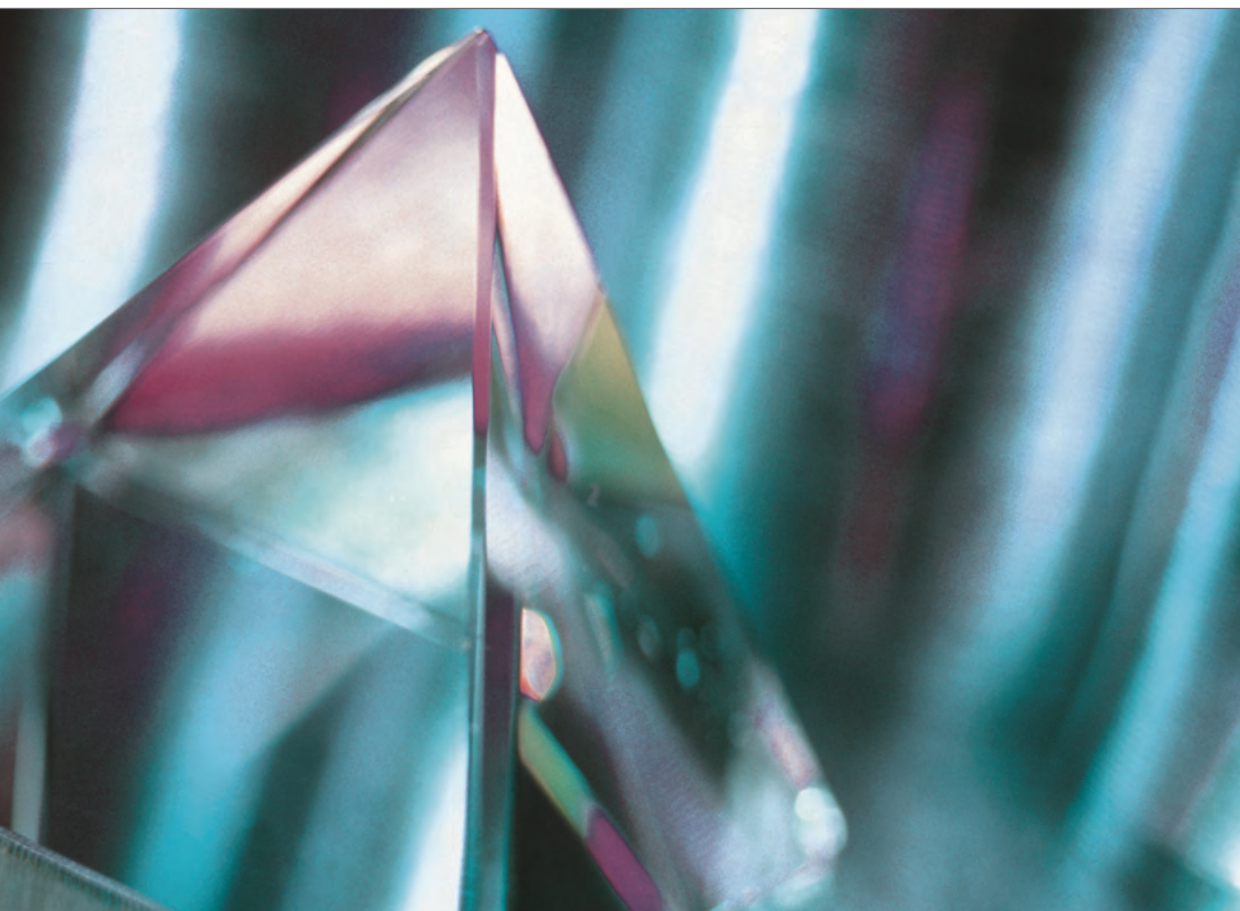


CROSS-EVALUATION 3 FINAL REPORT

International Activities of Federation of Universities of Applied Sciences (FUAS)



Sara Heikkilä, Mervi Friman, Jaana Ignatius & Marjo-Riitta Järvinen (editors)

HAMK University of Applied Sciences (HAMK) – Lahti University
of Applied Sciences (LUAS) – Laurea University of Applied
Sciences (Laurea)

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For the reader

The FUAS alliance (Federation of Universities of Applied Sciences) was formed from the partnership between HAMK and Lahti and Laurea Universities of Applied Sciences (UAS). These FUAS institutions have around 21 000 students, which is approximately 15 % of all the students at universities of applied sciences in Finland. This largest federation of universities of applied sciences in Finland opens new doors for students, employers and the region.

The FUAS alliance responds to the international demands of the greater Helsinki metropolitan area and it significantly reinforces the international competitiveness of the partner UASs.

This is the final report of the cross-evaluation process of FUAS that was implemented in autumn 2011. The cross-evaluation focused on the international activities of HAMK, LUAS and Laurea. The report covers the running of the process, the main topics of the cross-evaluation seminar and the key and focus areas for future development.

The positive experiences in the cross-evaluation will encourage the partners to support each other when working on quality assurance. The cross-evaluation is also a part of the systematic preparation for the FINHEEC (The Finnish Higher Education Evaluation Council) audit that FUAS will implement in 2016.

We give thanks to everyone involved in the cross-evaluation.

In Hämeenlinna, Lahti and Tikkurila 7.3.2012

Sara Heikkilä, Mervi Friman, Jaana Ignatius & Marjo-Riitta Järvinen
Editors of the Report

Abbreviations

DD	Double Degree Kaksoistutkinto
FINHEEC	The Finnish Higher Education Evaluation Council Korkeakoulujen arviointineuvosto
FUAS	Federation of Universities of Applied Sciences Hämeen amk:n, Lahden amk:n ja Laurea-amk:n muodostama liitto
HAKKY	Häme Municipal Federation of Professional Higher Education Hämeen ammatillisen korkeakoulutuksen kuntayhtymä
HAMK	HAMK University of Applied Sciences Hämeen ammattikorkeakoulu
ERA	European Research Area Eurooppalainen tutkimusalue
EQF	European Quality Framework Eurooppalainen tutkintojen viitekehys
E&R	Education and Research Koulutus ja tutkimus
HEI	Higher Education Institution Korkeakoulu
HERA	Helsinki Education and Research Area Helsingin laajan metropolialueen korkeakoulujen muodostama konsortio
Laurea	Laurea University of Applied Sciences Laurea-ammattikorkeakoulu
LUAS	Lahti University of Applied Sciences Lahden ammattikorkeakoulu
IAB	International Advisory Board Kansainvälinen neuvottelukunta
IP	International Degree Programme Kansainvälinen koulutusohjelma
ISB	International Student Barometer Kansainvälisten opiskelijoiden tyytyväisyystutkimus
LbD	Learning by Developing Kehittämispohjainen oppiminen
MM	Maintenance Manual Huoltokirja
MoEC	Ministry of Education and Culture Opetus- ja Kulttuuriministeriö

PDCA	Plan, Do, Check, Act cycle Plan, Do, Check, Act -toimintamalli
RDI	Research, Development and Innovation Tutkimus, kehitys ja innovaatio
SCM	Supply Chain Management Toimitusketjujen hallinta
SME	Small and Medium Sized Enterprises Pienet ja keskisuuret yritykset
UAS	University of Applied Sciences Ammattikorkeakoulu

I Introduction

FUAS implemented the cross-evaluation of international activities in order to indicate the strengths, to find out and disseminate the best practices, to build a common understanding of the international activities and practices related to internationalisation and to create recommendations for further development. The process will ensure that FUAS will operate with shared concepts and practices. The process is a part of the quality assurance of the FUAS organisation.

HAMK and Laurea have already twice implemented a cross-evaluation in quality assurance related topics. In 2008, the theme was the connection between management and quality assurance and in 2009 the theme was the participation of students, staff and stakeholders in quality assurance.

The cross-evaluation procedure was implemented because it was seen to be a more equal procedure than benchmarking. The main intention of the cross-evaluation is to give critical and constructive feedback to each other, to find the areas that need to be further developed and to learn from each other. The aims of this cross-evaluation were to develop the international activities in FUAS institutions, to exchange best practices and develop and build common FUAS practices, to support the FUAS vision and mission in internationalisation, to get prepared for the evaluation of international degree programmes organised by FINHEEC (2012) and to get prepared for the international audit of the FUAS quality system organised by FINHEEC (2016).

Cross-evaluation and benchmarking are mentioned in the FUAS strategy 2011–2015 as practices of improving the quality, profiling, internationalisation and impact of degree programmes. That is why FUAS is constantly being developed with the help of the cross-evaluation of different topics. According to the FUAS strategy, international assessments, cross-evaluation and benchmarking are utilised with a strategic orientation to develop education.

According to the FUAS strategy 2011–2015, FUAS ensures an international learning environment for all students. The target areas of the internationalisation of FUAS are defined in relation to the internationalisation strategies and needs of businesses in the metropolitan area. The aim is to improve the

quality and impact of the degree programmes, based on both national and international benchmarking. According to the FUAS strategy, the main objective of international Bachelor degree programmes is to provide training and ensure employment prospects for international students and immigrants in Finland. The FUAS strategy 2011–2015 points out that the RDI activities of FUAS should be closely linked to EU-level RDI programmes. According to the strategy, the RDI activities of FUAS are based on international consortia, which acts as the framework for implementing multidisciplinary joint projects that cover the entire innovation chain and are connected to authentic development environments.

The criteria of the FINHEEC audit and the experiences from the cross-evaluations done before were largely utilised in the preparation and implementation of the third cross-evaluation. International activities were chosen to be the topic of the third cross-evaluation as they are related to the FINHEEC audit of international programmes in 2012.

Each FUAS partner has produced evaluation material of its own international activities. The material gives a larger picture of international activities of each UAS and they include practical information on such topics as the international mobility of students and personnel, curricula development, international partners, international student and staff recruitment, international research, development and innovation projects, the export of education and the social responsibilities of the UAS.

The material is based on the Plan, Do, Check, Act cycle, which means taking continuous development into consideration. “Plans” are the basis and descriptions of international activities, “dos” the activities in practice, “checks” the assessments of feedback and areas of development. The materials also include self-evaluations. All evaluation material also includes a summary of the strengths and major improvement targets of international activities of each UAS.

The cross-evaluation seminar was organised in November 2011 by the FUAS Quality Group. The Quality Group was the chair at the seminar. This report is the collective outcome of the cross-evaluation material and seminar. This final report also describes the larger areas of development and the focus areas which need to be addressed in order to develop the international activities as agreed together. The focus areas have been defined in cooperation with the FUAS Quality Group and the International Group of FUAS based on the cross-evaluation seminar and pre-material.

The maintenance manual tool presents the results clearly and understandably and states the areas of development and focus areas. The maintenance manual (MM) tool is a development method where the area of development is defined, new objectives and a timeline are set, responsibilities are specified, monitoring is planned and the final outcomes are analysed. The MM has been chosen to be the follow-up method of FUAS activities. This cross-evaluation process is the very first cross-evaluation in which the MM has been used to collect the results and it will be utilised when developing international activities.

2 Preparation of Cross-Evaluation

2.1 Background and schedule of cross-evaluation

The preparation of the cross-evaluation started in January 2011. The material was written from August to the end of October and the cross-evaluation seminar was held on 11 November 2011. The final report was written and the results were analysed from November 2011 to March 2012.

The evaluation of the international activities was based on the previous cross-evaluations as the practice was seen highly suitable for the knowledge sharing of the UASs. During the cross-evaluation process, the FUAS Quality Group had meetings once a month.

2.2 Preparing the cross-evaluation material

The guidelines for writing the reports were given in May 2011. The cross-evaluation material was written according to the guidelines given by the FUAS Quality Group (Appendix 1).

The intensive writing process in the UASs began in August and the reports were completed by 25 October. The collaborative writing of cross-evaluation material made the self-reflection and self-evaluation of the international actions easier for each UAS. The preparation of the cross-evaluation material made the topic more visible and understandable in each institution and the UASs gained more unified information on international actions.

The materials included descriptions of the international activities, figures and numbers of international activities and self-evaluation and thoughts on the feedback systems. The description of the international activities was compiled on the basis of the spiral of continuous development, the PDCA cycle, and the summaries which stated the strengths, weaknesses, opportunities and threats of international activities. The length of the report was restricted to 12–15 pages, but almost all UASs extended the length.

Each UAS had their own method of writing the material. The material was written by the persons responsible for international affairs in cooperation with the representative of the FUAS Quality Group. All UASs started writing the material in August and the material was completed about two weeks before the seminar.

In HAMK, the material was compiled by the head of international affairs with the help of the international team, RDI team, personnel manager and head of development. In LUAS, the different fields of education wrote their own reports and the material was compiled accordingly by the development manager (international affairs) and the coordinator (international affairs). The material was then complemented and reviewed by the international development group, international team, head of assessment and quality, vice president and the RDI manager. In Laurea, the material was mainly compiled by the director of international affairs and the quality manager with the help of the special groups mentioned in the material. In Laurea, the writing was more collaborative as writers of the report sat together six times. In all UASs a draft of the material was given to the participants of the seminar for comments.

The authors felt that it was challenging to get everyone to participate and to get comments. The material was written in addition to the person's everyday work. The authors mentioned that more cooperation could have been done when planning, timing and drafting the material.

2.3 Preparation of participants

The cross-evaluation material was sent to all of the participants of the seminar about a week before the actual seminar. The participants had time to learn about the topic and international activities in each UAS. The participants were asked to prepare five questions to the other the UASs based on their cross-evaluation material in order to create more fruitful discussions at the seminar. In addition, the presidents of each UAS were asked to prepare short introductory statements for the beginning of the first part of the seminar.

3 The Cross-Evaluation Seminar

3.1 Cross-evaluation seminar on 11 November 2011

The actual cross-evaluation was carried out at the cross-evaluation seminar on 11 November 2011 from 9.00 to 15.00. The seminar was organised by HAMK at Hämeenlinna, Visamäki Campus. Due to a failure in the plumbing system in the administrative building, the seminar was held in the cabinet of the cafeteria. This was perhaps a fact that ensured the open and casual atmosphere of the seminar.

The seminar was held in two parts. Participants of the first part consisted mainly of presidents, vice presidents, heads of international relations and research directors whereas the participants of the second part were international coordinators, students, teachers, stakeholders and the heads of international affairs. Discussions in part one was held in Finnish and part two was held in English. The participants of the seminar are listed below. The invitation to the seminar with the more detailed programme is attached (Appendix 2).

Seminar part one

From HAMK:

Veijo Hintsanen, President (HAKKY), Rector (HAMK)
Seija Mahlamäki-Kultanen, Vice President, Director of Education
Pertti Puusaari, Vice President, Development Director
Matti Hakala, Research Director
Marja Räikkönen, Head of International Affairs
Mervi Friman, Head of Development

From LUAS:

Risto Ilomäki, President
Juhani Nieminen, Vice President
Outi Kallioinen, Development Director
Päivi Starckjohann, Director, Innovation Centre
Ilkka Väänänen, Director, Research

Ulla Weijo, Development Manager, International Affairs
Marjo-Riitta Järvinen, Head of Assessment and Quality

From Laurea:

Jaakko Tarkkanen, President
Maarit Fränti, Vice President
Jouni Koski, Vice President
Tuija Hirvikoski, Director
Vesa Taatila, Principal Lecturer, Special Expert
Arja Majakulma, Director, International Activities
Jaana Ignatius, Quality Manager

From FUAS:

Antti Kauppi, Project Director of FUAS
Sara Heikkilä, Quality Assistant, organiser of the seminar

Seminar part two

From HAMK:

Heikki Ruohomaa, Director of Education and Research Centre
Hannu Heinilä, International Coordinator
Hanna Naakka, Lecturer, Finnish Degree Programme
Xavier Turcious Zavala, Student, English Degree Programme
Marja Räikkönen, Head of International Affairs
Mervi Friman, Head of Development

From LUAS:

Jari Kivistö, Dean
Hanna Mikkonen, Specialist, International Relations
Heikki Saros, Senior Lecturer, Faculty International Coordinator
Katri Kämäräinen, Principal Lecturer, Finnish Degree Programme
Minna Porasmaa, Lecturer, English Degree Programme
Henni Hietala, Student, Finnish Degree Programme
Le Thuy, Student, English Degree Programme
Ulla Weijo, Development Manager, International Affairs
Marjo-Riitta Järvinen, Head of Assessment and Quality

From Laurea:

Taina Viiala, Director of Tikkurila unit
Tuula Ikonen, International coordinator of Tikkurila unit
Kaija Heikkilä, International coordinator of Otaniemi unit
Harri Koskenranta, Principal lecturer, Finnish Degree Programme
Anne-Mari Karppinen, Lecturer, English Degree Programme
Mari Aro, Student, Finnish Degree Programme
Yulia Dmitrieva, Student, English Degree Programme
Kaisa Venäläinen, Stakeholder Partner: RIL Finnish Association of Civil Engineers
Arja Majakulma, Director, International Activities
Jaana Ignatius, Head of Quality Manager

From FUAS:

Antti Kauppi, Project Director of FUAS

Sara Heikkilä, Quality Assistant, organiser of the seminar

3.2 Discussion at cross-evaluation seminar

The participants of the first part included more administrative and management level personnel of the UASs. Especially the plan-section of the spiral of continuous development was discussed because the topics included more strategic and descriptive points of view. The discussions in the first part were held in Finnish.

The seminar was opened by a short introduction by Jaana Ignatius, the quality manager of Laurea, and was followed with the short introductory statements of the presidents of the institutions. After the statements, the discussion went forward freely based on the questions asked. Marjo-Riitta Järvinen, head of assessment and quality from LUAS acted as chair of the first part.

In the afternoon, the participants consisted mainly of representatives of international and Finnish degree programmes (both students and lecturers) and international coordinators. Discussions in part two were held in English and the topics dealt more with the practical sides of international activities. The second part of the seminar was also opened by a short introduction by Jaana Ignatius from Laurea. After that the conversation evolved easily based on the questions of the participants. Mervi Friman, head of development from HAMK, acted as chair of the second part.

Jaana Ignatius and Sara Heikkilä were the secretaries of the seminar and made notes of the discussions. At the end of both parts, the participants were asked to express their hopes and expectations of the FUAS cooperation. The main topics of the discussions are listed down below.

Part one

The participants felt that the mobility of students and teaching in a foreign language has increased in all UASs in the recent past. The level of mobility and studies in a foreign language were considered fine, at least when measured by quantity. It was also stated that there is too much variability in international activities between different degree programmes in every UAS.

Participants agreed on aiming for a truly international FUAS, where international activities are seen as a natural part of all UAS activities. International activities were seen essential for the personal and professional growth of both students and personnel. The international activities of UASs were also seen important for the development of the businesses in the region. It was said that FUAS should have an important role in the internationalisation of RDI activities in the greater Helsinki metropolitan area.

Therefore, it was seen important to especially further develop and increase the exchange of research and teaching personnel. It was also seen important to increase student exchange in international research projects both in Finland and abroad. This was one of the areas of development that was seen beneficial to accomplish in FUAS cooperation. The combined resources would ease the recruitment of international staff and also wider research and development projects could be executed. Laurea had had good experiences concerning Finnish and international trainees working in the same place. This good practice was pointed out and praised also in the afternoon.

It was also seen that more systematic methods are needed for the internationalisation of the personnel. It was seen important to increase the mobility of researchers, teachers and other personnel in an equal and continuous way, in order to make mobility really beneficial to the UASs.

There were good examples of beneficial mobility projects done in cooperation with the specified strategic partners. It was seen that the continuity and interactivity had made it possible to concentrate on the topic in more detail and the projects were seen beneficial to the whole institution.

That is one of the reasons why specifying the strategic partners was seen worthwhile. “When there is a partnership with a common vision, agenda, respect, and changing roles everything works better,” said Jaakko Tarkkanen, President of Laurea. This vision was shared by the others. It was discussed that the strategic partners should be in some way similar to the FUAS institutions and they should be eager for self-improvement. Only HAMK had defined their strategic partners. Veijo Hintsanen and Pertti Puusaari, President and Vice President of HAMK, told that cooperation with the partners was seen to be valuable even though there were yet no real data to confirm the view. They told that the cooperation had deepened from the personal level where person-to-person contacts are essential to systematic cooperation between two partner institutions. On the other hand, it was also reminded that one should not forget the element of coincidence when creating innovations.

As a whole, the international activities of the UASs were seen as a strategic and natural part of the operation of all FUAS institutions. It was mentioned that being international means having unlimited opportunities and that internationalisation was a great way to prevent the blockage of one’s mind. It was seen that all the UASs were on the right way, but still much needs to be done. All the presidents wished for the development of qualitative indicators and specified objectives in order to truly develop internationalisation.

It was mentioned that it was possible to develop FUAS cooperation based on a more joint federal university model. This combining of resources would strengthen FUAS’s position as the UAS of the greater Helsinki region and would consolidate FUAS as an internationally alluring institution.

Outi Kallioinen, Development Director of LUAS, reminded that as mobility and international education are already a part of the everyday life of the institutions, it is important to develop the social responsibility and multicultural-

alism of the institutions also. It was agreed that this is one of the topics that should get more attention.

Part two

The second part started with discussions on planning and developing the DD degree programmes and curricula. Some experiences on developing a new DD were exchanged and it was said that it is important to really be familiar with the partner institution, the methods of teaching and to compare and unify the curricula.

The major topic of the afternoon part was the job and work placement creation for the international students. All representatives agreed that it was a problematic subject. Greater emphasis should also be put on the matter and institutions should do more in order to help the international students find work placements in Finland. The stakeholder representative Kaisa Venäläinen from the Finnish Association of Civil Engineers, RIL, suggested that the institutions should gather information on all the companies in the region that can offer a work placement to international students. RIL itself employs international trainees to work in the conference and meeting services. The trainings are based on the previously mentioned Laurea's system where both Finnish and international trainees are employed at the same time. This is maybe an opportunity to consider in the future.

