addition, according to the self-evaluation report, Polamk offers an increasing number of courses in the field of internal security as continuing education and fee-paying courses. These are commercially priced and paid for by the participants. It seems to the audit team that Polamk has much more to offer to even wider audiences today when issues of security are gaining more and more attention in society, in Finland and beyond. It would be beneficial to find easy ways of collecting data and documenting these reach-out programmes to assist further development of such activities. This would also give Polamk a good opportunity to reflect on and improve the quality of its operations and interactions with all societal actors concerned with security issues.

Even though the stakeholders have been given a stronger position in different Polamk bodies since the previous audit, it is suggested that their role could be strengthened within the quality system. The audit team recommends that consideration be given to the more effective use of the external stakeholders in the Polamk network (including external members on the Board and the Advisory board) and internal stakeholders in the quality management of societal impact. It was considered in the interviews that both current students and the alumni could be involved more effectively in order to increase the societal impact of Polamk. With more active roles in the operations, participation in quality work would also be enhanced.

Quality management of key support services

Fee-paying services are administered from Polamk's Management support services department and the Director of Administration is responsible for this activity. Fee-paying courses are designed together with the body commissioning the training, and feedback is collected from all courses. According to the interviews, there does not seem to be full cooperation among those involved in the planning and organisation of the fee-paying courses and continuing education. From the quality perspective, the audit team recommends Polamk to consider developing further integration among staff working in this area.

Polamk's Library was praised in many interviews. It also serves a wider audience than just Polamk staff and students. Their quality system is explained in detail in the self-evaluation report. It was pointed out in the interview with the support services staff that further development of the

Library would benefit from Polamk being included in the same library system as other Finnish higher education institutions. This could improve the range and quality of the services and would bring the Polamk Library into line with the same quality system as other libraries. The audit team encourages Polamk actively to explore these possibilities.

The Police Museum receives around 30.000 visitors a year. Many of the visitors are student groups on their field trips. The museum collects customer feedback systematically. The Police Museum is also active on social media and encourages its visitors to share their experiences. The museum is an excellent way to share police education and police work with a wider audience and it has potential to have an even wider societal impact than today. The museum is also used in Polamk's degree education as a place for the students to become familiar with the history of the Finnish Police forces.

Polamk's internal communications offer strong support for all the activities across the institution. Polamk's web pages cover many areas of work and the information is easily accessible. Polamk also seems to have taken an active role on social media. This service is important in terms of societal impact and it was clearly observed in the interviews.

7
Global cooperation

International collaboration has in the last ten years become increasingly important for Polamk, recognising that changes in the police's operational environment now demand more international competence in all core processes. Polamk is now devoting significant energy to the development of global cooperation and good progress has been made in this regard in the areas of teaching and RDI activities. However, given the relatively short time span since international activities have been in the focus at Polamk and the scarcity of widely accepted quality procedures specifically designed for global cooperation, the audit team found that quality management in this area does not yet fully produce relevant data and support the achievement of strategic goals.

*The quality management of global cooperation is at an **emerging** stage.*

7.1 Functioning of the quality management procedures

Polamk's international involvement and related activities are steered by Polamk's own strategy, the strategy for international action of the police 2016–2020, the EU's internal agenda for global cooperation, and the RDI policies which, in the context of global cooperation, focus on the forms of collaboration and networks that support the institution's operational profile. According to the self-evaluation report the focus of global cooperation is currently on RDI projects and professional continuing education, particularly through the European Union Agency for Law Enforcement training (CEPOL).

International activities are not a separate function, but they are integrated into all of Polamk's processes. As an example, international competence is one of the general competences of the students, and it is defined in the degree education curricula. The aim is that, through education at Polamk, students develop the necessary language skills and the ability to participate in multi-cultural cooperation activities. According to Polamk, the reason for this integration is that international activities are a natural part of all operations. Within the context of the quality system, this means that the procedures used for other assessments and for the development of operations are also

applicable to the quality management of international cooperation. For example, the operational and financial plan, interim review, internal services survey, and the result indicators are also used in the context of global cooperation.

Polamk's international activities are found in the operational quality manual under "Processes for management and common services", which lists student mobility, staff mobility, development projects, civilian crisis management cooperation and partnership cooperation under the subheading "Internationality". International partners are mentioned under Key partners in the manual, with reference to the steering documents. The audit team concluded that there are quality procedures in place and operational for some international activities.

