



**AMMATTIKORKEAKOULU**  
*University of Applied Sciences*

# Laurea's societal impact and interaction





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## Laurea's societal impact and interaction

### EDITED BY:

Noora Toivainen,  
Jenni Kuisma,  
Petra Lähdemäki,  
Ilpo Vuorivirta &  
Teemu Ylikoski

### LAYOUT:

Jarko Hänninen

### PRINTED BY:

PunaMusta Oy



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## Content

<b>Foreword</b>	<b>4</b>
<b>Introduction: Societal impact and interaction at Laurea</b>	<b>6</b>
<b>A student-centric UAS</b>	<b>8</b>
Universities of Applied Sciences held a record-breaking entrance examination online	10
The Laurea Library is Laurean of the Year 2020	11
Graduates from Laurea are satisfied with their higher education degree in terms of their career	12
Laurea graduates: Workplace competence is Laurea's greatest strength	13
<b>Laurea and workplace integration</b>	<b>14</b>
Outi Leminen nominated Alumna of the Year 2020	16
Open University of Applied Sciences studies free of charge for unemployed and laid-off persons	17
The staff of the Finnish National Opera and Ballet participated in Laurea's first Certified Risk Officer training	18
Continuing education brings new ideas for pedagogical documentation	19
In the future, hospital meals will be experiential	20
Working life steering group developed a curriculum for a nursing qualification and project cooperation	21
<b>Digital UAS that renews professional learning</b>	<b>22</b>
Towards a Master's degree as a path student in the DigiPoint project	24
Selection courses for Master's degree programmes implemented online: "A more student-centred admissions method"	25
The Pedagogical Advance of the Year uses VR glasses in practical guidance and nursing situations	26
Award-winning Master's thesis highlights the voice of young people	27
<b>A UAS that develops competence through applied research</b>	<b>28</b>
Laurea research programmes	30
Students map the digital skills of seniors in the DigiIN project	32
Service design assistance for SMEs hit hard by COVID-19	33
Telepresence devices enable communication between seniors and their relatives	34
Ethical problems in the work of Bachelors of Social Services and social workers were studied in the COPE project	35
<b>An international UAS that develops the region</b>	<b>36</b>
Antell student project results put immediately into practice	38
KELA as a key partner: Multidisciplinary cooperation	39
Students included on the Lohi shopping centre management team	40
Key partner, StaffPoint: A clearer employer image through social media	41
Under the direction of the Restaurant Factory, students participate in developing a more sustainable lunch meal	42
Student projects with Coor: "Students challenge you to look at things from different angles"	43
Key Partner Nemova: "Dialogue is also important in cooperation with educational institutions"	44
DigiPoint develops working-life and digital skills for young jobseekers	45
The European Pioneer Alliance addresses the challenges of urban development	46
<b>A UAS of sustainable development</b>	<b>48</b>
BarLaurea took first place in the 2020 Finnish Championship for organic restaurants	50
Sustainable Development Programme	51
New Master's degree programme in sustainable growth management	52
Students participate in food aid activities in Espoo	53
Working in cooperation with aid organisation Manna-Apu and Viadia, BarLaurea reduces food loss	54
Students developed circular economy service concepts for Ikea	55
Mission Zero Foodprint project - towards carbon neutrality in restaurants	55
Defining the viability of demolition waste accelerates the circular economy	55
<b>A community-oriented UAS</b>	<b>56</b>
Laureamko and Laurea – building a community	58
Experiences of success and the joy of physical activity for children and young people	59
Laurea's new Ethical Guidelines for 2020 have been published	60
Thesis: Students and staff enjoy Lohja's new campus	61
<b>Closing words</b>	<b>62</b>



# Foreword

**THE AIM OF LAUREA** University of Applied Sciences (UAS) is to be an international developer of working life competence and vitality in Uusimaa in 2030.

**LAUREA'S SOCIAL IMPACT** encompasses the development of workplace competence and dynamism in the Uusimaa region. For students, impact means competence development and professional growth as well as the building of working life networks. In research, development, innovation and business, impact means creating new solutions. In order to boost effectiveness, all members of the Laurea community strive to actively participate in regional, national and international social interaction. To strengthen the effectiveness of our operations, we continue to seek improvement in line with the PDCA (Plan, Do, Check, Act) cycle of continuous development that is part of Laurea's quality system.

**IN 2020, WE** collectively renewed the Ethical Guidelines throughout the entire Laurea community. The Ethical Guidelines have four different themes: Learning, Work, Leadership and Community, and Stakeholders. The Ethical Guidelines supplement Laurea's values that were defined in the strategy process in 2019: Openness, Effectiveness and Responsibility. Together with stakeholders, they help us build a healthy working and UAS community as well as foster Laurea's reputation as an ethical actor. We want to work actively with stakeholders in order to have a positive impact on the surrounding society. In Laurea's Ethical Guidelines, we encourage members of the UAS community to cooperate in the following ways:

- I am aware of my actions having an impact on the community and its well-being.
- I bear my responsibility for achieving results through collaboration.
- I value difference as a strength. I actively promote equality.
- I do not approve of unprofessional treatment or discrimination. When I observe unprofessional behaviour, I intervene.
- I take our partners' ethical principles and their sustainability into consideration.
- I promote cooperation that supports social impact.

**IN OUR UAS** strategy, we have chosen sustainable development as the theme guiding Laurea's choices. We want to further strengthen our societal role and impact as a UAS of sustainable development, and in 2020 we put together a sustainable development programme for our school in a collective process.

**WE EXAMINE EFFECTIVENESS**, responsibility and openness that are part of our values extensively in the context of the United Nations' Sustainable Development Goals (SDGs) and take into account the ecological, social and economic impacts of our activities at all times. We promote the achievement of the SDGs both regionally, nationally and internationally, primarily through our core activities, i.e. education, research, development, innovation, business and regional development.

**EFFECTIVE COLLABORATION WITH** companies, organisations and our partners is vital, as the societal impact of the higher education institution is created in cooperation! This annual report, the fifth to be published, contains examples that hopefully inspire new partners to engage in active higher education cooperation both in Finland and internationally.



**Jouni Koski**  
President, CEO, PhD



# Introduction: Societal impact and interaction at Laurea

*We are pleased to present you with our report describing the societal impact and interaction of Laurea University of Applied Sciences. The impact of higher education on society is a continuously topical theme, particularly now in the spring of 2021, when the Ministry of Education and Culture is commissioning a study on the interaction between regional cities and higher education.*

**THIS ANNUAL REPORT** is Laurea's contribution to discussions about the impact of the UAS. The report takes a people-oriented approach, mirroring Laurea's approach to education and research. We try to give our activities a face, talk about the people behind the phenomena and build a story. We believe that a human approach brings depth to the impact phenomena.

**AS A UAS INVESTING** in development and growth, we at Laurea have always built for the future based on our prior experiences. This report of our societal impact and interaction contains various examples of good practices and indicators, in which we have emphasised continuous monitoring and learning from prior experience.

**WE AT LAUREA** believe that examples focusing on people and case studies reflecting our practical activities are the best way to demonstrate the depth and qualitative aspects of our impact. For the purpose of this report, we have grouped the various measures that impact citizens, communities and society based on the themes of Laurea's strategy 2030. However, this report only scratches the surface of the broad spectrum of Laurea's societal impact overall. The summary still provides an accurate picture of the overall

impact of society, even though we can address only a fraction of our societal activities.

## HIGHER EDUCATION AND IMPACT

**HIGHER EDUCATION PLAYS** an important role as the mainstay of a society based on knowledge and competence. Higher education institutions are responsible for producing and applying new knowledge and educating new experts, while collaborating with various stakeholders and parties. The impact of higher education is generated through interaction with the different sectors of society and through international cooperation.

**INTERACTION IS A** key requirement for the development of impact. Laurea interacts within its own area of operation and in the international arena, enabling our students to develop well-being and competitiveness for the future society and build their personal future. At Laurea, our activities are based on close, equal cooperation among our students, partners and personnel. Equal cooperation creates permanent effects on the competence, well-being or competitiveness of the parties involved.

## WHAT DOES IMPACT MEAN?

**IMPACT PLAYS A KEY ROLE** in the assessment of education, research and innovation activities, even though there are different definitions for impact itself. Our way of structuring different impacts at different levels is based on the IOOI model (Input, Output, Outcome, Impact):

**I (INPUT):** Our inputs into activities (resourcing) play an important role. These include: In higher education, inputs include the number of students starting their studies, the RDI funding received and the number of commissions agreed on with local organisations.

**O (OUTPUT):** The output of activities indicates, for example, the number of graduates, the number of publications produced by a project, or the number of hours spent on co-creation. Measuring these outputs is high up on the agenda at many higher education institutions.

**O (OUTCOME):** This refers to the concrete changes achieved as a result of the inputs and outputs. They may include a student's professional skills acquired during studies, a new nursing practice developed through RDI activities, or a security competence obtained by a partner through a student project.

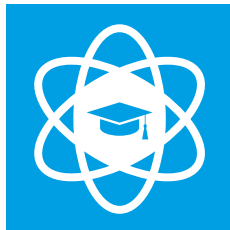
**I (IMPACT):** The last link in the chain is impact, or a permanent long-term change in the well-being or competitiveness of a partner or the region. Professional skills result in well-being for a student and their ability to earn a living. A new nursing practice improves a patient's health. By applying the acquired new skills, a partner can ensure safe operations. All of these also have knock-on effects on well-being and competitiveness.

**WHILE LONG-TERM CHANGES** are usually the most interesting results, they are also the most difficult ones to measure. We hope that you find this review of our activities in 2020 interesting and thought-provoking. Feel free to contact us for more information. Enjoy your read!



**Teemu Ylikoski**  
Director, External Relations  
and Marketing, PhD





## A student-centric UAS



*At Laurea, students are at the heart of learning. For us, a student-centric approach means placing special emphasis on students' goals and competence as well as their prior education and work experience when planning and organising their study paths. Competence equivalent to the learning outcomes can also be obtained outside Laurea – at work, in international networks or through entrepreneurial activities.*

**IN STUDIES LEADING** to a degree, we have made every effort to strengthen the competence-based approach, the quality of learning and study efficiency. By better recognising the competence needed in working life, the competence of students can be developed based on competence and competence acquired elsewhere can be recognised.

**LAUREA FORMED TWO** separate groups which, alongside the joint application process, offer an alternative route to studies leading to a degree. In the autumn of 2020, a separate application process for people working in public administration was launched for the first

time, leading to a Bachelor of Business Administration (BBA) degree in security and risk management. In the other separate group, a person with a Master of Arts degree may, on the other hand, complete a Bachelor of Business Administration degree. This separate group began its studies in November 2020. Both make use of the competence acquired in working life and work studification, which makes it possible to complete a degree in a shorter time than normal.

**TO SUPPORT STUDY** efficiency, the so-called L160 application process has been opened in universities of applied sciences. With L160, students who dropped

out of school but completed at least 160 credits may continue their studies. At Laurea, you can apply for and start these studies at any time. Special attention has also been given to the guidance of students in order to better recognise competence acquired in working life and plan the acquisition of missing competence for each student. In the autumn, several dozen students continued their studies through the L160 application process and the first of these have already graduated.

**THE THESIS PROCESS** has also been harmonised at Laurea in order to promote the faster graduation of students. Harmonising the thesis process is one of the development projects implemented at Laurea that was funded by proceeds from the 2018 fundraising campaign. Another area where donations were put to use was the Toolkit for Building a Meaningful Career study unit.

**IN ORDER TO** strengthen the quality of learning, Laurea has continued to develop tutoring competence and, for example, the Laurea Certified Tutor training for teacher tutors has been updated to support student-oriented guidance. Each student pursuing a degree at Laurea has an assigned teacher tutor, who monitors the student's study progress.

**THE ORIENTATION OF** new students has been reformed and harmonised throughout Laurea. Before the start of their studies, students received good feedback from online orientation, which is a separate course on the online learning platform in Canvas. There is a separate version of the online orientation for Bachelor's and Master's degree students.

