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Turku University of Applied Sciences CORPORATE SOCIAL RESPONSIBILITY REVIEW



TURUN AMMATTIKORKEAKOULU
TURKU UNIVERSITY OF APPLIED SCIENCES

MISSION: The purpose of Turku University of Applied Sciences (TUAS) is to offer multidisciplinary higher education and conduct applied research and development to meet the needs of working life and businesses in Southwest Finland.

VISION: Turku University of Applied Sciences is a higher education institution that supports innovation, has international recognition of high quality, and increases the competitiveness and well-being of Southwest Finland.

VALUES: Customer-orientation, professionalism, result-orientation, community-orientation and impact

STRATEGIC PLAN: The strategic plan of TUAS contains two central themes:

- Innovation pedagogy and life-long learning, and
- Implementation of structural reforms that support growth and regional impact.

▶▶▶ The strategic plan is available in its entirety at www.tuas.fi > About us > Strategy

Photo: Jussi Vierimaa

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Turku University of Applied Sciences Corporate Social Responsibility Review

The rector's review.....	4
Introduction to the review contents	4
The objectives of corporate social responsibility	5
Administration and organisation.....	6
Strategic management and quality assurance.....	7
TUAS – Diversified educational community	8
RDI activities	9
Stakeholder collaboration	10
Economic responsibility.....	12
Environmental responsibility.....	14
Social responsibility	
Students.....	17
Staff.....	21
Working life	24
CSR contact persons.....	27
Contact information	28

THE RECTOR'S REVIEW

STAKEHOLDERS CONNECT UNIVERSITIES OF APPLIED SCIENCES TO THEIR RESPECTIVE REGIONS

Some decades ago the concept of stakeholders was narrow. Stakeholders were understood as funding bodies which invested in and held their stakes in a company to collect dividends. Nowadays, the concept of stakeholders is wider and includes all those bodies that have an interest in an organisation.

The relationship of the universities of applied sciences with their stakeholders has been defined in the stipulations. The mission of these institutions includes not only education but also applied research development and artistic work, which serve education and support working life and regional development.

The success of a university of applied sciences and the support of regional development are largely based on the ability of the institution to take care of stakeholder collaboration. Stakeholders include all those organisations, groups and people who and which are able to have an influence on the main tasks and the achievement of the objectives of the institution. Internal stakeholders include not only personnel but also students. The rest are external stakeholders.

The importance of external stakeholders increases when funding from central government is decreasing. Higher education institutions are looking for external funding from various domestic and international sources. International funding has become especially important for the universities

of applied sciences. Nearly one-third of financing for research and development comes from the European Union. Turku University of Applied Sciences has been the most successful Finnish higher education institution in obtaining Erasmus Lifelong Learning funding during the last five years. That is evidence of high-quality stakeholder collaboration, because the funding body has wanted to continue the collaboration with the institution.

Turku University of Applied Sciences has tens of financing bodies. At first glance, the funding seems to be scattered. The basic principles of funding are, however, based on the social views and the carefully planned strategic plans of the financiers. Universities of applied sciences apply for funding which is related to their fields of education and strategic focal areas. In this way, the funding corresponds with the core know-how of the universities of applied sciences, making it possible for students to also be involved in project activities.

Stakeholder collaboration is also important from the viewpoint of quality assurance, because the quality audit of the Finnish Higher Education Evaluation Council includes interviews not only with management, teachers, other personnel and students but also stakeholders. Therefore the quality assurance system should also cover the quality assurance of stakeholder collaboration.

The main stakeholder groups of a higher education



Photo: Dunja Myllylä

Juha Kettunen
Rector, Turku University of Applied Sciences

institution are related to those processes and structures that help the institution to educate, carry out other duties and reach its objectives. The stakeholder relationships have been described in detail in the process flowcharts and cards of research and development, support services and education. The personnel and students of the institution have widely participated in the descriptions of the processes.

Stakeholders should also be considered from the viewpoint of external impact, finance and organisational learning. Turku University of Applied Sciences has identified its main stakeholders and collected systematic information about their activities. The activities have been described using extensive statistics, which are presented in this corporate social responsibility review.

INTRODUCTION TO THE REVIEW CONTENTS

The corporate social responsibility report of Turku University of Applied Sciences has established its role as a central channel of communication, used by TUAS for communicating about the starting points in its operations and the results of its work both to internal and external partners. The shorter, English-language version of the report, i.e. the **Corporate Social Responsibility Review**, is published every other year.

The review starts by presenting the basic strategic policy definitions, the method of administration and the stakeholder relations of TUAS. The main focus of the review lies in the sections covering economic, environmental and social responsibility. The sections in question describe how TUAS implements its corporate social responsibility in relation to its stakeholders.

The section on economic responsibility describes the economic efficiency of TUAS' operations and the economic impacts on the region. In the section on environmental responsibility, the positive environmental impacts on the region are presented, created by TUAS' educational and development activities. Furthermore, the negative environmental impacts caused by TUAS' operations are presented. Social responsibility covers, in addition to the human resources aspect, the learning and participation of students as well as the collaboration with working life. With the social responsibility indicators, we evaluate whether we have succeeded in being a responsible employer, place of study and working life partner.

»»» The reviews of previous years and additional information on TUAS' corporate social responsibility activities can be found at www.tuas.fi/CSR.



Photo: Elina Kivijä

Satu Helmi
Planner
Editor of the CSR report



THE OBJECTIVES OF CORPORATE SOCIAL RESPONSIBILITY

The corporate social responsibility of TUAS is developed in a target-oriented manner with the existing management systems. Strategy-based quality management and management by objectives based on a Balanced Scorecard (BSC) have been implemented since 2001.

The objectives of TUAS' corporate social responsibility are based on the values, strategic focus areas and operational goals of TUAS and on the climate and environment programme of the City of Turku.

Economic objectives

- In order to balance the economy, as many students as possible graduate within the set standard time according to the degree objectives.
- Most of the TUAS graduates find employment in the region of Southwest Finland as planned in the strategy. The competencies of graduates enforce the region's competitiveness, demand for services and tax revenue in the whole area.
- Continuing education and service activities together with RDI activities support the operations of companies in the region.
- External funding supports TUAS' development and brings in extra finance for teaching.

Environmental objectives

- Students assimilate the environmental responsibility themes of their field of education. Staff members are becoming more and more aware of the themes of sustainable development.
- TUAS reduces its environmental load, for instance, by using less heat, water and electricity.

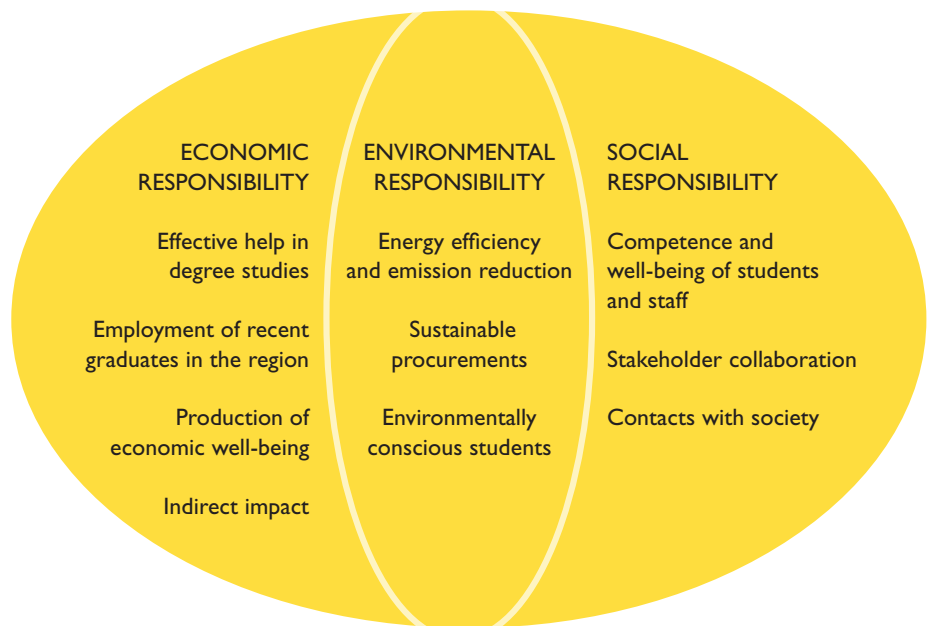
Social objectives

- TUAS is a high-quality and interesting place of study. The members of the higher education community feel that, in their working environment, they are appreciated and they are encouraged to develop further their competencies, and that the members' well-being is taken into account.

- The region's businesses consider TUAS to be an innovative and trustworthy partner. The experts in higher education are trusted, and students are appreciated as employees with internationally recognised, high-quality know-how.

More information on the sustainable development programme of the City of Turku can be found at www.turku.fi/english > City planning and the environment > Sustainable development.