It was seen that everybody benefited from the system. The students gained experience in working in an international atmosphere, they also learned from each other, the employee got a new and innovative workforce and the area got a better prepared for internationalisation. Alluring international trainees for the research and innovation facilities was seen especially beneficial for the employer and the development of the region.

There have been good experiences in similar systems in LUAS. Heikki Saros, international coordinator of the Institute of Design from LUAS, pointed out that his degree programme has tried to solve the problem by integrating more entrepreneurship into the curricula. They have discovered that the more entrepreneurial the students are, the easier it is for them to find work placements.

Improving the student's skills in the Finnish language was also seen important. Though there are many jobs where the student can cope in English, some participants pointed out that to succeed in Finland the students need to learn Finnish.

Also, the integration of the international students into the Finnish society was seen important in solving the problem. It was seen practical to integrate the international students first with the Finnish students because this is easier than their integration to the society at large. On the whole, everybody agreed that there should be more resources for solving the problem.

The level of the English language in teaching was seen adequate and the students had noticed that the skills of the teachers increased year by year. It was pointed out that improving the level of language skills leads to more comprehensive teaching and therefore the students learn more on the subject. Therefore, this is one reason why improving the language skills of the teachers was seen important.

The actual definition of internationalism was also pondered. It was asked, if just having foreign students makes a degree programme international? What makes a person international and is a course international if it is just taught in a foreign language?

Utilising FUAS cooperation in recruiting international personnel was seen as an opportunity for the future in the second part as well. It was also mentioned that creating a system where international teachers would circulate teaching in all UASs could be a good way to maximize the benefit. Also there could be more cooperation when recruiting students for international degree programmes and one person mentioned developing joint brochures.

Developing the feedback systems, creating more qualitative indicators and specifying objectives were also mentioned in the afternoon. The students said that their feedback had mostly been received well and they had noticed the improvements. It was mentioned that all the FUAS institutions had developed their international activities in the recent past, but that there was still much to be done and more resources would be needed.

3.3 Questionnaire study on cross-evaluation process

A questionnaire study on the cross-evaluation process was carried out in December 2011. An internet questionnaire was sent to all participants of the seminar and they were asked to comment on the process and give feedback on the seminar.

By Christmas, 17 participants (46 %) had answered the questionnaire. There were five respondents from HAMK and six from LUAS and Laurea and both parts of the seminar were well represented. A bit more than half of the respondents (9) attended a cross-evaluation seminar for the first time, as the others had experienced a cross-evaluation seminar once (4) or twice (4) before.

Most of the respondents felt that they had a clear idea on the international activities of the FUAS institutions and what to expect of the cross-evaluation seminar, though participants of the second part gave a little less positive picture of pre-information and material than the participants of the first and both parts. Overall, the answers show that the respondents were satisfied with the pre-information given and the written pre-material they had received. The pre-material received mostly positive answers when evaluating the contents, extent and relevancy.

Although the respondents had mostly a positive image of the pre-material, they suggested that it could be improved by a more unite and compact structure. This was maybe due to the fact that not everyone involved in writing the material was familiar with the proposed structure utilising the PDCA cycle. Some respondents also wished for readymade comparisons and more concrete examples. These comments will be taken into account when the next cross-evaluation is carried out.

The respondents mostly agreed that the participants represented FUAS extensively enough and that the duration of the seminar was good as only one person had a negative image on those. People agreed that they could speak when they wanted to. However, some of the respondents pointed out that some people spoke for too long and sometimes not about the topic. Maybe that is why not all participants agreed that the discussions were fruitful. When the assertion was “I found the conversation fruitful” 6 respondents totally agreed, 7 partly agreed, 1 answered neutral and 4 partly disagreed. No-one totally disagreed with the assertion. Overall, the level of conversation was considered mostly good or better (14).

When asking for comments and suggestions for improving the seminar, the respondents wanted to limit the number of participants or to participate in smaller aim-oriented tutorial groups before the group discussions. In general, the number of participants was considered fine, but 4 respondents were not satisfied on the number of participants. Some participants wanted a deeper level of discussions because some questions were not answered. They also wanted more time to share the actual best practices. These comments can be taken into account when the next cross-evaluation is carried out. Sharing of best practices was continued in the talks in the meeting of the International Group on 27 January.

The respondents wanted joint strategies for the international activities of FUAS, concrete suggestions for development and sharing of best practices. They wanted the final report to assemble the key findings and focus areas that need to be developed in a clear and easy way. We have tried to answer this request by defining the main areas of development and focus areas according to the discussions at the cross-evaluation seminar. These focus areas have been defined more by the International Group by with the aid of the maintenance manual tool. This process is described in the next chapters.

4 Key results and future development

4.1 Suggested areas of development and focus areas

FUAS institutions are actively involved in international networks and the level of internationalisation is generally considered fine. But further development is seen essential when creating an even more compatible and international FUAS.

As well as many good practices, many requests for future development and areas that need to be developed in the future were mentioned during the cross-evaluation seminar. The requests for the future development are in line with the FUAS Strategy 2011–2015 as many of the topics discussed have been mentioned as areas that FUAS will be targeting its strategic measures on.

The FUAS Quality Group formed the focus area suggestions on the basis of the seminar for the “cross-evaluation of international activities of FUAS” maintenance manual. The focus areas have been divided into five main areas of development: education, human resources, social responsibility, RDI and management. These categories (areas of development) were formed on the basis of the written materials and the discussions in the cross-evaluation seminar. The suggested focus areas and topics were presented for the International Group on 27 January 2012 before forming of the “cross-evaluation of international activities of FUAS” MM was started. The suggested focus areas and topics with some additional comments and questions are listed down below:

Education

Focus area – Internationalisation of degree programmes

- What does internationalisation mean? What kind of development should be done?
- Which degree programmes need to be developed?
- International cooperation in the development of double degrees, joint degrees, Bachelor and Master degree programmes

Focus area – Attracting more international students

- Strengthening the marketing and recruiting in FUAS cooperation
- Combining resources

Focus area – Even numbers of student exchange

- Reaching a specified level for all degree programmes

Focus area – International projects

- The importance of short intensive projects for students, especially for part-time students

Focus area – International work placements

- Increasing the number of outgoing and incoming international trainees
- Assisting the international students in finding work placements in Finland
- How to make better use of the stakeholders?

Human resources

Focus area – Increasing the international know-how and competence of the personnel

- Improving the language skills of the personnel
- Improving the international know-how of the personnel

Focus area – Increasing the number of international personnel

- Increasing the share of international personnel
- Attracting and hiring more international research personnel

Focus area – Improving the quality of the personnel exchange

- Utilising the exchanges better

Social responsibility

Focus area – Acknowledgement of the social responsibility

- Defining the position of immigrants in international degree programmes
- Creating a multicultural community
- Multicultural cooperation

RDI

Focus area – Supporting the internationalisation of local enterprises

- Assisting in international RDI projects of local enterprises
- Attracting international personnel
- Making better use of the incoming and outgoing students more

Focus area – International collaboration in RDI

- Further development and international collaboration in RDI
- Attracting international personnel
- Making better use of FUAS cooperation when recruiting for international RDI projects

Management

Focus area – Internationalisation as a strategic target

- What does internationalisation mean? What kind of development should be done?
- Creating a truly international FUAS
- Fruitful and cost-effective co-operation
- Added value of FUAS cooperation: better coordination, sharing of information, utilising the overlapping functions

Focus area – Defining the strategic partners

- Creating a relevant network of strategic partners
- Deepening the already existing connections

Focus area – Integrating international activities into all activities

- Creating a truly international FUAS

Focus area – Creating qualitative indicators

- Creating qualitative indicators for evaluating the impact of international activities

Focus area – Internationalisation of the local region

- Utilising the possibilities of internationalisation
- Increasing international visibility
- Increasing the number of international research personnel working in the local companies

These focus areas were later discussed in the International Group and by the heads of international activities. The most important ones were selected to the “cross-evaluation of international activities of FUAS” maintenance manual. The MM contains the defined focus areas and objects that have been agreed together to be developed and implemented in order to improve the international activities of FUAS. The MM is used in the development work and monitoring of the development.

4.2 UAS-specific strengths and targets for development

In the written materials, the UASs were also asked to point out their institution’s strengths and specific targets for improvement in their international activities. The UAS-specific strengths, weaknesses and development targets

are listed below. The statistics on international actions in 2010 were also analysed comparatively and notes according to the analysis can be found at the end of each UAS specific section. The statistics are attached (Appendix 3).

HAMK

According to the written report of HAMK one strength is the concrete and aim-oriented Development Plan for Internalisation at HAMK 2015 which was created in together with HAMK actors and local stakeholders. According to the report the strength of the operation lays in the highly motivated and experienced actors of HAMK and active development teams.

According to the written report of HAMK, the key development issues are motivation, balancing and resourcing. The whole HAMK community should be motivated towards internationalisation. It says in the report that many key actors in the degree programmes are retiring soon and creating new personal partnerships may be a challenge for HAMK in the future.

The report shows that HAMK is aware of the differences between degree programmes concerning the extent of international activity. Motivation and attitudes of the directors is seen important for improving the situation.

Resourcing for the international activities was seen essential. Especially development activities, student guidance in mobility and teacher mobility were seen crucial. The material mentioned that in this difficult financial situation international activities are not necessarily given the attention it deserves.

The statistics show that student mobility is smallest in HAMK. HAMK had the smallest proportion of outgoing and incoming students in 2010. HAMK also has the smallest number of outgoing staff. Also the share of international students of all graduates is the smallest in HAMK.

LUAS

According to the written report the major strength of LUAS is the commitment to developing the internalisation in the various fields And the nature and existing network offers a good ground for further development.

Motivation, balancing and resourcing were also mentioned in the material of LUAS, but also the internationalisation of adult education, follow up and long-term planning, export of education and increasing the teacher mobility were said to need special attention. According to the material the biggest challenge in the coming years will though still be the development of education in a foreign language in all fields of education.

The targets for development of LUAS also include extending the traditional forms of collaboration with partner institutions to include RDI. The goals have not yet been reached on this area of development and the challenges

involved in the RDI internationalisation shall be examined further at LUAS and also at FUAS.

Of all the FUAS institutions, LUAS has the largest numbers of student and staff mobility and the share of international students of all graduates is the largest in LUAS. On the other hand, LUAS has the least international bachelor degree programmes, the smallest annual number of credits completed in a foreign language and foreign personnel.

Laurea

The committed and interested actors are mentioned as a strength also in the written report of Laurea. In addition the continually growing number of international students is seen as a strength as the feedback on mobility is mainly positive.

The uneven internationalisation of units and degree programmes was also mentioned to be a weakness in international activities of Laurea. Also information in English and the study and support services of international students were mentioned as areas that need further development. According to the material, the number of joint and double degree programmes is also insufficient.

Laurea has the largest annual number of credits completed in a foreign language even though it has the smallest number of foreign degree students. Laurea also has the smallest number of credits completed abroad out of all the FUAS institutions.

4.3 Defined areas of development and focus areas

The areas of development and focus areas were discussed in the FUAS International Group and the “Cross-evaluation of international activities of FUAS” maintenance manual were defined and emphasized. The development of the selected focus areas supports and strengthens the implementation of the FUAS strategy and improves cooperation.

From the perspective of the FUAS Quality Group, the idea of the MM as a tool is to function as a framework for developing different areas of activities in FUAS. The MM is designed to support everyday development work. Although the framework for developing international activities was given by the Quality Group, it is the International Group and other actors that really know the content and has the substance knowledge that is needed in the concrete development projects. The chosen areas of development and focus areas are listed below:

Education

- Internationalisation of all degree programmes - international and multicultural competence of the students supports also the internationalisation of the region
- Development of English degree programmes
- Development of student mobility, (student exchanges and internships)

RDI

- Supporting the internationalisation of the region: Cooperating with regional companies/organisations in RDI projects. Utilising foreign degree seeking students and incoming and outgoing students in the projects
- Attracting international RDI personnel
- FUAS cooperation in international RDI

Human resources

- International and multicultural competence of the staff: Increasing international and multicultural competence and language skills
- Increasing the number of non-Finnish staff
- Improving the quality of the staff exchange

Social responsibility

- Taking the needs of students with immigrant background into consideration in all activities
- Creating a multicultural community

Management

- Internationalisation as a strategic target (creating a truly international UAS federation, integrating international activities into all operations)
- The added value of FUAS cooperation in international activities (e.g. in export of expertise)
- Defining the strategic partners
- Creating qualitative indicators
- Internationalisation of the region

The MM creates defined guidelines for the future actions and it is the responsibility of the International Group to continue the development work. Now it is time to draft the development strategies in different levels in order to improve the international activities according to the FUAS strategy 2011-2015.

Figure 1. Maintenance manual, education

MAINTENANCE MANUAL					
The cross-evaluation of international activities of FUAS 2011-2012					
AREA OF DEVELOPMENT / EDUCATION	DATE OF PROCESSING	AGREED OBJECTS OF DEVELOPMENT	RESPONSIBILITIES	MONITORING; THE PROCEDURES AND TIMING	THE FINAL OUTCOMES AND RESULTS
Internationalisation of all degree programmes - international and multicultural competence of the students supports also the internationalisation of the region	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Specifying the elements of the internationalisation of each degree programme (e.g. mobility, intensive courses, internationalisation at home: e.g. projects, studies in English, virtual studies...). Defining the level/indicators of these elements. Developing the programmes accordingly, e.g. increasing the number of intensive courses and study trips, language studies, intercultural competence.	FUAS international group. Staff in charge of curriculum development. FUAS language group.	Autumn 2012	
Development of English degree programmes	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	See the objectives of the separate FUAS project "Work life oriented development of English degree programmes". A joint FUAS international marketing plan.	Staff in charge of the development of English programmes. Project group. Staff in charge of marketing.	Project seminar 4.5.2012. Marketing plan in March 2012.	
Development of student mobility, (student exchanges and internships)	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Benchmarking and developing the mobility processes, e.g. preparatory processes, after exchange support, recognition of studies completed abroad	Staff of international activities, degree programmes	Autumn 2012	

Figure 2. Maintenance manual, RDI

MAINTENANCE MANUAL					
The cross-evaluation of international activities of FUAS 2011-2012					
AREA OF DEVELOPMENT / RDI	DATE OF PROCESSING	AGREED OBJECTS OF DEVELOPMENT	RESPONSIBILITIES	MONITORING: THE PROCEDURES AND TIMING	THE FINAL OUTCOMES AND RESULTS
Supporting the internationalisation of the region: Cooperating with regional companies/organisations in RDI projects. Utilising foreign degree-seeking students and incoming and outgoing students in the projects.	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Companies in the region recognise UASs and students as a resource for internationalisation. Also UASs are committed to cooperation in the long run. Setting goals for the number of students in the projects. Creating attractive projects based on the companies'/customers' needs. Identifying UAS's know-how and experts.	RDI staff	Autumn 2012	
Attracting international RDI-staff	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	The number of non-Finnish RDI staff increases.	Management	January 2013 (when data collection from 2012 is done)	
FUAS co-operation in international RDI	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	The number of common FUAS projects increases	RDI staff	January 2013 (when data collection from 2012 is done)	

Figure 3. Maintenance manual, human resources

MAINTENANCE MANUAL					
The cross-evaluation of international activities of FUAS 2011-2012					
AREA OF DEVELOPMENT / HUMAN RESOURCES	DATE OF PROCESSING	AGREED OBJECTS OF DEVELOPMENT	RESPONSIBILITIES	MONITORING: THE PROCEDURES AND TIMING	THE FINAL OUTCOMES AND RESULTS
International and multicultural competence of the staff: Increasing international and multicultural competence and language skills	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Emphasising language skills and international / multicultural competence in recruitment. A plan for developing the language skills and intercultural communication of the whole staff (managers, teachers, other staff). Developing the procedures (intensive course in August, sharing of experiences). Multicultural pedagogy (teachers), teaching in English requires C1 level.	Management, HR	Performance appraisals, autumn 2012	
Increasing the number of non-Finnish staff	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Co-operation (e.g. Fulbright), defining the areas that especially need to be developed. Utilising the own and visiting experts better.	Management	January 2013 (when data collection from 2012 is done)	
Improving the quality of the staff exchange	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Utilising the exchanges better, sharing of experiences	Staff of degree programmes	Autumn 2012	

Figure 4. Maintenance manual, social responsibility

MAINTENANCE MANUAL					
The cross-evaluation of international activities of FUAS 2011-2012					
AREA OF DEVELOPMENT / SOCIAL RESPONSIBILITY	DATE OF PROCESSING	AGREED OBJECTS OF DEVELOPMENT	RESPONSIBILITIES	MONITORING: THE PROCEDURES AND TIMING	THE FINAL OUTCOMES AND RESULTS
Taking the needs of students with immigrant background into consideration in all activities	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Clear information before, during and after the application process and during studies. More information, more realistic information. Describing the support services.	Marketing teams, admissions offices, tutor teachers of degree programmes	Autumn 2012	
Creating a multicultural community	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Supporting the integration of the Finnish and international students (to the study environment, society, community and environment). (FUAS project)	Managers, lecturers, students and student unions. Project group	Project seminar 4.5.2012	

Figure 5. Maintenance manual, social responsibility

MAINTENANCE MANUAL					
The cross-evaluation of international activities of FUAS 2011-2012					
AREA OF DEVELOPMENT / MANAGEMENT	DATE OF PROCESSING	AGREED OBJECTS OF DEVELOPMENT	RESPONSIBILITIES	MONITORING: THE PROCEDURES AND TIMING	THE FINAL OUTCOMES AND RESULTS
Internationalisation as a strategic target (creating a truly international UAS federation, integrating international activities into all operations)	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Defining the meaning and development activities of internationalisation, increasing international visibility	Presidents, FUAS International group	Autumn 2012	
The added value of FUAS co-operation in international activities (e.g. in export of expertise)	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Effective coordination, sharing of information, utilising shared activities	FUAS international group, all staff members	Autumn 2012	
Defining the strategic partners	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	A relevant network of strategic partners (based on established networks)	Presidents	Autumn 2012	
Creating qualitative indicators	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Creating qualitative indicators for evaluating the impact of international activities	FUAS international group	Autumn 2012	
Internationalisation of the region	FUAS international actors meeting 27.1.2012 and FUAS international group 9.2.2012	Opening the university partnerships for regional actors and utilizing local partnerships in international activities. Increasing our image as an international actor in the region.	All actors	Autumn 2012	

4.4 Lessons learned and plans for the future

The cross-evaluation process has been educational for all participants of the project and a common ground for developing international activities has been found. The cross-evaluation process concerning the international activities of HAMK, LUAS and Laurea has increased the knowledge of international activities and internal operations and the awareness and skills concerning the areas of development in each UAS.

The cross-evaluation has also increased the skills to describe the UAS's own activities to a third party and prepared the actors for the forthcoming international audit.

Even though the overall picture of the cross-evaluation process is positive there is always some room for improvement. From the viewpoint of the Quality Group, there should be clearer guidelines for writing the report and more time should be taken to write it.

This was the first time when the process was undergone by the all three UASs and even though the representation of different UASs was rather comprehensive it was noted that the sizes of the seminar groups were too large for deeper discussions. Planning for the next cross-evaluations has already started and the lessons learned will be taken into consideration when implementing the next cross-evaluation process.

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- S. Lampelo & et. al. 2010. Laurea-ammattikorkeakoulunlaadunvarmistusjärjestelmän auditointi. Korkeakoulujen arviointineuvosto. Tampere.

Appendix

Appendix 1 Instructions for writing the report

Appendix 2 Invitation to the cross-evaluation seminar and the programme

Appendix 3 Key numbers of international activities of FUAS in 2010

Appendix 4 Covering letter of the questionnaire

Appendix 5 The questions of the questionnaire

Appendix 6 Report on international activities of HAMK

Appendix 7 Report on international activities of LAMK

Appendix 8 Report on international activities of Laurea UAS

Appendix I Instructions for writing the report



FUAS cross-evaluation 1 (3)

31.5.2011 FUAS quality team

THEME OF CROSS-EVALUATION: INTERNATIONALISATION

TARGET

- To develop international activities in FUAS UASs
- To exchange best practices and to develop common FUAS practices
- To support FUAS vision
- To prepare FUAS alliance for the evaluation of the international degree programmes organised by FINHEEC (2012)
- To prepare FUAS alliance for the international audit of FUAS quality system organised by FINHEEC (2016)

TIMETABLE

Steps	Time
Planning cross-evaluation 2011	January - May 2011
Making descriptions and self-evaluation (collecting evaluation material)	May - September 2011: finished 25.10.2011
Sending evaluation material to partners	28.10.2011
Cross-evaluation seminar at Hame University of Applied Sciences	11.11.2011
Analysing the results	November 2011- January 2012
Writing evaluation report Feedback discussion	February - March 2012

EVALUATION MATERIAL

Each partner UAS produces evaluation material of its own international activities. Evaluators are supposed to give a real and honest picture of the international activities of the UAS taking part in the cross-evaluation. The materials should include:

- A. Description of the given audit targets and self-evaluation based on plan, do, check, act - cycle
- B. Basic data and material (figures) on international activities

A. Audit targets and self-evaluation

Includes the descriptions of audit targets based on PDCA-circle, the continuous development. Self-evaluations of the audit targets after descriptions:

PLAN: The basis of the international activities

- Connection to the strategic guidelines
- The goal and meaning of the international activities



FUAS cross-evaluation

2 (3)

31.5.2011 FUAS quality team

- The basis of selecting international partners
- Most important international partners

Self-evaluation:

- Assessment on how well the targets set for international activities have been achieved
- Assessment of the future challenges of the international activities (how the international activities need to be changed and developed)

DO: Internationalisation activities in practice

- Processes of internationalisation; procedures and forms
- Responsibilities concerning the international activities

Self-evaluation:

- The roles of different actors, intension of the participation and commitment to the international activities and the development
- The operation of the international procedures and forms (How do they work?)
- The operation of the support services of the most relevant international activities

CHECK: The assessment and feedback practices concerning the international activities

- Participation of the international partners in evaluation
- The assessment and feedback procedures

Self-evaluation:

- Comprehensiveness, systematicness and usage of the feedback. The assessment of information concerning the international activities

ACT: Developing the international activities

- Development procedures and essential results of development work based on the indicators, measurements and evaluation data

Self-evaluation:

- Effectiveness of the improvement measurements, evaluation and monitoring of effectiveness of improvement (How to follow up and evaluate the impact of operations concerning the improvement?)