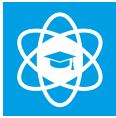
### GOOD PRACTICE: THE MENTORING PROGRAMME SUPPORTS TAKING PART IN POSITIONS OF TRUST IN LAUREAMKO, THE STUDENT UNION OF LAUREA UNIVERSITY OF APPLIED SCIENCES

**FOR SEVERAL YEARS** now, there has been a mentoring programme at Laurea between Laurea's Management Team and the members of the Laureamko Board or Council of Representatives. In the mentoring programme, the mentors of Laurea's Management Team support the actors in the successful management of their tasks and in their professional growth.

**THE FEEDBACK COLLECTED** annually from the mentoring programme indicates that mentoring has also given the actors involved with confidence in serving in positions of trust. One of the participants in the mentoring programme is Saana Simonen, who graduated from Laurea with a Bachelor of Social Services degree. Simonen was mentored by Katri Ojasalo, Vice President of Education, in 2017. *"It was really great to exchange thoughts and ideas with Katri, and it felt like we both got a lot out of the conversations,"* Simonen says.

**AT THE MOMENT,** Simonen is responsible for educational institutions in Talentia, a professional organisation for higher education students in the field of social work. In the past, Simonen has served as the chair of the University of Applied Sciences Students in Finland – SAMOK and STTK-Students, among others: *"Mentoring was really important for one's own development. I gained so much confidence to continue in positions of trust, performing more challenging and responsible tasks,"* she explains.





## Universities of Applied Sciences held a record-breaking entrance examination online

**IN 2020, EXCEPTIONAL** arrangements were made to hold the national entrance examinations of universities of applied sciences due to the COVID-19 pandemic. The entrance examination for the spring joint application process was held online on 4 June. More than 62,000 applicants participated.

**THE UAS ENTRANCE** examination system was used for the first time in the joint application process in the autumn of 2019. For student admissions in the spring of 2020, the examination system was modified for remote use. The examination system was also used during the pandemic for the university entrance examination. The record-breaking entrance examination was held two times. The examination was technically successful. The same examination was used for admission to studies leading to a Bachelor's degree in different fields at 22 different universities of applied sciences.

**IN THE FIRST** stage of the examination, the applicants with the highest scores were invited to the second

stage examination, which applicants took in-person at the end of June.

**LAUREA HELD THE** online entrance examinations for the autumn joint application period at the Helsinki Expo and Convention Centre. Ensuring safety was the starting point for holding the examinations at Laurea. Indeed, the Expo and Convention Centre was chosen as the examination venue to ensure the safety of a large group of applicants.

**DURING THE WEEK** of 26-29 October, Laurea held a total of eight examinations. A total of approximately 2,880 applicants participated. *"The entrance examinations went very well at Laurea, even though the examination venue was a whole new situation for us. The arrangements at the expo centre were great,"* explains Tero Lääkkö from Laurea, Head of Admission Services. *"Thank you very much to all applicants who followed safety intervals and other guidelines."*



## The Laurea Library is Laurean of the Year 2020

**ONCE A YEAR**, Laurea presents an award to a personnel member for particularly meritorious work. The primary criterion for awarding the prize is that the recipient has complied with Laurea's strategy, values and Ethical Guidelines in his or her work. In 2020, the theme for Laurea's selection was openness.

**IN SELECTING THE** Laurean of the Year, an emphasis was placed on the candidate acting as the promoter of an open operating culture whose choices serve to foster Laurea's values – building mutual trust and enabling success together. The recognition was presented at Laurea's opening ceremony for the academic year, which was held online this year in a departure from the norm.

**THIS WAS THE** first time that the recognition was given to the entire Laurea Library team as opposed to an individual.

**THE REASON FOR** the selection was the systematic and long-term work of the Laurea Library team to promote

an open operating culture. The team also communicates openly and actively both inside and outside Laurea. The service provided by the Laurea Library is considered to be of the highest standard and very friendly. The library has ensured professional guidance and accessibility for all, by offering high-quality digital services in addition to traditional library services.

**HANNA LAHTINEN, DIRECTOR**, Information and Publishing Services, considers it a great honour to become a Laurean of the Year: *"What's particularly significant is that Laurea selected a group as Laurean of the Year for the first time. Even though we do need individuals to contribute in the world, many things just can't be solved or carried out by someone alone,"* says Lahti.





## Graduates from Laurea are satisfied with their higher education degree in terms of their career

**80% OF LAUREA** graduates who took part in the national career monitoring survey in 2014 are satisfied with their degree. The national career monitoring of universities of applied sciences was conducted for the second time at the end of 2019. The target group of the career monitoring survey included all those who had completed their Bachelor's and Master's degrees in 2014.

**THE SURVEY EXAMINED**, among other things, the employment and career situation of graduates from universities of applied sciences five years after graduation and how the competence gained from the training corresponds to the skills needed in working life.

**A TOTAL OF** 599 Laurea alumni responded to the survey. The response rate was 38.4%, which is slightly above average. 80% of Laurea graduates who responded to the career monitoring survey were satisfied with the degree they had completed in terms of their career. In addition, 84% of respondents felt that employers also appreciate their university of applied sciences degree.

Qualitative feedback received from Laurea working life and key partners also supports this result.

**"IN WORKING LIFE**, *Laurea employees are perceived as genuine developers, who have the readiness and willingness to tackle potential problems and successfully accomplish things,*" says **Katri Ojasalo**, Vice President of Education. *"Above all, we can thank our Learning by Developing model for this result. Learning by Developing has been the foundation of Laurea's pedagogy since the early 2000s. This means that real-world commissions, such as projects and development assignments that stem from the needs of working life, play a key role in all our fields of study. At Laurea, learning and working life always go hand in hand,"* adds Vice President Ojasalo.

Read more: [www.laurea.fi/en/career-survey](http://www.laurea.fi/en/career-survey)



## Laurea graduates: Workplace competence is Laurea's greatest strength

**THE NATIONAL AVOP** survey provides graduating university of applied sciences students an opportunity to assess and provide feedback on their education. The 2019 graduates gave Laurea an excellent score, and by nationwide comparison, Laurea was ranked extremely high for workplace competence, in particular.

**THE SURVEY CONDUCTED** at Laurea was responded to by all of the nearly 1,800 Bachelor's or Master's degree graduates of 2019.

**CAREER SERVICES PROVIDED** by Laurea are particularly appreciated by Laurea graduates. In the comparison of universities of applied sciences, Laurea is number one in the following claims: *"I have received sufficient support in career management during my studies"; "I know where and how to seek work suitable for me"; "During my studies, I have received enough information on workplace practices";* and *"During my studies, I have been sufficiently instructed and advised on how to effectively apply for work".*

**CO-OPERATION WITH COMPANIES** plays a key role in the studies at Laurea. This was also demonstrated in the survey conducted among the graduating students, in which Laurea ranked among the top universities of applied sciences in the claim: *"I was offered adequate opportunities to participate in studies that included cooperation with workplaces".*

**LAUREA ALSO ACHIEVED** a joint first place ranking for the claim: *"Workplaces were used as versatile learning environments in my studies".*

**LAUREA'S LIBRARY AND IT** services also received positive feedback from the graduates. In the statement *"The library and IT services supported my learning"*, Laurea was also ranked first.

Read more: [www.laurea.fi/en/graduates](http://www.laurea.fi/en/graduates)



## Laurea and workplace integration



*At Laurea, all teaching is based on the Learning by Developing (LbD) model, making Laurea tightly integrated with workplaces and an international pioneer in this respect. All our students get to participate in regional and international employer networks and build their future in cooperation with major experts. Laurea strives to meet the future competence needs of working life by developing competence that is relevant to it and based on research.*

**IN RECENT YEARS**, Laurea has increased the offer of non-degree education. The aim is to better meet the challenges of continuous learning in society. The open educational offering that meets the needs of working life has been reformed by developing the open university of applied sciences through studies, specialisation training and other separate and continuing education.

**IN ADDITION TO** degree studies, advisory and guidance services for continuous learning have also been developed. These services are used to actively find students who need guidance, thus providing them with support in finding and planning their own study path. Guidance is provided by telephone and via website chat as well as in pop-up guidance sessions on campuses.

**THE SO-CALLED OPEN** path studies offered to secondary level students have been further developed at Laurea. Open path studies are studies in the Open University of Applied Sciences through which pupils can familiarise themselves with university of applied sciences studies during upper secondary school or upper secondary vocational education and training. In addition to open path studies, upper secondary level students are also offered shorter “sneak peek” courses, which lower the threshold for studying at universities of applied sciences.

**THE TOOLKIT FOR** Building a Meaningful Career online study unit was also created for the Open UAS study offering. For everyone interested in developing their own working life skills, the course is implemented on the Canvas platform as a Massive Open Online Course (MOOC), which can be completed by anyone regardless of time and place. In the course, students learn, for example, how to recognise the knowledge and skills they have acquired in different areas of life and how to describe these in a manner that helps them advance in their careers.

**SERVICES PROMOTING STUDENT** career planning and employment have been diversified and their availability improved. Like many other higher education institutions, the career portal JobTeaser was introduced at Laurea in 2020. In addition to job, internship and thesis listings, the Laurea portal contains a large amount of support material for jobseeking and career planning. Compulsory studies for all students completing a Bachelor’s degree at Laurea include a From Student to Expert study unit, which supports the student in planning their own employment path. Reformed in 2020, the study unit will begin in the first year of study, for example, when drafting the study plan. During the second year of study, a career plan will be made during the study unit, and in the third year, an employment plan. An effort has been made to give particular attention to the individual perspective of the reformed study unit in order to support each student’s career planning process as intended.

**STUDIES SHOW THAT** an internship is one of the key factors in a student gaining employment in expert positions. In fact, special support material has been provided for students in the JobTeaser service to support the application process. These focus particularly on recognising and stating the student’s own competence.

**COOPERATION WITH LAUREA’S** partner network and other higher education institutions has also been intensified in promoting the employment of students. Universities of applied sciences operating in the Helsinki Metropolitan Area and universities will implement a joint project to promote the employment of international students. At Laurea, comprehensive cooperation has been carried out, for example, with key partner, Staffpoint.



***Studies show that an internship is one of the key factors in a student gaining employment in expert positions.***





Stories from UAS integrated in working life



## Outi Leminen nominated Alumna of the Year 2020

**THE AIM OF** the Alumni of the Year Award in 2020 was to honour the WHO International Year of the Nurse and the Midwife. The 2020 Alumni of the Year Award was awarded to **Outi Leminen**, nurse. The selection was based on Leminen's goal-oriented development of her competence and professional skills and active contribution to alumni activities.

**LEMINEN PROUDLY HIGHLIGHTS** her membership of the Laurea community. "This nomination is truly remarkable, especially in such an exceptional year. I am genuinely touched and grateful," Leminen comments.

**LEMINEN GRADUATED FROM** Laurea in 2013 as a public health nurse. After graduating, she completed a Master's degree in nursing at the South-Eastern Finland University of Applied Sciences, XAMK. Leminen fondly looks back on her studies at Laurea and mentions communality as a particularly memorable characteristic of the institution. "At Laurea, the atmosphere was always very welcoming. I still feel like coming home whenever I visit the campus," she says.

**Read more:** [www.laurea.fi/en/alumni-2020](http://www.laurea.fi/en/alumni-2020)

### GOOD PRACTICE: CAREER MONITORING INFORMATION TO ASSIST STUDENTS IN CAREER PLANNING

**THE CAREER MONITORING** survey for graduates from universities of applied sciences supports not only the development of education but also the career planning of students in a variety of ways. Indeed, career monitoring data at Laurea is closely integrated with services that promote career guidance and employment.

**CAREER MONITORING DATA** supports the current students' understanding of working life and employment in their field and helps them plan their studies. "Students may not always know what the employment opportunities are in their own field, what they can study at Laurea, and what kind of personal entity they can build in their studies. Career monitoring data and, for example, alumni career stories are absolutely invaluable in this respect," says **Sanna Eronen**, career services expert.



Stories from UAS integrated in working life



## Open University of Applied Sciences studies free of charge for unemployed and laid-off persons

**THE COVID-19 CRISIS** has resulted in many Finns being laid-off or dismissed from their jobs. In the exceptional circumstances of 2020, Laurea wanted to contribute to supporting opportunities for laid-off and unemployed people to strengthen their competence by partly waiving the study fees for the Open University of Applied Sciences.