CORPORATE SOCIAL RESPONSIBILITY OF A HIGHER EDUCATION INSTITUTE



RESPONSIBLE ACTIONS OF A HIGHER EDUCATION INSTITUTE

ADMINISTRATION AND ORGANISATION



THE UAS REFORM AND THE INCORPORATION OF TURKU UNIVERSITY OF APPLIED SCIENCES

Turku University of Applied Sciences is having changes ahead. The new Polytechnics Act, coming into force in 2014, will reform the funding and administration of the universities of applied sciences. All the Finnish universities of applied sciences will apply for operating licences in autumn 2013. Starting from 1 January 2014, the maintainer of Turku University of Applied Sciences will be Turku University of Applied Sciences Ltd. The owners of the limited company will be the City of Turku, with a 91% share, and the City of Salo, with a 9% share in the company. Thus, the new company will remain as a part of the Central Administration of the City of Turku.

The Board and the Managing Director of the Turku University of Applied Sciences Ltd are responsible for the duties defined in acts and decrees, and they answer for those to the maintainer. The Board, which includes 4–10 members, is in charge of the management and ensuring the functioning of the company. The owners of the company decide on the composition of the TUAS Ltd Board, which must comply with the current Limited Liability Companies Act and the Polytechnics Act. The company is run by the Managing Director.

The Board of TUAS and the Rector take care of the internal administration of Turku University

of Applied Sciences. The Board's chair is the Rector. In addition, the other management, the teachers and other staff with main occupation at TUAS, the TUAS degree students, and TUAS' working life representatives are represented in the Board. The TUAS management will be reorganised starting from 2015 onwards.

More information on TUAS' management, faculties and unit can be found at www.tuas.fi > About us.

STRATEGIC MANAGEMENT AND QUALITY ASSURANCE



The target agreement between the Finnish Ministry of Education and Culture and Turku University of Applied Sciences and the TUAS strategic plan determine the profile and focus areas of TUAS' education provision and operations. Resource planning is realised with the help of annually elaborated plans of action and internal target negotiations. The quantitative and qualitative objectives and the measures concerning the development of operations are defined in the plan of action.

QUALITY SYSTEM

A quality system refers to an entirety consisting of the organisational and management structure, regulations, processes, procedures and systems. This guides the management, staff and students to work according to the strategy, agreed principles,

set objectives and given promises. The purpose of the quality system is to find out how Turku University of Applied Sciences and its operational units have succeeded in their tasks, to produce useful information for developing operations, to ensure the appropriateness and controllability of the operational processes and practices in relation to the objectives, and to inform about the results and the quality of the operations to the higher education community and external stakeholder groups. Quality management is perceived as a cycle of development, which includes setting targets, defining courses of action, evaluation and development. The Development Director is responsible for the functionality and development of the quality system.

Instructions on courses of action can be found on the intranet, which is available for TUAS

staff and students and which serves as a quality manual as well. Student feedback helps to develop teaching. The management and supervisors receive information on the development of quantitative key ratios from the QlikView reporting system. Internal auditing of operational processes has proved to be useful. Students participate in internal auditing, evaluation and different development group activities.

TUAS passed the auditing of the quality system conducted by the Finnish Higher Education Evaluation Council in 2010. According to the external auditing group, the quality system covers extremely well UAS operations, and the parts of the system form a dynamic entirety. There are quality management-related development needs in support services, service activities, continuing education and RDI activities.

DIVERSIFIED EDUCATIONAL COMMUNITY



Photo: Heikki Rauhonen

Turku University of Applied Sciences is a multidisciplinary higher education institution. It offers education to serve and develop working life and entrepreneurship, applied RDI activities and holistic development of organisations. The three main objectives of TUAS' operations are: high-quality, professional education for the young on the higher education level; RDI operations; and regional development. These tasks are implemented in close cooperation with working life and other stakeholder groups.

The central influence area of TUAS is the region of Southwest Finland. Teaching is concentrated in two cities: Turku, where there are five different campuses, and in Salo. The majority of students are recruited from Southwest Finland, and the main body of graduates also find work in the region. Approximately 1,500 professionals graduate from TUAS yearly.

TUAS has developed multidisciplinary innovation pedagogy, which emphasises research and development activities, flexible curricula, entrepreneurship and service activities, and internationality. This means we can offer our students even better readiness for succeeding in the labour market, supporting also our region.

FIVE EDUCATIONAL FIELDS

Bachelor's and Master's degrees in the fields of:

- Arts and Media
- Social Services, Health and Sport
- Technology, Communication and Transport
- Social Sciences, Business and Administration
- Hospitality Management

– 45 degree programmes and approximately 70 specialisations

BACHELOR'S DEGREE

- The teaching at universities of applied sciences is working life-oriented combining theoretical studies with professional skills.
- The objective is to provide the necessary information and skills for professional expert tasks.
- Education is based on the requirements of working life.

MASTER'S DEGREE

- The student must have an applicable Bachelor's degree or other applicable higher education degree and at least three years of related work experience gained after graduation.
- Ten degree programmes conducted in Finnish and two in English.

ADULT EDUCATION

– Studies leading to a degree:

- There are 23 degree programmes targeted at adults.
- The degree can be completed while working full-time.
- The studies are independent by nature and complementing one's earlier studies and work experience.

– Continuing education:

- The goal is to maintain and develop professional competence.
- Education is arranged in several different ways, from theme days and seminars to vast specialised studies of 30–60 ECTS.
- The studies are arranged as multi-form, which enables studying also while working full-time.

OPEN UNIVERSITY OF APPLIED SCIENCES

- Possibility to study modules included in studies leading to degrees or their parts.
- The goal of the studies is to develop professional competence or to complete later a UAS degree.
- Anyone regardless of age or previous education can apply for the studies.
- Students are charged for studies at the open university of applied sciences.

More information can be found at www.tuas.fi.

RESEARCH, DEVELOPMENT AND INNOVATION



Photos: Janne Roslöf

The research, development and innovation activities (RDI) of Turku University of Applied Sciences are both future-oriented strategic work and swiftly reacting development work. The businesses and entrepreneurs in the region are supported, for instance, by being involved in the strategic centres for boosting innovations in Finland (SHOKs). They offer higher education institutions and research institutes long-term cooperation opportunities with companies in order to create new innovations.

Research groups embodying know-how

The research and development competence of TUAS has been put together in multidisciplinary research groups. In these research groups, there are experts in the same field but from different degree programmes and units working together. The aim is to increase the agility and renown of the activities and, in that way, to promote the national and international RDI cooperation which serves the region. The research groups will also have an essential role in making results visible among the scientific community and project partners.

RDI produces study credits

As agreed in the TUAS strategic alignment, students participate actively in projects. Together with teachers and working life representatives, learning is combined with the production and application of new information. This means students gain skills for producing innovations already during their study time. The number of ECTS credits completed within RDI activities has increased quickly during recent years.

More information:

▶▶▶ TUAS research and development projects can be found in the Projektori database at: <http://projektori.turkuamk.fi>

▶▶▶ The descriptions of the RDI programmes are available at: www.tuas.fi > Research and Development > RDI Programmes and Research Groups

STAKEHOLDER COLLABORATION

The existence of and justification for a higher education institution can be described and analysed using its stakeholder relations. Stakeholder relations become more important when higher education institutions are trying to increase their external funding for research, development, continuing education and other activities. It is necessary to describe and strengthen such stakeholder relations that are linked with the mission and future success of the institution.

According to the stipulations of the Finnish universities of applied sciences, full-time teachers, other personnel and degree students are members of the universities of applied sciences. Therefore they are internal stakeholder groups of TUAS. The rest are external stakeholder groups. Stakeholders collaborate in the core processes of the institution, which are research and development, support services and education.

The strategic partners are those mentioned in the strategic plan of the institution, or there are regulations, agreements and practices on forming a close collaboration with them. The other partners are those typically related to the projects of

research and development, continuing education or any other activity of the institution. The core customers are regular or permanent customers that buy products or services of the institution. The other customers are occasional or potential.

The processes and structure perspectives include the Consortium on Applied Research and Professional Education (CARPE) and the Finnish Higher Education Evaluation Council as strategic partners. The partners consist mainly of other higher education institutions and development companies with which TUAS collaborates in research and development projects, continuing education and other activities. The customers include advisory boards, which develop education, and employers, who or which provide practical training for students.