With a few exceptions, the quality management procedures and feedback instruments have not been specifically designed for global cooperation. The exceptions include feedback mechanisms for mobility within NORDCOP and international weeks in Germany and Estonia. Quality management procedures for student mobility are being developed. Feedback is also collected from CEPOL courses and employee exchange programmes, to be used in the development of course content and organisation. There are also other tools used; for example, the stakeholder tool, which identifies stakeholders using different categories, one of which is the international stakeholder. In addition, Polamk requires mandatory travel reports. However, the audit team did not yet find evidence that the data collected through these reports is used to develop international activities. While quality work is found in terms of feedback and development, the audit team found that it is not always systematic.

In the area of RDI and project activities, international cooperation follows the RDI policies, the project process, the project management system, and other quality management procedures applicable to RDI. In addition, externally funded projects are measured with quality management procedures set by the external funding body. RDI activities are structured within a comprehensive project management system.

The integration of global cooperation within all processes makes the operational and financial plan a strategic document, which sets targets for international activities and their implementation methods, means and schedules. In the current plan, there are a few targets that focus specifically on international activities; for example, ERASMUS+ mobility and increasing the English-language education provision for the Bachelor of Police Services degree. The interim reviews constitute a procedure for monitoring implementation and strategic attainment. As a tool for measuring quality in international activities, the plan is not sufficient by itself. The plan and interim reviews must be used in combination with other quality procedures and ideally with more global cooperation-specific procedures and indicators. However, given that few global cooperation indicators are in use and global cooperation is integrated into all processes, it is likely to be challenging to distinguish global cooperation data within the quality system.

The audit team's observations support the conclusions reached by Polamk in terms of the areas in need of development, including the need for specific indicators for assessing global cooperation.

During the interviews, the audit team learned of several successful international RDI activities and international connections are increasing for students. The audit team commends Polamk for developing a high level of international activities, especially given its size and the relatively short time-span that global cooperation has been on the agenda. Furthermore, the interviews confirmed that the international strategies are known within the institution and that international competence was recognised as important and a development need in most, and possibly all, quality processes. This is a clear strength for Polamk in building its international activities.

7.2 Participation in quality work

Since the procedures used in other assessments and development of operations are applicable to the quality management of global cooperation, the involvement of personnel groups in quality work would follow the general pattern and workload of the quality work participation described in previous chapters. The Director and the Steering group draw up the policies guiding the objectives of global cooperation and the operational and financial plan. The International team's Superintendent coordinates the planning and implementation. The International unit working with international networks, such as CEPOL and with partner agreements on student and staff exchange, is involved in collecting feedback and assessing the data for development purposes.

The Project Office and International team work on facilitating projects planning, implementation and reporting of projects. Development projects involving international policing operations and building internal security capacity must include a project coordinator placed in international operations, or similar arrangements. The Project portfolio management group assesses and monitors international RDI projects. All major global education and RDI cooperation projects are reported to the Steering group. External funding bodies also prescribe their own quality management procedures for the funding programmes and in their instructions.

Given the various international tasks and involvement in international activities, workload will vary across the different functions in the organisation. According to the self-assessment-report, Project managers, the Project Office, the International team, and the Financial and Human resources management have the largest workloads.

The involvement of Bachelor's students in quality work on global cooperation is to a large extent limited to the quality procedures related to student mobility. These procedures consist of information provided regarding exchange opportunities and feedback gathered from returning students. Students are required to write a report (in Finnish) about their exchange experience. These reports are made available for others through the Library at Polamk. The students also share their exchange experiences with fellow students and teachers. The audit team notes that the students' experiences could reach a wider audience if, for example, their reports were written in English. This would also contribute further to the goal of international competence and language skills mentioned earlier. Mobility is not yet an option in the Master's programme, but some of the current Master's students have been involved in international activities.

Polamk's on-going development efforts on quality procedures for student mobility should also include further facilitating student participation in the quality work. This is also relevant for Polamk's efforts to integrate student thesis work into the RDI activities. An initial process description for student projects has been drawn up as part of the RDI's long-term plan.