**SINCE APRIL 2020**, Laurea's Open University of Applied Sciences study offering has been offered free of charge for unemployed and laid-off persons. Until now, the study fees for the Open University of Applied Sciences have been either EUR 15/credit or EUR 400/year. Free access does not apply to Open University of Applied Sciences open path studies, for which there is a separate application process. "With this decision, Laurea wants to support those who have been laid-off and unemployed because of the coronavirus," says President and CEO **Jouni Koski**. "In this way, Laurea will also make its higher education community far more easily accessible to laid-off and unemployed people, who can either supplement their competence or possibly even pave the way for themselves to complete a new degree."

**AT THE OPEN UNIVERSITY** of Applied Sciences, anyone, regardless of their basic education and age, can take UAS studies in different fields. Students can take individual courses or larger study modules at the Open University of Applied Sciences. The Open University of Applied Sciences is a good option for enhancing the competence needed in working life. Studies completed at the Open University of Applied Sciences can also be put toward a degree programme if the student decides to continue their studies at the same UAS.

### Satisfaction with Laurea's Open University of Applied Sciences studies at a high level - 97% would recommend the Open UAS to acquaintances

**SATISFACTION WITH STUDIES** and the information provided on them has been excellent among students at the Open University of Applied Sciences. 97% of the respondents to the Open University of Applied Sciences survey would recommend Laurea's Open University of Applied Sciences studies to their acquaintances or colleagues.



Stories from UAS integrated in working life



## The staff of the Finnish National Opera and Ballet participated in Laurea's first Certified Risk Officer training

**THE TRAINING WAS** a pilot for Laurea's Certified Risk Officer continuing education. In the future, risk management training will be offered by Laurea EduGATE as continuing education.

**THE FINNISH NATIONAL OPERA** and Ballet wanted to find a partner with diverse expertise in different types of risk assessment. We already do diverse risk assessment daily at various levels. Our operations involve such risks as schedule, cost and quality risks, and we continuously assess and minimise safety and security risks. "We really needed the training provided by Laurea," says **Juho Saxell**, who is Head of Stage for the National Opera and the National Ballet.

**THE LAUREA CERTIFIED** Risk Officer training consisted of both face-to-face instruction and tutoring sessions. Face-to-face sessions covered topics such as risk identification and assessment as well as risk analysis and risk management methods.

**THE TRAINING STRENGTHENED** the risk management skills of the stage technology departments. It offered tools and insight on how to analyse, prioritise and manage a variety of issues. It provided a common model and way of thinking as well as helped to question things. "During the training, we analysed the use of tools and harmonised approaches to make our risk management processes more consistent. I believe that after the training, we will be able to manage risks in a more controlled way," says Saxell.

Read more: [www.laurea.fi/en/risk-officer](http://www.laurea.fi/en/risk-officer)



Stories from UAS integrated in working life



## Continuing education brings new ideas for pedagogical documentation

**THE EARLY CHILDHOOD** education and care plan, which provides guidance for early childhood education and child care in Finland, was reformed in 2016. With the reformed early childhood education and care (ECEC) plan, pedagogical documentation is now a requirement for early childhood education.

**IN THE AUTUMN** of 2019, Laurea launched its first continuing education for strengthening the knowledge and skills needed for pedagogical documentation. The education funded by the Finnish National Agency for Education is intended for professionals in early childhood education and care, and it takes nine months to complete 10 credits.

**IN A NUTSHELL**, pedagogical documentation refers to the evaluation, planning and development of ECEC activities through documentation.

**THE FIRST COURSE** of studies, which began in October 2019, attracted a great deal of interest and the 30-stu-

dent group was quickly filled. Students were able to attend the classes at both Laurea's Tikkurila campus and remotely via the online teaching platform. There were participants all over Finland, with the most remote being from Haukipudas in Northern Ostrobothnia.

**DURING THE AUTUMN**, the participants highlighted the discussions that they were able to have with colleagues during the training as an invaluable part of the course. Early childhood education teachers **Kati Lehtonen** from Helsinki, **Jenni Niemi-Ranne** from Merikarvia and **Kirsi Pietikäinen** from Järvenpää, who took part in classroom teaching in Tikkurila at the end of November, all agree: "The discussions we had with colleagues have provided so many new ideas and practical tips, which we've been able to put into practice in our own work," they explain.





## Stories from UAS integrated in working life



### In the future, hospital meals will be experiential

**THE CITY OF HELSINKI** and the Hospital District of Helsinki and Uusimaa (HUS) are planning a new Laakso Joint Hospital with the aim of being a modern university research and teaching hospital. The planning of the hospital, which is expected to be completed in 2021-2030, is fully underway, and Laurea students will also be able to participate in the project during the spring of 2020.

**DURING FEBRUARY AND** March, a number of students from various fields participated in an innovation project, in which the task was to come up with experiential hospital meals for the new Laakso Hospital using service design methods. The project was implemented in cooperation with the Laakso Hospital, HUS and the City of Helsinki Food Services.

**ONE OF THE COMMISSIONERS** of the innovation project was Senior Planning Officer **Riina Kotaviita** from City of Helsinki Social Services and Health Care, which is participating in the Laakso Joint Hospital project. She

explains that there was a desire to have different educational institutions collaborate on the project: *"Issues related to food and nutrition often came up during project planning. This highlighted the need to get new, forward-thinking ideas from the students to support planning,"* says Kotaviita.

**COMMISSIONERS WERE POSITIVELY** surprised at the seamless collaboration and the results achieved. The students had been able to examine the topic extensively, and the ideas were advanced and very feasible. *"Students had familiarised themselves with meal service from a variety of angles. The ideas had nicely taken the patients', relatives' and staffs' points of view into account,"* says Kotaviita. *"Some of the proposals can be implemented quickly, both in the development of department activities and in the development working groups of the new hospital."*



## Stories from UAS integrated in working life



### Working life steering group developed a curriculum for a nursing qualification and project cooperation

**A WORKING LIFE** steering group consisting of Laurea's development managers, heads of degree programmes, student representatives and representatives of working life met in August 2020 to discuss workplace-oriented development and cooperation in nursing education.

**SINCE 2019, WORKING** life steering group meetings (i.e. workshop-type discussion and brainstorming sessions) have been held with a different theme 2-3 times a year. Earlier working life panels have discussed, among other things, the need for training internship advisers, research in nursing education and work studification. The new curriculum for nursing education, which will be introduced in 2021, was discussed at the August session.

#### INTERNATIONAL YEAR OF THE NURSE AND THE MIDWIFE AND ANNIVERSARY PUBLICATION

**THE INTERNATIONAL YEAR** of the Nurse and the Midwife was celebrated in 2020. Laurea is Finland's largest trainer of nurses, and during the anniversary year Laurea highlighted the education and occupation of nurses in a variety of ways.

**IN THE ANNIVERSARY** year publication, Oppimista, opettamista ja tutkivaa kehittämistä – sairaanhoitajan työn kaksi vuosisataa (*"Learning, teaching and research development - Two centuries of nurse work"*), former and current students and teachers of Laurea University of Applied Sciences present development work and reviews on the learning, teaching and research development of the work performed by nurses and public health nurses.





## Digital UAS that renews professional learning



*The changing work environment calls for increasingly open, diverse and flexible learning solutions. Laurea meets this need by developing high-quality digital degrees and degree components. It manages, develops and provides digital education in a centralised manner. By centralising critical competences in the UAS structure, we can ensure the scalability and high quality of digital education.*

**LAUREA'S DIGITAL REFORM** continued in 2020 with the introduction of the new Canvas learning platform in all Laurea training programmes. Adopted in thousands of organisations around the world, Canvas is a future learning environment that facilitates both teaching and learning. Canvas training has been implemented for all teaching staff, including technical workshops (a total of 40), pedagogical workshops (78) and workshops focusing on specific themes (17). The Canvas platform was utilised, for example, in selection courses completed in Master's degree programmes (p. 25).

**WE WILL DEVELOP**, share and use Laurea's digital degrees and degree components openly throughout our institution. This will ensure that they effectively help us achieve the objectives set for both degree-awarding education and continuous learning. An open approach will help us ensure that the substance and methods of learning are developed continuously and collaboratively and that our education is of a high quality.

**A WIDE RANGE** of digital, open learning materials and so-called MOOCs (Massive Open Online Courses) were offered throughout Laurea. A total of 53 Master's degree study units were offered during the year. Master's

study units enable the implementation of a study unit with jointly developed content. In addition to these, a total of 18 separate CC-licensed study units were developed. A total of 24 MOOCs were developed. In addition, 8 partly automated study units were offered.

**MOOCs HAVE ALSO** been piloted in, among others, the 6Aika DigiPoint project, which is funded by the European Union. The aim of the project is to strengthen the digital and working life skills of jobseekers based on the competence needs of companies. In 2020, the project developed three MOOC modules to study how such automated study modules implemented without a teacher could advance the development of competences that are important from an employment standpoint.

**THERE HAS ALSO** been international cooperation in the area of digital learning. The CLIDEV project, together with the University of Helsinki, will modernise the educational offerings of Myanmar and Vietnamese higher education partners, especially in relation to sustainable growth and climate change. In the TOTEMK project, Laurea is involved in developing digital competence in Kenyan higher education institutions.

**A UNIQUE FEATURE** of Laurea's digital education is the application of the Laurea Learning by Developing (LdB) model also in a digital learning environment. 2020 was an LbD theme year at Laurea, and one of its key themes was the application of Learning by Developing in a digital environment. The integration of RDI activities and teaching as well as working life partnerships in the online environment was also examined during the theme year.

**LAUREA LAUNCHED A NEW** Master's degree programme, Sustainable Growth Management, in the autumn of 2020, which focuses on sustainable development, sustainable growth and the circular economy. Typically, growth is sought in business development, without adequately taking the limitations of natural resources into consideration. However, growth cannot only be examined from the perspective of supply and demand – it must also be examined from the perspective of sustainability. In the Master's degree in Sustainable Growth Management, the renewal of existing resources is part of the core competence of the degree.

**LAUREA'S MASTER'S DEGREE** programmes have focused on integrating RDI activities and teaching as well as strengthening the RDI competence of students. One of the popular Laurea Master's degree programmes offered to applicants is the so-called RDI path studies. In RDI path studies, the student can complete 30 credits of studies in Laurea's ongoing projects and then apply for a degree in separate application.



***A unique feature of Laurea's digital education is the application of the Laurea Learning by Developing (LdB) model also in a digital learning environment***



### GOOD PRACTICE: LBD MODEL IN DIGITAL: PARTICIPATION IN WORKING LIFE IS MADE EASIER ONLINE

**IN LAUREA, 2020** was the Year of Development-based Learning (LbD). One of the issues at the heart of the theme year was how the LbD model, which was developed at Laurea at the beginning of the 21st century, fits into the digital environment of today and in the future.

**THIS WAS DISCUSSED**, among other things, in articles by Laurea's Sanna Niinikoski and Tuija Marstio published in the online Laurea Journal. According to Niinikoski and Marstio, the operating model based on Learning by Development is also fully suitable for online learning.

**DIGI-LBD COMBINES** teaching with authentic working life development and problem situations as well as facilitates the participation and inclusion of working life in study implementation. Cooperation online requires the use of the right digital tools, which is also a key working life skills for students. The learning process also becomes visible online, leaving a trace of the learning.

**DURING THE THEME YEAR**, the introduction of teaching and the LbD model into the digital environment has not only remained at the theory level, but the COVID-19 pandemic and transition to distance learning has produced many innovative solutions for the application of LbD.



### Towards a Master's degree as a path student in the DigiPoint project

**IT IS POSSIBLE** to take several different paths in studying for a Laurea's Master's degree. One of these is research, development and innovation (RDI) path studies, in which the studies take place in different Laurea projects.

**THE AIM OF** path studies is to complete at least 30 credits of complementary studies so that students can apply for Master's degree studies at Laurea in a separate application period. As studies continue in the Master's degree, the studies completed in path studies are accredited for the elective studies of the Master's degree.