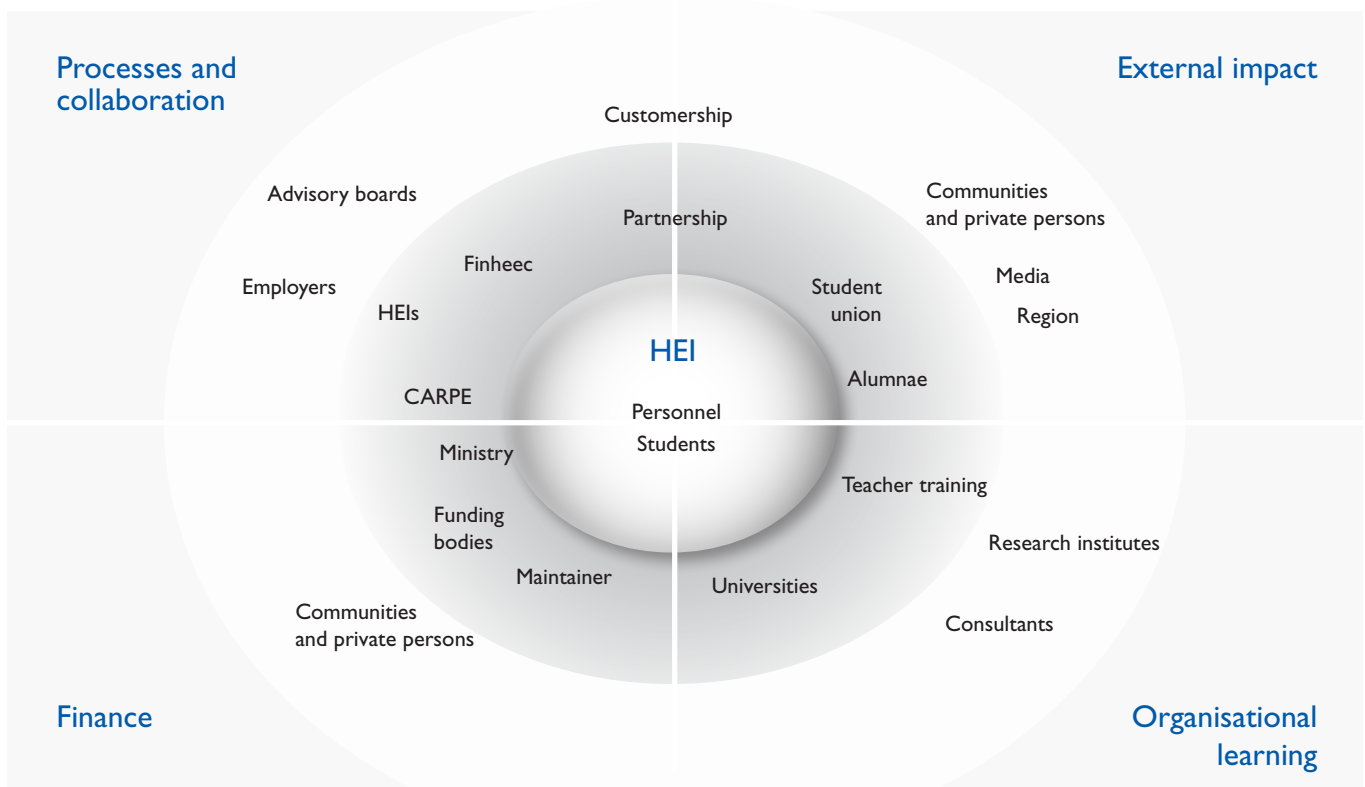
The external impact perspective includes the student union and alumni as strategic partners. The media and the region as a whole are core customers, because the purpose of the universities of applied sciences is to promote regional development. This perspective also includes communities and private persons that may be

core, occasional or potential customers. The products and services of the higher education institution are targeted at all these stakeholders in this perspective.

The financial perspective includes the Finnish Ministry of Education and Culture and the maintainer of TUAS as strategic partners. This perspective also includes many funding bodies which finance research and development and the continuing education of the institution. External income is also obtained from many communities and private persons that are customers and pay for education or other services.

The organisational learning perspective includes the teacher training units of the universities of applied sciences. This perspective also includes research universities where the members of the personnel pass their licentiate and doctoral degrees. Teacher training and post-graduate degrees are related to the required qualifications of teachers. This perspective also includes research institutes and consultants that work in many cases in reciprocal interaction.

TUAS STAKEHOLDER MAP





CASE

CARPE – STRENGTH FROM INTERNATIONAL NETWORKING

In internationalisation, it has become more and more important to create studious partner analyses, to find the best partner higher education institutions and to create strategic partnerships with these institutions. In November 2011, four European higher education institutions signed a strategic partnership agreement in order to form a cooperation network, CARPE (Consortium on Applied Research and Professional Education). The partners in the network include, in addition to TUAS, HU University of Applied Sciences Utrecht from the Netherlands, Hamburg University of Applied Sciences (HAW) from Germany, and Universitat Politècnica de València (UPV) from Spain. In addition, Manchester Metropolitan University joined the network in April 2012.

The aim of the network is to increase student and staff mobility and to develop degree programme collaboration between higher education institutions. The multidisciplinary education and RDI activities offered by the strategic network provide added value to each member of the network and stakeholder group of the higher education institutions. The goal is also to increase the number of common projects and to apply funding for those from the European Union and other external financiers.

Cooperation creates success for everyone, and when working with familiar partners, acting is a privilege and easy.

More information at:
www.carpenetwork.org



ECONOMIC RESPONSIBILITY

THE FUNDING MODEL OF UNIVERSITIES OF APPLIED SCIENCES REFORMS

In 2011, a nationwide UAS reform was started. One goal is to elaborate legislation and operational prerequisites for a university of applied sciences which is an internationally appreciated, independent and responsible trainer of skilled people, a builder of regional competitiveness, a reformer of working life and a developer of innovations. Thus, the funding of the UAS system and its manoeuvrability will receive attention. By reforming funding and regulations management from the beginning of 2014, the structural reform of universities of applied sciences is sped up and the quality and impact of their operations are improved.

FUNDING

The total expenditure of Turku University of Applied Sciences was EUR 73.05 million (2012). The total amount of external funding was EUR 12.2 million and its share of the total funding was approximately 17%. The amount of the external funding has seen a slight increase.

PREMISES AND CAMPUSES

TUAS has seven campuses, of which five are located in Turku. The biggest campus outside Turku is Salo, where there are nearly one thousand students.

The costs concerning premises were more than 20.2% out of the operational economy's

gross expenditure, and the property costs were significantly more than elsewhere in Finland on average. One reason for this is that TUAS' education activities take place in up-to-date rental premises.

Turku City Board made a favourable decision in principle about building a new campus. The new campus building is logistically cost-effective solution with which overlapping operations can be minimised. The planning process for the campus has been initiated.

DEVELOPMENT OF THE ECONOMY

Central government transfer to local government

TUAS funding is based on central government transfer to local government. The funding to universities of applied sciences granted by the Finnish Ministry of Education and Culture consists of basic funding, project funding and performance-based funding.

Standard time for completing studies and delaying studies

The standard time for completing a degree varies from 3.5 to 4.5 years, depending on the faculty. In addition to the standard time, students are entitled by law to have one extra year and have the possibility to register as non-attending for two academic years. Students who register as non-attending, withdraw from or discontinue

their studies or are delayed in their studies burden the economy of TUAS and make financial management more difficult.

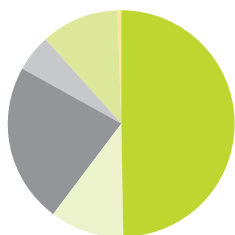
Of all degree students that have registered as present (the young, adult students and Master's degree level students), the percentage of overtime students is approximately 12.5%. The statutory right to have an extra study year after the standard study time is especially demanding for the economy of TUAS. Approximately 8% of all students who are registered as present are those who use the abovementioned right.

ECONOMIC PROFIT FOR THE REGION

TUAS employs approximately 1,950 people and educates approximately 9,500 students per year, which increases well-being in the region. Thus, directly or indirectly, TUAS affects the lives of tens of thousands of people in Southwest Finland. The demand for goods, cultural and other services increases and these are bought partly from the region. Students receive student financial aid, which means direct income transfer in the region.

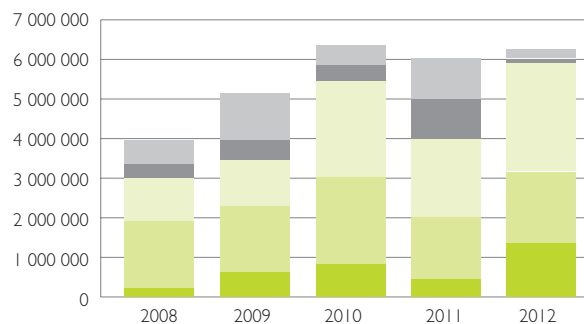
In a national comparison, the special characteristic of TUAS graduates was strong employment in the region and employment in enterprises in the private sector. Approximately 80% of TUAS graduates find employment in the region of Southwest Finland.