SUMMARY:

- Strengths and major improvement targets of the international activities

B. Basic data (as appendix)

Figures and numbers of the international activities, e.g.

- International degree programmes, double degrees
- Total number of foreign students
- Numbers of student mobility (outgoing and incoming students)
- Staff mobility
- International projects
- International partners (strategic partnerships)

Length of the evaluation material should be from 12 to 15 pages; font size 11, written in English.



FUAS cross-evaluation

3 (3)

31.5.2011 FUAS quality team

CROSS-EVALUATION QUESTIONS

Participants of the cross-evaluation seminar prepare questions for each other based on the evaluation materials. Everyone who takes part in cross-evaluation seminar prepares five questions per UAS. These questions are presented in cross-evaluation seminar.

CROSS-EVALUATION SEMINAR

The cross-evaluation seminar takes place in Häme University of Applied Sciences on the 11th of November 2011.

Participants of each university of applied sciences include:

- rector
- vice rectors
- research director
- head of international relations
- stakeholder representatives
- coordinators of international activities (two persons)
- student representatives (two persons: one student from Finnish degree programme, the other from international degree programme)
- teacher representatives (two persons: one teacher from Finnish degree programme, the other from international degree programme)

FUAS quality team takes part in seminar in the role of coordinator and chairman.

The cross-evaluation seminar is divided into two parts:

Part 1:

- From 10.00 to 12.00 (rectors, vice rectors, heads of international relations, research directors, stakeholder representatives)

Lunch 12.00-13.00

Part 2:

- From 13.00 to 15.00 (coordinators of international activities, student and teacher representatives)

Heads of international relations and their managers are wished to be present the whole day.

Discussions in part one is held in Finnish and part two in English.

Appendix 2 Invitation to the cross-evaluation seminar and the programme



1.11.2011

Tervetuloa ristiinarviointi-seminaariin / Welcome to the Cross Evaluation Seminar

Aika / Time

Perjantai 11.11.2011 klo 10:00 / Friday 11.11.2011 at 10:00

Paikka / Place

Hämeen ammattikorkeakoulu, valtuustosali, A-rakennus 3kr. / A-building, 3rd floor
HAMK, Visamäki, Visamäentie 35, Hämeenlinna

http://portal.hamk.fi/portal/page/portal/HAMKJulkisetDokumentit/Organisaatio_ ja_toimipaikat/Visamakikampus/Visamaki_opaste_kevat2009_1.jpg

Lisätiedot / More information

HAMKin kehittämisspäälikkö

Mervi Friman

mervi.friman@hamk.fi

(03) 6464231

Erityisruokavaliosta pyydetään ilmoittamaan 7.11. 2011 mennessä osoitteeseen mervi.friman@hamk.fi / Please inform special diets until 7.11.2011.

Ohjelma / Programme

Seminaari osa 1 / Seminar part 1, suomenkielinen / in Finnish

9:30 Aamukahvi / Coffee and tea

10:00 Tervetuloa / Welcome, lautupäälikkö Jaana Ignatius

10:10 Arviointikeskustelu / Evaluation discussion

11:50 Seminaarin ensimmäisen osan päätös / Closing of Seminar part 1, laatu- ja arviointipäälikkö Marja-Riitta Järvinen

12:00 Lounas kaikille osallistujille / Lunch for all, Helmi ravintola, D-building

Seminaari osa 2 / Seminar part 2, englanninkielinen / in English

13:00 Tervetuloa / Welcome, lautupäälikkö Jaana Ignatius

13:10 Arviointikeskustelu/ Evaluation discussion

14:50 Seminaarin toisen osan päätös / Closing of Seminar part 1, kehittämisspäälikkö Mervi Friman

1.11.2011

Seminaari osallistajat / Seminar participants**Osa 1 / Part 1**

HAMK	Rehtori Veijo Hintsanen Vararehtori Seija Mahlamäki-Kultanen Vararehtori Pertti Puusaari T&K-johtaja Matti Hakala KV-päällikkö Marja Räikkönen
LAMK	Rehtori Risto Ilomäki Kehitysjohtaja Outi Kallioinen Vararehtori Juhani Nieminen Innovaatiokeskuksen johtaja Päivi Starckjohann T&K-johtaja Ilkka Väänänen Kehittämispäällikkö (KV) Ulla Weijo
Laurea	Rehtori Jaakko Tarkkanen Vararehtori, LPD- ja osaamisenjohtamispalvelut Maarit Fränti Vararehtori, verkosto- ja kehittämispalvelut Jouni Koski Johtaja Tuija Hirvikoski Erityisasiantuntija Vesa Taatila KV-johtaja Arja Majakulma

Osa 2 / Part 2

HAMK	KT-johtaja Heikki Ruohomaa KV-koordinaattori Hannu Heinilä Lehtori, suomenkielinen ko. Merianne Nebo Opiskelija, vieraskielinen ko. Xavier Turcious Zavala KV-päällikkö Marja Räikkönen
LAMK	Koulutuspäällikkö Jari Kivistö KV-suunnittelija Hanna Mikkonen KV-koordinaattori Heikki Saros Yliopettaja, suomenkielinen ko. Katri Kämäräinen Lehtori, vieraskielinen ko. Minna Porasmaa Opiskelija, suomenkielinen ko. Henni Hietala Opiskelija, vieraskielinen ko. Le Thuy Kehittämispäällikkö (KV) Ulla Weijo
Laurea	Yksikön johtaja Taina Viiala KV-koordinaattori Tuula Ikonen KV-koordinaattori Kajja Heikkilä Lehtori, suomenkielinen ko. Harri Koskenranta Lehtori, vieraskielinen ko. Anne-Mari Karppinen Opiskelija, suomenkielinen ko. Mari Aro Opiskelija vieraskielinen ko. Yulia Dmitrieva Sidoryhmäkumppani, Rakennusinsinööriliitto /konferenssit Kaisa Venäläinen KV-johtaja Arja Majakulma

Appendix 3 Key numbers of international activities of FUAS in 2010

Key numbers of international activities of FUAS in 2010

	HAMK	LAMK	LAUREA	FUAS
Total number of students	6 531	4721	7 724	18 976
Outgoing student mobility >3months (exchanges and internships)	193	204	286	683
Outgoing students (>3months) / All students	3,0 %	4,3 %	3,7 %	3,6 %
Outgoing students (>3months) / degrees completed	19,8 %	25,0 %	23,4 %	22,7 %
Incoming student mobility >3 months (exchanges and internships)	156	154	228	538
Incoming students / All students	2,4 %	3,3 %	3,0 %	2,8 %
Outgoing staff mobility <1 month	111	185	160	456
Incoming staff mobility <1 month	91	61	52	204
Number of english BA degree programmes	6	2	8	16
Number of english master's degree programmes	1	2	2	5
DP with DD / joint degree opportunity in BA degrees	4	2 (joint)	3	9
Number of international degree students (foreign nationality)	459	297	421	1177
Share of international degree students (foreign nationality) of all students	7,0 %	6,3 %	5,5 %	6,2 %
Credits completed in english	22287	12206	32979	67472
Share of credits taught in english of all completed credits	9,5 %	6 %	10,9 %	8,8 %
Number of credits completed abroad	4346 (2009)	4170	3874	12390
Share of credits complemented abroad of all completed credits	1,9 %	2,0 %	1,3 %	1,7 %
Total number of degrees completed	975	817	1222	3014
Degrees completed by international degree studets	29	37	39	105
Share of international graduates of all graduates	3,0 %	4,5 %	3,2 %	3,5 %
Number of foreign personnel	21	4	23	48
Share of foregin personnel of all personnel (htv)	2,7 %	1,0 %	4,4 %	2,7 %

Appendix 4 Covering letter of the questionnaire

Kiitos osallistumisesta FUAS ristiinarviointiseminaariin 11.11.2011.

Joululoma on jo ovella, mutta toivomme, että sinulla olisi vielä hetki aikaa vastata ristiinarviointiseminaaria koskevaan kyselyyn. Haluamme varmistaa ristiinarviointiprosessin kehittymisen ja pyydämme teiltä kaikenlaisia kommentteja ja palautetta.

Kyselyn kolme ensimmäistä kysymystä on kaikille englanniksi. Tämän jälkeen aamupäivän seminaariosaan osallistuneet ohjautuvat suomenkielisiin kysymyksiin ja iltapäivän seminaariosaan osallistuneet ohjautuvat englanninkielisiin kysymyksiin. Molempiin osiin osallistuneet ohjautuvat suomenkielisiin kysymyksiin.

Linkki kyselyyn viestin alla. Kiitämme ajastanne! Mukavaa lomaa!


Thank you for attending the FUAS cross-evaluation seminar on the 11th of November.

Christmas holidays are almost here, but we hope that you have a moment to answer the questionnaire on the cross-evaluation seminar. We want to ensure the future development of the cross-evaluation process and would welcome all your comments and feedback on the seminar.

The first three questions are in English for all, after that the participants of the part in the morning are directed to Finnish questions and the participants of the part in the afternoon are directed to English questions. The participants of both parts are directed to the Finnish questions.

Link to the questionnaire down below. Thank you for taking the time to answer! Happy holidays!

Appendix 5 The questions of the questionnaire



Kiitos osallistumisesta FUAS ristiinarviointiseminaariin 11.11.2011.

Haluamme varmistaa ristiinarviointiprosessin kehittymisen ja pyydämmekin teiltä kommentteja ja palautetta seminaarista tämän kyselyn avulla.

Kyselyn kolme ensimmäistä kysymystä on kaikille englanniksi. Tämän jälkeen aamupäivän seminaariosaan osallistuneet ohjautuvat suomenkielisiin kysymyksiin ja iltapäivän seminaariosaan osallistuneet ohjautuvat englanninkielisiin kysymyksiin. Molempiin osiin osallistuneet ohjautuvat suomenkielisiin kysymyksiin.

Kiitämme ajastanne!

Thank you for attending the FUAS cross-evaluation seminar on the 11th of November.

We want to ensure the future development of the cross-evaluation process and would welcome your comments and feedback on the seminar by this questionnaire.

The first three questions are in English for all, after that the participants of the part in the morning are directed to Finnish questions and the participants of the part in the afternoon are directed to English questions. The participants of both parts are directed to the Finnish questions.

Thank you for taking the time to answer!

Background Information

I am from the

- HAMK University of Applied Sciences
- Lahti University of Applied Sciences
- Laurea University of Applied Sciences

This was my

- first time in cross-evaluation
- second time in cross-evaluation
- third time in cross-evaluation

I participated in the *

- part in the morning
- part in the afternoon
- both parts

Pre-information on the Seminar

The invitation to the seminar came

- too early
- on time
- too late

I got enough pre-information about the cross-evaluation procedure and seminar in advance

Please choose the most suitable alternative

- Totally disagree
- Partly disagree
- Neutral
- Partly agree
- Totally agree

I had a clear idea on what to expect of the seminar

Please choose the most suitable alternative

- Totally disagree
- Partly disagree
- Neutral
- Partly agree
- Totally agree

The Pre-material

The cross-evaluation material came

- too early
- on time
- too late

The cross-evaluation materials of the member institutions of FUAS (HAMK UAS, Lahti UAS and Laurea UAS)

	Totally disagree	Partly disagree	Neutral	Partly agree	Totally agree
gave a good overall picture of the international activities of the institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
were interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
were relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
included enough information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
had suitable extent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any suggestions for improving the written pre-material for the next time?

The Seminar on the 11th of November 2011

Please choose the most suitable alternative

	Totally disagree	Partly disagree	Neutral	Partly agree	Totally agree
I found the seminar site easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The seminar site functioned well (In consideration of the circumstances. Due to a major failure in the plumbing of the building of the intended seminar site, we needed to change the seminar room.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The participants represented FUAS extensively enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of participants was suitable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The opening speech gave an adequate image of the cross-evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found the conversation fruitful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got to speak when I wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The conversation was balanced between the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The chairperson took everyone in notice equally

The duration of the seminar was good

The level of conversation was

Please choose the most suitable alternative

- Poor
- Fair
- Neutral
- Good
- Excellent


Have you got any comments and suggestions for improving the cross-evaluation seminar for the next time?



Overview

Thank you for taking the time to reply. If you have some more time please answer the following open questions as well, if not press the "Submit" button down below.

What do you wish from the final outcome of the cross-evaluation process?



Any wishes for the final report of the cross-evaluation?



What do you feel we could have done differently and how could we improve the cross evaluation process for the next time?



Any suggestions for the topic of the next cross-evaluation



Is there anything else you would like to add?



Thank you!

Appendix 6 Report on international activities of HAMK

FUAS Cross-evaluation

International activities of HAMK

Evaluation material
November 2011



The mobility of researchers, teachers and other personnel will be increased.	The mobility of teachers researchers and other staff has been planned annually, responsibility of directors of E&R Centres. Grants are used to support participation in international conferences and seminars according to a separate plan (EAIE, APAIE, NAFSA, conferences related to own subject).	Mobility of teachers and researchers, Travel reports. Conference mobility and assessment of results (travel reports).	Negotiations with directors of E&R centres.
We actively participate in national and international networks that develop and support the internationalisation of higher education institutions.	Strategic partnership seminar, including the workshop of multicultural pedagogy.	Number of international publications. Share of foreigners (%) of personnel	

Self assessment/Plan

- The plans are based on *The Education Strategy and the Human Resource Strategy*.
- *Multicultural Pedagogy Workshop* will be arranged annually.
- Recruiting foreign staff members and other experts with FUAS partners.

Self assessment/do

- *The first Multicultural Pedagogy Workshop with strategic partners was held on 22 September, there were 55 participants from all international degree programmes.*
- *The number of teacher-, researcher- and staff mobility is too low and there are big differences in degree programmes.*
- *The head of human resources works actively and systematically for staff competence development together with language centre, ER-centre and the head of international affairs.*
- *The motivation for developing international competence has increased among teachers and other staff members.*
- *The actions taken have been effective.*

Self assessment/check

- *The basic quantitative data is available. We have made surveys on staff educational needs in international activities in 2004, 2009 and 2010.*
- *Feedback from Multicultural Pedagogy Workshop.*

Self assessment/act

- *Concerning staff competence development, development plans will be made based on the competence needed in the future. We need also a longer perspective to analyse effectiveness of chosen activities. It is too early at this stage to analyse how competencies have been developed and have affected the internationalisation process of HAMK.*
- *Especially the number of teacher mobility is too low. It effects to the whole internationalization process of HAMK. There is an urgent need to promote teacher exchange in most of the degree programs.*

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Appendix: Volumes of international activities

1. The Basis of International Activities

Strategy

The previous International Strategy of HAMK University of Applied Sciences (HAMK) is from the year 2007. The Ministry of Education’s Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 was published in 2009. The main guidelines in the current International Strategy of HAMK are still quite in line with targets set by the Ministry of Education’s strategy. However, especially regional impact has presented a new challenge. The new international degree programmes have also created new challenges concerning internal operation models and also services in the region. The Ministry of Education’s strategy also provides guidelines for the role of higher education institutions in the export of expertise, the education and training of immigrants and global responsibility. Along with the renewal of HAMK’s strategies, the International Strategy 2007 has been revised and is now HAMK’s Development Plan for Internationalisation at HAMK 2015. The basis for the strategy is HAMK’s vision 2015, according to which HAMK is a highly respected international higher education institution. The renewed development plan takes four different views into account: 1) the student; 2) the world of work; 3) society; 4) the organisation’s own development and benefit viewpoint. The main aims and outlines of international activities are found in the HAMK strategies for Education, RDI and HR.

Target and Meaning

At HAMK, the international perspective is a natural part of all our activities and the environment is highly international with a tolerant atmosphere. The international partner network has a significant role both in education and research, and students and staff members participate actively in international networks. Internationalisation at HAMK has had a significant impact on the internationalisation of the region’s enterprises and the community. There are several workable and effective cooperation models in use. The strategic partners and other actors in the target areas experience and value HAMK as a higher education institution and partner.

PLAN, DO, CHECK, ACT at the Basis of International Activities

Plan	Do	Check	Act
Ministry of Education and Culture HAMK Board Education and Research Centre Municipal Federation HAMK strategies: Education, RDI, HR	Development Director Head of International Affairs International Office Guidelines, Grant system International team International network FUAS cooperation, Pinnet, HERA	Agreement with Ministry of Education and Culture Development Plan for Internationalisation Performance agreement of E&R Centre Internationalisation development plans Financial plan Performance indicator Performance report on HAMK’s international activities	Agreement process with Ministry of Education and Culture. Financial plan – updating of guidelines, strategies and plans. Development days, working with stakeholders.

2. Education process

Plan	Do	Check	Act
<p>It will be ensured that all students during their studies will be involved in activities that develop their international competence. The internationalisation of the education process is implemented together with FUAS and international partners.</p> <p>In all UAS degree programmes, students compete at least 15 credits of studies in a foreign language (in 2012 5 credits, in 2013 10 credits, in 2015 15 credits) and in master's degree programmes 5 credits in 2014.</p> <p>A foreign exchange teacher teaches in each and every degree programme (2012).</p> <p>International virtual course will be developed in all degree programmes as part of professional courses (2013).</p> <p>International degree programmes will have double degree agreements in 2011, all degree programmes will assess possibility for international double degrees in 2012.</p> <p>International intensive courses will be implemented in all fields of education (2015).</p>	<p>The directors of E&R Centres, directors of education and other persons responsible for the education have been informed of the targets and timetables.</p> <p>A draft for international cooperation in the development of education is in the process (FUAS).</p> <p>Exchange teachers participate in teaching in every field of education in 2011.</p> <p>The DD development project for engineering programmes 2010-2011: The DD team has discussed a draft for Industrial Management and Automation Engineering, DD agreements are in Construction Engineering, IB, MEPT, Design, Horticulture and Master's Degree Programme in Social and Health Care Development and Management.</p> <p>IP programmes running in business, engineering, health care and social services.</p>	<p>Credits completed in foreign language recognised as part of degree.</p> <p>Student feedback.</p> <p>Number of courses in question / foreign teachers share.</p> <p>Number of credits completed for international virtual courses.</p> <p>Number of students completing / have completed a double degree.</p> <p>Number of IP courses, number of participating students.</p> <p>.</p>	<p>A development plan for each E&R centre on how to enhance the process in November - December 2011.</p> <p>DD agreements for SCM in December 2011.</p> <p>Plan for a new IP in bioeconomy.</p>
<p>At least a third of students will study and/or participate in work placements abroad for at least three months in 2015. Credits completed abroad will be fully recognised as part of the degree, based on the up-to-date Learning Agreement.</p> <p>The roles of student counsellors, work placement coordinators and international coordinators have been defined and they work well together in cooperation with students going on exchange.</p>	<p>Students are activated to go abroad especially in those degree programmes where the targets have not been met. Students are informed systematically about the opportunity to study or train abroad and the relevant grants as part of common basic studies and via the student portal.</p> <p>Responsibilities are clearly defined and standardised (student counsellors, work placement coordinators and international coordinators together with international</p>	<p>Number of students on exchange, credits completed abroad, recognised as part of the degree.</p> <p>Feedback from student travel reports.</p>	<p>Info sessions by int'l coordinators held regularly.</p> <p>Student portal continuously updated.</p> <p>Information from official authorities to students and</p>

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<p>Student mobility is balanced.</p>	<p>officer).</p> <p>Student tutoring is developed in cooperation with HAMKO (Student Union). Responsibility of: HAMKO's secretary of tutoring and international affairs and international assistant.</p>	<p>Number of foreign exchange students, feedback (survey each semester).</p>	<p>staff via portal and email, actions are taken according to feedback.</p>
<p>Development programme for international degree programmes 2010 - 2012 (Viehko):</p> <p>In student recruitment there is a system that produces good students in a fluent, diversified and sufficient manner. Support services will be developed partners so that they support studies and promote the integration of international students in the Finnish society and help students to manage in everyday life.</p> <p>International degree students will complete at least 5 credits in Finnish.</p> <p>International degree education will be developed in cooperation with FUAS.</p> <p>VALOA project 1 March 2009 – 28 February 2012. The main aim of the project is to increase the employment opportunities of international degree students.</p>	<p>Measures, responsibilities and schedules stated in the strategies/actions plans of the sub-projects of the Viehko project.</p> <p>Participating FUAS Work life oriented development of English degree programmes.</p> <p>Participating VALOA project (coordinator and work placement coordinators of international degree programmes)</p>	<p>Degree completed by international students, share (%) of international students.</p> <p>Number of students by country and attractiveness.</p> <p>Number of credits completed in domestic languages compared to number of international students.</p> <p>Results of HOPLAA and ISB</p>	<p>Viehko – HAMK's development project for international degree programmes.</p> <p>FUAS project has applied funding for 2012.</p> <p>HERA: A plan for 2012-2013 Support project for international students' employment opportunities.</p>
<p>HAMK has 1-2 export of expertise projects that are successful and significant in size in 2015.</p> <p>Export of expertise will be developed in cooperation with FUAS.</p>	<p>An action plan was made for the export of expertise in 2010 and some products have been sold (expertise in MSc in Disaster Relief, Water supply consultation services, Skills project consultation services).</p> <p>The KOVIKE project (FUAS) will continue according to the separate project plan. Participation in Future Learning Finland (Finpro) development network January 2011. Data bank for export of expertise in staff portal.</p>	<p>Inquiry done to every DP</p> <p>Plan done.</p> <p>Number of export projects.</p> <p>Results.</p>	<p>An action plan will be revised on the basis of the inquiry.</p> <p>New plan for year 2012 (KOVIKE).</p>

Self assessment/Plan

- The targets concerning the internationalisation of the education process have been written into HAMK's Education Strategy and are based on the targets set by the Ministry of Education and Culture for higher education institutions (2009).
- Not all programmes have achieved the set goals yet. In mobility there are many reasons for this: students' personal reasons but also international coordinators need more time resources to support and inform students even better.