**A NEW GROUP OF** RDI path students began in September 2020, three of which are working on the DigiPoint project (read more on p. 47).



Stories from digital UAS that renews professional learning



### Selection courses for Master's degree programmes implemented online: "A more student-centred admissions method"

**IN SPRING 2020**, Laurea tried a new approach to student admissions for the first time. The students were admitted to four Master's degree programmes that began in the autumn of 2020 on the basis of online selection courses. The experiment was successful – the experiences of both students and Laurea staff members who led the courses were positive.

**THE APPLICANTS WERE** already able to familiarise themselves with Laurea's entirely new online learning platform Canvas, which was utilised in implementing the courses. The applicants were allowed to complete the course at their own pace in April-May.

**ACCORDING TO THE MAIN** teachers who responded to the selection courses, these students did well. In fact, they did so well that the implementation method tested now can also be utilised in the future. The feedback gathered from applicants participating in the selection courses was also almost entirely positive. "The students especially liked that the work they did in the selection

course wasn't lost. Approved applicants can actually include the credits in their own degree," explains **Maria Ekström**, Senior Lecturer.

**OTHER APPLICANTS SUCCESSFULLY** completing the selection course will also receive a credit for the Open University of Applied Sciences study unit. In addition to the actual admission of students, the purpose of the selection course was also to familiarise applicants with the studies and their contents. "The 5 credits earned in the selection course will lighten the autumn term workload for students," adds Senior Lecturer, **Marjo Poutanen**.

Read more: [www.laurea.fi/en/selection-courses](http://www.laurea.fi/en/selection-courses)



Stories from digital UAS that renews professional learning



### The Pedagogical Advance of the Year uses VR glasses in practical guidance and nursing situations

**THE PEDAGOGICAL ADVANCE** of the Year award was presented to the most innovative and effective pedagogical solution at Laurea for the second time. Laurea's staff and students submitted ideas for innovative, high-quality learning solutions for the Pedagogical Advance of the Year award. *"On the nursing team, we were immediately enthusiastic about using VR glasses and smart cameras. The best part about them is how we can create new, realistic learning situations and digitally illustrate practical guidance and nursing situations,"* says **Anna Ojala**, Senior Lecturer of nursing at Laurea and a member of the DigiLoikka implementation team.

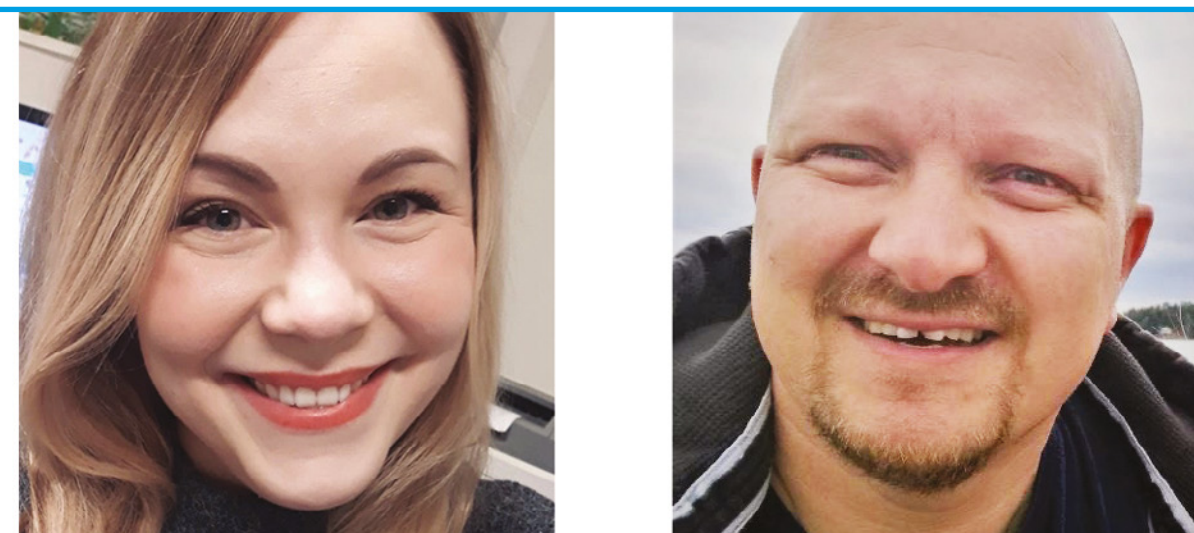
**VR GLASSES GIVE** students access to environments, places and situations that they might not otherwise have. For example, students can see inside the lungs and explore the lungs of an asthmatic or smoker. *"In addition, VR glasses and a smart camera gives students access to areas such as an operating room, maternity and child health clinic or even a construction site to assess health risks and hazards,"* Ojala continues.

**IN PHYSIOTHERAPY STUDIES**, smart cameras have been used, for example, in problem solving and clinical reasoning simulations that explain the connection between body structure, characteristics, motion and movement. One example of this is the examination of body structures, joint movement and muscle function. In addition, smart cameras are well suited to illustrating instrument skills, such as when instructing students on the proper techniques for various tapes, supports and aids.

**STUDENTS HAVE FOUND** that smart cameras worked very well as a tool for learning and, in particular, offer help with self-review. *"Now, with the pandemic, the use of smart cameras has proved to be worth its weight in gold for distance learning. As soon as the amount of distance learning was increased, I took a smart camera home and used it to make videos for students as a learning tool,"* explains **Pauliina Louhiala-Hänninen**, Senior Lecturer of Physiotherapy and member of the DigiLoikka team.



Stories from digital UAS that renews professional learning



### Award-winning Master's thesis highlights the voice of young people

**STUDIES SHOW THAT** the sexual harassment of young people is common and seems to have increased in recent years. How can sexual harassment be prevented and how should it be addressed in secondary schools? Answers to these questions, among others, were sought by **Eine Siimes** of Laurea and **Mikko Ketvell** of the LAB University of Applied Sciences in their joint Master's thesis.

**COMPLETED IN THE SPRING** of 2020, their thesis *Keinoja toiselle asteelle seksuaalisen häirinnän vastaiseen työhön* (Ways to work against sexual harassment for the upper secondary school level) won the Finnish Youth Research Network's Youth Research Thesis Award in November.

**THE PURPOSE OF** the thesis by Siimes and Ketvell was to create a checklist for upper secondary education institutions to combat sexual harassment. The thesis was completed in cooperation with a Helsinki upper secondary school.

**IN PARTICULAR, THE** authors wanted to highlight young people's voices and perspectives on the topic through their thesis. *"The starting point of our work was to develop concrete tools that could be utilised in the prevention and intervention of sexual harassment in educational institutions,"* says Siimes.

**SIIMES BELIEVES THAT** a working life orientation and development of working life are the common denominator in both the Master's thesis and Master's degree studies generally, i.e. how work in the social and health care sector could be performed more effectively and in a more customer-oriented way. *"I feel that my Master's studies provided me with a lot of new insights for my work as a curator - many different perspectives and tools for working with young people,"* adds Siimes.





## A UAS that develops competence through applied research



*Taking advantage of its solid, multidisciplinary competence, Laurea uses its applied research to renew the substance of teaching and the competence generated within the institution, solve social problems, create new solutions and build new business. Laurea's research is of a participatory and applied nature. It is integrated into all our education, development and innovation activities to boost the impact of our educational operations.*

**ON THE BASIS** of the competence areas defined in Laurea's strategy, three research programmes have been defined: Social Services and Health Care; Service Business and Circular Economy; and Security Management (see page 30). The research programmes direct project work in accordance with Laurea's areas of strength, which contributes to creating significant societal impact.

**IN ADDITION, THE** following themes to be implemented in all of the programmes were also defined: Ethical competence and proactive competence; Entrepreneurship,

pedagogy and co-creation; and Digitalisation and information management in society.

**ALL RDI PROJECT** activities are carried out in cooperation with stakeholders, and project activities always aim at achieving effectiveness and creating new solutions. Laurea's comprehensive cooperation, interaction and co-development with stakeholders ensure that RDI activities reform society according to the needs of stakeholders. The needs of stakeholders and Finnish society have been taken into account in the selection of

research programmes and cross-cutting themes.

**IN ITS ACTIVITIES**, Laurea adheres to the principles of responsible research and innovation activities, otherwise known as the RRI model, whose aim is to increase societal impact, responsibility and openness. Openness and responsibility permeate Laurea's entire operating culture. In compliance with the principles of open science and research, we produce and make use of open research data. Openness is also comprehensively taken into account in teaching, such as by making use of the Library of Open Educational Resources (*aoe.fi*).

**SUPPORT SERVICES FOR** RDI activities have been developed at Laurea. Since 2017, Certified Project Manager training has been provided to enhance the ability of staff to implement successful RDI projects. Since 2019, Laurea has used the Grant Writer service, which provides project designers with a wide range of support for writing grant applications.

**IN ADDITION, LAUREA'S** RDI activities have developed operating methods for the further utilisation of ideas generated in projects. This means, for example, opportunities for follow-up projects or opportunities for commercialisation.

**IN ADDITION TO** Laurea's publication series, the results of RDI activities are presented in various other publications. Laurea also has its own website, Laurea Journal, whose articles present a wide range of views on project work, student cooperation and internationality.

**LAUREA IS AN INTERNATIONAL** pioneer in Living Labs and one of the initiators of the global network that launched participatory research, development and innovation activities. In teaching at Laurea, Living Lab activities refer to user-driven innovation ecosystems, in which students solve working life problems in cooperation with stakeholders. The purpose of the activities is to produce new solutions for the needs of society and integrate Laurea's education, RDI activities and regional development work with each other. One example is the Leppävaara campus teaching restaurant BarLaurea, which serves as a Living Lab envi-

ronment for Hospitality Management students.

**LAUREA'S RANGE OF** RDI project application instruments has been further expanded, focusing on key national and international funding instruments. National instruments include funding from the Academy of Finland and Business Finland as well as international Erasmus+ and Horizon 2020 of the European Commission.

### GOOD PRACTICE: LONGITUDINAL DATA MAKES UNIQUE RESEARCH MATERIAL AVAILABLE TO SOCIETY

**TO CREATE A SPECIAL** strength, we will adopt a new operating method in degree-awarding education, which involves systematically collecting longitudinal research data in all our areas of expertise to produce unique and open research material for our own applied research and for society at large. This was piloted in 2020 in the Entrepreneurship as Part of a Career study unit, where students carry out tasks related to the collection of longitudinal data.

**DURING THE PILOT** phase, data is collected on: 1) good and bad sales and customer service experiences had by students; and 2) student views on future working life requirements and their significance as either an employee or an entrepreneur. The collected data can be utilised as basic data for RDI funding applied for from companies in the Uusimaa region and targeted to needs identified through longitudinal data for future project work.





## Laurea research programmes

*On the basis of the competence areas defined in Laurea's strategy, three research programmes have been defined. The research programmes direct project work in accordance with Laurea's areas of strength, which contributes to creating significant societal impact.*

### Safety

**LAUREA'S COHERENT SECURITY** Research Programme provides national and international research and innovation solutions that support the implementation of civil security in cooperation with authorities, companies, regions, research actors and organisations.

**IN THE RDI** in security and safety, Laurea's goal and strength is taking a multidisciplinary approach to

security challenges and risks instead of resorting to traditional sectoral thinking. This opens up opportunities for finding solutions to everyday problems also in a rapidly changing operating environment with new actors, such as security challenges in urban infrastructure, safe at-home living for the elderly and asymmetric hybrid threats.

#### AN EXCERPT OF THE RESEARCH PROGRAMME PROJECTS:

**THE EU-HYBNET** (Empowering a Pan-European Network to Counter Hybrid Threats) project was launched in May 2020. It is the first European project with a focus on preparing for and countering hybrid threats and on developing and building a European network in this field. EU-HYBNET, funded by the European Commission's Horizon 2020 programme, is a five-year project involving 23 organisations from 16 different European countries.