NET EXPENDITURE



- Studies leading to a degree 49.5%
- Continuing education 0%
- RDI activities 9.3%
- Properties 23.8%
- Administration 6%
- Other education support services 11.3%
- Service activities 0.2% (that support teaching, other)

EXTERNAL FINANCIERS OF TUAS' RDI ACTIVITIES 2008–2012 (€)



- Other external funding, total
- Funding from municipalities
- EU funding
- Funding from companies (national and international)
- Research funding



CASE

INTERNATIONAL DEGREE STUDENTS TO SUPPORT THE REGION'S BUSINESSES

The **International Business (IB)** degree programme of Turku University of Applied Sciences is a multicultural learning environment in which there are students from several continents and from tens of countries. The students in the IB degree programme strive through different international projects and internships to support the region's companies to internationalise.

"In a service project, the company defines the requirements, and the teacher responsible for the project together with other teachers in the team supports and guides students when needed," says Senior Lecturer **Matti Kuikka**. Teachers are responsible for ensuring the quality of the results and that students achieve the learning goals set for the course. In student teams, the prices of the products imported by a company together with its competitors and retailers have been studied in market research. The company representatives take part in the project's follow-up and in the presentation of the results.

IB students' multicultural learning community supports also the region's working life. "Jari Kauppila, the Manager of the Internationalisation for the Centre for Economic Development, Transport and the Environment, has assisted us in networking with regional businesses," says Mr Kuikka. "Also, Turku Science Park has passed information on our operations to new budding companies and that way also our students have obtained interesting international practical training opportunities."

Small and budding companies in particular have neither the resources nor the money for studying or searching for internationalisation opportunities, so lately there has been quite a nice amount of commissions. "The only requirement for companies is to trust that students together with their tutors are an excellent resource for the company," says Degree Programme Manager and Principal Lecturer **Eila Jylhä**.



CASE

Fine arts students had the opportunity to participate in a study unit where multi-sensory work pieces were created. The visually impaired got to familiarise themselves with the work of art with Fine Arts Senior Lecturer Erika Adamsson.

PROMOTING CULTURAL WELL-BEING

Culture and art belong to all of us and they are part of comprehensive well-being despite one's life situation or health condition. The accessibility project of TUAS Arts Academy works in cooperation with different cultural and recreational actors, civic organisations and organisations of persons with disabilities.

Accessibility means taking into account different target groups when producing cultural services. The aim of the project was to increase the number of equal cultural offerings in the region. Special attention was paid to experiencing art by using different senses. Accessibility was adopted as a new, perspective-opening method and as a part of artistic working.

The Dark Café day, realised as the opening event of the project, was created in cooperation with the Finnish Federation of the Visually Impaired (FFVI) and with FFVI's Turku chapter. At the event, the participants in the workshops had the opportunity to obtain personal experience of having a visual disability and of how other senses can be utilised as replacing sight.

The accessibility idea was also embedded in TUAS Arts Academy's teaching activities, and in this way also as a part of students' future professional competencies. In an intensive course targeted at fine arts students, the students got to familiarise themselves with the multi-sensory fine arts world. The students prepared works for the visually impaired and, at the end of the workshop, they got to share ideas with the visually impaired audience.



ENVIRONMENTAL RESPONSIBILITY

THE CLIMATE AND ENVIRONMENT PROGRAMME CREATES OBLIGATIONS

The City of Turku has formulated a climate and environment programme for the years 2009–2013. The programme is based on guiding principles, which include improving energy efficiency, increasing the use of renewable energy sources, reducing the climate change impacts of waste management, and developing public transport. There are concrete objectives set for the principles, such as reducing per capita greenhouse gas emissions by 30% below 1990 levels by 2020.

TUAS is consistent with the objectives of the climate and environment programme and has been developing techniques with which the environmental burden can be reduced. Measures concerning energy consumption, movement, materials, and operational culture have been taken. In addition, every TUAS campus has its own eco-support person.

POSITIVE ENVIRONMENTAL IMPACTS

Education

Students' environmental awareness and positive attitudes towards the environment are fostered through education. The environmental awareness of students in all degree programmes is also increased through different projects and events.

The majority of environmental studies are completed in the Degree Programme of Fisheries and Environmental Care and in the Degree Programme of Sustainable Development. The Degree Programme in Sustainable Development educates environmental planning professionals for different sectors of society. The training provides students with diverse abilities to act in the environmental field. Other educational fields have also included sustainability in their teaching activities.

Research and development in the environmental field

RDI activities in the environmental field is one of TUAS' strengths. The research and development programme in environmental expertise was initiated in 2007. The programme aims to rise to the challenges of monitoring and improving the state of the environment. Developing expertise and networking with other actors increase the prerequisites of Southwest Finland to compete in the growing market of environmental expertise. In 2010, the programme was updated, and the main focus is now in Marine Environment and Construction Expertise. The environmental expertise programme consists of three items: environmental technology, responsible business activity and environmental communications.



Photo: Tiina Jantunen

CASE

eGreenNet – OPPORTUNITIES FOR A GREEN ECONOMY

The eGreenNet project led by Turku University of Applied Sciences is creating a network which comprises environment experts and entrepreneurs and which is targeted at an increase in business activity.

Information and contacts via networking

eGreenNet is a project focused on enforcing regional environmental business activity. It aims at gathering together environment experts and enterprises that need support in the region of Southwest Finland by creating a network in which every member can be found.

eGreenNet offers companies a channel to discuss with experts developing their environmental business activities. Companies can also get extra support on finding important partners related to their business idea.

Opportunities in environmental business activity

Environmental business activity is one of the fastest growing fields in Finland. According to a report produced by Cleantech Finland, the revenue related to environmental business activities increased by 15% in 2012 compared to revenue in 2011. eGreenNet has studied the matter in the area of Southwest Finland and found that environmental

business activities can be found in each field of business. Environmental business activities offer opportunities for all companies.

“Utilising renewable natural resources is our future, and it is constantly increasing. We want to be at the front line in this. This means we can save natural resources and, in the long run, of course, we hope that it profits us,” says Entrepreneur Hannu Niemi from HaNi-halli company located in Mynämäki.

Experts in duty

eGreenNet offers companies a 150-euro-costing development plan with the help of which the company may identify its development targets. In addition to eGreenNet staff, other experts in the region are also at the company's disposal. External experts are called based on the development needs of the field of business and the company. Furthermore, eGreenNet organises events and informs the developers and companies in the region about the latest news.

The project started in spring 2011 and will continue at least until the end of 2013. The funding comes from the European Social Fund (ESF) and from TUAS self-financing. This means the eGreenNet project is for its own part supporting environmental business activities and, at the same time, carrying out its social duty as a developer of its region.

More information at: <http://www.egreenet.fi/index.php/in-english>



The programme combines TUAS teaching in the environmental field and RDI activities into a project entity. It offers students in the environmental field a learning environment that increases readiness for working life and provides project experience that coaches them to working life. Furthermore, it provides contacts to enterprises in the environmental field. Participating in RDI activities is an essential learning method which utilises innovation pedagogy developed by TUAS, such as research workshop activities.

The RDI projects are funded by TUAS and with external funding. The existing sources of funding are determinedly taken advantage of.

The projects operating under the environmental expertise programme represent the different sectors of environmental expertise extensively. Good examples are the Pure Biomass bioenergy project, environmental health education and the dry sanitation projects implemented in Msunduzi, Swaziland, and the ecotourism development project in Haiphong, Vietnam.

TUAS became a Fairtrade Higher Education Institution

The Association for Promoting Fairtrade in Finland has developed a system of the honorary title of “Fairtrade University”, and the title can be applied by each higher education institution in Finland. In order to be awarded this title, the higher education institution must fulfil the given criteria. TUAS was awarded the honorary title of “Fairtrade University” in April 2013.

Examples of operations carried out:

- At the meetings of the Student Union of Turku University of Applied Sciences TUO, the coffees and teas that are served are Fairtrade products.
- Also, other student associations have started to serve Fairtrade coffee and tea in their events.
- In each TUAS cafeteria, Fairtrade products are served.

Once a year, the TUAS working group for supporting Fairtrade reports back to the Association for Promoting Fairtrade on how the activities have been developed. TUAS has committed to continuous improvement because the title of “Fairtrade University” is awarded only for one year at a time.

NEGATIVE ENVIRONMENTAL IMPACTS

TUAS’ most significant environmental impacts are the consumption of heating, water and electricity, waste created by the operations and the emissions caused by transport. TUAS premises are mainly leased from the city’s Municipal Facilities Corporation or another municipal unit. They are not located in conservation areas or other areas

with high natural value. TUAS’ immediate energy consumption consists of heat and electricity consumption, and traffic energy consumption. Mediate energy consumption (e.g. energy used in energy production, waste management and sewage treatment) is not reported.

Material consumption

One of the most consumed products at TUAS is copying paper. The paper must meet the criteria of the Nordic ecolabel at least (that the wood fibre material has been produced sustainably and that the chemicals used in manufacturing the paper meet the ecolabel requirements). In addition, the criteria contain requirements for waste management and limitations on energy use and emissions into water and air.