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- The target set by the Ministry of Education and Culture concerning the number of degrees completed by foreign degree students has been exceeded. HAMK's target, according to which there are 50% of Finnish degree students, has not been reached. Support given in several student services is inadequate (accommodation, practical placement etc).
- According to the aim of the Ministry of Education and Culture (Finnish education export strategy), Finland's strengths in the field of education must be utilised and education must be developed into successful export articles for Finland. By 2015, the proportion of education and knowledge exports will have grown. This is a new area for HAMK and a lot still needs to be done.

Self assessment/do

- The agreed measures in the development plan have been commented on and accepted, e.g. by the directors of the E&R centres and education process. The heads of degree programmes (guideline) are responsible for double degrees, and person with wide experience in double degrees has been a mentor for those preparing new agreements. People and degree programmes are committed to this process in a varying extent.
- The number of exchange teachers and other foreign experts varies greatly from programme to programme. The most developed activities are in the Design degree programme. Virtual mobility is still not used enough. The number of intensive programmes has increased considerably during the past three years.
- In mobility, student counsellors, work placement coordinators and international coordinators need to work even more together. There are still big differences between degree programmes - student support is not sufficient in all degree programmes. Mobility funding functions well. Support service for incoming exchange students is good based on feedback.
- The degree programmes have participated in the Viehko project quite actively, the same applies to those involved in support services (admissions, marketing, student services). The measures taken are adequate. The support services still vary from location to location.
- The working group for export of expertise has been actively developing this area (representatives from all fields of education, development director head of international affairs).
- The team for development of double degrees has been active (representatives from IDPs, the head of admissions office, the head of international affairs). The international assistant annually collects information on the IPs and double degrees.

Self assessment/check

- Credits completed in a foreign language and recognised as part of degree / degree students who are enrolled as present is available. Number of courses in question / foreign teachers share and number of credits completed for international virtual courses not available in a systematic way. Double degree agreements and IP agreements are available, also the student numbers.
- In mobility, we compile a summary of the student surveys and they can be found in the staff portal. We read through all travel reports and take necessary actions and put the reports in the student portal for all to read.
- In the Viehko project there will be student interviews in December 2011 to gain deeper feedback (also qualitative data). ISB in 2013?
- Still in process in the field of export of expertise.

Self assessment/act

- We are still in the beginning of the process to ensure, that all students during their studies will be involved in activities that develop their international competence. Degree programmes differ quite much in their international activities in spite of the agreed aims.
- Based on student feedback (HOPLAA, ISB), there is a need to continue the development of activities (Viehko) in international degree programmes.
- The project team for export of expertise has been actively developing the processes in export.

3. RDI

Plan	Do	Check	Act
<p>The role of the research and development activities of universities of applied sciences in the internationalisation of the regional business community and the higher education institution system is consolidated and R&D projects are constructed in international cooperation. The role of research and development activities can be particularly consolidated with regard to utilising research outputs and competence transfer between higher education institutions and the world of work. Cooperation between higher education institutions is needed in order to create sufficiently large high quality projects. (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015).</p> <p>RDI operations incorporated in curricula and implementation plans are widely implemented as international cooperation.</p> <p>Business and industry recognises the benefits of activities.</p> <p>RDI is implemented in cooperation FUAS and international partners: International RDI operations will be developed and strengthened in cooperation with partner higher education institutions and research centres, as well as with the region's business and industry and regional developers.</p>	<p>HAMK will administer, coordinate and implement Global Project in the Häme Region. This province-wide project is backed by 14 regional partners. It supports the preparation of EU-funded project applications by admitting grants up to € 20,000 per project. Several activation campaigns (ads, articles, mass mailings, events) to encourage project applications, widespread communication in co-operation with regional partner organisations, 2009–2011</p> <p>A series of training workshops and seminars with five different profiles, covering the major European R&D funding instruments relevant for HAMK and the region (e.g. FP7 with its Special Programmes, CIP, EUREKA, Eurostars). Moreover, the most important national sources for internationalisation financing as well as partner search tools were reviewed during 2009–2010. Flexible crash course developed at HAMK, targeting on local SMEs and project advisors: Introduction to EU funding to navigate through the programme jungle</p> <p>Competence building and transfer: from knowledge base to dissemination</p> <p>Participation in the Finnish Science Park Association's "certified EU project advisor" training as well as international training courses in Brussels.</p> <p>Raising awareness of European funding possibilities in Education and Research Centres by first training the trainers</p> <p>Regular communication about available support and advisory services to key RDI actors in relevant forums, such as the monthly meetings of the R&D Management Team or RDI Directors + from time to time announcements in the intranet or by email</p> <p>Networking, benchmarking and fact finding trips</p>	<p>Number of approved project applications funded by Global</p> <p>Number of people trained</p> <p>Number of activation measures and feedback on them</p> <p>Business funding (national and international) and EU funding in proportion to total funding of the university of applied sciences.</p> <p>Share of international joint publications in relation to all international publications.</p> <p>Share of foreign personnel (%) in HAMK's research personnel.</p> <p>RDI projects completed in col-</p>	<p>Next generation facilitation project – i.e. "Global 2" - with advanced focus: broader geographical reach, diversified approach to project cooperation (not just calls & grants) => accordingly, introduction of further financing possibilities, updating the existing information</p> <p>Electronic learning material and data bank to Moodle well under way</p> <p>Internal training of key RDI personnel in Education and Research Centres starting soon (first appointments already confirmed, material ready)</p> <p>Developing a decentralised system of branch-specific project monitoring with centralised support</p> <p>Enhancing the plat-</p>

	<p>Organisation of focused study visits, among other things, for HAMK's own staff, clients and partners. Examples: taking UAS RDI Directors to Brussels and stakeholders from the Forssa district to Hamburg, Research Director as a representative at the European Parliament of Enterprises in Brussels</p> <p>Systematic benchmarking in other Finnish and foreign higher education institutions to collect best practices</p> <p>Provision of contacts to interested parties that are looking for project or other partners; access to top expertise, such as consulting</p> <p>The FUAS alliance will develop joint RDI internationalisation services. In addition to our own internationalisation, special focus is put on supporting SMEs so that they can benefit from EU's RDI financial instruments. Competence will be gained "hands on" together with SMEs with the support the EU research and innovation activities of TEKES – the Finnish Funding Agency for Technology and Innovation – and ELY centres. All of Finland's universities of applied sciences (UAS) and EU's UASNET (UAS network) will participate in developing competences. Internally at HAMK activities will be organised into focus areas.</p>	<p>laboration with international partners including projects completed in connection with teaching</p> <p>Enterprises and international partners participating in international RDI activities</p> <p>International projects implemented in cooperation with FUAS</p>	<p>form for initiating cross-sectoral project proposals with international potential</p> <p>Active contribution to FUAS activities aiming at shared internationalisation services. Offering special know-how to this process.</p>
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Self assessment/Plan

- Our objectives are derived from pertinent strategies and are thus consistent with them. This strategic frame of reference consists of the following documents: Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015, HAMK Strategy 2015, HAMK Research and Development Strategy, HAMK International Strategy, and the Regional Development Strategy 2035 for Häme. FUAS cooperation plays an important role and its significance will only grow. In addition, we are constantly following trends in national and European RDI policies and are reflecting those incentives. The European Union Strategy for the Baltic Sea region, the Innovation Union and the Smart Specialisation Platform can be cited as examples of the latter.
- The foundations seem to be sound, though in future the emphasis will be increasingly shifted towards overseas countries which will slightly undermine our strong EU orientation in relative terms. Secondly, the process of strategy preparation will have to take into account wider, more unconventional perspectives that go beyond traditional sources of thinking in a Finnish higher education institution.

Self assessment/do:

- One should avoid the bureaucratic fallacy of losing touch to the world of action. Serving individuals and focusing on specific disciplines should lay the foundations of the implementation. This kind of people and branch centric, integrative approach might bring the topic closer to a rank-and-file teacher

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or researcher, whose motivation and interest in international actions should be raised more effectively than before. The challenge is to broaden the group of internationally committed employees. We are dealing with an attitudinal change to a great extent.

- The initial starting point of some elder strategies was unrealistic in the sense that they confined themselves to academic funding instruments, but the correction of the course has meanwhile taken place. Despite this realization, the alternative options that are better suited for HAMK and its clientele are less familiar, which requires publicity work. One should also beware of not equating all internationalization efforts with certain kinds of projects, since the range of activities is far more extensive.
- The history of RDI oriented internationalisation services is far shorter than those of mobility programmes. They are as young as two years in their present established form. The basic elements are in place, but the awareness of their availability requires improvement. Part of the task is to create an open, trustful organization culture in which one can easily turn to a colleague to ask for help without the childish fear of looking ignorant. On the other hand, some partner organizations have recognized the usability of HAMK's services and have contracted us.

Self assessment/check

- Some conventional indicators are problematic in HAMK's context for two reasons: 1. They have been developed for science universities. 2. We are still taking the early steps of internationalization and cannot immediately show final results, but this does not mean that we have not made progress. Advancement and improvement should be measured in qualitative terms. Moreover, success in minor grass-root actions, such as in the organization of training workshops or assignment implementation, should be taken into consideration.

Self assessment/act

- The soon ending Global project provides a tangible case for impact evaluation. Although it does not cover all the activities, it will indicate tendencies. Close face-to-face interaction with the Research Directors of the Education and Research Centres is also a good channel to collect feedback. This is the reason why RDI internationalisation is integrated in common RDI development.

4. Personnel

Plan	Do	Check	Act
<p>The personnel have sufficient competence to internationalise the education process and also the research and development process.</p> <p>A job that offers opportunities for developing and learning will also be the best safeguard against changes for employees in coming times of structural changes and internationalisation. All staff will be offered opportunities for developing their competence in line with the strategy.</p>	<p>On the basis of educational need (survey 2009) tailor made courses are offered at HAMK but also in cooperation with networks (HERA International, FUAS). Courses are also offered online (Moodle, also self learning materials).</p> <p>The multicultural and language skills of teachers teaching in international degree programmes are currently being assessed (2011-2012).</p>	<p>Number of participants, extent of studies.</p> <p>Certificate and reports of level of multicultural competencies and language skill / number of HAMK teachers teaching in international degree programmes.</p>	<p>Based on feedback new support services will be further developed: after the staff assessment process there will be new development plans.</p>

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5. International partnerships

Plan	Do	Check	Act
<p>To enhance the quality of operations and international activities by strengthening international partnerships.</p> <p>To create criteria and procedure for strategic partnership and key partnership.</p> <p>HAMK operates together with the strategic partners according to the jointly agreed action plan.</p> <p>The strategic partner network is part of the FUAS international network.</p>	<p>The international partners were assessed by January 2011 (ER-centres, head of int'l affairs), now assessment based on mobility results.</p> <p>Criteria and procedure for strategic partnership was decided by the HAMK Board in April 2011.</p> <p>HAMK's first strategic partners were named by April 2011 according to the defined criteria and procedure. First seminar 21.-23.9.2011 where the agreements were signed and the first action plans drafted: VIA University (Denmark), Feevale University (Brazil), Jianxi Science and Technology Normal University (China)</p>	<p>Agreed measures have been completed. Partner agreements and action plans.</p>	<p>Further assessments by April 2012. Negotiations with potential strategic partners in December 2011. Key partnership process. Joint annual assessment and revision (seminar)</p>

Self assessment/Plan

- The development of partnerships is based on the HAMK Strategy, Education Strategy, RDI Strategy and targets set by the Ministry of Education and Culture. The planning process has progressed well.
- Our recently signed strategic partnership agreements with three foreign partners will put focus on and prioritise our international activities.
- The process continues and currently we are defining the criteria for our key partners. When HAMK board has accepted them, there will be negotiations and agreements will be made.

Self assessment/do

- Actors in the E&R Centres manage the partnerships and they have completed the partner analysis. The ABC analysis tool was probably not the best possible tool but served at this stage well enough. Concerning strategic partnerships, we have progressed according to the drafted plan and timetable. The directors of E&R centres have participated in the strategic partnership seminar in order to develop cooperation. The head of international affairs is responsible for planning and implementing the partnership development process, the international officer was involved in the preparatory work.

Self assessment/check

- Apart from mobility and other statistics, feedback and assessment information related to partnerships is still being developed.

Self assessment/act

- Planning will be defined on the basis of the completed analysis and according to the PDCA cycle. There will be no quick changes at the strategic level.

6. Social responsibility

Plan	Do	Check	Act
<p>Together with other stakeholders in the region, HAMK will develop the international competences of the region's communities, enterprises and individuals. As a result of development, there will be definite, measurable changes in internationalisation.</p> <p>Operation methods and productised services will be in use and they will be of benefit to the service user as well as students and others in the higher education community.</p> <p>HAMK and the businesses in the region have agreed on joint international areas of operation and cooperation structures.</p> <p>A survey will be done related to the needs of business and industry concerning foreign students.</p>	<p>We have drafted cooperation structures and action plans in cooperation with the region's stakeholders, also with international strategic partners (seminar 21.-23.9.2011).</p> <p>A summary of the student's competences in each degree programme was drafted for the region's stakeholders (ready December 2011). The region's stakeholders will have in their use an international-based training and thesis bank / mechanism as well as an international cooperation network consisting of students (December 2011).</p> <p>A steering group (stakeholders and HAMK personnel) has drafted a questionnaire and Masters' students have started the process (theses).</p> <p>We will help the region's SMEs to utilise EU's RDI funding with the aid of pilot projects.</p> <p>Discussions concerning the joint areas of operation and partners in the following international areas: St Petersburg, Eastern Europe (Poland), Sweden and Germany (Hämeenlinna International group). We have offered regional stakeholders opportunities for cooperation through HAMK's strategic partners: Denmark, Brazil, China (participating the seminar 22.9.2911)</p>	<p>Actions plans (December 2011). The number of theses, credits for work placement and credits for R&D students have completed for the region's enterprises. R&D project applications of SMEs in EU funding programmes. The agreed measure have already been carried out: the areas of operation have been defined, cooperation opportunities offered, clear cooperation structures, strategies/action plans for each area.</p>	<p>Revised action plan. Plans for concrete system. Joint annual assessment and revision</p>

The share of students in higher education with immigrant background corresponds to their share of the whole population. The universities of applied sciences will increase preparatory training for UAS studies aimed at immigrants. (Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015).	In cooperation with HERA Competence we have developed preparatory courses, degree programmes, communication and marketing, and work placement. The VOIMAA - "Strength from immigrants" (1 August 2008- 31 July 2011) project supports the employment prospects of immigrants.	Share of students with immigrant background, number of students in preparatory training / degree-awarding education.	Preparatory training for UAS studies aimed at immigrants
In global responsibility , HAMK will participate in North-South-South funded projects together with higher education institutions in developing countries as a member of networks of Finnish higher education institutions. During the strategy period, measures related to HAMK's global responsibility will be defined by area and by activity. Activities related to development cooperation will be developed and implemented in cooperation with FUAS.	North-South-South funded projects: Finnish – African Network for Higher Education in Environmental Sciences (2009-2011), Health Africa Network (2009-2011) Development Studies course (15 credits) will be organised annually in cooperation with FUAS.	Number of North-South-South projects. Completed credits in Development Studies. Implementation plan.	Plan for joint project with SA network. Additional 15 credits in order to create a Minor Subject in Development Studies.

Self assessment/Plan

- In regional cooperation, the aims have been discussed and decided together with regional stakeholders in 2010 and are connected to HAMK Strategy.
- Immigrant education needs to be further developed in HAMK.
- The action plan of global responsibility is based on Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015.

Self assessment /do

- In regional cooperation, all involved are committed to the action plan, the actions are concrete and easy to accomplish and all involved will benefit.
- Professional Teacher Education Unit has been active in the immigrant education (vocational teacher training).
- Bioeconomy E&R Centre is actively involved in global responsibility and the measures in use are feasible.

Self assessment /check

- Still in process in regional development and immigrant education.
- The feedback system is sufficient at the moment in global responsibility.

Self assessment/act

- The focus area is still rather new, we will actively discuss with the local and global stakeholders the aims and actions.

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7. Summary**Summary of strengths**

- HAMK's Development Plan for Internationalisation at HAMK 2015 was created together with HAMK actors and the local stakeholders. It is a concrete paper including aims, measures (also responsible actors, deadlines) and indicators. It is in line with the HAMK strategies of Education, RDI, HR and the Ministry of Education's Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015.
- Many highly motivated and experienced actors and student union members (HAMKO). Most support services (admissions, marketing, ICT) function well also in the international context.
- Active development teams (HAMK International team, Viehko, Export of expertise)
- The partnership process strengthens our international network.
- Many active stakeholders are now participating in our international activities.

Summary of development targets

- To motivate the whole HAMK community towards internationalisation. Many key actors in degree programmes are retiring and it is challenging to create new personal partnerships.
- We have great differences between degree programmes in international activities. The motivation and attitude of the directors is important, especially in this turbulent situation we are facing now.
- Resources especially for development activities, student guidance in mobility and teacher mobility are essential. In a difficult financial situation international activities are not necessarily seen as important.

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Appendix: HAMK's volumes of international activities

INTERNATIONAL ACTIVITIES OF EDUCATION PROCESS

Credits completed in a foreign language by degree students 2010: 22 287 (9.5% of all completed credits)

Total number of students in international degree programmes 2010

Bachelor's degree programme	Total number of students (Finnish/Foreigner)
Automation Engineering (2008)	85 (20/65)
Construction Engineering (2006)	87 (13/74)
Industrial Management (2009)	36 (14/22)
International Business (1997)	310 (179/131)
Mechanical Engineering and Production Technology (2005)	99 (6/93)
Supply Chain Management (2008)	77 (10/67)
Master's degree programme	Total number of students
Business Management and Entrepreneurship (2010)	28 (21/7)
Total number of students in international degree programmes	722 (263/459)

Degrees completed in 2010: 29 foreign students, 975 Finnish students (foreign students 3%)

Double degrees:

Bachelor programmes:

Building and Construction Engineering: Via University College, (Denmark)

Design: West Saxon University of Applied Sciences (Germany)

Horticulture: Has den Bosch (Netherlands)

International Business: Beijing Technology and Business University and University of Nanchang (China), FH Deggendorf, FH Ludwigshafen, FH Niederrhein (Germany), Groupe École Supérieure de Commerce de Saint-Etienne (France), The Institute of Technology Tralee (Ireland)

Master programme:

Social and Health Care Development and Management: University of Glamorgan (United Kingdom)

Intensive programmes (IP funding):

Bioeconomy	1.9.2009	29.9.2010	RUTH Rural Traditional Heritage
Business Administration	1.9.2009	31.8.2012	DIMA Digital Marketing
Wellbeing	1.1.2011	31.12.2011	Social Pedagogy and Creative Methods in Substance Care
Technology Industries	1.9.2010	28.7.2012	SMART Smart Devices and Product development

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Student mobility (The numbers of outgoing and incoming students proportioned against the numbers of new students during the same year in 2010)

E&R Centre/ degree programme	outgoing	outgoing/new students %	incoming
Bioeconomy			
Agricultural and Rural Industries	16	14 %	6
Forestry	3	6 %	3
Horticulture	6	15 %	5
Landscape Design	4	9 %	14
Sustainable Development	8	16 %	0
Tourism	14	no new students	8
Total	51	17 %	36
Business Administration			
Business Administration	7	8 %	0
Business Information Technology	1	2 %	0
Total	8	6 %	0
Industrial Service Business			
Automation Technology	0	no new students in autumn	2
Automation Engineering	1	3 %	13
Industrial Management	0	0 %	1
International Business	21	30 %	26
Industrial Management and Engineering	7	no new students in autumn	0
Total	29	24 %	42
Living Environment			
Biotechnology and Food Engineering	3	6 %	3
Building and Construction Engineering	4	9 %	0
Construction Engineering	6	24 %	16
Construction Management	2	6 %	0
Design	12	23 %	15
Environmental Technology	1	no new students	0
Total	28	13 %	34
Supply Chain Management			

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Information Technology, Forssa	1	Information tech.total 6%	5
Logistics	2	one new student	0
Nursing, Forssa	3	Nursing total 10%	0
Supply Chain Management	9	31 %	0
Total	15	-	5
Technology Industries			
Information Technology, Riihimäki	1	Information tech.total 6%	10
Mechanical and Production Technology	0	0 %	1
Mechanical Engineering and Production Technology	6	29 %	16
Media Technology	2	7 %	1
Product Development	4	15 %	0
Traffic and Transport Management	0	0 %	0
Total	13	8 %	28
Wellbeing			
Crafts and Recreation	9	11 %	0
Nursing, Hämeenlinna	24	Nursing total 10%	8
Social Services	16	33 %	1
Total	49	37 %	9
Master's degree programmes	1	1 %	0
HAMK total	194	9 %	156

INTERNATIONAL PROJECTS 2010 (Projektori)

Name of project	Unit	End date of project	EU funding programmes	Field of education	Project type
EEWT	AOKK	30.9.2010	Leonardo da Vinci	Tekniikan ja liikenteen ala	Koulutusprojekti
Deep learning through dialogue, DIALE	AOKK	30.9.2012	Leonardo da Vinci		Koulutusprojekti
KnowSheep	KT-Biotalous	31.12.2013	Interreg IV A	Luonnonvara- ja ymp.ala	T&K-projekti
Kulttuurivaihtoa käsityön keinoin	KT-Hyvinvointi	30.11.2011		Kulttuuriala	Kehittämisprojekti

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Trainerguide	AOKK	30.9.2010	Leonardo da Vinci		
Det nya nordiska köket	KT-Biotalous	15.12.2013		Luonnonvara- ja ymp.ala	Koulutusprojekti
Innovative Construction Engineering and Sustainable Business Management	KT-Eiinympäristö	31.5.2016		Tekniikan ja liikenteen ala	Koulutusprojekti
EuroTrainer 2	AOKK	30.9.2010	Leonardo da Vinci		Koulutusprojekti
VaLoDi	AOKK	30.4.2010	Leonardo da Vinci		
RECO REgions in COLlaboration for the improvement of methods promoting health and quality of life	KT-Hyvinvointi	31.12.2012		Sosiaali- ja terveystieteiden ala	Kehittämisprojekti
steLLLa 2.0	T&K-palvelut	31.7.2011	Grundtvig		
BIO LIFE - Creator Interreg IVC	KT-Toimitusketjujen hallinta	31.12.2012		Sosiaali- ja terveystieteiden ala	Kehittämisprojekti
Family, Health and Wellbeing	KT-Hyvinvointi	31.8.2013		Sosiaali- ja terveystieteiden ala	Koulutusprojekti

PERSONNEL**HAMK's staff training 2010:**

HAMK offered 19 separate course sessions (Negotiations, Conference English, Discussion, meetings and vocabulary, Curriculum, teaching, export, Web-based learning, Fluency, interaction and activation, Project English, Information Systems, Building Confidence, Presentations, Teaching in English). Total number of participants: 108 in these HAMK courses.