### Sustainable and versatile social and health care

**THE SOCIAL AND** Health Care Research Programme is responsible for the development and research of health, well-being and functional capacity through both national and international activities. It strengthens participation in society and takes

ethical aspects, multi-professional cooperation, future needs in social and health care services and sustainable development into account.

#### AN EXCERPT OF THE RESEARCH PROGRAMME PROJECTS:

**THE AIM OF THE HYVINVOIVA HOIVA** (Well-being in senior care services) project is to promote well-being at work for service personnel and their ability to deal with changes in social welfare and health care services provided by senior care facilities. The project is being carried out in the national development environment of social and health care reform and regional government reform. In the project, the occupational well-being, know-how and work processes of senior care service personnel are developed through participatory lean and service design methods. The personnel of participating organisations are involved in the change processes in a way that makes the transition to the new operating environment as smooth and seamless as possible.

### Service Business and Circular Economy

**THE SERVICE BUSINESS** and Circular Economy research programme focuses on the research, co-creation and implementation of business ecosystems and service innovations. In our research and development activities, the Living Lab way of thinking and operating methods play a key role. Living Lab activities include development environments, laboratories and test platforms that help create and evaluate developed services in genuine environments together with end users.

**THE RESEARCH PROGRAMME** will utilise and develop new service design methods, techniques and tools intended for the improvement, innovation and visualisation of service offerings, processes and the organisation. The research programme develops sustainable and circular business models and helps to create new services or develop more useful, usable, attractive and efficient than today.

#### AN EXCERPT OF THE RESEARCH PROGRAMME PROJECTS:

**THE URBAN GROWTH GSIP VANTAA** project develops concrete solutions to enable the growth of SMEs and the continuous learning of individuals. The project targets Vantaa-based SMEs employing 20-200 people and the labour force in Vantaa. The European Union has granted nearly EUR 4 million in funding to the project.





Developing competence through applied research



### Students map the digital skills of seniors in the DigiIN project

**THE TRANSITION OF** public services to the Internet is a topic that has emerged during the COVID-19 crisis. Even though e-services are routine for many, there is still a risk that some citizens will fall outside these electronic services.

**INDEED, SOLUTIONS TO** the threat of digital exclusion are sought in the DigiIN – Towards a Socially Inclusive Digital Society project, of which Laurea is also a participant. The aim of the project is, among other things, to develop more accessible electronic social welfare and health care services.

**IN THE SPRING**, Laurea's business and social services students from the Hyvinkää campus participated in the project by conducting a study to map the digital skills of seniors and their experiences with using digital services. Seniors were asked, for example, how often they use the Internet, what kinds of transactions they conduct online, and whether they had challenges in using online services. Seniors were also asked whether the COVID-19 situation increased their use of the tele-

phone or the Internet. *"Even though we live in a digital society, the interviews revealed that some people do not use the Internet at all. But we also discovered the other end of the spectrum among the interviewees, the ones who had taken courses or had time to develop their digital skills in working life,"* says **Janne Lehtinen**, describing the results of the interviews.

**THE DIGIIN PROJECT** received funding from the Strategic Research Council of the Academy of Finland (SRC). In addition to Laurea University of Applied Sciences and the National Institute for Health and Welfare, the project includes the University of Helsinki, Aalto University, the University of Jyväskylä and the Age Institute.

**BECAUSE PUBLIC SERVICES** have become intensively digitalised in recent years and digitalisation requires new kinds of competence from citizens, it is important to ensure that everyone remains involved in development. Seniors are one of the target groups of the DigiIN project, and they are also at risk of being excluded from digital development.



Developing competence through applied research



### Service design assistance for SMEs hit hard by COVID-19

**THE COVID-19 CRISIS** and the resulting emergency measures have caused difficulties for numerous companies in Finland. In particular, sole proprietors, micro-enterprises and small enterprises, which often lack the protection of a safety buffer, are the hardest hit by the crisis. As the crisis draws out, a major wave of bankruptcies is to be expected.

**LAUREA'S PATU, OR** Palvelumuotoilulla ja ryhmätuella liiketoiminta uuteen nousuun (New life for businesses through service design and group support) project aims to help SMEs operating in Uusimaa. Together with entrepreneurial organisations in Tuusula and Sipoo, 25 SMEs in central Uusimaa are currently being sought to participate in the project.

**THE PROJECT, WHICH** was fast-tracked with the help of crisis funding from the Helsinki-Uusimaa Regional Council, continued until the end of 2020.

**AS A RESULT OF** the COVID-19 pandemic, companies need to update and reform their business models and create strategies to reach and serve new customers.

**THE PROJECT AIMS** to create new, innovative and customer-oriented services as well as increase cooperation, co-creation and networking between companies. *"Service design is a human-oriented method that can quickly help companies develop their business and cope with the COVID-19 crisis,"* says Project Manager **Minna Pietikäinen** of Laurea. *"In the project workshops, entrepreneurs can develop their operations together with other entrepreneurs and Laurea experts. Together we learn, develop, experiment and learn new things,"* adds Pietikäinen.



Developing competence through applied research



## Telepresence devices enable communication between seniors and their relatives

**AS PART OF** the ROSE – Robots and the Future of Welfare Services (ROSE) project at Laurea last spring, Double 3 telepresence devices were tested in cooperation with Sipoo Housing and Care Services to assist with communication between seniors and their family members. In addition to the nursing home, the telepresence device has also been trialled in a private household in Vuohijärvi, Kouvola, when the children of a senior couple at home maintained contact with their parents through the device.

**THE ROSE PROJECT** telepresence device trial produces information on issues related to telepresence arrangements from the perspective of both the nursing home and the family members. A special feature of the Double 3 telepresence device is not only two-way video and audio transmission, but also remote control mobility. *"The idea here is that the device can be used without needing to know how to control it. It is fully accessible to remote users, such as close relatives, and of course its requires trust between users,"* explains Laurea lecturer

**Teppo Leppälahti.** *"Both experiences of using the device have been very encouraging in the sense that users have really liked this type of communication method,"* says Leppälahti.

**IN THE FUTURE,** the aim is to develop the use of Double 3 telepresence devices in the DigiIN project, which creates solutions that ensure the inclusion of all people in social welfare and health care digital services.

**ENDING IN MARCH 2021,** the ROSE project examined how robotics can be used to develop social and health services, especially from the perspective of seniors. User research and the Living Lab approach were applied in the study.



Developing competence through applied research



## Ethical problems in the work of Bachelors of Social Services and social workers were studied in the COPE project

**COPE – COMPETENT WORKFORCE** for the future was a consortium project funded by the Strategic Research Council (2016-2019) operating in connection with the Academy of Finland. A large number of studies and procedural recommendations were published in the COPE project.

**AS BACHELORS OF** Social Services are a fairly new professional group in the field of social welfare and health care, there is little research data on the ethical problems they encounter. The research conducted by Principal Lecturer **Soile Juujärvi**, Bachelor of Social Services **Elina Kallunki** and social worker **Heidi Luostari** analysed the ethical problems encountered by Bachelors of Social Services and social workers and the resolution of these problems in new social welfare and health care organisations.

**ACCORDING TO THE RESULTS,** social work places an emphasis on the ethics of fairness. Bachelors of Social Services and social workers strive to ensure that their

clients' rights are realised and conduct their affairs in a multi-professional network.

**THE ETHICS OF CARE,** on the other hand, are aimed at responding to the individual needs of clients and maintaining good relations with them. Bachelors of Social Services use the ethics of care as part of service guidance to ensure the well-being of their clients in service transition points.

**CONSIDERATION GIVEN IN** accordance with the ethics of care is also part of the discretion used by social workers, which aims to ensure that the interests of the client are realised in difficult situations. Education in social sciences should therefore address ethical issues from the perspective of both the ethics of fairness and ethics of care.

**THE ARTICLE OF** Juujärvi, Kallunki and Luostari was published in the international Ethics and Social Welfare journal in January 2020.





## An international UAS that develops the region



*Laurea boosts workplace competence and dynamism in the Uusimaa region, taking a regional, national and international approach. In our diversified regional development activities, we pay attention to the special features of the Uusimaa region. Regional development thus deals with the various development needs of metropolitan cities, regional towns and neighbouring municipalities in the Uusimaa region.*

**WITH THE HELP** of key partnership activities launched in 2019, we will promote the development of working life and its reform. The aim is to expand and deepen Laurea's partnership network to support the development of our competence areas and further enhance their effectiveness. At the same time, the aim is to activate the network more systematically, for example, with regard to RDI activities.

**A KEY PARTNERSHIP** is a paid partnership that guarantees the partner extensive and systematic cooperation

with Laurea's various degree programmes. It can involve cooperation with students, research, development and innovation activities as well as business activities. By the end of 2020, there were 28 key partners.

**THE 3AMK STRATEGIC** alliance of Laurea, Haaga-Helia and Metropolia was formed in 2016, and its aim is to promote higher education institution teaching activities, cooperation with working life, RDI work and the export of education. Students of universities of applied sciences can utilise the teaching offering of all three schools

thus expanding their competence. In the field of education, there has been cooperation in, for example, the Sitra-funded CircuS project, which developed an English-language circular economy study module.

**3AMK'S THREE UNIVERSITIES** of applied sciences have created a common RDI strategy with three strategic spearheads. These are: 1) The well-being of people in a safe community; 2) Sustainable urban development; and 3) The transformation of work and competence.

**THE PROJECTBOOSTER ACTIVITIES** aimed at promoting project preparation were launched by the spearhead areas in the autumn of 2020, and 3AMK publishing cooperation has been promoted in a publication workshop held in the autumn of 2020.

**3AMK'S OBJECTIVE FOR** the joint education export company EduExcellence is to significantly increase and scale education exports. Despite the challenges posed by the pandemic, the export of education has also made significant achievements, such as the agreement with South Africa announced in November, which established a partnership between EduExcellence and Forge Academy and Nokia South Africa.

**THE UTILISATION OF** artificial intelligence has also progressed in member universities of applied sciences during the year under review. The Hackathons held during the spring and autumn, the development of a simplified user interface for students, the chatbot user interface prototype, and the inclusion of Theseus data in the service were also notable achievements.

**THE AIM IS FOR** Laurea to respond to the labour shortage in the social and health care sector by providing fee-based, commissioned education, in which students from China can earn a Finnish UAS degree. In addition to the nursing students who started in Lohja in 2019, another group of students will also complete social welfare studies on the Tikkurila campus. The students' have adapted well to Finland and, based on a survey conducted by

the students, they also want to stay in Finland after their studies have ended.

**LAUREA AND ITS** staff are diversely networked both at the national and international level. Laurea has approximately 250 partners worldwide: Universities, research institutes, companies and other organisations. Cooperation with them takes place within the framework of student exchanges, international traineeships, personnel exchanges, RDI cooperation, training development and regional cooperation.

**LAUREA'S INTERNATIONAL ADVISORY BOARD (IAB)** comprises international experts in higher education, whose broad expertise supports the strategic development of Laurea's operations. They represent a total of eight different higher education institutions. The IAB visit in 2020 focused on the effectiveness of RDI activities and the Advisory Board issued recommendations on the development of these activities.



***The students' have adapted well to Finland and, based on a survey conducted by the students, they also want to stay in Finland after their studies have ended.***



Stories from an international UAS that develops the region



## Antell student project results put immediately into practice

**IN THE AUTUMN** of 2020, Laurea's key partner, Antell, was a company in the restaurant and café sector. In the safety development project that was part of the study unit, students examined the safety of Antell restaurants in teams. The teams presented their results in December, and the first student proposals for improving safety have already been put into practice at Antell. *"Inspecting safety measures is standard operating procedure here at Antell. Now, with the students, we wanted to gain an even broader understanding – from an outsider's point of view – of the different aspects of safety that we could take even more effectively into account in our activities,"* explains **Karoliina Hannula**, Development Manager in charge of responsibility at Antell.

**DURING THE PROJECT**, 10 student teams visited eight Antell restaurants to inspect the site. The commission gave the students free rein to decide, on the basis of the first visit as well as interviews and observations, which area of safety they found most important to

focus on. The focus of the final project work was on, for example, customer, work and fire safety.