Energy consumption

A significant part of electricity is used for lighting premises and for air conditioning. However, computers also consume a great deal of energy. With measures related to the city’s climate and environment programme it has been aimed at energy saving. The staff has been advised to turn out lights when leaving an office for more than 10 minutes, and to turn computers off before leaving for home. Students are also introduced to energy saving.

Electricity, district heating and district cooling are delivered to TUAS campuses by Turku Energia. At the moment, 31% of the used electricity is produced using renewable energy sources, 31% with nuclear power and 38% with fossil fuels and peat. 75% of district heating is produced with fossil fuels and 25% with renewable energy sources or with sources that are free from emissions trading.

Water consumption and emissions into the water system

The water for the Turku campuses is obtained from the municipal pipeline network of Turku Waterworks. The wastewater is cleansed in municipal wastewater treatment plants. The sludge, which is separated from the wastewater by the treatment plants, is delivered to the sludge treatment plant. The biogas from the digestion is used for heat and electricity production. After the digestion, the sludge is dried and composted in a depot. The entire compost is recycled mostly in landscaping and as an earth compound.

Emissions into the air

The emissions produced by TUAS are mainly caused by energy consumption and traffic. The emissions can be divided into immediate and mediate emissions. The immediate emissions are mainly caused by traffic. Mediate emissions are caused, for instance, by TUAS’ energy production and sewage treatment.

In addition to greenhouse gas emissions, sulphur dioxide, nitric oxide and particulate emissions, for example, are also caused by traffic and energy production. TUAS only uses ozone-friendly substances in its operations.

Waste management

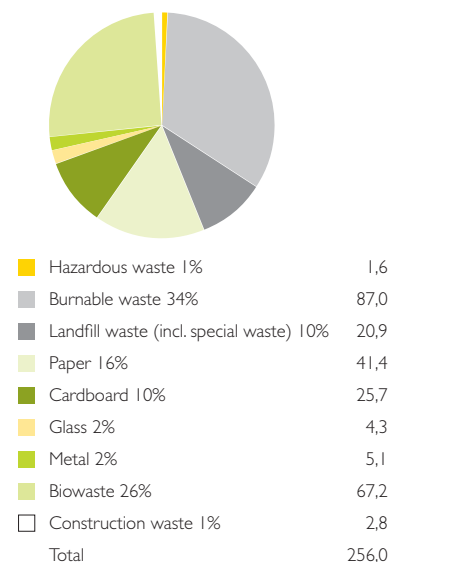
According to the waste management regulations for the Turku region, mixed waste is separated into burnable and landfill waste. The risk waste that should be separately handled, from health care and laboratories (puncturing and slashing waste), has also been counted into mixed waste since it is disposed of in a landfill site.

The main part of burnable waste is burned at a waste burning plant. Landfill waste and some of the burnable waste is disposed of in a landfill site or a waste treatment centre.

Approximately 57% of all generated waste is recyclable, and 46% of recyclable waste is biowaste. Recyclable waste means that the material can be used as secondary raw material. Recyclable waste includes, in addition to paper and cardboard, recyclable glass and metal, electrical and electronic junk (WEEE), and biowaste and construction waste. Recycled paper, office paper and archives with confidential information to be destroyed are all counted as paper, as they become raw material for new paper. There are no statistics about the amount of waste electrical and electronic equipment (WEEE). Old computers and other waste electrical and electronic equipment are delivered to Ekotori recycling centres, where some of the equipment is sold and the rest is recycled correctly.

Approximately 0.6% of all generated waste is hazardous waste. The amount of hazardous waste might vary greatly from year to year, because small batches of waste are often not collected for reasons of cost-efficiency.

WASTE IN TONNES



SOCIAL RESPONSIBILITY – STUDENTS



CASE

BUSINESSACADEMY – A NEW TYPE OF LEARNING ENVIRONMENT

BusinessAcademy is a new way of studying business administration. BusinessAcademy is a unique and up-to-date learning environment, where learning occurs in the form of projects in continuous interaction with companies and organisations. The aim of the education is to coach students to become business experts specialised in entrepreneurship and innovation activities.

At BusinessAcademy, students develop their project and team work abilities and create, already during their study time, important networks which give students an advantage when transferring into working life. The focus areas of the BusinessAcademy are business administration, modern ICT, innovation activities and their interfaces.

During the first study year, students will build a comprehensive theoretical base of business sections. During the second academic year, students create their own student-based academy enterprise and carry out projects for real customer companies. The main part of the studies is realised in small groups, and students support each other in learning to learn and adopting an entrepreneurial attitude. In place of examinations and courses, the most important learning form is a team enterprise which consists of 15–20 students and through which students realise projects and continuously develop team enterprise activities. Each academy enterprise has its own coach who elaborates a study plan with the students and who supports them in developing their skills and professional competencies.

Study credits are obtained mainly from project work, and theoretical information is acquired from books and seminars held outside the academy. The study environments at the BusinessAcademy are also modern: there are no traditional classrooms, and teaching is carried out in a relaxed and open environment. Academy enterprises offer companies diverse services, such as event organising, web page design and maintenance, marketing surveys, etc.

INNOVATION PEDAGOGY AT THE HEART OF LEARNING

The core of teaching and development of teaching activities at Turku University of Applied Sciences is innovation pedagogy. Innovation pedagogy is a learning approach which emphasises the link between teaching and working life. It aims at producing, assimilating and utilising information in a way that something new can be created – ideas, know-how or practices.

The methods of active and experimental learning combine producing and applying new information of learning. Essential in teaching is to emphasise multidisciplinary and to make it possible, connect research and development activities to education, be more flexible in curricula and to link entrepreneurship and internationality to TUAS' everyday activities. In practice, this refers to multidisciplinary working life projects and commissions, individual curricula and more entrepreneurship training.

A new way to learn and study has challenged previous practices. Typical learning environments include project and research workshops, cooperatives, clinics, practice enterprise projects and laboratories which enable innovating and working in teams. The changes in studying and learning have also challenged the evaluation of know-how. Alongside the traditional evaluation, there is a continuous and more multifaceted evaluation. The role of teacher is changing from an expert into a coach – the key focus is on what the student is doing and what kind of learning activities it causes.

Innopeda® and innovation pedagogy together form a continuum for TUAS innovation activities. Innopeda® is designed to commercially utilise the information and methods produced by innovation pedagogy so that all the most important services and products can be collected together.

The services and products under the Innopeda trademark provide companies and organisations with solutions for developing practices and innovation skills. The trademark accepted by the Office for Harmonisation in the Internal Market (OHIM) of the EU covers all EU Member States.

TEACHING AND STUDY COUNSELLING

TUAS has invested in developing teaching and counselling with the Agricola programme, a separate programme for education development. The objectives of the programme are to strengthen international activities, increase the attractiveness, permeability and working life orientation of education and develop new learning and counselling environments. Development targets include, for example, internationality in studies, guidance in work placement training and the thesis, designing teaching based on innovation pedagogy and improving access to counselling services.

Study counselling

The purpose of study counselling and guidance is to support the student throughout the entire duration of the studies. At TUAS, there is a guidance and counselling chain which includes study secretaries, tutor teachers, peer tutors, study counsellors and a study counselling psychologist.

The guidance activities are coordinated by a team consisting of 11 study counsellors. The study counsellors are experts trained in counselling. Information and guidance services to students are provided by the study secretaries. The tutor teachers, peer tutors, study counsellors and study counselling psychologist provide help in study counselling, and in resolving problems or obstacles related to studies. The peer tutors, who are students in the later stages of their studies and of whom around 200 are trained each year, offer significant peer support and guidance. Furthermore, the international coordinators of the faculties guide students in matters related to internationalisation.

There are approximately 250 tutor teachers trained by degree programmes at TUAS. The teacher's and the degree programme manager's roles are essential in student guidance. Once a year, each student has a development discussion with a tutor teacher to review his/her situation. Comprehensive guidance supports well-being, the progress of studies and also graduation in standard time. One of the most important objectives of counselling is to create an individual study plan. In addition, things previously learned and possible obstacles to learning are recognised, and problems that occur in special situations are immediately intervened with.

AN ATTRACTIVE AND INTERESTING STUDY PLACE

Applicants

Development of admissions systems

The nationwide joint application of the youth education organised by the Finnish National Board of Education and carried out by universities of applied sciences has existed in its current form since the joint application period of spring 2003. Since spring 2007, the electronic joint application system has been in use also in the English-language youth education leading to a degree, in the Finnish- and Swedish-language adult education leading to a degree and in the education leading to a Master's degree. The Finnish National Board of Education is responsible for the maintenance and development of the electronic application system.