Stakeholders in the area of global cooperation include international collaborative partners of Polamk and the networks in which the students, staff and researchers collaborate and interact. In terms of quality work, they contribute with data produced through the various feedback processes. There are on-going external stakeholder evaluations of projects that are externally funded.

Polamk's stakeholder survey was carried out for the first time in early 2017. While the majority of the respondents were Finnish, a number of responses came from international partners, from other EU member states, and Nordic and other countries. The results of the survey have not yet been analysed, but it is a quality procedure that facilitates opportunities for monitoring and improving stakeholder impact.

The Polamk Advisory board also offers an external stakeholder perspective in terms of global cooperation, given its task of analysing development trends affecting the internal security environment. However, due to its recent establishment, it is still early to comment on its contribution to the quality work.

The audit interviews revealed that the management and staff are committed to global cooperation; both groups displayed strong support for the international strategies and for Polamk's cooperation in international networks. The commitment of students varies, depending to a large extent on the student's own interest in international activities. It was also found that some students could not participate in international weeks due to conflicting course schedules. The audit team recommends that Polamk develops incentives and ways to encourage students to participate in international activities.

8
The quality system as a whole
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Polamk has established a functioning quality system covering all activities across the institution, including education, RDI and societal impact. The system is widely understood by staff, students and external stakeholders, and there is clear evidence that the system has contributed to institutional development. A clear quality culture has emerged at Polamk. Whilst there are some areas for further development, this is typical for a relatively young institution and the audit team recognises that Polamk is aware of those aspects of the quality system that require further attention and has initiated the necessary actions.

*The quality system as a whole is at a **developing** stage.*

8.1 Comprehensiveness and impact of the quality system
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Polamk has developed a quality policy setting out the basic principles and objectives for the quality system. The current policy was finalised in April 2017 following full consultation with staff and students. Responsibilities are detailed for key individuals and bodies, and methods of implementation are presented. The quality system is based on the Plan-Do-Check-Act model. The operational quality manual is available on the Polamk website. Significant use is made of the Common Assessment Framework (CAF), which is used to identify good practices, collect and analyse feedback, identify targets for development and inform decision-making.

Overall, the audit team was impressed by the level of understanding of the requirements and processes of the quality system, and of their roles within it, as demonstrated by staff, students and stakeholders in the interviews. The quality system is effective in shaping quality management and operation and works especially well in relation to the core function of education; use of feedback and the participation of staff and students are particular strengths. Clear examples of how the quality system has created opportunities for improvements in curriculum, teaching practice and assessment were provided to the audit team.

There are also areas that require further consideration, especially the need to clarify roles and responsibilities in order to avoid uncertainty, inefficiency and help to reduce workload. A further issue concerns the existence of two parallel information networks. Whilst the audit team fully understands the reasons for this situation, and recognises that it cannot be remedied, at least in the short term, it does affect the operation of the quality system. Polamk is fully aware of these issues and is working to offset the difficulties that arise. The audit team strongly supports such actions, especially the development of clearer procedures and guidelines governing the channels of information and arrangements for access to both networks.

The quality system is comprehensive and extends across other core areas of RDI and societal impact. In these two areas, the impact is less clear and is still evolving. In part, this reflects a relative absence of clear strategy and vision, not wholly unexpected in what is still a "young" institution. As a result, quality management tends to be reactive, based on individual projects or activities rather than the achievement of overall institutional objectives, and it is less obvious how the quality system contributes to overall institutional development. The audit team was aware of many individual projects where quality management was excellent, but more work is needed on the development of institutional objectives and performance indicators. In taking this forward, the audit team would encourage Polamk to benchmark its policies and procedures with other institutions both inside and outside Finland.

The quality system is comprehensive in another sense by successfully integrating within the overall process quality management of support services such as research support, IT and the Library.

8.2 Quality culture

Polamk has a highly distinctive culture, reflecting its unique position in Finland as both a police unit, responsible to the Ministry of the Interior, and an academic institution, a university of applied science, with associated expectations and requirements. The audit team recognised, both in the self-evaluation report and in the interviews conducted during the visit, the existence of a strong quality culture, reflecting both the traditions and values of the police service and of an academic institution. This was evident in the strong emphasis on the role of the institution in meeting the needs of the Finnish society by the training of police officers with the necessary knowledge and skills to perform their responsibilities to a high level, by the undertaking of applied research to enhance understanding of policing and the police force, and by the development of activities with a societal impact. A feature of this aspect of the work of Polamk was the importance attached to customer service, whether in terms of meeting the national need for police officers or in terms of providing an excellent experience for students and staff.