**TO SUPPORT ANTELLI**, the project brought not only important individual observations related to the safety of restaurants, but also operating methods and tools that can be utilised throughout the Group. One example of this is the audit form developed by students for the documentation of safety matters. *"I also thought that the students were easily able to identify things that we could do in a different way, better and more safely. When the restaurant has been handling a given matter in a certain way, we weren't necessarily able to ask an important question: 'What if?',"* says Hannula.



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## KELA as a key partner: Multidisciplinary cooperation

**LAUREA AND KELA**, the Social Insurance Institution of Finland, agreed to cooperate in key partnerships and, in the autumn of 2020, the partnership was launched by a variety of means, including student projects. However, both Kela and Laurea also see new opportunities for cooperation. *"Many areas of Kela operations coincide well with what we're doing at Laurea in terms of education and research activities. Examples include service design or topics related to data processing,"* explains Lead Service Designer **Janne Mattila** of Kela. *"From Laurea's point of view, Kela is a very diverse actor, so cooperation can be planned with almost all of our education programmes,"* adds **Ruusa Ligthart**, the regional Service and Business Development Manager responsible for key partner cooperation at Laurea.

**KELA AND LAUREA** engaged in their first cooperative effort in the spring, when a group of Laurea students tested a speech bot serving Kela's customers. In user testing, students were a good test group, as the examination included in particular how a service bot that understands

speech copes with issues related to studying and, for example, student income limits.

**IN THE AUTUMN**, cooperation continued in two study units. The first of these was part of the Service Design study unit for UAS students, and the second was for Master's degree students in Legal design and Expertise. The results of these projects were presented to the commissioners at Kela at the end of the year.

**KELA GAVE DEEP** consideration to ideas developed by students in projects. Janne Mattila, who works in Kela's innovation unit, emphasises the role of development activities as part of the everyday routine of all Kela employees: *"In all our operations, we strive for a customer-oriented end result. Especially in online services and e-services, we are undergoing major reform, and customer-orientation and development of customer experience is strongly present in everything we do,"* explains Mattila.





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## Students included on the Lohi shopping centre management team

**LAUREA UNIVERSITY OF Applied Sciences** and the Suur-Seutu Cooperative Society (SSO), which operates in western Uusimaa and the Salo region, have worked together for a long time. In 2018, SSO contributed to a Laurea fundraising campaign with a donation of EUR 10,000, which SSO wanted put towards the development of education and creating the conditions for business success in the region.

**THE COOPERATION BETWEEN** SSO and Laurea took concrete form when Laurea's new campus was opened in the summer of 2019 in the Lohi shopping centre, which is located in the city centre of Lohja. This type of shopping centre campus is unique in Finland. Cooperation was further intensified in the autumn of 2020, when Laurea and SSO signed a key partnership agreement. Because the UAS campus is located in a shopping centre, it is natural to have students participate in developing the shopping centre's activities. For this reason, the Lohi shopping centre allowed students to serve on its management team, and eight enthusiastic business students were se-

lected to participate in the management team's work based on applications and interviews.

**THE LOHI SHOPPING** centre management team monitors the attractiveness, profitability and development trends of the shopping centre, such as information obtained from meetings with tenants. Based on this data, the management team will consider development measures for the shopping centre and continue to report SSO management.

**STUDENTS ATTEND THE** shopping centre management team meetings approximately once a month. In the autumn, students also examine, for example, the profiles and purchasing habits of shoppers at Lohi as well as develop marketing and event planning. *"Involving students in the management team is one example of how we want to better understand the needs of young customers. The students, on the other hand, gain valuable experience in the field of business, which is win-win situation,"* says SSO Business Location Manager, **Mika Tolppola**, who heads the management team.



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## Key partner, StaffPoint: A clearer employer image through social media

**THE PURPOSE OF** the project, which was jointly implemented by Laurea key partner StaffPoint and Service Business Management students, was to develop StaffPoint's employer image and employee availability. The key partnership was established with Finland's largest human resources company at the beginning of 2020. StaffPoint's Development Manager **Mira Elo** feels that the cooperation has got off to a good start: *"This was our first project with Laurea and we're so happy that there's more to come,"* says Elo.

**SERVICE BUSINESS MANAGEMENT** students **Tiia Nuutinen** and **Marianna Hulvela**, who participated in the project, explain that the aim was also to influence employee availability. *"StaffPoint has a strong internal employer image. Our goal was to also convey that image outwardly,"* says Nuutinen and Hulvela.

**ELO SAYS THAT** she is enthusiastic about the joint project. According to him, an honest employer image is important for employee availability: *"Companies of-*

*ten have an idea or general view of their own employer image. If you start building on that idea without extensively charting it out, the end result may not be good. We wanted to conduct a broader external study of our employer image, and thought that this could be an interesting and rewarding student project."*





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## Under the direction of the Restaurant Factory, students participate in developing a more sustainable lunch meal

**LAUREA KEY PARTNER**, the Restaurant Factory, challenged Hospitality Management students during the Service Innovations study unit to develop profile-raising solutions for their Bring Back Take Away concept. The project culminated in a remote event held at the beginning of December at which the students' finished ideas were presented to the client.

**MATTI KARVONEN**, **MANAGING** Director of the Restaurant Factory, says that he is as enthusiastic as the students: "It is great that students in the field have an interest in such projects and a willingness to participate in the development of the field," says Karvonen, adding: "At the Factory, we like to challenge ourselves. Sometimes it is a good idea to listen to outsiders' perspectives and feedback."

**FINISHED PRESENTATIONS DEALT** with the company's profile on social media, increasing product awareness, lunch delivery service, staff orientation with the use of the service, the idea of an advertising video, and the

possibilities for returning boxes as easily as possible. Karvonen says that he is pleased with the students' contribution: "The teams' ideas were good. Some of the concepts will be launched immediately and some a bit later."

**THE RESTAURANT FACTORY** has also cooperated with Laurea students previously. According to Karvonen, good experiences and successes inspired the Factory to involve students in developing the Bring Back concept. "With the key partnership, we mapped out projects to help our students. Bring Back is our fresh, up-to-date service, and we got the help we needed in developing it. We look forward to what we'll come up with together next," says Karvonen.



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## Student projects with Coor: "Students challenge you to look at things from different angles"

**LAUREA AND ITS** key partner, real estate service management company Coor, have already cooperated on student projects and, in the spring of 2020, the cooperation continued in the form of two different projects. The first project was related to Laurea's joint Service Design study unit for different disciplines, in which the students came up with new service option ideas for Coor. On the second project, a five-person student team conducted a survey on the customer experience with B2B sales.

**THE COMMISSIONER** in both projects was Service Manager **Vilhelmina Bouchet** of Coor. She and her team are responsible for customer relationships in the Helsinki Metropolitan Area and Kotka, and work on development projects that also involve cooperation with Laurea.

**ON THE PROJECT** linked to the Service Design study unit, the aim was to get new ideas from students on the services offered in Coor Business Parks: "Business

Parks are multi-user properties in which we offer the tenants, for example, lobby and cleaning services," Bouchet explains. "On the project, we wanted to get new ideas from the students on what ways we could better serve our tenants."

**RESPONSIBILITY WAS A** specific objective set for the students' ideas. "The students also came up with some really new, outside-the-box ideas," says Bouchet: "The students had developed ideas for entirely new services, but also offered some good suggestions for developing existing services. For example, the students gave us good perspectives on the service app that we're already using," she explains. "Both of the projects in the spring were successful - the cooperation has been seamless, the students have been enthusiastic, asking us really good questions, which challenged us to look at things from a different angle," says Bouchet.





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### Key Partner Nemova: “Dialogue is also important in cooperation with educational institutions”

**ONE OF LAUREA’S** key social service partners is Nemova Oy, which maintains its headquarters in Turku. The company provides outpatient services for children, young people and families in accordance with the Social Welfare Act and the Child Welfare Act. Its clients include: Municipalities and cities in the Turku region.

**AT THE END** of November, representatives of Nemova and Laurea met at the Lohja campus to plan future cooperation. In the spring term, the cooperation will get off to a concrete start, with the aim being to launch joint student projects with Lohja’s business administration as well as with social services students. *“Cooperation in study units is important to us, because it is the face-to-face encounters and discussions that are truly invaluable and instructive,”* explains **Mika Rostedt**, Executive Director and one of the founding members of Nemova.

**ROSTEDT EMPHASISES THE** importance of dialogue when working in cooperation with the school and its students: *“Students are professionals of the future and*

*our future employees, too, so it is important to hear their thoughts about working life or the child welfare sector,”* he says. *“At the same time, we want to provide students with a true and honest picture of what work in the field of child welfare is like.”*

**WHEN IT COMES** to cooperation with Laurea, Rostedt expects the latest knowledge and expertise in the field that would help the company develop its operations further. In addition to student projects, Nemova welcomes students to Turku for internships and theses.



Stories from an international UAS that develops the region



### DigiPoint develops working-life and digital skills for young jobseekers

**ACCORDING TO THE** Finnish National Agency for Education, almost 20,000 new employees will be needed for telecommunications, software and information services by 2035. The need is particularly high in companies in the Helsinki Metropolitan Area. 43% of these tasks require education at a university of applied sciences level. The DigiPoint project aims to address this need.

**AS PART OF** the ESF-funded DigiPoint project, Laurea University of Applied Sciences is involved in developing tailored teaching of working-life skills and information processing in co-operation with the cities of Espoo and Vantaa and employers in the Helsinki Metropolitan Area. One partner is Laurea’s key partner, Eduix, a software company operating mainly in the field of higher education.

**DIGIPOINT AIMS TO** develop learning content based on digital skills for the unemployed whose learning capabilities enable studying at a UAS. The purpose is that

the participants in the project will be able to find employment in positions requiring digital skills after their studies.

**AS PART OF** the DigiPoint project, Laurea develops its own modular, competence-based online teaching to better meet the needs of working life and companies. In addition to studies directly related to data processing, the aim is to produce a fully automated study module that supports the students’ self-knowledge, identification of their own competence, goal-setting and self-management. After the project, all the teaching content and modules created can also be offered to Laurea’s bachelor’s and open university of applied sciences students.





Stories from an international UAS that develops the region



## The European Pioneer Alliance addresses the challenges of urban development

**LAUREA IS A MEMBER** in an alliance of six higher education institutions encompassing all fields of science and levels of education. Laurea University of Applied Sciences is involved in the Pioneer Alliance for urban development together with five other European higher education institutions. The cooperation is aimed at developing and implementing teaching, RDI activities and personnel exchanges that promote international sustainable urban development.

**THE PIONEER HIGHER** education institutions include a total of 93,000 students, 8,500 staff members and 17 city campuses in six European countries. The other members of the alliance in addition to Laurea are Université Gustave Eiffel from France, ISCTE - University Institute of Lisbon from Portugal, TH Köln from Germany, the National Technological University of Athens from Greece and the University of Zilina from Slovakia.

**THE ALLIANCE BRINGS** together scientific universities and universities of applied sciences, different levels of

education from bachelor level education to doctoral education, and all different fields of science. The starting point is specifically multidisciplinary and multiprofessional cooperation, in which different approaches complement each other.

**THE AIM OF** cooperation is to find new, creative solutions to the global challenges of urban development. The spearhead areas in teaching and research activities include carbon-neutral urban areas, sustainable tourism and housing, technological solutions for smart cities and the strengthening of resilience through safety and risk management.

**CO-DEVELOPMENT AND CLOSE** cooperation with cities, companies, organisations and citizens play a key part in achieving the alliance's objectives.