Joint application system for youth education

The total number of applicants applying for youth education at TUAS is approximately 25,000. The total number of first choice applicants has been around 9,500. On the whole, the number of applicants for education leading to a degree (including youth education, teaching in foreign languages, adult education and Master's degree education) is approximately 11,800. Nationwide, TUAS is the third most popular university of applied sciences in the joint application system for the young.

Joint application for adult education and for Master's degree programmes

The degree programmes for adults that are included in the joint application system vary yearly. The most popular degree programmes are Occupational Therapy and Physiotherapy. The most popular degree programmes in the joint application for the Master's degrees are Master's degree in Hospitality Management and Master's degree in Health Care and Social Services, Development and Management.

Joint application for degree programmes conducted in English

In the joint application for degree programmes conducted in English, the applicants consist of students with diverse cultural backgrounds. The joint application for degree programmes conducted in English has had applicants from more than 90 different countries. The largest number of applications come from Nigeria, Finland, Kenya, Ghana and Nepal.

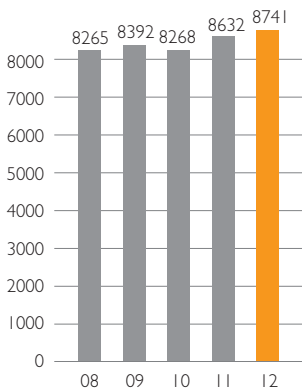
Applicants' basic training

Approximately 70% of TUAS applicants in the joint application system for the young have completed upper secondary school and the matriculation examination. The percentage of students with a vocational qualification is approximately 24, and 3% have completed a degree combination of a vocational qualification and the matriculation examination. Approximately 0.6% of applicants have a foreign degree. 0.1% of the applicants have no degree, and therefore they apply through a separate application system.

Of those that accept a study place in the joint application system for the young, approximately 73% are upper secondary school graduates and 21% have completed a vocational degree.

Of those that accept a study place in the adult education leading to a degree, approximately 39% have completed a vocational degree, 33% have college-level training or a higher education degree from a university of applied sciences, and 8% are upper secondary school graduates.

ATTENDING STUDENTS 2008–2012



Southwest Finland's importance as a recruitment region has increased

The majority of TUAS students come from Southwest Finland. At the time of application, approximately 74% of first choice applicants live in Southwest Finland, 11% in Uusimaa, 6% in Satakunta, and 4% in Pirkanmaa.

Adult education

Open University of Applied Sciences

One can complete studies from all TUAS fields of study at the open university of applied sciences. The most popular fields have been Social Sciences and Business and Administration.

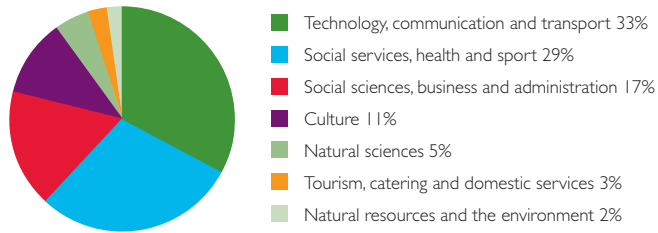
The studies are completed by studying together with degree students and as separate courses. The open university of applied sciences charges a credit-based fee or a tuition fee per academic year. The credit-based fee is EUR 10 per study credit. The annual payment of EUR 250 allows the student to complete an unlimited number of studies during one academic year.

Studies at the open university of applied sciences do not lead to a degree. However, some degree programmes arrange separate entrance exams for students who have completed 60 study credits at the open university of applied sciences. If the student is admitted as a degree student, all the studies completed in the open UAS are accredited and transferred to the degree, and in that way the actual degree study time shortens.

Professional specialisation studies

Professional specialisation studies are vast continuing education programmes with the help of which one can expand or deepen one's expertise or, alternatively, orientate to an entirely new area. Specialisation studies are planned together with experts in working life and in the field, and the extent is mainly 30–60 credits.

STUDENTS BY EDUCATIONAL FIELD 2012



LEAVING FOR EXCHANGE AS A COUPLE

Leaving for exchange has become more and more common during the 21st century. It is also possible to leave for exchange with your partner, as a couple. Pekko Honkasalo and Riikka Venäläinen tried this. One of them completed a student exchange and the other practical training in Valencia, Spain.

Pekko studies industrial design and Riikka media production at TUAS. Pekko studied at the Universitat Politècnica de València (UPV) and his girlfriend Riikka completed a practical training period in Valencia. Riikka worked as a summer programme coordinator at a Boston-based institution of contemporary music, Berklee College of Music.

According to Pekko, studies at UPV were full of projects, and lectures were left aside. The campus area was, according to Pekko, a huge place where one got to see new people every day. All the student services were located within one campus area, no matter whether it was a question of sports or health care services.

Riikka describes her workplace as extremely international. According to her, Berklee combined with the relaxed and joyful ambience of Valencia offers students an excellent combination of work and recreation in one package.

Pekko and Riikka consider the shared exchange experience as a good thing: everyday life is nicer, and sharing the living expenses cost-effective. "New experiences are shared experiences, and in future the exchange period is not only the partner's 'half a year somewhere in Valencia' but rather a concrete memory to which we can return together whenever we feel like it," says Riikka.

Studying in Valencia has broadened Pekko's world view, diversified his competencies and offered important connections for the future. Riikka thinks that the practical training period helped her grow and develop both professionally and as a person.

Both of them recommend leaving for exchange: "You should always leave for exchange when you have the chance to do so, but please bear in mind that living abroad does not guarantee that your experience would be professionally or mentally growing for you. You must use your time wisely in order to learn new, create connections, familiarise with the local people and culture, and actually assimilate all you have learnt, no matter whether it is a question of exchange studies or international practical training."

FLEXIBLE STUDY RIGHTS

Turku-based higher education institutions signed a new agreement on a flexible study right (JOO). Based on the agreement, a TUAS degree student or exchange student may complete studies included in his/her degree at all higher education institutions in Turku. Respectively, students at other higher education institutions may complete studies at TUAS.

INTERNATIONALISATION – STUDENTS

The objective of TUAS' international activities is to increase the readiness of students to work in international and multicultural operational environments. This is pursued with the help of international student and trainee mobility and by internationalising teaching. International projects implemented together with working life also play an important part.

The foreign exchange and degree students at TUAS create a multicultural studying environment which provides Finnish students with the chance for internationalisation at home. Teaching conducted in English increases students' internationalisation. Almost all degree programmes offer English study modules that last at least one semester.

Each year, more than 400 TUAS students complete exchange studies or a practical training period abroad. The most popular destination countries are the UK, Swaziland, Sweden, the Netherlands and Thailand. The yearly number of incoming students and trainees is more than 300, of which the majority are Erasmus students from Europe. The main part of incoming students come from Germany, Spain, the Netherlands and France.

In addition, there are five degree programmes at TUAS that are conducted entirely in English: degree programmes leading to a Bachelor's degree in International Business and in Information Technology in Turku and in Nursing in Salo, and degree programmes leading to a Master's degree in International Business and in Business Information Systems in Turku.

More than 300 foreign degree students from over 50 different countries study at TUAS yearly. The majority of arriving students come from Nepal, China and Russia.

Student feedback

A Student Barometer Survey for TUAS students has been carried out each year since 2002. The purpose of the barometer is to serve as a feedback channel from students to TUAS management and teaching staff and as development support for TUAS operations. Via the survey, feedback concerning studies, teaching and study environment is received.

Accessibility at TUAS

Accessible studying at TUAS means removing physical, psychological and social obstacles and ensuring that communications and services are available for everyone. The aim is that everyone, regardless of their characteristics, can study equally with others. Each student has the right to work in an equal study environment. At TUAS, a student recognised as having special needs in order to conduct studies, such as dyslexia or physical or psychological impediment, can apply for special arrangements for his or her studies.

EMPLOYMENT OF GRADUATES

The employment of TUAS graduates is enhanced by the working life-oriented education in which projects, work placement periods and theses are mainly done as commissions from working life. Of the theses, approximately 75% are done in collaboration with working life.

The employment of students and graduates is promoted by TUAS career and recruitment services, which also help employers in matters connected with recruitment.

According to TUAS' graduate follow-up survey, the majority of the respondents were in working life a year after their graduation. More than half of the respondents were working in a permanent employment relationship and 4% were working as entrepreneurs. Approximately half of graduates were working in the private sector and 40% were working for a municipality.

The respondents were happy about their degree completed at TUAS regarding their future career development. Approximately 48% of graduates said that they can utilise their competencies acquired during UAS studies constantly in their work, and 45% a little bit or partly. The respondents also believed that the training had provided them sufficient abilities to act in the field.

ALUMNI ACTIVITIES

More than 15,000 alumni have graduated from TUAS. Alumni activities are organised by the TUAS Alumni Association, which was established in 2001.



Its key objective has been to increase interaction and collaboration between the alumni, university of applied sciences and working life. With the help of extensive networks, the association strives to make our degrees better known by marketing the competence of the alumni.