Staff mobility: Outgoing staff, long and short in 2010: 170

E&R Centre	short < 1 week	long > 1 week
Bioeconomy	19	0
Business Administration	3	0
Industrial Service Business	29	0
Living Environment	40	0
Supply Chain Management	4	0
Technology Industries	5	0
Wellbeing	11	1
Total	111	1

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Other services		
Information Management	3	0
Innosteel	10	0
Language Centre	3	0
Master's degree programmes	4	0
Professional Teacher Education Unit	12	0
R&D Services	4	0
Shared services	22	0
Total	58	0
HAMK total	169	1

Number of foreign personnel in 2010 (person work year):

Teachers: 4.72
Other staff: 16.48
Total: 21.20
Share of foreign personnel (%): 2.72

International publications 2009

Articles published in class A 12, in class B 4

Appendix 7 Report on international activities of LAMK

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FUAS Cross- evaluation International activities of LUAS

Evaluation material
November 2011



Ulla Weijo
Hanna Mikkonen

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Competitiveness through internationalisation

1 PLAN: The basis of international activities

1.1 International activities and the connection with the strategic guidelines

The international operations of the Lahti University of Applied Sciences are directed by the LUAS strategy 2008-2015 as well as the renewed international operations strategy 2009-2015 drawn up in the spring 2009.

The LUAS Vision 2015 has been defined in the LUAS strategy as follows:

"The Lahti University of Applied Sciences is a nationally and **internationally** operating client-oriented higher education institution with focus on design, environmental technology and innovativeness".

The internationalisation strategy has been worked out simultaneously with the 2009-2015 internationalisation strategy for the Higher Education Institutions by the Ministry of Education and Culture, and runs parallel with the latter.

The internationalisation process is directed also by the following strategies and other mechanisms:

- the internationalisation strategy of the Lahti Region Educational Consortium 2010
- annual action plans and scorecards (BCS)
- goals for projects promoting internationalisation
- development measures to support the scorecards (BSC)
- FUAS internationalisation action plan based on the FUAS alliance strategy

Via the internationalisation strategies of Lahti Region Educational Consortium and LUAS, internationalisation activities are a part of the entire operations management system. In these strategies, the commitment and willingness to develop internationalization at LUAS has been expressed.

Indicators for the outcome of international activities with follow-up through both the goals set by the Ministry of Education and Culture and BSC cards of the Lahti Region Education Consortium and the Lahti University of Applied Sciences, are as follows:

- commercialisation of international education: students from outside the EU/and EEA areas /testing of a tuition fee
- share of examinations passed by non-Finnish students
- ECTS credits attained in education in a foreign language, AMK (B.A.) and YAMK (M.A.)
- share of ECTS credits attained abroad, AMK (B.A.) and YAMK (M.A.)
- student mobility (incoming/outgoing students)
- teacher and researcher mobility (min. 1 week) per full time teachers and R&D personnel

As a part of LUAS annual operations management and in collaboration with all fields of study, specific strategy-based targets are set for LUAS international activities for the following year and the next two years of operation.

By means of an annual action plan and scorecards, the various forms of international activities are developed within LUAS and the educational consortium, and especially in collaboration with the Metropolitan area UASs.

The internationalisation strategy is carried out through development measures which have been worked out in multidisciplinary collaboration as a part of the action plan process. These measures are implemented via the activities in various internal teams, and furthermore in national and international networks. Common objectives for the development of international activities have

been discovered within the three UASs of the Metropolitan area and the work will be continued for closer cooperation.

Cooperation with Salpaus Further Education considers immigrant education in particular.

1.2 Goal and Significance of International Activities

The LUAS internationalisation strategic intent (vision) 2015 defined according to the internationalisation strategy:

"LUAS is a genuinely international higher education institution with functioning networks, that attracts both partners and the best expertise (degree students, teachers, researchers) from Finland and abroad. All graduates have skills in internationalisation and multiculturalism, and they possess the capacity to work in the international labour market. Our expertise is commercialised for the international markets".

Together with the LUAS internationalisation strategy process (the LUAS Board of Directors 2009), a current state analysis was drawn up, and on this basis, the following goals were set for the years 2009-2015:

- increase in the amount of non-Finnish personnel and degree students
- effective / successful international networking
- product development and export of expertise
- increase in international R&D
- increase in mobility of teachers and R&D personnel
- improvement of international services
- internationalisation of the curricula and internationalisation at home

In the strategy of Lahti University of Applied Sciences 2008-2015, internationalisation was selected as an area of expertise crossing all fields of education.

The goals of LUAS internationalisation for 2011 and 2012 are 1) development of tuition in a foreign language, 2) improvement of international services, 3) development of the exports of education expertise.

In addition to the traditional mobility, the development of curricula and instruction in a foreign language has been regarded as important in the LUAS strategies. Studies offered in a foreign language are considered to serve the following aims: 1) the supply of foreign labour, 2) reciprocal mobility of students, and 3) internationalisation of the Finnish students. Before all, it serves the exports of education.

The strategy and the intent of LUAS signify a transfer from national to international activity. The internationalisation of education and international research cooperation are key success factors in global competition. International cooperation/collaboration is essential for the improvement of quality.

According to the internationalisation strategy of the Lahti Region Education Consortium, internationalisation is a process to be steered and developed, with focus on the international capacity and competence of personnel and students.

The rapidly changing working life requires for graduate students to have the capacity to work in an international environment with multicultural and lingual skills, i.e. international competence.

The regional development task will be also linked to the global environment more closely.

1.3 Basis for the choice of international partner institutions

During the years the work done at the LUAS has generated a wide range of European partnership networks. Outside Europe, there are contacts that are based on the focal points of the LUAS strategy. International networks and organisations are a significant means of enhancing the international visibility and awareness and raising the LUAS profile. The networks and organisations reinforce the LUAS international partnership network, and this contributes to the qualitative development of the collaboration.

In the future, the focus of the network development will be in the deepening of the existing cooperation relationships and diversifying the forms of cooperation. Strategic partnerships and networks will be analysed at various levels: by fields of study, at LUAS level as well as within the FUAS cooperation.

Selection of the partner institution is based on the following criteria:

- Collaboration produces mutual benefits, contributing high quality competence (instruction, courses / studies in English, opportunity for practical training, skills of project management, new insight for the substance regarding the field of study)
- the goal is to create sustainable, long term partnership networks
- cooperation runs smoothly in everyday life, communication works, commitments are kept
- sufficient attention is paid to geographical factors
- partnerships are preferably established among networks of LUAS fields of study

1.4 The most important international partnerships

LUAS has network of approximately 200 partner institutions. The majority of collaboration and new partnerships are still based on traditional student mobility but more comprehensive and diverse forms of collaboration are also emphasized. Every year, the collaboration with partner universities is evaluated in the faculty level and the evaluation is based on the quality of the mobility and other forms of collaboration such as R&D, teacher and staff mobility and curriculum development.

Even though all faculties have selected their strategic partners, the strategic partners for whole LUAS have not been named yet and this work will continue.

The faculties of LUAS are active members in several international networks such as:

- ENPHE, Florence Net, FESET, (Faculty of Social and Health Care).
- European League of Institutes of the Arts ELIA, Cumulus - European Association of Universities and Colleges of Art, Design and Media (Institutes of Design and Fine Arts)
- BUSSINET and NIBS (Faculty of Business Studies)
- The ATLAS network (The teaching staff of the Faculty of Tourism and Hospitality)
- Faculty of Technology is a member in CDIO network.

LUAS is an active participant in the following national networks: EIAE, Pinnet, HERA International, FUAS and FINNIPS.

FUAS is an essential /central development network for international activities. A special form of collaboration has been launched in FUAS for discovering a cooperation model for export of expertise and a project to start this export (KOVIKE), an immigrant targeted project (HERA Competence) as well as a project to develop foreign language programmes (FUAS- Spearhead Project).

1.5 Self-evaluation

1.5.1 Evaluation of the achievement of set goals and linkage to LUAS strategy

There are still challenges for LUAS in achieving the five major goals set by the Strategy for the Internationalisation of the Higher Education Institutions in Finland 2009-2015: a genuinely international higher education community, increasing quality and attractiveness of higher education institutions, promoting the exports of expertise, supporting a multicultural society and promoting global responsibility.

In LUAS all strategies and goals directing international activities are parallel, as the establishment was carried out simultaneously.

During the international strategy process 2008 the competence for implementation the strategy according to set goals in LUAS, were defined as follows:

- immigrant education (competence weak)
- foreign staff (competitiveness weak in this area)
- tuition in a foreign language (competence weak)
- foreign degree students (competitiveness weak in this area)
- R&D projects (competence / competitiveness weak in this area)
- international networks (competence / competitiveness average)
- internationalisation of curricular contents (internationalisation at home) (competence average)
- mobility of teachers and R&D personnel (competence average)

This evaluation can be considered relevant also today. Only the number of foreign degree students has increased.

LUAS strategy for international activities has been implemented in 2009 – 2011. During this period, the operations management system as well as reporting has been further developed and transparency of processes has been increased. In accordance with the financial and activity processes of the (Lahti region educational) consortium and LUAS, the follow-up of results will be conducted in a more systematic way through various indicators of the Ministry of Education and Culture. These indicators have been set with LUAS BSC perspectives in mind.

The implementation of the strategy is conducted mostly through several developments projects or work done in LUAS or partly done in different networks and projects.

LUAS is member of HERA international project. LUAS is also developing immigrant education in another project, HERA Competence. LUAS is also a partner institution in a project of Lahti University Center (UrbanEnviro) in which LUAS responsibility is to develop regional services for international degree students in Lahti region.

A separate, independent action plan has been worked out for the international activities at FUAS level. FUAS is conducting a project for developing international degree programmes.

As regards mobility and networking, the results have been achieved. The targets of tuition in a foreign language, degrees completed by non-Finnish students and exports of expertise haven't been reached yet.

The challenge is, from the angle of development, that the set goals are quantitative. Instead, the development of international activities should be based on qualitative indicators.

1.5.2 Evaluation of future needs for change concerning international activities

The field of education is under profound change and the changes of the next few years will have an impact on the international field as well. The activities are about to transfer from LUASs to networks. The relevant division of tasks will increasingly take place in networks. The significance of strategic partnerships will become essential.

Tuition fees and the development of exports of expertise require investments in increasing internationalisation competence and modification of certain practices of activity. The transparency of the Bologna process, degree structures and comparability of education require efficient development measures of international activities.

Students are to be guaranteed equal competences in accordance with the European framework of reference. As regards personnel, this calls for more comprehensive international skills, acquired through mobility and projects.

Amongst the fields of study, needs for change have emerged for the development of the quality of tuition to comprise international competence and its intensification.

Internationalisation skills are an area to be developed further on all levels (capacities of staff and as well as students).

The significance of regional cooperation is essential in order to achieve the goals set for international activities. To increase regional cooperation, joint activities should be started up with Salpaus Further Education as well.

This all will put further emphasis on the quality of education which creates pressure on the implementation of international evaluations.

2 DO: Internationalisation activities in practice

2.1. Process of Internationalisation, forms and procedures

Internationalisation is a part of Education process, Model for Good Learning, at LUAS. Model for Good Learning is aimed at the university's defined vision of "being a national and international, customer-oriented higher education institution". The primary customers of the institution are the students. Secondary customer groups include representatives of working life and other partners.

Internationalisation is regarded as a process in which international operations such as mobility, international programs and foreign degree students, projects and RDI-actions are integrated to all functions activities.

The processes of international activities (below) have been modelled by various working groups since spring 2008. The work carried out in these groups has encouraged the idea of modelling processes from the angle of the development of international activities.

In the process map for LUAS internationalisation, international activities have been divided into the following (sub-) areas:

Planning and implementation of the internationalization strategy; establishing collaboration with partner institutions and organisations; international student recruitment and student admissions; international mobility services of incoming and outgoing students; international student services and guidance; coordination and implementation of international studies; coordination and implementation of practical training; study counselling, career and recruitment services; export of education expertise.

In addition, activities concerning consortium level services as support processes: information management services, information and library services, human resources administration, statistics and operations management, assessment and improvement.



For the processes of international activities, modelling has been compiled on establishing collaboration with partner institutions and organisations, international student recruitment and admission, mobility services of incoming and outgoing students.

2.2 Activities, working methods and responsibilities of internationalisation

Internationalisation at LUAS is mostly promoted by international mobility, international degree programmes, international competences of the staff members, resources of the international activities, having motivated and committed staff and recruiting new staff with international background. Belonging to the different networks and so-called professional nets have had an impact on internationalisation. Also the active internal teams and well-defined processes are needed to conduct the implementation plan for the international strategy.

2.2.1 International Mobility

Student mobility

The students of LUAS have many possibilities to gain international experience and complete part of their studies abroad. Going abroad is most commonly done in the second or third year of one's studies. Credits completed abroad are fully recognized for one's degree at LUAS. The growth in the numbers of outgoing (including student exchange and placements abroad) and incoming students in years 2006-2010 can be seen in the chart in the end of this report. In 2011, the estimated number of outgoing students is 233.

LUAS participates in the Erasmus (European), Nordplus (Nordic) and FIRST (Finland-Russia) programmes, and it also has several bilateral exchange agreements worldwide. The majority, 60% of student mobility grants are funded through Erasmus programme.

Short study trips

In 2010, 455 students participated in short study trips. Most of these trips were part of courses at LUAS. In addition, the students can participate in short intensive courses (one to eight weeks) organized by partner universities, or any other institutions. Students are entitled for a small grant if min. these studies are included in their curricula at LUAS.

Erasmus Intensive Programmes

IPs are short study programmes organized with partner institutions of at least three Erasmus participating countries and they enable students and teachers to work together in multinational groups and so benefit from special learning and teaching conditions not available at LUAS. In year 2011 LUAS has been a coordinator of four IP Programmes and partner in seven. The most active in IP programmes has been the Faculty of Social and Health Care.

Staff mobility

In year 2010, 185 staff members of LUAS participated in teacher exchange and in different conferences and seminars around the world. The annual number of teachers in Erasmus teacher exchange is approx. 30 and the most active in this are teachers in the Faculty of Business Studies. In return we welcome incoming experts in different fields. Majority of these experts come from partner institutions, but e.g. Institute of Design has regular visits from companies in abroad.

The student mobility is supported by Mobility Online programme which enables handling the applications of both outgoing and incoming online. The utilization of this programme is still in midway and the development requires resources and active collaboration between international services, faculties and programme supplier.

2.2.2 Coordination and implementation of international studies/ Curricula development of international studies

The new strategy for the internationalization of the higher education institution system obligates universities to develop high quality education in a foreign language in their special areas of strength. LUAS has set goals to develop tuition / courses offered in a foreign language in both degree studies and continuing education to meet the goals of the Ministry of Education and Culture.

In the LUAS strategy, a goal has been set that students are given the opportunity to complete a degree in English within all fields of study and on all levels. Tuition and degree programmes in English will be gradually increased in all fields of study. The target for each degree programme is 15 ETSC credits.

Instruction in English already exists in various professional (major) studies, which enables the integration of foreign students into instruction. The goals for instruction in a foreign language have almost been achieved at LUAS level. The differences are considerable depending on the field of study.

For the description of international skills, LUAS uses the definition recommended by ARENE Rectors' Conference of Finnish Universities of Applied Sciences with competence targets for both Bachelor and Master level. The common competences for curricula are currently being described at LUAS in each field of study and degree programme from the substance point of view.

The internationalisation pathway used in some fields is considered a good practice to include an international section in the individual study plan of each student and a realisation plan at the beginning of studies. This will benefit adult students in particular.

LAMK has seven degree programmes taught in English:

1. Degree Programme in International Business (1996)
2. Degree Programme in Business Information Technology (2002)
3. Degree Programme in Nursing (2012)
4. Degree programme in Hospitality Management (not started)
5. Master Degree Programme in Environmental Technology (2012)
6. Master of International Business Management (2007)
7. Master of Interior Design (2007)

LUAS has the following goals as regards degree programmes in a foreign language:

- the number of non-Finnish students will increase and more students will work in Finland
- recruitment of students will be focused and
- international practical training will be developed

Indicators

- the number of non-Finnish degree students (currently)
- the results of surveys on wellbeing for non-Finnish students
- degrees completed by non-Finnish students, goal 7 %
- results of International Student Barometer (ISB)

The development work for degree programmes taught in English will be carried out in internal teams, various networks and through development projects. The most important area of development concerns increasing cooperation and synergy between LUAS fields of study, in addition to the organising of activities in 2012 as the new degree programmes start.

Degree programs taught in English are also developed in collaboration with FUAS partners. The spearhead project of FUAS "The development of foreign language degree programmes to working life" intends to develop good practices through four sub-projects, primarily to promote social integration and operations management.

2.2.3 International student recruitment and student admission

The increase of degree programmes taught in English call for active international marketing and communication. Besides this, quality is stressed on the requirements for foreign student recruitment and the marketing material supporting it. LUAS participates in international events of student recruitment, primarily in cooperation with Finnish universities of applied sciences and the Centre for International Mobility, CIMO.

At FUAS level, a functioning collaboration between marketing and communication staff has been found to promote international degree programmes in fairs organised by CIMO. Collaborative work has been done to compile brochures and roll ups in English, Chinese and Russian.

LAMK participates in FINNIPS network and this has been seen as a functioning form of cooperation. In the "UrbanEnviro" project Lahti is promoted as a student-oriented city via www.studyinlahti.fi Internet portal. Furthermore, a flyer has been designed to support the portal and cooperation has been agreed upon the participation in fairs. The student intranet portal of LUAS is being developed as a communication channel for incoming exchange students.

2.2.4 Export of education expertise

LUAS has set a goal to launch the exports of training and services in cooperation with other higher education institutions and the industrial life in Lahti region.

Lahti University of Applied Sciences is administrating a development project on education, KOVIKE, submitted by the Ministry of Education and Culture. The goal of the project is to examine the possibilities of the exports of expertise in the UASs of the Metropolitan area and finding possible models of cooperation and startup of exports.

The aim is to increase the sources of funding of international activities through projects and other forms of cooperation on national and international level, to increase tuition offered in a foreign language by creating a market of joint programmes developed with partner universities and developing new training products suitable for exports.

In 2010 and 2011, LUAS has commercialised two pilots of continuing education programmes to India and one to China.

The activities are followed in the BSC via the cost of continuing education outside EU / EEA in euros.

LUAS has one Master programme included in the trial of the term fee. The programme was not started in 2011.

2.2.5 International RDI

There are currently seven ongoing R&D projects at LUAS. Three of these are connected with the promotion of entrepreneurship in social and health care, the others with SME investments in China, service design, promotion of the use of renewable energy and general presentation of R&D activities. The proportion of these projects is 10 % of R&D projects in total; funding programmes are Erasmus, Leonardo, Baltic Sea Region Programme, Central Baltic and Seventh Framework Programme FP 7.

The most significant international partner universities for LUAS R&D activities are the universities of Tallinn and Linköping. Tallinn University is a partner in a service design project responsible for the work package of foresight. In addition, the university has cooperated with the project Educational organisations as actors in innovation system (KIT), administrated by the Lahti Region Educational Consortium, in creating new patterns and mechanisms to connect vocational education providers into the national and regional innovation systems.

The University of Linköping has been a partner in projects on the promotion of entrepreneurship.

Development projects in the Faculty of Technology include cooperation with Glasgow Caledonia University (UK), Austria University of Applied Sciences/ Campus Wels and Universitat Politècnica de Catalunya / Campus Terrassa (Spain).

LUAS has also had cooperation in Galway, Ireland and the Kuyavian – Pomeranian region in Poland regarding the identification of risks and factors leading to sudden structural changes.

The number of international publications produced by LUAS personnel was 11 in 2009 and 18 in 2010. Furthermore, members of the staff have participated in international conferences and in the assessment work of international science magazines.

LUAS has annually organised at least one international conference.

2.2.6 The responsibilities of international activities

In the beginning of 2009, the international activities were reorganised and the responsibility for the coordination and development of international activities at LUAS level falls on the Vice President and the Development Manager of International Affairs.

Based on the form of activity, the responsibility is divided between various sectors. Student and teacher mobility, programmes and projects of educational cooperation and the means of funding in international studies are primarily the responsibility of the international activities of LUAS administration and the coordinators of international affairs at the faculties. The faculties are responsible for degree programmes taught in a foreign language and the development of tuition in a foreign language.

The centralised activities of international services are implemented by the Vice President, Development Manager, Coordinator of International Affairs and Secretary of International Affairs. The descriptions of tasks are as follows:

The Vice President is responsible for the strategic planning and operational policies of international activities.