**Read more:** [www.laurea.fi/en/pioneer](http://www.laurea.fi/en/pioneer)

# Become one of Laurea's key partners

*Laurea's key partnership is a paid partnership that engages the partner in extensive and systematic cooperation with Laurea's various degree programmes. It can involve cooperation with students, research, development and innovation activities as well as business activities. The key partnership concept encompasses project and recruitment cooperation and a visibility package.*

As one of Laurea's key partners you get:

- Your own contact person, who, in connection with annual planning, will help you survey all your needs in relation to the services that Laurea offers in its different fields of study
- Multi-disciplinary cooperation with students from different degree programmes (study units or individual projects, placement, theses)
- Extensive visibility in Laurea's communication channels, which reach both students and staff
- Targeted job and placement advertising to students
- Visibility on all of Laurea's campuses
- Access to Laurea's partnership portal
- Free participation in the career and recruitment event
- Access to Laurea's networking event for partners
- The opportunity to test and develop products and services in Laurea's various learning and development environments (Living Lab)

**Interested?** Our regional service managers will be happy to discuss key partnership with you.



**Anssi Kuusela**  
Regional service manager  
[anssi.kuusela@laurea.fi](mailto:anssi.kuusela@laurea.fi)  
Tel. (09) 8868 7964



**Pia Kiviharju**  
Regional service manager  
[pia.kiviharju@laurea.fi](mailto:pia.kiviharju@laurea.fi)  
Tel. (09) 8868 7481

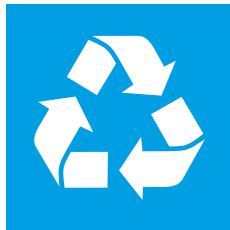


**Irene Väkevä-Harjula**  
Regional service manager  
[irene.vakeva-harjula@laurea.fi](mailto:irene.vakeva-harjula@laurea.fi)  
Tel. (09) 8868 7647



**Heini Heinonen**  
Regional service manager  
[Heini.heinonen@laurea.fi](mailto:Heini.heinonen@laurea.fi)  
Tel. 050 576 1513





## A UAS of sustainable development



*Sustainable development is one of the themes of Laurea's strategy and it guides the choices we make as a school. We examine effectiveness, responsibility and openness that are part of our values extensively in the context of the United Nations' Sustainable Development Goals (SDGs) and take into account the ecological, social and economic impacts in all our activities.*

**LAUREA'S SUSTAINABLE DEVELOPMENT** 2030 program was prepared under the direction of a working group in cooperation with the entire UAS community in 2020. The programme entered into force on 1 January 2021.

**WE ARE RENEWING** our curricula and the priorities of RDI activities in accordance with the SDGs. We have incorporated sustainable development themes in all our curricula and we want to promote their implementation in society. Ensuring that our students and alumni are able to identify the impacts of their actions from

the perspective of the SDGs, both in working life and as citizens, is one of the cornerstones of our objectives related to sustainable development.

**THROUGH OUR RESEARCH**, development and innovation activities, we create new research evidence and operating models to enable efficient SDG achievement. Regional cooperation with local companies and organisations as well as with our partners is of paramount importance.

**KEY FACTORS IN** reducing higher education institutions' carbon footprint include more efficient space use and improved energy efficiency of buildings as well as minimising emissions from travel. The best way to achieve this is through the everyday actions and choices of all higher education community members. We use digitalisation, virtual environments and telework appropriately in the activities of the higher education community and in our cooperation with regional and international partners. We favour public transport in our travel practices.

**THREE OF OUR** campuses have solar panels on their roofs (Tikkurila, Porvoo and Lohja). In addition, the Lohi shopping centre on the Lohja campus is the site of the first carbon negative property of the S Group, where significant emission reductions have been achieved by: using renewable electricity produced by solar and wind power; utilising the waste heat from store refrigeration equipment for heating purposes; and lighting the property with LED lamps.

**WE ALSO TAKE** into account the social dimension of circular economy (social circular economy). The core studies in our Master's Degree Programme in Sustainable Growth Management strengthen the students' management skills related to sustainable development, with business development as a particular focus. In addition, circular economy themes have been promoted in education through a study path launched in 3AMK cooperation. The inclusion of voluntary work in studies has been made possible for students, and we also encourage staff to do voluntary work each year.

**IN THE SERVICE BUSINESS** and Circular Economy research programme, research related to the SDGs is conducted in a total of 20 projects that examine circular economy business models, sustainable urban development, tourism and food service. In our 3AMK RDI cooperation, we participate in sustainable urban development projects.

**ALL THE RESTAURANTS** operating on Laurea's campuses monitor the volume of waste generated and document it systematically. Restaurants provide guidance on appropriate meal sizes and remind customers about reducing the amount of waste. BarLaurea, Laurea's learning environment on the Leppävaara campus, works daily to minimise waste. Waste from the kitchen, buffet and diners is recorded daily. The information is discussed at daily meetings with students, and measures to reduce waste are planned jointly.



***All the restaurants operating on Laurea's campuses monitor the volume of waste generated and document it systematically. Restaurants provide guidance on appropriate meal sizes and remind customers about reducing the amount of waste. BarLaurea, Laurea's learning environment on the Leppävaara campus, works daily to minimise waste.***



Stories from a UAS of sustainable development



## BarLaurea took first place in the 2020 Finnish Championship for organic restaurants

**BARLAUREA TOOK FIRST** place in the category for medium-sized public operators in the 2020 Finnish Championship for organic restaurants (Luomu SM 2020).

**THE GOAL OF** the competition is to find the public food services and private restaurants in Finland that use the greatest amount of organic products *"Organic is important to us because we want to use pure, high-quality raw ingredients. Every year, BarLaurea trains hundreds of students and serves thousands of customers, and we want to show them how organic can be used and how it tastes,"* says **Teemu Sirainen**, Restaurant Manager at BarLaurea.

### GOOD PRACTICE: CIRCULAR ECONOMY TO BE INCLUDED IN THE SERVICE BUSINESS MANAGEMENT CURRICULUM

**THE CIRCULAR ECONOMY** requires a new type of thinking and competence that cannot be learned in individual study units. The objectives, content and perspective of education must be comprehensively reformed in all education. In the spring of 2020, sustainable development was integrated into all of Laurea's core curriculum studies through a participatory development project. The development project was launched using participatory methods on the TEAMS online platform and in separate workshops. Participants from six different campuses were involved.

**COOPERATION BETWEEN PROJECTS** and the integration of project work into education are also an important way for us to increase societal impact. Ideally, it offers a flexible opportunity to put the lessons learned into practice, to deepen one's own competence and to keep up with the changes in the economy and working life.

**EXAMPLES OF INTEGRATION** in the circular economy include Espoo CleanTech Garden, which is currently under construction in the Kivenlahti region of Espoo. In the future, circular economy technology solutions will be tested in the area and business ecosystems and new business models will be developed in cooperation with the City of Espoo, educational organisations, the VTT Technical Research Centre of Finland and various practical actors. Laurea will develop the Living Lab learning environment in the area as part of the Clemet project. In addition to this, students planned and conducted a survey on the development needs of the circular economy network in western Uusimaa for the Tutka project.



Stories from a UAS of sustainable development



## Sustainable Development Programme

**LAUREA AND OTHER** higher education institutions play an important role in promoting and activating sustainable development – not only by producing knowledge and shaping students' attitudes but also as regional partners.

**WE HAVE COLLECTED** feedback from both staff and students on the functioning of the Laurea strategy. In the feedback gathered, the staff and students said that Laurea has the potential to do more to promote sustainable development in society. On the other hand, the feedback also revealed that our activities in the field of sustainable development do not enjoy the profile they deserve.

**THE FINAL SUSTAINABLE** Development Programme 2030 was formed through the work of various small groups, work done in Viima, an online survey and comment rounds. These provided us with a lot of valuable ideas, feedback and development suggestions from different themes and perspectives of sustainable

development. The working group that designed and compiled the programme was delighted with the active participation of Laurea students, staff and stakeholders in putting the programme together. *"This can also be seen as a demonstration of the importance of promoting sustainable development in the Laurea community,"* says **Elina Flemming**, Development Manager at Laurea. *"The Sustainable Development Programme, which was approved by the Government in December 2020, more clearly defines the objectives for this strategic theme, while also describing the operating methods used to manage the organisation in order to achieve the objectives,"* says Laurea Vice President **Kimmo Hannonen**.

**YOU CAN FOLLOW** the progress of Laurea's Sustainable Development Programme and concrete measures to achieve its goals at:





Stories from a UAS of sustainable development



## New Master's degree programme in sustainable growth management

**LAUREA HAS DEVELOPED** a new Master's degree in sustainable growth management – Leading Sustainable Growth. The Leading Sustainable Growth degree programme focuses on sustainable development, sustainable growth and the circular economy. *"The degree focuses on creating long-term value for society. We work together to develop skills that support the transition to a more sustainable business,"* explains **Maria Ekström**, teacher in charge of education.

**LAUREA ALUMNI KAROLIINA KORHONEN** and Master's student Kim Salmela participated in developing the curriculum for the degree. According to Korhonen, sustainable development, sustainable growth and the circular economy will be even more important in the future. According to Salmela, the new Leading Sustainable Growth degree programme approaches the paradigm of sustainable development at the level of individuals, companies and society, and provides students with a new ability to examine the concept of sustainable development in business.

**KORHONEN FEELS THAT** it is crucial for methods related to sustainable growth and development to be at the centre of the Master's degree programme, thus making their application in the business sector possible. *"This degree programme puts Laurea at the forefront. In my opinion, a rapid response to the changing world shows that Laurea has its finger on the pulse and is capable of making quick changes,"* Korhonen says.



Stories from a UAS of sustainable development



## Students participate in food aid activities in Espoo

**LAUREA HAS BEEN** involved in developing food aid activities in Espoo together with the City of Espoo, parishes and organisations. The COVID-19 crisis further increased the importance of food aid in the third sector, and the number of people in need of aid increased during the spring. Organisations have distributed waste food to people in need of aid at six different points, which receive as many as two hundred visitors every day.

**IN THE AUTUMN** of 2019, students of social services and nursing at the Otaniemi campus launched the first project, in which they held events promoting well-being and inclusion at food aid points. Cooperation continued the next spring, and the students were assisted by actors providing food aid.

**DUE TO THE COVID-19** situation, Laurea organised a new study unit in which the students were able to volunteer for providing food aid in Espoo. In the first phase, the students mapped commercial aid services in Espoo, which provided pandemic-related aid to people in quarantine or members of risk groups. There was a

clear need for mapping, says **Marion Seppälä**, one of the students participating in the project: *"As soon as the project started, we noticed that it was surprisingly difficult to find information on commercial aid online. We compiled a list of actors for the City of Espoo that they immediately put to use in their COVID-19 phone service,"* Seppälä explains.

**IN ADDITION, THE** students conducted a survey on food aid activities for use by the City of Espoo and organisations. The students have gone to six food aid distribution points in Espoo to find out what food aid visitors are like. *"There are all kinds of people needing food aid, including unemployed and laid-off people, immigrants, families with children, the elderly and those on disability pensions. The age distribution ranges from students in their 20s to seniors in their 80s,"* says Seppälä, describing the group's observations. *"A large number of the visitors were already in need of food aid before the pandemic, but a whole lot more people began coming in in the spring. Recently, there's been more information given on food aid, so more people struggling with their finances have heard about it."*



Stories from a UAS of sustainable development



## Working in cooperation with aid organisation Manna-Apu and Viadia, BarLaurea reduces food loss

**FOR A LONG TIME**, student restaurant BarLaurea has strived to alleviate the environmental burden by monitoring the amount of food waste generated by the restaurant and considering ways of extending food use. "It's important for us to anticipate the number of diners so that we don't have to throw any food away or make too much," says BarLaurea Restaurant Manager **Teemu Sirainen** and Project Manager **Mika Vitikka**.

**IN SPITE OF** this anticipation, there still might be food loss. However, it is possible to reuse food if it is properly refrigerated and preserved. This makes it possible to serve food left from the previous day as bonus food or to re-use leftover food.

**A SOLUTION TO** the waste problem was found by Espoo-based food aid organisations, Manna-Avu and Viadia, with whom Laurea has been cooperating since 2019. As the first wave of the pandemic hit, the number of people in need of food aid increased dramatically.

**THE STUDENTS WERE** then involved in preparing and distributing food to those who needed it within the framework of the operation's food aid. "Our students have a willingness to help. We went to the food aid points of MannaApu and Viadia to help with preparing food and handing out food aid bags. In order to make it easier for aid recipients to use the ingredients found in the food bags, BarLaurea's supervisor students developed recipe booklets and put them in each food bag. The booklets contained recipes and instructions on how to prepare easy-to-make dishes from the ingredients in the bag," explains Vitikka.

