

SUSTAINABLE ACTIVITIES

Report on regional responsibility by Häme University of Applied Sciences 2015



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1 Our regional impact is built up, in a sustainable manner, on the basis of our strategy

Lately, the activities of Häme University of Applied Sciences, (HAMK) have been characterised by the implementation of our new HAMK 2020 implementation, out turning it into a limited company and by funding cuts. These all are also reflected in the carrying out of regional responsibility.

The strategy highlights the student's role at the hub of activities and better services for business life. The student-in-focus thinking consists of three different learning models, better integration of business life with teaching as well as improvements in instruction and guidance.

In accordance with these goals, we have built operational models and launched development projects. We have advanced to a stage, where the 8–16 teaching model has begun for all responsibilities in education.

The launching of operations of three new research units has been a success of almost equal importance. Construction of new premises for the fourth research unit, the Sheet Metal Research and Development Centre, started at the Higher Education Centre in the autumn of 2014. In the area of research, another key result was the launching of international research groups with strategic partner universities. Partnership at the strategic level means that the commitment to cooperation is deep and long-term. Strategic partnership expands HAMK's chances in the development of the region.

Due to the formation of a limited company for HAMK, it had to re-apply for an operating licence. The obligation to develop the campus structure towards stronger concentrations of competence still remains in effect. This means living interaction with both business and educational organisations. Campus cooperation with secondary level participants is in full speed in the entire domain of operations, and regular contacts with them will strengthen cooperation.

We can be successful only through collaboration with others in the region. Luckily, HAMK has excellent partners

in the realm of business and public administration, partners who are committed to long-term development work. It is also of major significance that the shareholding municipalities in the municipal federation came along to become owners of the new limited company. This creates a good and stable base for future activities. The balance of the HAMK Ltd is on a sound base, its educational responsibilities meet the requirements of the region, and its buildings are suitable for its activities. The operational conditions are thus very good.

Without soundly-based funding, the university of applied sciences cannot have a sustainable base for its activities. We are glad to point out that in spite of the tightening of funding the finances of HAMK are in balance because financial adjustments began sufficiently early.

This report on regional responsibility is the third of its kind. In the first one, we placed a strong emphasis on the ideas of the representatives of our maintaining organisations and partners. In the second one, we brought up a large number of concrete examples describing activities that illustrate the responsibility of HAMK for the development of the region. This third report has been designed in line with our strategy targeting the year 2020. Our regional impact is built up, in a sustainable manner, on the basis of our strategy.



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2 Good work carries us further

Global competition is intense over the location of highly-skilled jobs and of industries of high productivity. Finland cannot compete with price or mass production. We must be more skilled and smarter.

Competitive capacity in the future will probably be determined by the service or product quality, price, desirability and also by security of supply.

What will the smartness of the new world of work consist of then? That is something we cannot buy with money, nor can we decide about it by legislation. We can create a frame for good work, but its final smartness will be decided through people's interaction in workplaces.

It is possible to simultaneously raise work well-being and productivity; this has been shown by numerous development projects in work communities.

Creative companies are built on enthusiasm and work engagement, on work communities which consider people as thinking and feeling beings. When a human being is seen as a mere machine-like factor in production, that will destroy the possibility of creative work.

Research related to work engagement tells us that the structure of an organisation explains only a part of the variations in work engagement. Economic factors, changes experienced, the form of the employment relationship of an employee or age are not decisive factors, either.

The crucial factors are opportunities for learning, people's well-being, opportunities for development, human-driven leadership, friendliness of colleagues, work community's willingness to undergo reforms and work culture. These motivate the employees to make their work meaningful, empowering and innovative – in a word, successful.

In the future, work community will be of more and more importance. A human being yearns after reciprocal relationships.

Of the Finns, one fifth feels enthusiastic about their work daily and another fifth almost never. If we consider work careers and the human's ability to cope, work needs to contain meaningful elements. Its effect must be empowering rather than disempowering.

Money is one of the motivators for working, but it is not the only one. Often meaningfulness of work is a much greater incentive. Often, an enthusiastic person can cope better, learns more and does more.

The concept of business life has two components: business and life. Both are needed. Business and life must be in balance.

Good business requires responsible companies. Almost half of the companies say that responsibility is the foundation for their business. About forty percent claim that responsibility has decreased costs and increased sales.

However, companies do not set responsibility as their goal. It seems that the benefits from this accountability are of a random nature.