Reflecting its roots in both the police force and academic life, the quality culture of the institution also placed a particular emphasis on high standards of professional behaviour, whether it be in teaching and research or in active policing.

The audit team noted other important characteristics of a strong quality culture. In particular, the institution encouraged a process of continuous evaluation and improvement, and an openness to innovation and change. The development of the new Master's programme and the growing portfolio of international activities are examples of this process. Further, the audit team identified a high level of self-reflection among both leadership and staff. As a foundation for the development of a unified quality culture, Polamk has long-standing quality procedures, which are well established and embedded within the everyday work and studies at the institution.

One aspect of a vibrant quality culture that could be developed further relates to academic staff development. It is important that staff engage actively with the latest pedagogies and forms of educational technology. Whilst a range of training programmes was available to staff, this might be more structured and consideration might be given to motivating staff to participate for a certain number of hours each year, including senior staff.

8.3 The quality system as a whole

In conclusion, the audit team was happy that quality management at Polamk functioned as an effective, integrated system. The system embraces all the work of the institution, including education, RDI and societal interaction, and also including support services and institutional management. There is clear evidence that the quality system has contributed to institutional development and that a quality culture is present.

Overall, the quality system works well. There are, however, a number of generic issues that Polamk needs to address. Polamk is a relatively small institution with limited staff resources. It is therefore important that the quality system not only meets the needs and objectives of the institution, but also operates efficiently. Polamk itself has recognised issues of excessive workload among staff, which has prevented optimum participation in the quality process. The audit team formed the opinion that the quality system spanned a large number of groups and committees and involved many different individuals. This can be helpful and may be seen as a good practice, but it is important that roles and responsibilities are clear and that there is no unnecessary duplication. The audit team urges Polamk to review present arrangements to ensure that reporting lines and responsibilities are clear and that workload on staff, students and other stakeholders is minimised.

A similar issue relates to the use of data and performance indicators. Polamk appears to collect a wide range of data, both quantitative and qualitative, across all core areas of activity. Again, this may be a strength. However, data requires effective analysis, interpretation and presentation. The audit team was concerned about the risk of information overload, especially for a small institution. As the quality system develops, especially in the areas of RDI and societal impact, Polamk needs to develop a limited series of specific, measurable performance indicators with which to assess performance and progress.

9
Conclusions
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9.1 Strengths and good practices of the quality system

Strengths

- Polamk has developed comprehensive and functional quality procedures that advance the continuous development of the institution's core duties and management. The quality system produces relevant information for development and there are clear examples that the information is used for this purpose.

- The link between the quality policy and operational management using the operational and financial plan is logical and comprehensible. The plan and its systematic review can be considered a strength of Polamk. The accessibility of the operational quality manual on the Polamk website contributes positively to quality communication both within and outside of the Polamk community.

- External stakeholders are systematically included in the development of degree education at Polamk. Polamk's Board, Advisory board and several of the working bodies include members who represent the security sector and the working life, which ensures that the experience from the field is taken into account in development of the education, especially curriculum work. The institution also regularly surveys the external stakeholders.

- The quality system consists of many different procedures for ensuring data production and produces a broad range of information that can be used to support management and decision-making. An extensive system of feedback and assessments is in place and multiple examples can be found that demonstrate the use of feedback for the development of operations. The student feedback system is comprehensive and is seen as a key quality management process by most actors at Polamk.

- The audit team found a strong quality culture at Polamk, exemplified by willingness to undertake continuous development, high levels of participation, and an openness to change. The team observed a caring attitude towards the experience of staff and students. The audit team found Polamk to be focused on being a learning organisation.

Good practices

- The quality management of Polamk is described in the operational quality manual, which is available to the public on Polamk's website. The operational quality manual allows internal and external stakeholders to form a comprehensive idea of quality management at Polamk, including the division of responsibilities.

- The operational and financial plan combined with interim reviews offers a reliable, systematic structure that is also sufficiently flexible, in order to respond swiftly to changing circumstances. This constitutes a systematic internal steering process that supports strategic management and helps to structure resource planning. The plan is a key management procedure for the achievement of strategic goals.