The Development Manager of International Affairs is responsible for the functioning cooperation between the Fields of Study and matrix structure of LUAS, the development of operations management and progress as regards international affairs at LUAS and target areas, according to the policy and goals agreed upon. The Development Manager acts as supervisor to the Coordinator and Secretary of International Affairs and is responsible for agreed tasks of cooperation as the representative for LUAS.

The Coordinator of International Affairs is responsible for the organisation and development of the collaboration with partner institutions and international student and staff mobility. The tasks include developing common mobility processes, services and communication channels for all study fields. The individual responsibilities include the administration of Erasmus mobility programmes.

The Assistant of International Affairs is responsible for the payments of mobility grants, updating of internal and external web pages on the part of international affairs, guidance and of incoming students in collaboration with faculties and the operation and technical support of the mobility software, as system administrator.

In the fields of study, responsibilities vary from field to another. The faculties/ fields are responsible for the implementation of instruction/education, development work and other operational tasks according to their action plan. Coordinators of international relations are responsible for matters related to mobility; other significant actors include senior lecturers and study affairs officers of foreign language degree programmes.

Coordinators of international relations in the Student Union of Lahti University of Applied Sciences (LAMKO) and the faculties organise tutoring and leisure time activities for foreign students and interns. Matters related to student wellbeing and social conditions of foreign students are also developed. The LAMKO secretary of international tutoring participates in the development of tutor activities and in working groups (team for international activities and UrbanEnviro project).

Teams of international activities

The development of international activities is carried out in multidisciplinary teams.

The development group for international activities is a forum for the discussion of issues common for all parties. It gives assistance in drafting strategic guidelines, deals with international activities on a large scale with regard to challenges at national level. Its function is to be a support group for coordinators of international affairs and a collective forum for tailored training courses and the exports of expertise, as needed. Furthermore, it fosters the visibility of pedagogical aspects in international activities of LUAS and functions as channel of communication. The group meets 3 – 4 times per year, led by the Development Manager of international affairs.

The international affairs team includes international coordinators of all study fields and it is led by Coordinator of International Affairs. The main responsibility of the team is to organize and develop international mobility and cooperation with partner institutions. The team meets up every month.

2.3 Self-evaluation and assessment of internationalisation activities, working methods and responsibilities and commitment of actors

2.3.1 Self-evaluations of different roles of actors and commitment on internationalisation activities and its development work

In general terms, all parties of international affairs have a commitment to the activities. The activities of the international affairs team is well-established and supports the mobility services and their development in the fields of study. During 2011, the team has introduced common operational models, regulations and timetables to ensure the quality of mobility and the transparency in all fields. The international activities in the fields of study have traditionally been autonomous and independent and therefore the commitment to common policies is challenging.

The central international affairs staff has been reorganized in various ways during the past year and all members are fairly new, either at LUAS or among international activities. The tailoring of the MobilityOnline software to support the international mobility has required resources and a lot of work of international affairs office during the past year. The international coordinators of study fields are committed to their work, but not all fields of study invest enough for the development of international activities. Some faculties only have a part-time coordinator which means insufficient resources for the international activities.

The work of the development group continues to take its shape, as the responsibilities for international activities in the fields of study are partially yet to be determined. The person responsible for the international activities in the each field of study should be a member of the development group. The multidisciplinary teams are not yet utilised at LUAS level. A direct connection to the management group of LUAS is missing and the development of international activities is not discussed at a sufficient level in the management group of LUAS and the management bodies of operational sectors.

The student services centre is in charge of student admission processes for degree programs. According to International Student Barometer, the service before arrival to LUAS is working extremely well, but the services after arrival require development. These services need to be reorganized in the near future in order to ensure the equal services for all international degree students.

2.3.2 Self-evaluation of internationalisation activities and methods

Although the goals set in the strategy for international activities are divided into objectives, indicators and measured quantities in scorecards and action plan, the implementation of these goals are not monitored sufficiently at LUAS level. Common guidelines on the goals and direction of development measures are lacking adequate common discussion.

The quantity of the student mobility is extremely good. However, there is a need for the improvement in the quality and especially in the transfer of studies completed abroad which is inconsistent due to lack of common ground rules. The study guidance and the follow up of the studies of the outgoing exchange students should be more systematic in order to ensure the full recognition of exchange studies (30ECTS per semester).

The guidance given before and after student exchange period is to be modeled as a part of the study counseling process in order to ensure the smooth return to the home institution. In addition,

the student exchange opportunities should be introduced and planned well in advance, already in the beginning of the studies.

The orientation for outgoing students has been carried out in cooperation with FUAS. Not all fields of study are participating in this work.

Student mobility and the resources for the related activities are still diverse according to field of study. As regards the mobility of teachers and R&D personnel, the set goals have not been reached. Funding is often the critical success factor here. The significance of teacher exchange is increasing, the importance of which has not been understood in a wide enough sense. Focus of development should be put in increasing teacher and researcher exchange.

Examination of financial resources, development of the international network and diversification of activities are prerequisites for the development of international activities in the future.

International placements have been developed through a three-year project with funding by the Ministry of Education and Culture. Mobility has increased during this three-year period, but the practices concerning placement and support services were not developed at sufficient level.

The systematic development of instruction in English is to be included in the curricula process and to concern all degree programmes (common area of development for the development of teaching and the matrix of international activities). Statistical reporting should be developed in this area also. The internationalisation of adult education and Master's degrees is a specific challenge to overcome.

Although most goals set by the Ministry of Education and Culture are merely quantitative, it is necessary to pay attention to the qualitative questions when assessing foreign language degree programmes. The key developmental issue for foreign language degree programmes is the quality of teaching. This means competent staff and increasing the internationalisation training for staff (Teaching Content through English). The HERA International and UrbanEnviro projects have provided training for teachers and other members of staff. In other respects, the development of international skills /capacities of LUAS staff has been marginal, with the exception of the field of social and health care.

A goal has been set for increase the number of foreign teachers and staff; visiting lecturers from diverse cultures and economic areas with expertise in their own field are longed for. In particular, teachers visiting on a regular basis would benefit LUAS as potential part-time employees.

Discussions have been held between FUAS team and the staff involved in international activities on the initiation of jointly offered studies.

2.3.3 Self-evaluation of international support services (incl. student services, study counseling and career and recruitment services)

The key support services of international activities include mobility services, services for international degree students and the development and reporting services provided for LUAS administration.

The services offered by the international affairs are further developed to support the set goals in LUAS internationalisation strategy: improvement of international services, creating synergy and increasing effectiveness in international services. The development of international services has been a common development target in 2010 and 2011, and from 2012 onwards.

In centralised mobility services, the software for the administration of mobility has facilitated the management of the agreements and student mobility. This mobility software and the centralization of student communication have guaranteed the commitment to the common regulations and documentation. An orientation programme for exchange students is coordinated centrally and developed by international affairs team.

The services for foreign degree students in Lahti region are developed in collaboration with Lahti University Consortium and the University of Helsinki. Through these support services, infrastructure and practices are created to adequately benefit international degree students in particular. The support services are available at all stages of studies – from admission to graduation and possible postgraduate studies.

The support services for foreign language degree programmes are related to immigration, employment, health care, insurance, accommodation assistance, tutor activities, Finnish language courses, and orientation for Finnish culture. These services will be developed to meet the future needs and to support the goals for internationalisation. One of the key questions is how the cooperation and division of tasks in providing services between various organisations could be rendered more effective.

Models for the provision of these services have been sought via participation in the project HERA International (services for international students in the greater Metropolitan area). Tangible outcomes of this include models for accommodation arrangements, utilization of the results of VALOA project, the International Intensive Weeks concept in the Metropolitan area which is partially utilized in Lahti region. A concrete result of the local collaboration within UrbanEnviro project is the web portal www.studyinlahti.fi, an orientation programme for foreign degree students and International Coffee meetings.

Furthermore, models for support services can be obtained from the FUAS spearhead project, FINNIPS network, development measures at LUAS (“godparent” family activities) and from activities agreed upon on the basis of International Student Barometer. Collaboration with Salpaus Further Education and three other UASs in the HERA Competence project have produced the promotion of higher education studies among immigrants by developing e.g. the instruction of Finnish, preparatory training, language skills tests and admissions test practices. The KOVIKE project was launched in 2010, but its services are yet to be determined and the responsibilities for the provision of services in the fields of study have not been agreed upon.

The responsibilities for international activities and development at LUAS need to be clarified. In study fields, the roles and responsibilities of international coordinators and teachers in study abroad and placement counseling needs be clarified as part of reorganisation of activities, especially in those fields of education with a part-time working coordinator.

3 CHECK: The assessment and feedback of international activities

3.1 International partner’s participation in evaluation

The collaboration with partner universities is evaluated every year on the basis of mobility and other forms of collaboration such as R&D, teacher and staff mobility and curriculum development. The evaluation is based on the regular feedback procedures of the student and staff mobility. In addition to the regular feedback system, the international coordinators’ personal contacts with the colleagues at the partner institutions play an important role in the evaluation and development of the quality of international activities. These evaluation discussions are an integral part of the collaboration with partner institutions and an ongoing process.

As far as the intensive courses are concerned, the participation of the international partner

institutions in the evaluation works well, as the courses have been planned in collaboration. Also, the evaluation works well as regards the projects, as a part of the project. The students evaluate their international study periods after finishing their studies.

In the Business and Administration field, a NIBS assessment was carried out and, on the basis of this assessment, the unit was awarded the NIBS Accreditation status.

3.2 The assessment and feedback procedures of international activities

The main indicators and target levels are defined by Ministry of Education and Culture, and these are the indicators that are followed in LUAS.

The active internal teams, successful process modeling and student feedback system are seen in LUAS the main assessment and feedback procedures. The activities of these teams are well-established, the feedback concerning international activities is discussed in multidisciplinary teams.

The key issue of the assessment method of the international activities is the process of drawing up of an action plan, and the key results are analysed as part of the development of international activities according to each fields of education.

The quantitative goal are set at the LUAS level, whereafter each field of education sets its own goals. In each field the developing measures are examined together with the actors of the international matrix. In 2010 and 2011, the goals for the action plans were set together with the vice-presidents and the management groups of the fields of education, at a total of nine (9) meetings respectively. The goals were discussed in the international activities development group and with the international activities team. Several meetings were held with the development manager responsible for the development of instruction as well as with the adult education manager.

At LUAS, one of the tools for the development of the activities is the modelling and assessment of the processes. There is an annual process evaluation based on a common model.

Internationalisation processes have not been evaluated so far, as modeling of all processes has not been accomplished yet.

The methods of continuous development include harmonisation of the action processes, as well as feedback inquiries. This is where, in particular, the introduction of the MobilityOnline Software has clarified the processes and standardised the action policies.

Feedback from the international activities is collected by means of the following inquiries and methods:

- student inquiries (returned and incoming - LUAS exchange students)
- travel reports (staff and students)
- management group and international coordinator, annual goals and evaluation of the activities
- projects – feedback and evaluation according to the project
- meetings of the education programmes with systematic ideas for and evaluation of international activities
- annual international fair where returned students tell about their experiences and present their exchange destinations of exchange and learning results
- feedback days on each field of education and other student events (applies to all students)

Some of these methods of feedback are used only by a few fields of education. As for mobility, a centralised student feedback system has been developed during the past year.

At LUAS, feedback concerning the quality of instruction is collected from the students in all fields of education. In 2011, for the first time, the inquiry was carried out among the non-Finnish students, as well. The results of this inquiry are being analysed.

In the LUAS, the problems related to the degree programmes in a foreign language have been identified. In the autumn 2010, the institution participated in the ISB which has been discussed in the international affair team, international development group and the management group of Business and Administration. In addition, those in charge of the FUAS international activities compiled a comparison of the ISB feedback as part of the FUAS spreadhead project

Student mobility feedback

International Affairs office coordinates the feedback of the student mobility and the feedback is used in developing the mobility programmes and international activities at LUAS. The feedback covers the studies and practical arrangements of the exchange periods.

- The incoming exchange students give feedback on studies and services at LUAS through Webropol online questionnaire at the end of each semester. The feedback of each semester is analysed in the international team.
- Every student who has completed studies or placement abroad is required to give feedback of their exchange period by completing an online questionnaire in Mobility Online system. The system generates reports which are published in online portal in the student extranet. This is a new feedback system which will be used for the first time in autumn semester 2011. The annual summary of this feedback is analysed in the international team after each academic year. Until autumn semester 2011, the feedback has been collected, evaluated and published at the faculty level.

Staff mobility feedback

All teachers and other staff members participating in the Erasmus exchange programmes are required to complete a report about their exchange period. The outcome of each exchange period is analysed at the faculty level and the summary of all Erasmus exchange periods is discussed in international team after each academic year. In addition, all staff member are required to complete a travel report which is published in the document portal.

3.3 Self-evaluation of the assessment and feedback practices of international activities

The feedback of the student and staff mobility at LUAS has traditionally been collected and processed at the faculty level and the centralised coordination the feedback has only been implemented for the academic year 2011-2012.

Participation of the international partner institutions and students in the development of the activities should be strengthened, and for this purpose, appropriate forms of participation should be developed.

All inquiries made among the Finnish students should also be made among the non-Finnish students. The feed-back information is gathered sufficiently at LUAS. The main issue is how to make use of the feedback in the further development measures. Based on the results of the various inquiries, targets for the development are brought up, the implementation of which is followed partly on a centralised basis, partly leaving the responsibility to each field of education.

4 ACT: Development of international activities

4.1 Development activities and main results

Part of the developing measures are implemented in projects with external funds (URBAN Enviro,

HERA Competence, KOVIKE, FUAS spearhead project) or with internal LUAS financing.

The activities of the FUAS team and related benchmarking, as well as dissemination of good practices is a significant method of development. The FUAS cooperation aims at developing various areas of internationalisation according to the FUAS international action plan. The international group has identified targets for development and compared good practices within FUAS.

At the common meetings of all FUAS international actors and through the FUAS spearhead project (working life-oriented development of programmes in a foreign language), the development in the right direction is secured through peer review. At the same time, it has been possible to divide developing responsibilities commonly.

Besides, within FUAS, development days for the international actors and a common orientation for outgoing exchange students are organised every year. The FUAS cooperation will be further intensified.

The implementation plan of FUAS key project is based on the existing development plans of English Degree Programmes, results of the feedback questionnaires (e.g. ISB, International Student Barometer) and benchmarking of good practices (benchmarking, mapping out the current situation in FUAS UASs).

Comparing the ISB feedback of FUASs is an important method.

Development activities based on the ISB and other student feedback are as follows:

- Development of an international learning environment: to make clear what it means
- Expanding marketing to a wider range, getting students from various countries; – not only from one country
- Development of curricula and pedagogical methods: telling about studying in Finland and entering into the learning culture of other countries, using versatile methods to secure the possibility to learn, discussing implementation with the students, integrating theory and practice
- Development of guidance: at the beginning, successful orientation and group facilitation, compiling a personal study plan (PSP) and constantly working with it, fulltime guidance, guidance at the graduation phase
- Development of the language skills and internationalisation expertise among the teachers
- Development of the curricula

All international degree students studies at the business and administration field. The Business and Administration field is in charge of the implementation of the development targets set by ISB feedback. How the implementation of the measures and achievement of the objectives are followed-up, has been agreed upon.

As for the results, it can be stated that the number of international programmes has increased, and two new programmes will start in 2012. Furthermore, instruction in a foreign language, as well as mobility, has increased in various degree programmes. LAMK is preparing for the evaluation of English Degree Programmes by FINHEEC in 2012.

Development measures are needed for an intensified international R&D&I cooperation and networking, launching international project embryos and completing these as real projects. Also concrete international projects can be expected from the cooperation of the FUAS consortium within the international R&D&I activities.

4.2 Self -evaluation of the impact of development activities and the follow-up and evaluation of the impact

National networking with other universities and organisations, as far as internationalisation is

concerned, shall be increased, because it strengthens the position of the Lahti University of Applied Sciences in the global competition and provides better foundation for the implementation of large international projects.

The development work within national networking cooperation is bearing fruit in various sectors, there are examples on this already. Making use of the feedback has to be developed in an even more systematic direction.

The strategic partners have been defined in the autumn 2011 by the fields of education, and the following step will be to examine the common partners at the LUAS level by functions.

A significant increase in the number of non-Finnish degree students has been a goal set for the agreement period 2010-2012 by the Ministry of Education and Culture. Programmes taught in English involve a great deal of development, which has been recognised, when taking developing measures on the basis of the ISB feedback. There are too many students coming from one single country and culture.

A new challenge to the all higher education institutions is the export of expertise. This goal is clearly related to the increase in external business and sales of education. It will mean quite new expertise and a big change in the business culture in the institutional at LUAS. Export of expertise requires national and international cooperation.

5. Summary of strengths, weaknesses, opportunities and threats of international activities

Today, the LUAS international activities take a very versatile form with a strong strategic ground. The LUAS strategy can be considered successful and goal-oriented. Follow-up and measuring have developed in a more systematic direction as part of the LUAS' resource planning, even though development measures should be extended to involve several years ahead in a more concrete way. Nowadays, quantitative statistics of the international activities can be found easily via ScoreCard software. The internationalisation processes have partly been identified and modeled, and the actors are strongly committed.

The major strength is the commitment to developing internationalisation in the various fields. The nature and existing extensive networking offer a good ground for further development of internationalisation.

The most important tool for development consists of teams, network collaboration and identified and modelled processes. Team activities shall be developed further in order to increase the internal synergy. As to international activities, resources shall be adequate to guarantee the students' equality as far as the availability of services is concerned.

The most important international activities consist of student and staff mobility, international programmes and foreign degree students or exchange students, training the staff, measures promoting "home internationalisation" directed to Finnish curricula and adult students in particular, projects developing education, export of expertise, as well as R&D&I projects.

As it is evident that the share of adult students among the degree students is anticipated to grow, special attention shall be paid to the internationalisation of adult education, e.g. via intensive programmes and study trips.

The quantity in the student mobility is good, but there is still need to balance the number of incoming and outgoing students in some fields, such as Tourism and Hospitality. Other goals in development are increasing the teacher mobility with selected partner institutions and further development of other forms of mobility, e.g. having intensive programmes for all fields.

Extending the traditional forms of collaboration with partner institutions to include R&D&I is also a goal that has not yet been reached. The challenges involved in the R&D&I internationalisation shall be examined further at LUAS and also at the FUAS level.

The utilization of teacher and staff exchange programmes is still in undeveloped and these exchanges should be integrated into the R&D&I projects. The number of outgoing and incoming teachers can be increased by means of linking mobility with projects, practical training and R&D&I projects. In addition to teachers, participants should also include researchers, students and artists of the respective cultural fields.

The biggest challenge in the coming years will still be the internationalization of the curricula contents and degree programmes taught in English in all fields of education. The goal is to increase the collaboration between the programmes in a foreign language within the LUAS and FUAS, as well as in the Lahti region, and also enhance joint marketing and the visibility of the programmes and foreign students in the area. To increase the number of international degree students from the present 300 is a remarkable challenge. The new curricula starting 2012 can, however, respond to this challenge.

In particular, special attention shall be paid to the students and graduates' integration into the Finnish working life.

As regards the well-being of the foreign students, the foreign students should participate in an annual inquiry concerning well-being.

Export of education expertise and the services involved will be a big challenge to LUAS and the entire field of higher education.

When the internationalisation strategy of LUAS was published in year 2009, no parallel strategy implementation or the responsibilities for the activities were defined sufficiently. There is no sufficient follow-up for the implementation and execution of the strategy, neither has the strategy partly progressed to concrete measures. Setting goals and compiling action plans still require development as part of the LUAS resource planning. The goals and results of matrix activities are not sufficiently discussed jointly at the LUAS level, i.e. the activities do not become systematic at all levels. Goals and results are discussed in several groups, but not in any of these comprehensively enough. Consequently, the significance of results has not been adequately perceived. The results and resourcing in the international activities, i.e. financial investment in the activities still show big differences according to each field. This is a problem as far as equal treatment of the students is concerned.

The greatest misconception is that internationalisation is still seen as mere mobility and hence being the responsibility of the international affairs office and international coordinators of the faculties. Therefore, all forms of internationalisation and roles of all players in the process should be made visible. Administration, services and communication at LUAS shall be developed in a way that they promote to generate an international community.

The staff members' competencies shall be subject to development to support the goals set in the internationalization strategy, and to meet the requirements of a global environment. It should be considered, whether clear goals can be set to increase the number of international staff.

In the future, the development of international activities shall be more integrated to the follow-up of the implementation of the national internationalisation strategy of the institutions of higher education.