Many companies have bitter experiences of what happens when caught amidst irresponsible dealings. It might have been a question of an unsupervised subcontracting chain, indifference towards the environment or unreasonable solutions as far as personnel is concerned. The brand will suffer and the sales will decrease.

Only a few companies set cost savings or sales increases as the goal of their responsible activities. A small portion of the companies claim that responsibility affects the value of their shares.

Only very rarely has responsibility been consciously associated with innovation activities. In spite of that, companies believe that its importance in the future will grow significantly.

It might be better think of company responsibility as something going beyond mere compliance with the law. Real money can be saved by appropriate environmental and energy policies. By directing efforts to work well-being, the best employees can be retained in the company and productivity can be lifted. Social responsibility can be used to promote sales. The list is endless. Good work and responsible corporate activities have carrying power.

TARJA FILATOV

MEMBER OF PARLIAMENT,

CHAIR OF THE BOARD OF HÄME UNIVERSITY OF APPLIED SCIENCES, LTD



IMAGE: Matti Luuro

3 Students as the region's resource

Students are, and will also be in future, an important part of the Kanta-Häme society. As other inhabitants, they also pay their taxes and use the region's services. In the Kanta-Häme and Southern Pirkanmaa region, there are about 7,000 university of applied sciences' students who actively make use of the services and opportunities for pastime activities available in their places of residence. At the same time, the region receives a competent and youthful

labour force. For this reason, from the viewpoint of sustainable growth in the region, it is important to ensure that the students have a comprehensive provision of diverse services and hobby opportunities also in the future.

Students make the region come alive by organising different events and stunts. Let's hope that possibilities for this will be provided for them also in the future and that they would at the same time receive more attention by the local media.

With the reform of the social and health care, it is important that we can guarantee good health services for students. Access to health services must be made easy regardless of the place of residence or place of study. It is disquieting to note that currently two passenger cars is enough to accommodate all Finland's health care doctors looking after 160,000 students.

A safe living environment for the study period of the students as well as for other region's inhabitants must be guaranteed. Cities and towns must look after the maintenance and safety of public roads and footpaths.

Public transport must better serve students' needs, and moving around in towns should be as cheap and easy as possible.

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Also students' dwellings and study places must be safe, for example to avoid exposing students to possibly harmful indoor air that may decrease the students' capacity to study and participate in daily activities.

We hope there'll be more cooperation from the companies in the region. It would be great if the region's companies offered more summer jobs and work placements for students. This would be the way to motivate students, also in the future, to remain in the area as top experts in their own field. We hope that the school and the region's companies will increase cooperation via company visits. Company visits will add zeal into studies, and at the same time companies can meet Finland's future experts.

To ensure that the students would remain in the Kanta-Häme region after the completion of their studies, contentment with the area, its services and availability of employment are very important. If they have unpleasant experiences of the region during their studies, it is very unlikely that they would stay there. In that case, they will take their skills somewhere else. From the viewpoint of the region, it is important that students who have graduated remain there. Through this, younger generation will achieve more visibility.

We – the students, HAMK, regional players and companies – hope that we can cooperate even more in the future and make our region thrive so that the region's university of applied science would become even more desirable place to study. Let's together make Kanta-Häme Finland's best place to study and live for students.



4 Alumni activities building up the HAMK community

History in brief

Alumni activities have taken place in different forms in the Häme University of Applied Sciences throughout the existence of the university. These activities have been carried out within degree programmes and by associations of various kinds. For example, Bachelors of Crafts and Recreation (instruction and guidance) have their own active association.

The association for the alumni of Häme University of Applied Sciences was established in 2000. At that time, the objectives of the alumni association were to maintain contacts between the graduates as well as between the university and the alumni, organisation of continuing training and increase in university contacts with workplaces. In addition, the alumni association arranged events where the alumni could create networks amongst themselves.

The degree programmes have had their own alumni meetings and contacts, which are still being maintained. The alumni from the degree programmes have their own important role in the development of education and as students' mentors.

Guidelines of alumni activities

So far, HAMK has added over twenty thousand persons to its alumni, but the alumni are, to a great extent, an unused resource.

HAMK's strategic intent is to create a connection between the university and the alumni as well as to create a functioning alumni association. It is important to see the alumni activities and alumni as significant stakeholders of HAMK.

The aim is to initiate concrete alumni activities and develop a compact entity of them. Both the university and the alumni should then be able to enjoy the benefits brought by it.