- The quality management of practical training is exemplary at Polamk and includes several good practices: for example, contact persons in police departments receive training from Polamk and they give systematic feedback which is used to improve the education provided at Polamk. This is one of many good examples of the direct link between the work in the police field and the education provided at Polamk.

- Polamk's stakeholder survey, which was carried out in 2017 for the first time, has also been identified as a good practice by the audit team.

- Polamk has a range of important outreach activities. For example, the Hervanta Leadership Morning seminars represent an innovative way to reach out to a broader range of regional partners.

9.2 Recommendations

- Polamk should pay attention to the volume of information generated by the different feedback tools. Recognising the importance of the different feedback processes, the audit team recommends Polamk to ensure that the information collected can be analysed thoroughly and used for development and to support the strategic goals. The audit team recommends Polamk to evaluate the necessity and usability of the information related to quality management.

- The audit team recommends Polamk to review procedures supporting student participation in the quality work. The audit team encourages Polamk to support the student union with the handover process and training of student representatives who participate in quality work. The audit team also recommends exploring the possibility of involving alumni in the quality work.

- The audit team recommends Polamk to consider establishing clear institutional goals for societal impact and global cooperation. Such targets should reflect an agreed vision for these activities, including key areas for future development such as international networking, continuing education and fee-paying services. An agreed vision, supported by measurable institutional performance indicators could strengthen the activities in RDI and societal impact, as well as global cooperation.

- Internal and external communications could be evaluated bearing in mind the user's point of view. Stakeholders and students could be used for this kind of evaluation work.

- The audit team recommends that further consideration is given to arrangements for generating feedback relevant to the support services.
- The audit team recommends continuing the improvement of guidelines and instructions for students and staff for the use of two intranets, which was also a key conclusion of the CAF assessment in 2016.
- The audit team recommends that Polamk considers ways to develop further comparative indicators of quality, including external indicators and benchmarking.
- Polamk should ensure that all of the tools, instructions and guidelines for quality management are available in Swedish as well as Finnish.
- The audit team recommends that Polamk undertakes a review of staff development opportunities to ensure that all staff have access to support in the latest educational technologies and pedagogies. This review should include possible incentives to encourage staff involvement.

9.3 The audit team's overall assessment

The quality system of the Police University College fulfils the FINEEC criteria for the quality system as a whole and for the quality management as it relates to the core duties. None of the audit targets are at the absent stage and the quality system as a whole (audit target 6) is at the developing stage.

The audit team proposes to the FINEEC Higher Education Evaluation Committee that the Police University College passes the audit.

9.4 Higher Education Evaluation Committee's decision

In its meeting on 18 April 2018, the Higher Education Evaluation Committee decided, based on the proposal and report of the audit team, that the quality system of the Police University College meets the FINEEC criteria for quality systems as a whole and quality management of the higher education institution's core duties. The Police University College has been awarded a quality label that is valid for six years beginning on 18 April 2018.

APPENDIX 1: Table of the audit targets and criteria

TARGETS

CRITERIA

	Absent	Emerging	Developing	Advanced
1. Quality policy	The quality policy shows an absence of or major shortcomings in the: • rationale and definition of the quality system's objectives and responsibilities • accessibility of the quality policy to internal and external stakeholders • linking to the institution's overall strategy.	• The quality policy's rationale, objectives and division of responsibilities are at an early stage of development and are only partially defined. • The quality policy is not fully accessible and does not sufficiently take into account the information needs of internal and external stakeholders. • The quality policy is insufficiently linked to the institution's overall strategy.	• The quality policy's rationale, objectives and division of responsibilities are clearly defined and the result of an inclusive process. • The quality policy is accessible to all internal and external stakeholders, taking their information needs into account. • The quality policy is clearly linked to the institution's overall strategy.	• The quality policy's rationale, objectives and division of responsibilities are defined in explicit terms and the result of a thorough and wide process. • The quality policy is accessible and actively communicated to all internal and external stakeholders. • The quality policy is an integral part of the institution's overall strategy.