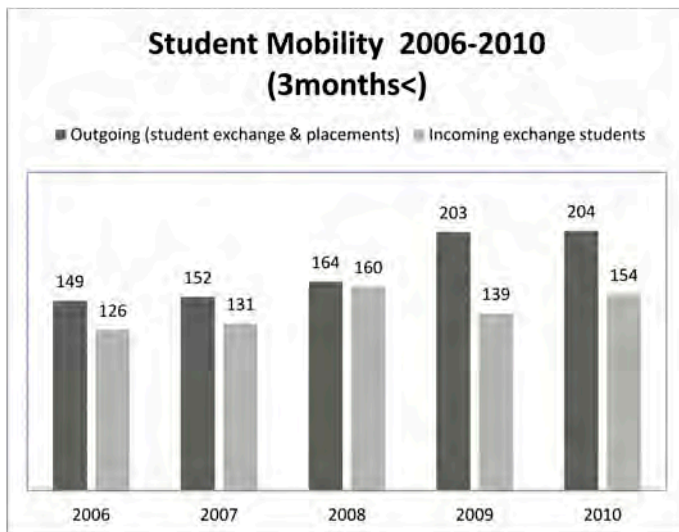
6 LUAS – Volumes of International Activities

VOLUMES IN YEAR 2010	LUAS	Tourism and Hospitality	Social and Health Care	Technology	Design and Fine Arts & Music and Drama	Business & Business Information Technology
Number of students	4721	461	1080	1137	974	1069
Number of English Degree Programmes	3	0	0	0	1	3
Number of International Degree Students (foreign nationality)	297				15	217
Share of International Degree Students (%)	6,2 %					
Number of International Staff (foreign nationality)	4					
Number of Degrees Completed by International Degree Students	37	0	7	0	6	24
Share of Degrees Completed by International Degree Students (%)	4,53 %	0	3,14	0	3,23	17 %
Number of international joint degrees	2				1	1
Number of credits completed in English at LUAS	12206	728	1295	306	2035	7842
Share of credits completed in English by each attending student (%)	2,59 %	1,58 %	1,20 %	0,27 %	2,09 %	10 %
Number of credits completed abroad	4170	654	1176	341	1285	1233
						43

INTERNATIONAL STUDENTS (FOREIGN NATIONALITY) IN ENGLISH DEGREE PROGRAMMES		
	2010	2011
Degree Programme	Persons	Persons
Degree Programme in International Business	103	123
Degree Programme in Business Information Technology	65	80
Master's Degree Programme in International Business Management	6	14
Master's Degree Programme in Interior Design	1	1

STAFF MOBILITY (AMKOTA, trips abroad 5 days <		2010		2011	
Outgoing staff mobility		185			
Incoming staff mobility		61			
Erasmus Exchange Programmes	2010-2011	2009-2010	2008-2009	2007-2008	
Erasmus Teacher Exchange	28	31	20	20	
Erasmus Staff Exchange	9	4	2	0	

STUDENT MOBILITY (AMKOTA 2010, 3months<)	LUAS	Tourism and Hospitality	Social and Health Care	Technology	Design and Fine Arts & Music and Drama	Business & Business Information Technology
Student mobility (student exchange & placements)	204	21	29	26	47	81
Incoming exchange students	154	12	29	13	51	49



Appendix 8 Report on international activities of Laurea UAS

1

FUAS Cross-evaluation

International activities of Laurea UAS

Evaluation material
November 2011



Jaana Ignatius
Arja Majakulma

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To the reader

FUAS universities of applied sciences (UASs) will implement a cross-evaluation, which aims to:

- find out strengths, good practices and recommendations for further development
- disseminate good practices
- build common understanding concerning the processes and practices of the partners,
 - > shared language, concepts.

HAMK and Laurea have implemented a cross-evaluation already twice; the themes were connection of management and quality assurance (2008) and participation of students, staff and stakeholders in quality assurance (2009).

The aim of the cross-evaluation of international activities is

- To develop international activities in FUAS-UASs
- To exchange best practices and develop/build common FUAS-practices
- To support FUAS-vision/mission
- To get ready to/make preparations for evaluation of international degree programmes organised by FINHEEC (2012)
- To get ready to/make preparations for international audit of FUAS quality system organised by FINHEEC (2016)

Each partner has produced an evaluation material of its own international activities. Evaluators are supposed to get a real and honest picture of international activities of each UAS. The descriptions of audit targets are based on PDCA-circle, continuous development. After the descriptions self-evaluations of the audit targets are made:

- Plan, the basis of international activities
- Do, internationalisation activities in practice
- Check, the assessment and feedback practices of international activities
- Act, developing international activities
- Summary, strengths and major improvement targets of international activities

Cross-evaluation seminar takes place in HAMK University of Applied Sciences on the 11th of November 2011. The cross-evaluation seminar is divided into two parts:

- Part 1:
 - From 10.00 to 12.00 (rectors, vice rectors, heads of international relations, research directors, stakeholder representatives)
- Lunch 12.00-13.00
- Part 2:
 - From 13.00 to 15.00 (coordinators of international activities, student and teacher representatives)

The language of the discussions in part one is Finnish and in part two English.

Cross-evaluation partners prepare questions based on each other's evaluation material. Everyone who participates in the cross-evaluation seminar prepares five questions per material/UAS. These questions are presented in the cross-evaluation seminar.

FUAS quality team takes part in seminar in the role of coordinator and chairman.

The FUAS quality team will write an evaluation report in February - March 2012.

In this Laurea's cross-evaluation material Laurea's international activities are presented according to the spiral of continuous development.

1 The basis of international activities

Laurea's international activities are influenced by various international, national and regional strategies and guidelines. The strategic aims of Laurea's international activities are based on these.

The Ministry of Education and Culture (MoE) has guided the internationalisation of Higher Education Institutions (HEIs) through performance agreements, and in 2009 a strategy for the Internationalisation of Higher Education Institutions in Finland 2009-2015 was launched by the MoE (Ministry of Education 2009). Five primary aims for internationalisation emphasised in the strategy are:

- A genuinely international higher education community
- Increasing the quality and attractiveness of higher education institutions
- Promoting the export of expertise
- Supporting a multicultural society
- Promoting global responsibility

The autonomy of HEIs is highly supported by the MoE, thus Laurea has created its own strategies and policies regarding internationalisation.

The aim of Laurea's international activities is to support the implementation of Laurea's values, mission and strategies.

1.1 Connection to strategic guidelines

Laurea's strategic intent for 2015 is to be an internationally acknowledged university of applied sciences specialising in future expertise and regional development in the metropolitan area. The planning of Laurea's operations is guided by Laurea's values and strategic intent as well as by the strategies derived from them. The operational objective is a strategic intent that defines Laurea's position in the future. The strategic intent will be achieved with the help of the strategies: Laurea strategy 2010-2015, Learning by Developing Strategy, Research and development strategy and Regional development strategy.

Among the strategic choices of the Laurea strategy 2010-2015 are:

Developing the Greater Helsinki Metropolitan Area: In the development of the metropolitan area, Laurea works as a transmitter and mediator of international competence and focuses increasingly on international partnerships, while profiling itself from this point of view according to certain areas of focus. Laurea operates as a creator of international networks and participates in the higher education community of the Greater Helsinki Metropolitan Area, which shares innovation services in areas such as productisation and commercialisation. The development of the Greater Helsinki Metropolitan Area is in close interaction with the development of the European Research Area (ERA). The positions of the regional units in promoting metropolitanisation will become established by 2020.

Internationally Recognised, Productive R&D&I: One of Laurea's strategic choices is to give up the traditional emphasis on student and lecturer exchanges in international activities. Instead, it will emphasise international value networks, top innovation areas and their mutual competence transfer, which will be reflected in recognised and productive R&D&I activities, international networking and a radical growth in the number of foreign R&D trainees. Laurea is committed to the shared objectives of the ERA.

The Strategy Implementation Plan is made based on the strategy. Laurea defines the success factors for a specific period. The factors can be considered key to the fulfilment of strategies and strategic intent. Critical success factors are evaluated every year.

The concrete aims and development areas have been defined in the programme and action plan of international activities. The first programme was made for the years 2004-2008 and it was updated for the years 2007-2009. In 2010 a report on the architecture for Laurea's internationalisation was made and it was discussed with Laurea's International Advisory Board (see 1.4). The purpose was to find out whether it is relevant in relation to Laurea's strategic intent. Based on this a new internationalisation strategy will be created in the beginning of 2012. Some units have already developed plans for international activities as a part of the action plan of the unit.

1.2 The goal and meaning of international activities

With regard to Laurea strategy 2010-2015, it can be interpreted that the primary motivations or rationales driving the internationalisation are in accordance with European and Finnish innovation policies and future competence needs. The driving rationales are following: increased quality of education and research, regional development and the overall functions of Laurea as well as improved international profile. Another tangible motivation for the internationalisation is the student and staff development based on internationally open learning and working environments. Cultural diversity throughout internationalisation with strategically selected innovation environments will support creativity which is one of Laurea's values, hence it furthermore accelerates development in Helsinki region based on innovation.

Desired results of internationalisation are such as acceleration of production of new quality competences and knowledge, quality of degree programs, R&D&I and regional development, as supporting metropolitan area's international competitiveness, competence transfer and promoting establishment. Additionally, higher profile and quality agreements, partners, and memberships in and connections with global 'high profile value networks, top innovation areas and their mutual competence transfer, which will be reflected in recognised and productive R&D&I activities, international networking and a radical growth in the number of foreign R&D trainees' are among the desired results. Moreover, increased student and staff competences and external funding for R&D are expected results of internationalisation. Finally, increased profile attracts more quality staff, students and partners and moreover Laurea offers a stronger profile for partnership and hence, the strengthened competence develops the European Research Area.

Internationalisation is considered a process in which an international dimension is integrated in a sustainable way into the three primary functions of Laurea: teaching/learning, research, and service to society and into their intersections.

1.3 Selection of international partners, the basis of selection

Laurea's interest groups have been recognized and defined in relation to Laurea's actions regionally, nationally and internationally in the strategy work. Networking within Laurea and with stakeholders is established on Laurea's vision-based, participative and regional-based management system, which enables communities of experts founded on interests. Figure 1 describes the interest groups on different levels. The aim of strategic partnerships is to support the implementation of Laurea's mission. The operational partnerships support the

internationalisation of learning and R&D&I. The occasional partnerships support individual activities. More concrete criteria for partnerships on different levels have not been defined yet.



Figure 1: Laurea interest group map

1.4 The most important international partners

The following paragraphs provide some examples of partnerships on these different levels.

Strategic partnerships

Laurea's International Advisory Board (IAB) represents a strategic international network. IAB is formed of experts from international HEIs, who have solid experience on cooperation between HEIs and regional actors as well as on evaluation and funding. During the term 2009-2012 the strategic aim of the board is to specifically promote Laurea's strategic intent. This activity is described in chapter 2.1.3.

Nationally, a partnership agreement, action plan and alliance, FUAS, between HAMK UAS, Lahti UAS and Laurea was made in 2008. The aim is to define international strategic partnerships also on FUAs level. Other forms of FUAS cooperation are described elsewhere in this material.

Operational partnerships

Laurea is a member of Service Design Network (www.service-designnetwork.org) and Cambridge Network (www.cambridgenetwork.co.uk) and the European Network of Living Labs (ENoLL) (www.openlivinglabs.eu). The challenges for Helsinki metropolitan area and Laurea's student-centred R&D include internationalisation and international knowledge transfer. International networks are also learning environments. Laurea seeks to be an active player in integrating students with European R&D communities. Specific areas of focus include the European Union's framework programmes and European Joint Undertakings programmes together with Laurea's strategic partners. International networking, which is represented by strong growth in foreign R&D trainees and international R&D companies, promotes international knowledge transfer and creates high-level learning environments, where student-centred R&D is integrated with learning.

Laurea is a partner in HERA International, where the aim is to develop international activities and services to international students and staff in partner HEIs in the Helsinki region.

Occasional partnerships

Laurea has actively developed its operations in order to become established in the European Higher Education Area. Laurea has more than 200 international partner institutions abroad, mainly for the purposes of student and staff mobility, but increasingly for other cooperation e.g. R&D&I as well: most of these Erasmus partners are in Europe, some Nordplus partners in Nordic countries and several bilateral agreements outside Europe. The partnerships have been formed either based on mobility or R&D&I activities typically for the needs of one degree programme or R&D&I-project.

1.5 Self-evaluation of the basis of international activities

According to the discussion on Laurea's architecture for internationalisation the staff and students support the current vision for 2015. Laurea has a clear vision as a starting point; nevertheless, Laurea should still focus and discuss cooperation, competition and co-option and show concrete results. Laurea should focus on the measures that it wants to take into consideration in order to be international. A clear, specific internationalisation strategy is needed.

The intention for partnership has been directed to the competitive organisations (universities and companies). The cooperation and networks are often formed out of social networks, and not necessarily formally organised. Recognizing and choosing the partnerships according to our vision, focus areas and profiles is important for Laurea. Some of Laurea partners are considered strategic, however the criteria has not been discussed yet and these partners have not been named specifically. Different partners may be strategic for different purposes. Likewise, on a general level the aim of networks varies. Different forms of cooperation have been emphasised in different partnerships, for example: funding, research, knowledge transfer, or development of education. At the same time we need partner universities for student exchanges.

2 Internationalisation activities in practice

2.1 Process of internationalisation, forms and procedures

Laurea's operations are described as four processes. The Learning by Developing process, which integrates regional development, pedagogy and research and development, has been chosen as the core process. The core process is supported by the Education process, the Strategy and Management process and the HR process. The operational processes are closely connected with Laurea's strategic policies.

2.1.1 Learning by Developing process

The aim of the Learning by Developing process is to produce high-quality learning. The aim of the process is also to anticipate the changes occurring in the operating environment and to influence them. The operational objectives are to develop new future-oriented competence, to promote the employment of students and to carry out effective innovation activities to be used, for example, for commercial purposes.

The European Qualification Framework (EQF) has served as the foundation for the competence targets of Laurea's curriculum process, and Laurea's generic competences are comparable to the definitions for European and national generic competences. Laurea's innovation LbD (Learning by Developing) has gradually developed into an operational model where student-centred learning is integrated into R&D. At the same time the focus of internalization shifts from the traditional situation, where students moved into R&D-activities, to where international expertise will be moved.

Internationalisation of R&D is emphasised in Laurea strategy 2010-2015. Laurea's Research and Development Strategy is based on a vision of the basic prerequisites for economic and social welfare in the European Union and Finland, as well as on a prediction of the future development of Laurea's area of operation. The objective of Laurea's R&D&I activities is to support metropolisation, strengthen cluster development, bring about influential innovation activities and reinforce international competence transfers.

Recent areas of focus related to internationalisation are:

- connections with global value networks
- joining international R&D partnerships and the R&D&I community

Laurea's R&D&I and entrepreneurship activities, in conjunction with the open innovation ecosystem in the Larger Helsinki Metropolitan area, enrich each other and vary in iterative cycles. Whilst students are at the centre of operations, these activities form Laurea's competence development continuum. Considering the vital role of the quality of HEIs as a factor in international competition and the evolving nature of R&D&I in UASs, Laurea has continuously developed its organisation together with its research policy and culture as part of the continuously evolving European Innovation Ecosystem. Laurea considers the presence of an element of novelty as vital, and throughout the co-creation of innovation Laurea and its various stakeholders improve their own operations and have an impact on society. Numerous awards and partnership invitations demonstrate that Laurea is seen as an acknowledged and desired partner, both in the metropolitan area and internationally.

Several international conferences and seminars have been organized at Laurea in the last years to enhance international knowledge transfer: The European Social Work Symposium, LbD conferences, Service Innovation and Design seminars and seminars in security.

2.1.2 Education process

The aim of the Education process is to handle centralised student applications and student affairs services as an official task. The purpose is to fulfil the curriculum in accordance with the Pedagogical Strategy. The aim is that students will develop learning and professional growth in line with their personal study plans and that the studies will progress smoothly.

Degree programmes in Finnish

Laurea created new curricula starting from the academic year 2010-2011. This transformation provides the units an opportunity to highlight their profiles also in the curricula. It was also decided that according to the recommendations of the MoE strategy all curricula will include international elements. This can consist of studies in foreign languages (minimum 30 ECTS), international contents, language and cultural studies, international joint studies (e.g. intensive programs or virtual studies), materials and assignments in foreign languages and mobility. Implementation of the international elements for each student will be planned in personal curricula. Internationalisation was visible in the older curricula as well.

Laurea has a wide network of cooperation organisations around the world for the student mobility. Nevertheless, Laurea encourages internationalisation of its students through the internationalisation at home - Studying in foreign languages, weighting international themes in studies, different intensive study units, international tutoring and participating in international projects. Laurea's wide-ranging language programme makes it possible to also study languages and cultures. International theme days, events, projects and visits by experts are part of the day-to-day operation of Laurea.

In addition to Laurea's own study offer studies on Development cooperation and Cultural competence have been created in FUAS cooperation.



Figure 2: Internationality as part of a student's path

Degree programmes in English

Laurea offers sixteen Bachelor's degree programmes, seven of which are totally in English and twelve Master's degree programmes, two of which are conducted in English (see Appendix). The development of the programmes is the responsibility of the units. In addition there is a Development group of English Degree programmes which consists of representatives of the programmes, international services, admissions office and LAUREAMKO.

The tutoring of the students is the responsibility of the programmes. Academic counselling is provided by tutor teachers. Tutoring and advice on living in Finland and student life is provided by student tutors educated by LAUREAMKO. Integration to Laurea and the Finnish society is supported by systematic tutoring. LAUREAMKO and joint services organise a joint orientation day for all students in English programmes in the beginning of the studies. The students are offered possibilities for developing their language skills, English and Finnish. In Laurea Language programme a certain language skills requirement is set for teachers of English programmes.

A FUAS project on Work life oriented development of English Degree Programmes was started in autumn 2011. One of the objectives of the project is enhancing the quality of Degree Programmes, enhancing the integration of students, advancement of studies and employability of students.

Double Degrees and Joint Degrees

At Laurea it is possible to complete a Double Degree in two units and on two fields of study. Some joint degree programmes are in the planning stage. (See Appendix) Double Degree means that a student will graduate from both Laurea and from a partner institution, provided that the student fulfils the requirements for graduation at the home institution as well as the additional requirements of the host institution. There is always a compulsory exchange semester or semesters included in the double degree. A Joint degree is a degree programme created and implemented by several HEIs that leads to one degree certificate. Common Laurea guidelines have been created to support the planning and implementation of the degrees.

Student mobility

The international competence of students is consolidated also by well-executed mobility periods abroad. International mobility and creation of further international contacts have been in the core of Laurea's internationalisation from the very beginning. Mobility is organised mainly through Erasmus, Nordplus and FIRST programmes or based on bilateral agreements. In addition to student exchanges, some of the incoming students accomplish their internships in the organisations and companies in the greater Helsinki region, as well as Laurea's own research and development environments (labs).

International actors in joint services and units and the LAUREAMKO representatives form an internationalisation group that meets 4-5 times in academic year to coordinate and develop the mobility activities.

Export of education

Export of education is strongly emphasized by the MoE at the moment. This includes e.g. studies offered abroad or in Finland, educational consultancy, and other products like technology enhanced learning (digital games, learning platforms etc.) or platforms like the Living Labs in order to bridge the gap between education, innovation and entrepreneurship.

Knowledge export has been considered as a long term aim and a subject of a careful policy at Laurea. Distinction from other service providers with specific knowhow or HE innovations like LbD has been considered as important whenever the export operations will take place. Within the FUAS there are joint activities related to the export. Laurea would need to have a niche that will add value to its stakeholders. The importance of concentrating on selected countries and fields of expertise was mentioned in the discussion on Laurea's architecture for internationalisation. The need to focus on places where Laurea's R&D&I will be visible was stressed. R&D&I process was thought as an important tool to associate foreign partner students and teachers or researchers with Laurea. This aspect has already been started to be implemented in some labs. Further motivation from lecturers and researchers may enhance an effective knowledge sharing in real life projects and consequently a successful export and import of knowledge, through the dissemination of the projects' results to organisations and companies in Finland and abroad. Export of LbD has started in autumn 2011. Laurea participates in Future Learning Finland -cooperation as well.

2.1.3 Strategy and Management process

The objective of the Strategy and Management process is to lead the expert organisation in the direction of the strategic intent so that the strategic objectives are fulfilled and the operations are purposeful and productive. Management at Laurea consists of strategic leadership and target-oriented creation of opportunities in a communal, reciprocal process.

Laurea's operation is guided by common values, strategic intent, strategies and quality system. A vision-based management model is implemented at Laurea. It enhances directing the activities of units according to the strategic decisions.

The vision-based management is implemented in the operating environment of the larger metropolitan region, where Laurea works as a transmitter and mediator of international competence and focuses increasingly on international partnerships.

Figure 3 describes Laurea's organisation as of 1.9.2011.

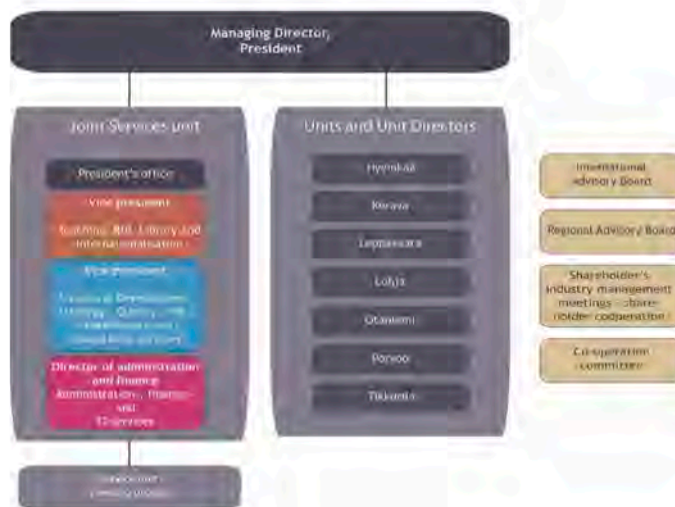


Figure 3: Laurea organisation

Laurea operates on seven units of different sizes and profiles. The organisation model generates a genuine multidisciplinary nature and effective regional development for the metropolitan area. Pedagogical management of units adheres to Laurea's uniform management model, whereby the director is responsible for the unit's cost-efficiency, productivity and innovativeness.

The task of IAB is to support the strategic development of Laurea. IAB members are experts from international HEIs. The strategic intent for 2009-2012 is to support the mission of Laurea.

The government funding to Laurea is decentralised to fulfil the requirements of all Laurea units. Additionally, Laurea receives various funding for international activities from Tekes and European Union.

2.1.4 HR Management process

The HR Management process is based on Laurea's HR Management programme. The objective of the HR Management process is a committed and motivated staff. The goal is a healthy staff with competence appropriate to the strategic objectives.

Increasing international staff mobility is one of the aims set in the performance agreement between Laurea and MoE. This is one of the critical success factors in the strategy of Laurea 2010-2015 as well. In addition to outgoing and incoming mobility staff internationalisation is supported by offering training in English language and cultural competence by Laurea and through networks such as FUAS and HERA. Participation in international projects enhances internationalisation as well.

In addition to Finnish staff Laurea has recruited also international staff. Especially the numbers of international trainees and project workers has increased lately. Staff services in English have been developed lately as well.