Operational structures: from the construction stage to a finished operational model

Since the alumni association ended its activities in the autumn of 2013, there haven't been operationally ready alumni activities extending throughout HAMK. The alumni are utilised quite well within degree programmes, but the cooperation varies in each programme.

HAMK regards it as important to build a sustainable operating model that benefits all parties involved. The operating model aims get clarity to the university's alumni activities and implement them through units. The purpose of this is to have the alumni activities coordinated throughout the university. In the creation of the operating model, different viewpoints are taken into account and an annual time plan is built to support the activities and their scheduling. In the beginning stage, the most important thing would be to compile an alumni database in order to initiate the activities.

Creation of the alumni database has begun, but data collection naturally will take some time. In autumn, these activities might well and truly be kick-started to allow the first large-scale networking events take place. Also the guidelines for the next year could be laid down already at that time.



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5 HAMK's and HAMI's sustainable partnership

The purpose of sustainable partnership amongst the university of applied sciences, secondary level vocational education institutions and upper secondary schools is to find smooth study paths for students, efficient uses for resources, cost savings and even fostering of cultural values. In our nation, probably the most advanced example of this is the harmonious coexistence of the Häme University of Applied Science and the Häme Vocational Institute.

The partnership has been a strategic choice: it saw the light in connection with the permanence given to the university of applied science. Usually, in similar situations elsewhere in the country, the university of applied sciences and secondary education were separated from each other immediately at the initial phase or their ways departed with the passing of time. The Häme Vocational Institute has, instead, dismantled the overlap with the region's other vocational education institutions. There has been the desire to keep and even strengthen all that has connected the activities of the vocational institute and the university of applied science.

The Häme Vocational Institute works in close cooperation with the Bioeconomy Unit of the Häme University of Applied Sciences. The vocational institute operates from the same premises with the university, and all the degree programmes of the vocational institute have their corresponding unit at the university, usually in the same branch.

Apart from operating in the same premises, the educational institutions use common teaching tools, pedagogical material and learning environments, and the teaching staff moves between the institutions. In accordance with the operating licence, the total number of students of the vocational institute is 355. The funding base of the continuing and further vocational training

contains 233 student work years. The Bioeconomy Education and Research Centre of the University of Applied Sciences has about 1000 students. When working in tandem, the entity created is an unparalleled ensemble of approx. 1500 students. The students can progress from a secondary vocational degree to a master's degree of a university of applied sciences. Of the total number of students in HAMK's and HAM's countryside branches in Evo and Lepaa, about 35% are secondary level students, and in Mustiala about 15%.

In addition to cooperation related to teaching, the study institutions have used common administrative and support services. During the municipal federation, the finance and facility management services were produced on the municipal federation level. In addition, the vocational institute made use of the HR administration services and information technology management services as well as student, communication, library and information services and international affairs services. After the educational institutions had been given the status of limited companies, the university sells the abovementioned services to the vocational institute. Both educational institutions have unique and up-to-date learning environments: a large teaching farm, about 3,000 ha of teaching and research forest, greenhouses and open air cultivation, a winery, a brewery, a golf course and a teaching dairy. Neither of the educational institutions would alone be able to organise these. Along with their coexistence, the vocational institute has achieved all the benefits that for example is expected from it in the strategy for vocational institutions by the Ministry of Education and Culture.

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6 Cooperation between HAMK and secondary educational institutions gets closer

In the operation licence granted by the Ministry of Education and Culture, it is expected that HAMK will strengthen its campuses. A key part of this strengthening is the strengthening of cooperation with the region's secondary educational institutions.

In a widely attended summer 2014 meeting – with over 30 representatives from the region's secondary educational institutions – the topics were increase in cooperation and its systematisation. At the event, the current situation was mapped and aligned with further work. During the latter part of the year, realisation of the goals was examined and agreement was arrived at concerning the next steps. The following are examples of cooperation by subregions:

In Forssa, the cooperation partners are FAI and Faktia and, of the various fields, especially the social and health care area. The parties have together organised regular meetings, and arranged open continuing education jointly each year. The students have together participated in various events and stunts. As the secondary level education in social and health field is moving to the premises of the Spinning Mill, cooperation possibilities are increasing. Both in Forssa and Hämeenlinna, secondary level students have the opportunity to complete some of HAMK's subjects as part of their studies.