CRITERIA

TARGETS	Absent	Emerging	Developing	Advanced
2. Quality system's link with strategic management	The quality system and quality work show an absence of or major shortcomings in the: • ability to meet the information needs of strategic and operations management • procedures for the use and communication of quality information • functionality at different organisational levels • division of responsibility • commitment in the execution of roles and responsibilities in the institution's quality work.	• The quality system and the information it produces serve only partially the needs of strategic and operations management. • Procedures for the use of and communication of quality information are weak or uneven. • The quality system functions unevenly across the institution. • The division of responsibility is only partially effective, with variable commitment in the execution of roles and responsibilities in the institution's quality work.	• The quality system and the information it produces serve strategic and operations management. • Established procedures ensure that the information produced is put to use and communicated systematically within the institution and to external stakeholders. • The system works evenly across different organisational levels and units. • The division of responsibility is effective, and roles and responsibilities in the institution's quality work are executed with commitment.	• The institution has well-established and excellent procedures that systematically produce information for strategic and operations management needs, and the information is put to systematic and wide use. • The institution has well-established and excellent procedures for communicating information to different personnel groups, students and external stakeholders. Communication of the information is active and up-to-date. • The quality system works effectively across all organisational levels, in a way that adds value to and enhances the quality of the institution's operations. • Managers and members of the community are committed to enhancement and the embedding of a quality culture.

CRITERIA

	Absent	Emerging	Developing	Advanced
3. Development of the quality system	The HEI shows an absence of or major shortcomings in the: • procedures for evaluating or developing the quality system or • overall view of the functioning of the quality system.	• The institution has in place procedures for evaluating and developing the quality system but these procedures may not always be fit for purpose and/or effectively used for the system's further development. • Institutional oversight of the functioning of the quality system needs to be strengthened.	• The HEI has in place well-functioning procedures to evaluate and develop the quality system. • The institution is able to identify the system's strengths and areas in need of development, and development work is systematic.	• The HEI has well-established and systematic procedures for regularly evaluating and developing the system. • The institution is able to efficiently identify the system's strengths and areas in need of development. There is clear evidence of the system's successful development work.
Follow-up section for the HEIs subject to the second audit:	The HEI shows an absence of or major shortcomings in the: • development work following the first audit.	• The development of the quality system after the first audit has not been systematic or effective.	• The development of the quality system after the first audit has been systematic. The system works better than before.	• After the first audit, the HEI has systematically improved the functionality and fitness for purpose of the quality system. Special attention has been given to the workload produced by the system. The system has been developed in a successful and effective manner.

The fulfilment of the following criteria is reviewed separately for each core duty and optional audit target:

CRITERIA

TARGETS	Absent	Emerging	Developing	Advanced
4. Quality management of the core duties, including essential services supporting these **4a) Degree education** **4b) Research, development and innovation activities, as well as artistic activities** **4c) Societal impact and regional development work (incl. social responsibility, continuing education, open university and open university of applied sciences education, as well as paid-services education)** **4d) Optional audit target**	The quality system shows an absence of or major shortcomings in the: • quality management procedures used to achieve the goals set for the core duties • participation of the institution's personnel groups, students or external stakeholders in quality work related to the core duties • quality management of essential services supporting the core duties.	• The quality management procedures are in place but insufficiently developed. The procedures do not fully support the achievement of institutional strategic goals set for the core duties. • The information provided by the quality system is as yet insufficient for the development of the core duties. Information use is sporadic and/or information collection is an end in itself. • Personnel groups, students and external stakeholders are only partially involved in quality work. • The quality management of key support services is not functional.	• Functional quality management procedures advance the development of the institution's core duties and the achievement of goals set for the operations. • The quality system produces relevant information for the development of the core duties, and the information is used for this purpose. • Personnel groups and students are involved in quality work. External stakeholders also participate. • The quality management of key support services functions relatively well.	• The HEI has systematic and well-established quality management procedures that provide excellent support for the development of the institution's core duties and the implementation of its overall strategy. • The institution has systematic and excellent procedures used to produce information for the development of the core duties. There is clear evidence that information is used systematically and successfully. • Personnel groups and students are committed and actively involved in quality work. Special attention has been given to the workload generated by the quality management procedures. External stakeholders are also systematically involved in quality work. • The HEI has systematic and well-established procedures for the quality management of key support services. There is clear evidence that these procedures function well.