## Students developed circular economy service concepts for Ikea

**LAUREA PARTICIPATES IN** the Circular Economy Competence for Universities of Applied Sciences project, and the circular economy learning materials developed in it have been piloted at different universities of applied sciences for a year.

**IN THE SERVICE** Design for Circular Economy study unit, the students of Service Business Management examined consumer attitudes towards the Furniture as a Service model and developed furniture service concepts for Ikea based on interviews. In addition to

the service design process and methods, students were able to familiarise themselves with the main principles and concepts of the circular economy as well as the circular economy business models, from which the theory was immediately applied to real life needs.

**Read more:** [www.laurea.fi/en/ikea](http://www.laurea.fi/en/ikea)

## Mission Zero Foodprint project - towards carbon neutrality in restaurants

**THE OBJECTIVE OF** the Mission Zero Foodprint project is to boost the carbon neutrality of small and medium-sized restaurants and other food businesses as well as to strengthen cooperation between companies in the sector and the environmentally-friendly image. The project participants strive to collabora-

tively develop concrete tools, digital solutions and other measures for reducing the carbon footprint of daily restaurant routines.

**Read more:** [www.laurea.fi/en/mission-zero](http://www.laurea.fi/en/mission-zero)

## Defining the viability of demolition waste accelerates the circular economy

**EVERY YEAR, APPROXIMATELY** 1.6 million tonnes of construction and demolition waste are generated in Finland, of which only around 54% (Waste statistics 2017) were re-used as materials in 2017, while the target for re-use as materials (not energy or fuel) for 2020 is 70%. In order to support defining the viability of demolition materials, the Finnish Government's analysis, assessment and research activities (VN TEAS) project "Viability of demolition materials for different applications from the perspective of safety and

health" (PURATER) was launched in June 2020. The project is a joint effort between Ramboll, Laurea, the Finnish Institute of Occupational Health and Häme University of Applied Sciences.

**LAUREA'S CONTRIBUTION TO** the project focuses on examining the market potential and regulatory instruments for recycling demolition materials and coordinating project communication and interaction.





## A community-oriented UAS



*At Laurea, we believe in co-creation and collaboration. We want to promote the inclusion of all voices in our community, trusting in the democracy of our UAS and supporting our community members in taking personal responsibility for their lives as well as common issues.*

**COMMUNALITY HAS BECOME** an important theme in the past year. By investing in communality, we can prevent exclusion and improve the well-being of our community members. We are constantly working to make students aware of the well-being services available to them and to bring them closer to the student. The Student Union Laureamko also actively contributes to building a sense of community.

**THE YEAR 2020** was exceptional in many ways and, due to the COVID-19 situation, Laurea also began distance learning in the spring. We have active-

ly monitored the situation and regularly informed staff and students on its development in order to ensure their safety. According to a survey conducted in May, more than half of Laurea's students considered the move to distance learning successful, with 54.7% stating that they were offered assistance in planning, managing time, motivating or coping with their studies. As much as 60% of students stated that the quality of Laurea's teaching has remained the same. However, some of the respondents said that the teaching in the open field had deteriorated to some extent as it was not possible to do practical

exercises at the school. Interaction was also sometimes seen as challenging in remote lessons held online.

**A NEW ACCESSIBILITY** and equality plan for students was also completed at the end of 2020. Together with Laurea's Ethical Guidelines, Code of Conduct, personnel equality and non-discrimination plan and the student guidance plan, the accessibility and equality plan steers Laurea's activities. The cornerstone of the plan is based on three basic principles. Laurea does not accept any form of discrimination, harassment or bullying, and all students must be treated equally and fairly in every stages of the study path. We also want Laurea to be an accessible and tolerant place of study for all members of the community.

**THE PURPOSE OF** the plan is to identify objectives and define measures to promote the accessibility of studies and learning environments and the equal treatment of students. The aim of the measures is to guarantee each student equal opportunities and ensure the physical, psychological, social and pedagogical accessibility of the activities and facilities in a goal-oriented and systematic manner at different stages of the studies.

**THE RESILIENCE AND** Future Belief project, which we coordinated, ended in December 2020. The project developed a digital tool for assessing service needs that teachers, counsellors and student welfare staff can utilise in their work. The CREAR evaluation tool is used to identify factors affecting the study progress of students, such as their ability to study and function, and factors affecting continuing studies or the transition to working life, such as career planning and employment skills.

**THE CREAR EVALUATION** tool has already been implemented and is actively used in the From Student to Expert study unit. With the help of CREAR, we

strive to monitor the student's well-being throughout their student career. This allows us to offer individual solutions to students on their way to working life.

### GOOD PRACTICE: ONLINE ORIENTATION FOR NEW STUDENTS

**AT THE BEGINNING** of studies, each new student goes through an online orientation, which is used to familiarise them with studying and everyday life at Laurea.

**THE OBJECTIVE OF** the online orientation is to support the student in the early stages of their studies and provide them with an advance understanding of, for example, the learning environments used at Laurea. This allows joint orientation events to focus on familiarisation with training, grouping and creating a sense of community.

**THE PACKAGE IS** continuously developed according to the feedback received from the students.





## Laureamko and Laurea – building a community

**LAUREA STUDENT UNION** Laureamko is not only active as a trustee, but also in building a community. According to **Jenna Jourio**, Vice President of the Laureamko Board, the student union is a large, close-knit community that students want to join: *"As the trustee for students, this is important to us. We want our students to feel that they belong to the UAS community. Laureamko's statutory task is to act as a link between our students, and we want to assume this responsibility as best we can,"* says Jenna Jourio, Vice President of the Laureamko Board.

**MOST OF THE** issues related to trusteeship and well-being make their way to Jourio's desk. In her opinion, communality plays a major role in the comprehensive well-being of students, as communality facilitates the formation of social networks for students as well as peer support. *"During the pandemic, we've lacked a physical student community and culture. As a student union, we've tried to maintain a sense of community through various online events. We also tried to support networking through various online platforms,"* explains Jourio.

**FEEDBACK AND QUESTIONS** on issues related to teaching and student welfare services can also be submitted to Laureamko's chat service and other low-threshold communication channels. *"For example, we've given advice to students who need to talk to someone,"* Jourio says.

**WITH THE NEW** project, Laureamko and Laurea will work together to promote a sense of community. The aim of the project is also to develop Laureamko operations and deepen existing cooperation: *"We want to bring ourselves closer to the everyday lives of students and staff. We strive to be a more accessible student union and, through a sense of community, we also hope to influence the well-being of students,"* says Jourio.



## Experiences of success and the joy of physical activity for children and young people

**"THE FUNNEST THING** we did was curling for the first time"; *"the forest [adventure] was the best"*. These are just a couple of the ways participants described their mood at the close of the sports event for children and young people in need of special support held at the Kisakallio Sports Institute.

**ON WEDNESDAY 16** September 2020, approximately 100 children and young people and their counsellors participated in the event, which was jointly organised by Laurea's Nappi project and Kisakallio. Participants from the Routionmäki co-educational school in Lohja and the Lepävaara unit of Live Vocational College took part in the event. *"It was really nice to be able to participate in this kind of event - especially during this pandemic, when it's been so difficult to take field trips,"* says vocational special needs teacher **Maria Alasuvanto** from Live Vocational College. *"Our group especially likes physical activity, nature and different activities. I think the best thing was trying different activities, which allowed us to spend more time on an activity we really liked,"* adds Alasuvanto, who took part in the day with a demanding special support group.

**THE OBJECTIVE OF** the free physical activity day was to provide participants with new experiences and the joy of physical activity. It is hoped that these positive experiences will inspire young people to maintain a physically active lifestyle in the longer term. In small groups, children and young people were able to try curling, test their skills on various skills and target courses, and familiarise themselves with different sports and equipment. Of course, special attention was also given to safety. Due to COVID-19, the event had to be postponed from the spring to the autumn, and the number of participants was also limited.

**THE GOAL OF** the Nappi project, which is coordinated by Laurea, is to promote the health, well-being and participation of young people who need special support in different areas of life by enabling them to have a physically active lifestyle. The aim of the project is also to raise awareness on the promotion of health, well-being and inclusion of young people in need of special support.





## Laurea's new Ethical Guidelines for 2020 have been published

**THE ETHICAL GUIDELINES** were published by Laurea for the first time in the spring of 2012. Laurea's new Strategy 2030 and the changed operating environment require that the Ethical Guidelines be updated.

**AS WITH THE PREVIOUS** Ethical Guidelines, these new Guidelines were compiled collectively by the entire Laurea community. *"The well-being of personnel and students is very important to us. The policies outlined in these guidelines support the realisation of well-being in the everyday operations of Laurea. At Laurea, we do things together,"* says Laurea President, **Jouni Koski**.

**THE ETHICAL GUIDELINES** have four different themes: Learning, Work, Leadership and Community and Stakeholders. *"The Ethical Guidelines guide us in how we work at Laurea, how we learn and study, how we work and how we manage our activities and how we work together with the community and our stakeholders,"* said Laurea Senior Lecturer **Ritva Jäättelä** at the opening of Laurea's academic year in August 2020.



Photograph: Sami Saastamoinen

## Thesis: Students and staff enjoy Lohja's new campus

**LAUREA'S NEW CAMPUS** was opened last year in the Lohi shopping centre, which is located in the Lohja city centre. Autumn semester classes began in the new facilities, and the aim of **Marissa Sirkiä's** thesis was to survey user experiences with campus functionality and pleasantness.

**BASED ON THE STUDY**, students and staff have positive experiences with the new facilities. The campus is enjoyable and its uniform facilities promote communality and foster spontaneous interactions.

**IN HER THESIS**, Sirkiä used both quantitative and qualitative research methods. The usability of facilities and user experiences were mapped with a survey conducted among students and staff. The user experience was deepened by means of thematic interviews. *"Based on the responses, the facilities are well suited for their purpose, i.e. learning and teaching. The adaptability, flexibility and technology of the facilities also support these functions,"* explains Sirkiä. *"The harmonious colours and furnishings used in the spaces further enhance the pleasant atmosphere."*

**BOTH QUANTITATIVE AND** qualitative responses highlight a sense of community. The campus premises are, for the most part, a single open space, which received praise from the users.

**SIRKIÄ'S THESIS WAS** commissioned by Laurea Director of Campus Development, **Elina Flemming**, who was responsible for coordinating the planning of the Lohja campus premises. Flemming is pleased that the thesis offers a positive overall picture of the user experience based on comprehensive data collection: *"You could say that the design solutions for new facilities have mainly been successful,"* she says. *"I am especially happy to see that the new campus has increased cooperation and encounters between different fields, and that employees and students are proud of the campus."*

## Closing words

**THE ASSESSMENT OF** impact is neither easy nor straightforward. The most interesting and in-depth impacts are created over time, as a result of close cooperation and trust. Quantitative reporting of the impacts can be difficult and does not always do justice to the diversity of the phenomena. While quantitative factors are important in the assessment of impact, we also need examples that illustrate creative cooperation.

**AS THIS REVIEW** indicates, Laurea's work and results inspire many different stories. This compilation describes key indicators as well as development ideas and innovations that combine various competencies and have been generated collaboratively.

**WE AT LAUREA** believe that impact is created from new ideas and perspectives developed in cooperation - working alone makes it difficult to achieve long-term changes. All the parties contributing to innovation are equal: students, partners and our staff.

**DID THIS REPORT** pique your interest? Would you like to discuss our results or opportunities for cooperation? Please contact our regional service managers or continue the discussion on Twitter with [#LaureaUAS](https://twitter.com/LaureaUAS).







Laurea has **six campuses** in the Helsinki-Uusimaa Region. Real-life assignments arising from the needs of workplaces, such as projects, have a significant role in the studies. These projects help students to develop networks during their studies and also to develop important workplace skills.

the laurea community comprises approximately **6700** Bachelor's degree students, **1100** Master's degree students, **550** staff members and over **30 000** Laurea alumni. Laurea has no religious or political affiliations.

laurea focuses on practical research and development work in strategic areas, based on future needs and strong expertise in the fields of social services and health care, service business and security.



**AMMATTIKORKEAKOULU**  
University of Applied Sciences

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