2.1.5 Support services

Laurea has support services that promote the operational processes.

In the service unit, directors and planners of international activities and R&D&I develop the processes, provide centralised services and support the units. Each unit or degree programme has a person responsible of international activities, an international coordinator (or equivalent), whose responsibility is the management of mobility and development of curricula, education and R&D&I concerning internationalisation in co-operation with other staff. In the following the support services that are relevant concerning international activities are described.

Admissions office / student office

Laurea admissions office and student offices serve the applicants and students, staff and interest groups both in Finnish and English. The admissions to English programmes are coordinated by the admissions office, the entrance exams are organized by the degree programmes.

Financial services

Financial services follow and report the budget of international activities and support the follow up of the finance of individual projects.

Information services

Information services produce information on the volumes of international activities as a part of the follow-up of Laurea's activities.

eLearning Services

eLearning Services provide technical solutions to support international activities, e.g. studies in English, tutoring of international studies and international meetings.

Tutoring, guidance and wellbeing services

Tutoring, guidance and wellbeing services have been developed to serve the international students as well. The aim of guidance is to support the students' professional growth and development. Laurea's guidance services consist of tutoring, counselling and communication functions. Special education teacher, students' counselling services and the students' officers are some of the examples available for supporting the students at Laurea. Regarding healthcare, there is an on campus school nurse, who can provide guidance and advice as to where to seek further help, whenever necessary.

Communications and marketing services

Implementation of international communications is one of the aims of strategic communications in 2011 - 2012. Laurea has not been very active in international marketing and student recruitment; we have marketed mainly under the national and regional umbrellas like CIMO (Center for international mobility), Pinnet, HERA (Helsinki Education and Research Area) and lately also FUAS. The marketing of LbD activities is among the challenges.

The main media of communications and marketing are the webpages of Laurea, in internal communication Intra. The aim is that information is produced in English as well; this is the responsibility of those who produce information. Help in translation is provided. The Kehittäjä-magazine contains articles in English as well. Study guides, Laurea Facts and other guides are provided in English as well.

The marketing of English programmes is planned in a group where there are representatives from marketing, admissions office, units and international services.

Library

Library serves both Finnish and international students and staff members in Finnish and English.

The student union LAUREAMKO

Laurea students benefit from LAUREAMKO, both Finnish and international students participate in the activities organised by the union. Among other responsibilities, LAUREAMKO coordinates the tutoring activities as well as 'trains [student] tutors to assist the foreign degree students as well as the incoming exchange students in order for the students to become familiar with Finland and the Finnish culture. ([www.laureamko.fi /international activities](http://www.laureamko.fi/international-activities))

2.2 Responsibilities of international activities

Enhancement of internationalisation is a part of work off all Laurea staff members. In the following responsibilities concerning internationalization of different actors are described.

Managing director, president exercises the power of decision defined by the polytechnic's act (351/2003) which he can delegate to his subordinates when the law and regulations permit.

Vice president (Teaching, R&D&I, library and internationalisation) is in charge of e.g. the development, planning, coordination and follow-up of international activities according to the strategic objectives. Decides e.g. on the practical guidelines of international activities, unless the task belongs to the president or the board of Laurea University of Applied Sciences.

Vice president (Structural development, strategy -, quality -, HR -, stakeholders - and educational services) is in charge of e.g. the activities of the International Advisory Board.

There are **actors with responsibilities of international activities in Laurea's joint services**. Since the change of organisation starting from 1.9.2011 is still in process all responsibilities have not been defined yet.

These responsibilities will include e.g.:

- Strategic internationalisation of Laurea
- Creation of the genuinely international higher education community
- Internationalisation of studies and students (incl. Internationalisation of curricula, mobility, development of English programmes)
- Internationalisation of R&D&I
- Export of expertise

- Development of staff mobility

Directors of the units

- manage e.g. the international activities of the unit according to Laurea's strategic intent and goals

International actors in units

- are in charge of coordinating the international activities of the unit as well as of implementing and following processes in cooperation with other actors in the unit

2.3 Self-evaluation of internationalisation activities in practice

Internationalisation of the curricula

According to the MoE Internationalisation strategy, 'Higher education institutions will incorporate into all their degrees a module supporting internationalisation'. This still needs to be developed at Laurea, there are differences between the units. Studies that support internationalisation are partly described in the curricula, but the path of the student has not been described in every curriculum and the personal study plan of each student. International virtual studies and intensive programmes should be developed. Also international cooperation in curriculum development should be increased.

International degree seeking students

Several challenges concerning international students arise from students' observations in the evaluation of International architecture and International Student Barometer.

Laurea got good feedback on language support, research, work experience, earning money, student union, meeting staff, host and other friends compared to other Finnish HEIs. Learning support, assessment, course content, course organisation, social facilities and activities, sport facilities, IT-support, health centre, international office, formal welcome and study sense were poor compared to other Finnish HEIs in the ISB-feedback.

Student mobility

Developing the information concerning mobility, planning of mobility as a part of the personal curriculum, more possibilities/partners for mobility, development of the orientation and support during mobility are development ideas that have been presented in the feedback of the support services (2009 and 2010). In addition the architecture created by Laurea Labs for receiving international students should be disseminated. It provides a fruitful environment to enhance the integration of international educational activities and R&D&I.

Employment of international students / regional development

Helsinki Metropolitan area is lacking skilled work force and increasingly needs to import international knowledge workers. However the employment of international graduates is a challenge. In addition to long-term contracts, companies are looking for more flexible ways for recruiting knowledge workers to their projects. With regard to the exchange schemes to Laurea, the so called 'international expertise services (IES)' has been developed. It enables long-term R&D trainee periods that focus on an interest in R&D and knowledge and involves students from all over the world. This concept could be disseminated at Laurea. The employability of international students should be developed otherwise as well, e.g. through offering help with placements and career services.

R&D&I

In 2010, an international research review was conducted at Laurea. In its report, the external evaluation board made recommendations, which have been taken into consideration as far as

possible in the development of Laurea's research policy, organisation and culture. The recommendations pointed out the importance of successful research policy and an appropriate management strategy based on Laurea's position in the knowledge diffusion process. Whilst the LbD strategy was considered as highly successful, it was recommended that the benefits of the LbD model could be extended to R&D&I. It was also pointed out that personnel training and recruitment for research positions should reflect competences in methodology and methods. Likewise, it was recommended to choose "partner organisations very carefully". Moreover, the international evaluation board recommended standardised and streamlined guidelines for principal investigators, tools and appropriate indicators for reviewing R&D&I activities, and support for European research project development and quality assurance. Finally, it was recommended that the amount of competitive financing should be increased. This, however, is a problem: the limit of possible self-financing has been reached at some of Laurea's campuses.

Laurea's scientific publications should be visible in international arena, e.g. through having Laurea innovation webpage or a link from Laurea webpage for dissemination of project results and best practices.

International staff

International staff recruitment should increase. In the language policy the international staff should be taken in to account. English should be used to enhance participation and the development of Finnish language skills of the international staff should be supported.

Increasing the amount of teacher and staff exchange towards Laurea and better utilization of this would be useful. This would also help in the reputation of Laurea abroad, since staff can influence the systems in a greater effect than mere exchange students can. Furthermore, the R&D environments (labs) could integrate more foreign researchers, whereby the expertise of the researcher could be disseminated in a small extent to Laurea students and lecturers in the projects. The international student recruitment can be aligned with the opportunity of international students benefiting from the R&D&I environments.

Marketing

Aspects mentioned in the internationalisation of the curriculum section will also play a very big role in the International student recruitment. Developing the quality of educational programmes offered is important. Better information about the degree programmes at Laurea, in both Laurea and its units' websites, is needed.

Things like generating more international projects, increased R&D&I collaboration, having a focal area of where does Laurea want to be as far as internationalisation is concerned as well as becoming an active player globally are issues that could be associated with the development of the international student recruitment. Defining with degree programmes the strategic policy from where we want to have students is an important point to consider as well.

Producing texts in English is heterogeneous at the moment. The new web services should be executed with equal quality in English. R&D&I partners (potential and current) should be better acknowledged internationally, also in marketing sense. This is best and most cost-effectively done online and by means of email marketing.

The goals of internationalization and international marketing should be defined. This includes e.g. the following questions:

- Defining the target group: cooperation partners (R&D&I), student recruiting, teaching staff recruiting and their prioritization
- Geographical prioritization by product and/or function
- Organizational defining of responsibilities, centralized or decentralized

3 The assessment and feedback practices of international activities

Laurea's strategy implementation plan is a tool to evaluate Laurea's operations. Laurea's success factors can be considered key to the fulfilment of strategies and strategic intent. Indicators and target levels are set for these critical success factors. Besides result information related to the critical success factors Laurea also collects other feedback and evaluation information. Out of these, a significant development material is formed by student feedback concerning international activities and feedback information produced by international evaluations.

3.1 International partners' participation in evaluation

IAB activities support Laurea in management according to the vision and give feedback for developing activities. International evaluations are an established part of developing Laurea's activities. Laurea has been active in organizing international evaluations where external evaluators have given independent feedback for developing the LbD model. The Learning by Developing model was evaluated in 2008 and 2009 by an International Review Panel. International feedback is gathered also for developing curricula, action models and learning environments (e.g. Quality Teaching-project, Curriculum Review). An international Research Review was implemented in 2010.

3.2 The assessment and feedback procedures of international activities

The strategy implementation plan describes the critical success factors and the corresponding indicators, which enable to steer activities strategically towards the desired results. Laurea's strategy implementation plan is drawn up for the validity periods of the agreement with the MoE. Laurea has now the third strategy implementation plan in use. Indicators and target levels have been set for these critical success factors, and their attainment is measured through annual interim assessment and final assessment at the end of the plan period.

Critical success factors and indicators of Laurea's strategy implementation plan 2010-2012 that are connected to internationalisation:

- Learning by Developing as a critical success factor:
 - Indicator: **Participation in international evaluations, number during calendar year.**
 - Laurea's target: International evaluations are conducted regularly. In 2012 the FUAS International Curriculum Review will be conducted.

International Curriculum Review serves as a continuation to the international evaluation of the LbD model and Quality Teaching / OECD during the previous target agreement term, creating a foundation for the further development of the model in the context of creating future competence in line with the strategic intent.

- Research and development, innovation and regional development as a critical success factor:
 - Indicator: **International R&D&I funding**
 - Laurea's target: International R&D&I funding will grow in all areas of focus.
- Competence, personnel and financial management as a critical success factor:
 - Indicator: **Internationalisation of personnel**
 - Laurea's target: the promotion of international mobility initiatives (lasting at least 1 week) by teacher and researchers to the number of full-time lectures is 1,0.

In addition to the critical success factors of the strategy implementation plan, also other monitoring and evaluation data is collected and analysed:

According to the Performance agreement the number of outgoing or incoming student exchanges (more than 3 months) at Laurea should be 460 on average in 2010- 2012. The number of students going for exchange from Laurea for more than 3 months shows an increasing trend until 2010. Student exchange to Laurea from partner institutions increased until 2007 strongly, since then it has decreased slightly and increased again in 2010. The number of outgoing or incoming student exchanges for more than 3 months was 514 in 2010. (See Appendix)

According to the Performance agreement the number international degree seeking students at Laurea should be 550 on average in 2010- 2012. (See Appendix)

Students as evaluators of intl. activities:

The student feedback system includes feedback questionnaires measuring the quality of education and the professional growth of a student as well as immediate feedback. The feedback is gathered regularly from all students in degree-seeking education. International degree students give study unit feedback, beginning feedback, placement feedback and graduation feedback as all other students. An alarm limit has been set for the results of the student feedback system and it acts as a mechanism for recognizing insufficient quality. Moreover, in 2011 Laurea took part in an international I-graduate survey which investigated the foreign students' experiences of studying at Laurea and in Finland. The next survey will most likely be implemented in 2013.

In addition to numbers also the content and quality of mobility has been developed. Laurea collects electronic feedback from all mobile persons as a part of the quality system, and develops the mobility programmes accordingly. The feedback concerning the arrangements such as the student tutoring system at Laurea has been very positive. The management of all mobility has been developed as well; the SoleMOVE-database is in use since 2011.

The feedback system of staff mobility is being developed. The previous feedback form has not been used for a year and it will become part of the mobility report filled in in the SoleMOVE system in the future.

Laurea's support services collect feedback also about international services from both students and staff. The results of the feedback questionnaires are utilized variedly in the development of Laurea's international activities. The feedback is processed in the meetings of international actors on Laurea level as well as partly on unit level and also in the units as part of the quality system.

3.3 Self-evaluation of the assessment and feedback practices of international activities

IAB and international evaluations have provided useful feedback on developing Laurea's activities. However, since the strategic partnerships have not yet been defined, Laurea's international partners do not participate systematically in the evaluation of activities.

The indicators from the MoE are mainly qualitative and do not describe the quality of international activities. Because of this, Laurea collects qualitative feedback in several ways. The feedback concerning internationalisation of studies in the form of student feedback provides useful information. Also the feedback concerning student and staff mobility activities has been used to develop these activities. Publishing the feedback and reports for others who may be

planning a mobility period is being developed as part of the implementation of the new system for administrating international mobility.

4 Development of international activities

4.1 Development activities and main results

The follow-up and feedback information received on international activities is used as a starting point for developing international activities. The feedback information is utilized both on Laurea and unit level. In the following the emphasis is on activities connected to the critical success factors of the strategy implementation plan.

Participation in international evaluations

- has developed the activities that have been evaluated at Laurea as a whole and has brought international reference information for the development
- has developed Laurea's networks

International R&D&I-funding

- has grown significantly thanks to e.g. expanded international networks, increased funding competence

Internationalisation of personnel

- increased international competence of the personnel has increased Laurea's internationalization as a whole, it has e.g. increased the internationalization of students and R&D&I

Student and staff feedback related to international activities and development activities based on them

- based on the feedback the development of internationalisation competences in the all curricula, English degree programmes and mobility activities have been developed

4.2 Self-evaluation of the impact of development activities and the follow-up and evaluation of the impact

The development is systematic on Laurea level e.g. using the maintenance manual. The units have their own procedures concerning utilisation of feedback.

5 Summary of strengths, weaknesses, opportunities and threats of international activities

<p>Strengths:</p> <ul style="list-style-type: none"> • Strong emphasis on internationalisation in the strategy • Long-term and committed international activities staff • Increased interest in international activities on the whole Laurea level • Well established cooperation between international office, units and LAUREAMKO • International weeks etc. events increased in units • Continually growing number of international exchange and degree students • Student feedback on mobility mainly positive • Studies and services of international students partly functional 	<p>Opportunities:</p> <ul style="list-style-type: none"> • International strategy will be completed in 2012 • The roles and responsibilities of international actors will be clearer after the organizational reform • Deepening and diversifying long-term cooperation relationships • Sharing best practices of the units, e.g. orientations and social programme for foreign degree and exchange students • A new system for managing international mobility has been taken into use, as it develops informing about mobility possibilities will be better • Developing staff mobility content-wise • Cooperation between old and new English degree programmers • Multicultural higher education cooperation supports internationalization at home and of the region • Internationalization is promoted by foreign language study units in all programmers • There is a growing number of people with immigrant background who want to and can study in Finnish
<p>Weaknesses:</p> <ul style="list-style-type: none"> • Uneven internationalisation of units and degree programmes • The number of joint and double degree programmes • Informing in English • Development needs in the studies and services of international students 	<p>Threats:</p> <ul style="list-style-type: none"> • Implementing internationalization goals alongside all other challenges • Internationalization is not seen as part of one's own work • Shortage of resources as the international RDI activities continue to grow • Increase in problems with placements and employment of foreign degree students • Finland, region or Laurea is not attractive enough for foreign degree students • All incomers (e.g. exchange students) cannot be accepted because of resource shortage

References

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Laurea-ammattikorkeakoulu oy:n säännöt 2011

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Laurea-ammattikorkeakoulun viestintäohjelma 2011 - 2012

Laurean markkinointiohjelma 2011 - 2012

Student Centred R&D Work Integrated in Learning, Laurea 2010

Appendix: Laurea's volumes of international activities

ENGLISH DEGREE PROGRAMMES:

Bachelor's degree programmes in English: Business Management, Business Information Technology, Nursing, Social Services, Tourism, Facility Management, Security Management.

Master's degree programmes in English: The Master of Health Care (Health Promotion) and Master of Business Management (Service Innovation and Design).

DOUBLE DEGREES:

Laurea Tikkurila:

Transatlantic Dual Degree in Nursing with Semmelweis University (Hungary) and Nazareth College (USA)

Laurea SID Leppävaara:

Double Degree in Business Management with Steyr School of Management (Austria)

Double Degree in Business Management with ESC Bretagne (France)

STUDENTS WITH FOREIGN NATIONALITY PER DEGREE PROGRAMMES IN ENGLISH (kansalaisuus, WinhaPro)

Laurean koulutusohjelma	2010		2011	
	Lukumäärä	Osuus %	Lukumäärä	Osuus %
DP in Business Management	194	61,0	193	59,0
DP in Security Management			12	37,5
DP in Business Information Technology	40	74,1	70	81,4
DP in Nursing	64	71,1	61	67,8
DP in Social Services	43	48,3	45	48,4
DP in Facility Management	23	82,1	48	80,0
DP in Tourism	39	43,3	53	43,8
DP in Service Innovation and Design	9	47,4	13	32,5
DP in Health Promotion	9	47,4	5	71,4

ULKOMAALAISTEN (KANSALAI SUUS) SUORITTAMAT TUTKINNOT (amk- tutkinto ja ylempi amk-tutkinto yht.), Tilastokeskus

Taso	2010		
	Ulkomaal. Tutkinnot lkm	Kaikki tutkinnot lkm	Ulkomaalaisten osuus % kaikista tutkinnoista
Laurea	39	1222	3,19

TUTKINTO-OPISKELIJOIDEN VIERAALLA KIELELLÄ SUORITTAMAT OPINNOT (OP), muu kuin suomi, ruotsi ja saame (OKM raportointi)

Taso	2010	
	Vieraalla kielellä suor. opintopisteet lkm	Vier. kielellä suor. opintopist. osuus % kaikista
Laurea	32979	10,9

ULKOMAALAISEN (KANSALAI SUUS) HENKILÖKUNNAN MÄÄRÄ (päätoimiset, henkilötyövuosia) (OKM raportointi)

Taso	2010			
	Opetushenkilöstö, htv	Muu henkilöstö, htv	Yhteensä htv	Ulkom. henkilöstön (htv) osuus %
Laurea	6,8	16,1	22,9	4,4

KANSAINVÄLINEN (ULKOMAALAINEN YRITYSRAHOITUS, EU-RAHOITUS, MUU ULKOM. RAHOITUS) T&K-RAHOITUS EUROJA (Tilastokeskus raportointi)

Taso	2010	
	Kansainvälinen t&k-rahoitus €	Kansainväl. t&k-rahoituksen osuus % koko ulkoisesta rahoituksesta
Laurea	966486	22,9

ULKOMAALAISET JULKAISUT (artikkelit, kirjat, av-aineistot ja tietotekn. ohjelmat yht.) (OKM raportointi)

Taso	2010	
	Ulkom. julkaisut, lkm	Ulkom. julkaisujen osuus % kaikista julkaisuista
Laurea	30	34,1

KANSAINVÄLINEN LIIKKUVUUS
v. 2010

23

	Suomesta >=3 kk		Suomeen>=3 kk		Suomesta 5pv<3 kk		Suomeen 5pv<3 kk		Opettaja- ja asiantuntijaliikkuvuus > 1 kk		Opettaja- ja asiantuntijaliikkuvuus < 1 kk	
	Opisk.	Harj.	Opisk.	Harj.	Opisk.	Harj.	Opisk.	Harj.	Suomesta	Suomeen	Suomesta	Suomeen
ESPOO												
LEPPA												
LEPPAH	36*)	14	106	1	0	4	0	0	1	0	34	5
LEPPAM	32	14	38	6	2	1	0	0	0	0	27	9
LEPPAN	6	0	11	3	0	0	0	1	0	0	6	5
LEPPAT	7	2	0	0	2	0	0	0	0	0	5	0
LEPPA, YLEINEN										0	8	0
LOHJA												
LOHJAH	6	0	0	0	0	0	0	0	0	0	3	0
LOHJAS	0	1	3	0	0	6	0	0	0	0	2	0
LOHJA, YLEINEN										0	1	0
OTANI												
OTANIH	12	3	0	0	0	1	4	0	0	0	3	2
OTANIS	1	25	2	3	1	14	0	2	0	0	6	3
OTANI, YLEINEN										0	1	0
ESPOO YHT.	100	59	160	13	5	26	4	3	1	0	96	24
VANTAA												
HYVIN												
HYVINH	23	4	16	6	3	0	23	1	0	0	9	4
HYVINS	0	5	2	2	0	3	0	2	0	0	5	5
HYVIN, YLEINEN										0	1	0
KERAK												
KERAKH	23	4	4	0	1	2	0	0	0	0	2	0
KERAKM	17	2	6	0	1	6	0	0	0	0	3	1
KERAKN	1	0	0	0	0	0	0	0	0	0	0	1
KERAK, YLEINEN											2	1
PORVOS	0	4	0	0	0	0	0	0	0	0	1	1
TIKKUS	14	30	19	0	0	9	0	0	0	0	23	13
TIKKU, YLEINEN										0	3	0
VANTAA YHT.	78	49	47	8	5	20	23	3	0	0	49	26
RATAX									0	0	15	2
LAUREA YHT.	178	108	207	21	10	46	27	6	1	0	160	52
v.2010	286		228		56		33					

v. 2009	187	173	100	37	1	0	129	66
v. 2008	190	204	50	21	1	2	90	40
v. 2007	155	218	87	14	1	1	81	36

v. 2006	150	161	94	18	1	0	70	39
V. 2005	162	131	48	49	3	2	83	47
V. 2004	224	106	122	21	3	1	83	76
V. 2003	200	98	124	56	0	2	74	51