The fulfilment of the following criteria is reviewed separately for each degree programme:

TARGETS

CRITERIA

	Absent	Emerging	Developing	Advanced
5. Samples of degree education: degree programmes **Planning of the programme** • Curricula and their preparation • Intended learning outcomes and their definition • Links between research, development and innovation activities, as well as artistic activities, and education • Lifelong learning • Relevance of degrees to working life. **Implementation of the programme** • Teaching methods and learning environments • Methods used to assess learning • Students' learning and well-being • Teachers' competence and occupational well-being. **Participation** • Participation of different personnel groups, students and external stakeholders in quality work related to the degree programme. **Effectiveness of quality work** • Suitability of key evaluation methods and follow-up indicators and their impact on the achievement of goals.	The quality system shows an absence of or major shortcomings in the: • quality management procedures related to the planning of the programme • quality management procedures related to the implementation of the programme • participation of the institution's personnel groups, students or external stakeholders in the development of the programme or • effectiveness of the quality work related to the programme.	• The quality management procedures related to the planning of educational provision are not fully functional and do not provide sufficient support to the planning of the programme. • The quality management procedures related to the implementation of educational provision are not fully functional and do not provide sufficient support to the implementation of the programme. • Personnel groups, students and external stakeholders only partially participate in quality work. • There is little evidence of the effectiveness of the quality work related to the programme.	• The quality management procedures related to the planning of educational provision are fully functional and support the planning of the programme. • The quality management procedures related to the implementation of educational provision are fully functional and support the implementation of the programme. • Personnel groups and students participate in quality work. External stakeholders also participate. • There is evidence that quality work has an enhancement effect on the programme.	• The quality management procedures related to the planning of educational provision provide excellent support for the planning of the programme. They are systematic and well-established. • The quality management procedures related to the implementation of educational provision provide excellent support for the implementation of the programme. They are systematic and well-established. • Personnel groups and students participate actively and with commitment in quality work. External stakeholders are also systematically involved. • There is clear evidence of the enhancement effect of the quality work.

TARGETS

CRITERIA

	Absent	Emerging	Developing	Advanced
6. The quality system as a whole	• The HEI has only individual and unrelated quality management procedures. • There is no evidence of the procedures' impact on the development of the operations.	• The quality management procedures do not yet form a functioning and unified system. • The quality system encompasses some of the HEI's core duties but there is little evidence of the system's impact on the development of the core duties. • The institution's quality culture is only just emerging.	• The quality management procedures constitute a functioning system. • The quality system covers the essential parts of the HEI and provides support for the development of the operations. There is evidence that the system has an impact on the development of the core duties. • The development of the operations is based on an existing quality culture.	• The quality management procedures form a dynamic and coherent system. • The quality system covers all the core duties of the HEI and provides excellent support for the institution's overall strategy and the development of the operations. There is clear evidence that the system has an impact on the development of the core duties. • The institution has a well-established quality culture, characterised by wide participation, commitment and transparency.

APPENDIX 2. The stages and timetable of the audit process

Agreement negotiation between the HEI and FINEEC	18 October 2016
Appointment of the audit team	23 January 2017
Submission of the audit material and self-evaluation report	1 August 2017
Information and discussion event at the HEI	5 October 2017
Audit visit	7–9 November 2017
Higher Education Evaluation Committee's decision on the result	18 April 2018
Publication of the report	18 April 2018
Concluding seminar	4 May 2018
Follow-up on the development of the quality system	2021

APPENDIX 3: Programme of the audit visit

Tuesday 7 November 2017	
9.00–10.00	Interview of the top management
10.20–11.10	Interview of the Quality assurance group
11.20–12.10	Interview of Directors and Heads
12.20–13.10	Lunch
13.10–14.00	Interview of student representatives
14.10–15.00	Interview of teaching staff
15.10–16.00	Interview of external stakeholders
17.00–18.30	Tour of the campus
Wednesday 8 November 2017	
9.00–9.50	Interview of the Board
10.00–10.50	Interview of Bachelor of Police Services staff
11.00–11.50	Interview of Bachelor of Police Services students
12.20–13.10	Lunch
13.10–14.00	Theme interview: Research, development and innovation activities
14.10–15.00	Interview of support services staff
15.10–16.00	Interview of Master of Police Services staff
16.10–17.00	Interview of Master of Police Services students
Thursday 9 November 2017	
9.00–9.50	Theme interview: Global cooperation
10.00–10.50	Theme interview: Staff development
11.00–11.30	Demonstration of the intranet *Sinetti*
12.20–13.10	Lunch
13.10–13.45	Audit team meeting
13.45–14.30	Final interview and preliminary feedback to the top management