All TUAS graduates and members of staff who are working or have worked at TUAS or in its student union can join the association. Membership is free of charge.

THE STUDENT UNION OF TURKU UNIVERSITY OF APPLIED SCIENCES – TUO

The statutory task of the student union is to act as an organisation that protects the interests of all TUAS students. The student union of Turku University of Applied Sciences, TUO, represents students in order to improve their conditions at TUAS, in the City of Turku and nationwide via its central organisation SAMOK (the Union of Students in Finnish Universities of Applied Sciences). The student union serves in development tasks and helps students in problematic situations related to education and well-being. The student union also recruits and appoints student representatives to most of the multi-member bodies in the TUAS administration. The right to make decisions in TUO is exercised by the 31-member Board, which is elected every year.



SOCIAL RESPONSIBILITY – STAFF



BASIC INFORMATION ABOUT THE STAFF

Staff structure

The number of personnel with a main occupation at TUAS is 827 (in 2012). Of those with an employment contract, personnel with a full-time contract constituted 83%, and 17% were part-time employees.

Personnel's educational background

Approximately 24% of the TUAS teaching staff have completed an academic postgraduate degree (doctoral degree 14%; licentiate degree 10%). Approximately 65% of the teaching staff have a university Master's degree, 4% have a university Bachelor's degree and 1% a Bachelor's degree completed at a university of applied sciences.

Approximately 14% of staff other than teaching staff have a doctoral degree, 1% a licentiate degree, 26% a Master's degree and 26% a Bachelor's degree completed at a university. Approximately 37% of the other personnel have a Bachelor's degree completed at a university of applied sciences.

WORK COMMUNITY AND INFLUENCING

Non-discrimination and equality

The non-discrimination and equality plan of Turku University of Applied Sciences supports the institution's goal in realising fair and equal treatment of its staff and students. The non-discrimination and equality plan is updated annually.

Approximately 62% of the staff with a main occupation at TUAS are female. A similar gender ratio appears also in most supervisor categories.

Organisation and collaboration

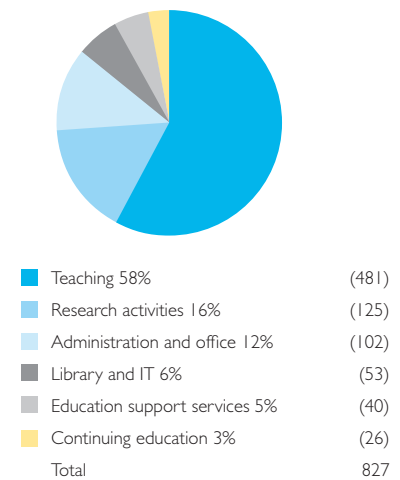
Nearly 61% of the personnel with a main occupation at TUAS are unionised. In practice, the unionised-rate is higher since some employees pay their membership fees by themselves, so the information is not available to TUAS.

The staff representatives in the occupational safety committee and on the TUAS Board are selected through elections.

The cooperation procedure aims to guarantee regular interaction between the staff and the management of the office in question. It also aims to provide the staff with the possibility to participate in the development of the office's operations and to affect the preparation of decisions related to work and the work community.



STAFF WITH MAIN OCCUPATION AT TUAS



WELL-BEING AT WORK

Developing staff competence

TUAS takes care of developing the competence of its staff by, for example, organising internal staff training. Furthermore, financial support is granted to the staff for participation in training organised by other educational organisations and for the costs of such training.

Internal staff training is planned according to the strategy and operational objectives. The training assortment takes into account the competence of R&D operations, internationalisation and other strategic objectives of competence development. The bases for planning the yearly assortment are the needs for staff competence development and the suggestions made by the faculties and individuals. The competence development of an employee is agreed on with the supervisor in the development discussion, which is a part of the yearly planning.

Occupational safety and workplace health promotion

The objective of occupational safety is to guarantee a safe, healthy and comfortable working environment. By removing and preventing obstacles to working conditions, it prevents the staff's exposure to occupational accidents, injury or injurious effects on health. The occupational safety activities are guided by the TUAS occupational safety programme, and the practical work is performed by the occupational safety committee. As it is required by the implementation of the occupational safety representative system, there is a contact person for occupational safety matters on each TUAS campus.

Workplace health promotion means affecting the employee's physical and mental work ability and working conditions. The activities focus on developing workplace health promotion services, orientation, networking and improving communication. The activities are controlled by the TUAS group for workplace health promotion. The Occupational Health Care of the City of Turku is responsible for TUAS occupational health care services.

Personnel surveys

Every other year permanent and long-term (more than 6 months) temporary employees take part in the personnel survey. The survey provides information on the condition, strengths and development targets of the work community.

Well-being at work is also being emphasised in the project Work-related well-being at UAS realised together with the Finnish Institute of Occupational Health. The purpose is to support everyday work and comprehensive strategic decision-making which takes into account well-being at work, by presenting positive factors and addressing drawbacks. The objective is to utilise experiences and results within the whole university of applied sciences sector.

Safe data processing at TUAS

The main goal of information security work is to ensure the uninterrupted functioning of those information systems and networks crucial to TUAS' operations, to stop the unauthorised use of information and information systems, to prevent the intentional or unintentional destruction or distortion of information, and to minimise the damage caused. Information security measures concern processing, storing, sharing, removing

and transferring information in electronic, spoken or written form.

The purpose of rules and instructions is to guarantee the confidentiality, entirety and usability of the information for all user groups. TUAS takes into account the right to privacy and secrecy of correspondence of the users of its systems and their communication partners.

INTERNATIONAL AND NATIONAL ACTIVITIES

Internationalisation of staff

The Finnish Ministry of Education and Culture has set universities of applied sciences the target of creating a truly international community of higher education institutions. Its purpose is to support societal multiculturalism, increase international competencies of economic life and promote global responsibility. Achieving the target requires that the staff constantly develop international competence.

There are over 50 persons with foreign backgrounds working at TUAS. Of these, persons with a main occupation at TUAS (full-time or part-time employment contract) constituted 23 persons.

International cooperation and projects

The objective of Turku University of Applied Sciences is to be an internationally renowned, high-quality and competent higher education institution and a significant internationaliser for the whole region of Southwest Finland and its business life. International cooperation between higher education institutions supports these goals and helps TUAS to educate students to

become future employees with multicultural competencies. TUAS also internationalises the region's economic life, in the form of, for example, RDI projects.

The main focus of international collaboration is especially the Baltic Sea region and Europe in general. There are field-specific cooperation partners also on other continents, such as Asia, Africa and North America.

Altogether, TUAS has more than 300 foreign partner higher education institutions. The shared goal of TUAS and its strategic partners is diverse, wide and constantly deepening collaboration in which all educational fields and levels, and RDI activities are taking part. A good example of this is the CARPE network.

International projects are an important part of TUAS' international activities. At their best, they combine the educational task of TUAS with regional development, RDI activities and service activities. Projects also have a positive effect on the number of international student exchanges and practical training and, furthermore, they increase internationalisation at home.

TUAS acts as a coordinator or partner in tens of international projects. Projects are funded by, for instance, the European Union and the Nordic Council of Ministers. TUAS staff participated actively in planning and implementation of international projects, particularly with the CARPE partners, during the year.

Regional and international cooperation

Turku University of Applied Sciences, the City of Turku, the University of Turku and Turku Adult Education Centre have established in cooperation an education export consortium FinnWayLearning (www.finnwaylearning.fi). The consortium covers the whole Finnish education system from comprehensive school to higher education and to its top-level research, and as far as to adult education.

The special areas of FinnWayLearning's education export include learning and pedagogy, new training techniques and contents, cooperation between education and working life, educational chains and innovation production. The combined turnover of the participants involved in the FinnWayLearning consortium was EUR 625 million. There are over 60,000 students and 8,000 staff members.

TUAS coordinates the Friendship Programme which is carried out in cooperation with Turku-based higher education institutions. The programme aims at finding a Finnish friend for the foreign students, teachers or researchers who arrive in the regions of Turku and Salo.



CASE

HARD WORK – COMPREHENSIVE WELL-BEING AT WORK

In knowledge-intensive expert organisations staff members are burdened by more and more different factors, such as emphasising individual work performances and the demand for continuous development of their own competencies. Too high stress levels can manifest as personnel sick leave or lack of motivation.

Investing in the personnel's mental, physical and social well-being has a positive effect on the individual and on the whole work community. Single measures aimed at well-being at work do not necessarily mean that permanent solutions targeted at the whole personnel are reached.

The Hard Work project (KoVa Duuni) creates a systematic and more comprehensive approach in supporting staff well-being. The aim is to create an operations model with the help of which permanent support structures can be established in the work community and in that way enhance the personnel's comprehensive well-being at work. In place of occasional measures, the model emphasises orderliness and predictability.

The project pilots, for instance, the following measures:

- determining the starting level of the personnel's well-being with the help of a fitness test and heart rate variability;
- formulating individual well-being-at-work plans and following up their implementation;
- peer and hobby group activities;
- developing and piloting an individual time management tool;
- developing physical work environment (for instance, ergonomics, meeting and recreation facilities);
- developing structures supporting social relations (e.g. teams, idea workshops, meeting practicalities, working in pairs);
- thematic well-being at work days; and
- training sessions for developing executive group / supervisor work.

The personnel of the TUAS faculty of Telecommunication and e-Business serves as the pilot for the two-year project. The personnel consists of 90 employees. Well-being at work is developed in parallel with the individual, social and supervisor level, and the intention is to include the new practicalities developed during the project into the everyday activities of the work community. The project is funded by the European Social Fund (ESF) and the Southwest Finland Centre for Economic Development, Transport and the Environment.

SOCIAL RESPONSIBILITY – WORKING LIFE



Photo: Jussi Vierimaa

WORKING LIFE COLLABORATION

The objective of the university of applied sciences' system is to strengthen the regional development and competence level in the whole country. According to the strategy, the region of Southwest Finland is TUAS' sphere of operations. The strategy also defines the goals of the regional development. TUAS participates in the setting of objectives via, for instance, the regional programme.

Multidisciplinary innovation pedagogy which supports our region is developed by TUAS. Innovation pedagogy emphasises research and development activities, flexible curricula, entrepreneurship and service activities and internationality. This means we can offer our students even better readiness for succeeding in the labour market

Systematic data collection

TUAS has systematically collected information on its working life cooperation activities since 2003. Cooperation forms reported by educational faculties include, for example, practical training, thesis commissions, different projects, R&D projects, and TUAS service activities. International working life cooperation has been reported according to country. In addition, TUAS Language Centre and the department for Continuing Education report on their working life collaboration activities.

The aim is to obtain information on the forms and scope of TUAS' cooperation with working life and on the sectors and regional scope that the cooperation partners represent. The stakeholder group information is used to map out geographical or branch-specific gaps in the customer network and to recognise potential customers.

Cooperation partners, contacts and forms of cooperation

TUAS faculties, Language Centre and the Continuing Education department collaborate concretely with approximately 3,000 different

partners. Approximately 57% of partners are in the private sector, 31% in the public sector and 12% in the third sector.

The required practical training period included in the degree is the most important form of contact between TUAS and enterprises and communities. Of all contacts, around 51% is required practical training related to the studies. The second most common form of collaboration occurs in the form of theses with companies and communities (12%). The most typical form of cooperation is practical training in health care within the public sector.

TUAS has a great deal of cooperation activities with the City of Turku, the share of all the contacts being 9%. A lot of cooperation activities are also carried out with the Hospital District of Southwest Finland. In addition to municipalities, cooperation is carried out with other general bodies, such as the University of Turku, the Medical Imaging Centre of Southwest Finland, and the Machine Technology Center Turku Ltd.

The majority of enterprise cooperation partners are SMEs from Southwest Finland. International partners are mostly higher education institutions and SMEs.

District municipalities

The province of Southwest Finland consists of 28 municipalities and 11 cities that form five district municipalities. District municipalities are regional entities formed by a couple of municipalities on the basis of inter-municipal cooperation and commuting. With district municipalities, higher education institutions develop cooperation to promote their influence and regional development activity. The activity takes into account the individual needs of each district municipality and the distribution of work between the higher education institutions.

Cooperation partners in continuing education

In cooperation with working life, TUAS Continuing Education organises and plans tailored development

programmes for the needs of enterprises. In addition, short courses and seminars are planned and implemented together with experts from working life.

66% of customers of continuing education are in the private sector, 27% in the public sector, and 6% in the third sector. TUAS Continuing Education's forms of cooperation include, for instance, RDI projects implemented as continuing education, and productised education services.

Working life cooperation and TUAS Language Centre

TUAS Language Centre offers diverse language, communication, and cultural training for businesses and other organisations. The training is working life oriented, and the studies concentrate on improving students' important working life communication skills in the most authentic situations possible. Modern communication tools are used to support the tuition in such a way that distance learning assignments or the entire training can be completed online. The focus of the studies is on interactivity. The students constantly communicate with the trainer and other students and actively evaluate their own learning.

ADVISORY BOARDS SERVING AS DISSEMINATORS OF WORKING LIFE INFORMATION

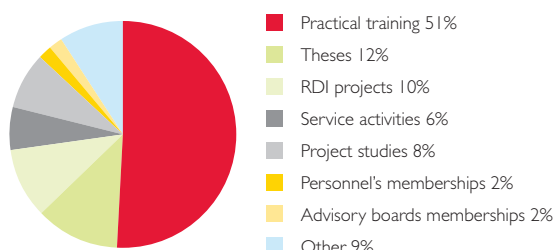
Advisory boards increase the interaction between the university of applied sciences and working life because they mostly represent working and cultural life outside the institution. Furthermore, there are TUAS teaching staff and students among the members of the boards.

The duties of the advisory boards include, for instance, self-evaluation of degree programmes, development of curricula, and identification of clients' needs. Advisory boards also transmit the views of working life on the future direction and development of education, research and development activities.

STUDIES TO SUPPORT ENTREPRENEURSHIP

TUAS offers versatile entrepreneurship studies for all of its students. Degree programmes contain courses that coach for entrepreneurship and provide the necessary skills needed to develop it. The studies support students interested in entrepreneurship, and students who are about to establish a business or have already established one.

WORKING LIFE COOPERATION AT TUAS



Students can utilise the studies when developing their own companies; for instance, by enforcing a business idea and, at the same time, promoting their studies. In entrepreneurship studies, young entrepreneurs have the opportunity to receive peer support and to create connections. In addition, students create connections with the region's entrepreneurs and others interested in entrepreneurship.

Students may familiarise themselves with entrepreneurship or entrepreneurship-spirited activities in student enterprises, practice enterprise projects, projects implemented in cooperation with enterprises, service activity, or in RDI projects. The enterprise network brings together those interested in entrepreneurship and provides budding entrepreneurs with the platform to test ideas and get to know examples on entrepreneurship. Furthermore, students are encouraged to participate in the national business plan compiling competition, Venture Cup, and in the Spark for entrepreneurship ('Yrittäjyyden kipinä') events, where entrepreneurs from different fields describe their own entrepreneurship.

Student companies as a path to entrepreneurship

There are several student-based companies, i.e. student cooperatives, operating at TUAS. Student cooperatives provide services to companies and organisations in the region. Students work under the supervision of teachers. Student cooperatives offer various services: event organising services, marketing and client surveys, Internet pages, or financial administration services.

The assignments for cooperatives come mainly from actors outside TUAS. This activity supports students' networking and helps them to create connections with the region's companies and organisations. By acting in a student company, a student can complete study credits and, at the same time, earn income. Carrying out assignments ordered by real clients is a good way to learn entrepreneurial activities, responsibility and team work. Experimental learning is central in the entrepreneurship studies.

Practice enterprise projects – the first step towards entrepreneurship

Practice enterprise is a simulated company supported by a real enterprise operating in the background. Practice enterprises do business together within a worldwide practice enterprise network which covers more than 40 countries and thousands of practice enterprises. The aim of the activities is to teach students initiative and independence, and to provide them with competencies related to establishing and operating a company. Each year, approximately 250 TUAS students from different degree programmes take part in the practice enterprise activities.



CASE

GAME THEME SPARKED THE PUBLIC'S INTEREST AT THE FAIR

Turku University of Applied Sciences presented its know-how at the Turku Book and Science Fair within the game-themed fair section. The theme was shown in the contents and visual look of the section. A group of TUAS students were closely involved in the design and implementation of the fair section.

In the section, various games were on display, and the audience got to test them. The motion sensing capability games with multi-touch screen, Pong and Kinect, were demo games created by students at the Game Tech & Arts Lab game laboratory. The audience could also follow game production as students in media technology were coding in real time.

Game technology is a new and rising industry. At TUAS, a game technology research group and Turku Game Lab gather together the education and development community of the game industry. The new industry is in need of diverse professionals; from coders to content providers and from graphic designers to sound designers. TUAS also offers a specialisation in game technology.

The game industry is very versatile. Games and game technology are also used for purposes other than just recreational use. At the fair, for instance, a game called "Have adventures and learn in microbes' world" was on display and the visitors could test their knowledge of health care by playing the game. "Playing is the industry's strict requirement," pointed out Taisto Suominen for persons interested in the game industry. All activities related to games are good for you; and you definitely need to have basic knowledge of games and playing.

Gamification is the future!

PHOTOS TAKEN AT THE FAIR available at:
<http://www.flickr.com/photos/tuas/sets/72157631719896132/>

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