APPENDIX 4: The Finnish higher education system

The Finnish higher education system is comprised of universities and universities of applied sciences (UASs). All universities engage in both education and scientific research and have the right to award doctorates. The UASs are multi-field, professionally oriented higher education institutions. They engage in applied research and development (R&D) that supports education and regional development. The UAS system was established in the early 1990s. Higher education institutions (HEIs) operate under the governance and steering of the Ministry of Education and Culture (MoEC). Furthermore, higher education institutions are independent in their internal governance.

Universities and UASs receive most of their funding from the MoEC, and the activities of HEIs are steered in practice by four-year performance agreements with the Ministry. The only exceptions are the National Defence University under the Ministry of Defence and the Police University College under the Ministry of the Interior, as well as Åland University of Applied Sciences under the local government of Åland (Landskapsregering).

Finland has adopted a national qualifications framework (NQF) in 2017. Provisions on the National Framework for Qualifications and Other Competence Modules are laid down in the Act (93/2017) and Government Decree on the National Framework for Qualifications and Other Competence Modules. The framework covers the entire education system. In this framework, the qualifications, syllabi and other extensive competence modules of the Finnish national education system are classified into eight levels on the basis of the requirements. Statutory regulations on the level descriptors and the positioning of qualifications, syllabi and extensive competence modules on the various levels of the framework on the basis of required learning outcomes are enacted by the Government Decree. With respect to higher education, degrees awarded by Finnish higher education institutions are positioned in the framework as follows:

- Bachelor's degrees (universities of applied sciences) and Bachelor's degrees (universities) at level 6
- Master's degrees (universities of applied sciences) and Master's degrees (universities) at level 7
- Universities' scientific and artistic postgraduate degrees (licentiate and doctor degrees), the General Staff Officer's Degree, the Specialist Degree in Veterinary Medicine, and Specialist training in medicine and Specialist training in dentistry at level 8

The Framework for Qualifications and Other Competence Modules is based on the European Qualifications Framework (EQF). The abbreviation FiNQF is also used to refer to the National Qualifications Framework.

In addition, the Government Decree on University Degrees (2004) and the Government Decree on Universities of Applied Sciences (2014) define the objectives, extent and overall structure of degrees. HEIs select their own students in Finland. However, national regulations stipulate some general principles for student admission (e.g. the equal treatment of applicants).

The educational responsibilities of the UASs are stipulated in their operating licences. Universities of applied sciences provide bachelors and master's degrees. The UAS bachelor's degree consists of 180, 210, 240 or 270 ECTS credits (equivalent to three to four years of full-time study), depending on the study field. It comprises basic and professional studies, elective studies, a practical training period and a bachelor's thesis or final project.

The UAS master's degree consists of 60 or 90 ECTS credits (1 or 1,5 years of full-time study). Applicants eligible to apply for a UAS master's degree programme must hold a relevant bachelor's degree with at least three years of relevant work or artistic experience. The UAS master's degree comprises advanced professional studies, elective studies and a final thesis or final project. The focus of the educational provision of universities of applied sciences is on bachelor's degrees. UASs also provide vocational teacher education leading to a teacher qualification. Their teacher education is aimed at those who already have a higher education degree in the relevant field.

UASs decide on the detailed content and structure of the degrees they award. They also decide on their curricula and forms of instruction. In addition to this, some fields (e.g. midwife education) have detailed regulations to some extent for the structure and/or content of the degrees awarded. UASs also actively cooperate on curricular issues under the Rectors' Conference of Finnish Universities of Applied Sciences.

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.

Audits of the quality systems of higher education institutions have been implemented in Finland in accordance with the principle of enhancement-led evaluation since 2005. The objective of the audits has been to support Finnish institutions in developing quality systems that correspond to the European principles of quality assurance and to demonstrate that functional and consistent quality assurance procedures are in place in Finland both in institutions and on the national level. In the audits, institutions are supported in their efforts to reach their strategic objectives and in directing future development activities in order to create a framework for the institutions' continuous development.

This report presents the audit process of the Police University College and the results of the audit.