In Hämeenlinna, cooperation with the Tavastia Vocational College in steel construction education is advancing in a positive manner. A concrete example of this cooperation is the learning project in which HAMK's engineering students designed a steel structure and the students of the Tavastia Vocational College built the product after that. At the Sheet Metal Research and Development Centre, products are tested in various ways. One of the important forms of cooperation is the footwear cluster that has risen at the Visamäki Campus, where, in addition to HAMK, shoemaker training of the Tavastia Vocational College plays its part. The footwear cluster has modern well-functioning premises, and the training contents and study paths there have been planned cooperatively.

Cooperation development is under way in Riihimäki with an upper secondary school and Hyria. For example, the students of the Mechanical Engineer programme have been able to include some courses of the upper secondary school in their studies. During summers, there has been familiarisation with technology courses for upper secondary school students and for secondary vocational education students. Also the possibilities to produce prototype services for companies are being discussed with Hyria.

In Valkeakoski, our cooperation is quite diverse thanks to the Valkeakoski Campus activities. Each year, dozens of campus's students supplement their skills on courses offered by neighbouring educational institutions; for example, education of students of international business and administration has been carried out in cooperation with the secondary level education. With the upper secondary school, some of the premises are in joint use and also cooperation in study contents is growing.

Collaboration with the Vätkky network that is active in HAMK's operating area is taken to a deeper level. The Vätkky partnership network is a wide network for secondary vocational education institutions. It was established in 2010 and includes the Tavastia Vocational College, Faktia, the Forssa Vocational Institute, Hyria, the Häme Vocational Institute, the Kiipula Vocational College, the Valkeakoski Vocational College, the Equine College of Ypäjä and the Eerikkilä Sports Institute. The goal of the network is, among other things, to use common resources and prune overlapping activities, strengthen project cooperation and increase joint educational offer for staff trainings. There are joint development groups in the following activities: adult education, special education, staff development, internationalisation, marketing and reputation management, pedagogics, as well as finances and administration. Among other things, the network has produced material related to learning at work. Also online courses have been offered for the use of the partners.

The progress of the cooperation between HAMK and those involved in secondary level education is being followed through regular palavers. The third cooperation meeting will be held during the summer of 2015.

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7 Long-term international higher education

Internationalisation requires long-term systematic work alongside with daring, curiosity and creativity. International activities in the Häme University of Applied Sciences are based, primarily, on the HAMK 2020 strategy, the 2015 international activities development plan and on the Strategy for the Internationalisation of Higher Education Institutions in Finland 2009 – 2015 by the Ministry of Education and Culture. The concrete measures derived from these and then evaluated are yearly agreed upon in the units' performance agreements. This development is supported by the lengthy and coherent internationalisation work carried out in HAMK.

Higher education institutions, HAMK included, play an important role in the internationalisation of the region. The strongest resource supporting the region's internationalisation effort are the experts graduating from HAMK. We are committed to see that each of them will have international competence that can be made use of in business life. International mobility has been the key measure in our international competence development. During the period abroad, the student develops competences in his/her own field in an international environment while building a wide contact network and language skills. Experience helps in business life where international projects more and more often form a part of the work. Since just a small portion of the students participate in the area of mobility, we have looked for other ways with which to improve competences in the international arena. These include virtual mobility, collaboration with foreign degree students (e.g., shared courses) as well as participation in educational and RDI activities of experts from partner higher education institutions. In HAMK, 10% of all students who have completed a degree are foreign. During their studies, they internationalise, in many ways, the community of the higher education institution and also the companies in the area of operations. Through projects and work placements, the region's companies can derive benefits from foreign students.

HAMK actively cooperates with e.g. Linna Business Development Ltd, the Häme Entrepreneurs' Association and Häme Chamber of Commerce in supporting companies' internationalisation efforts through their collaboration with Team Finland Häme. The yearly "Grow and internationalise" event online brings together those companies in the region that are interested in internationalising their operations. During the event, among other things internationalisation services for companies on the regional and national level are presented.

The international cooperation network plays an important role also in research. Building up partnerships requires persistent work, vision of the goals and ability for continuous evaluation.

All the HAMK's networks have been, and still are, open for the region's other players to join when they feel the need for that. In each of HAMK's education field, there are good partnerships enabling mobility as well as project cooperation. Some years ago, HAMK launched a strategic partnership process, in which cooperation with three partners was made closer through a joint agreement. Now the network has been compacted into two partners (the Feevale University from Brazil and the VIA University from Denmark). In this cooperation, conformance to the principles of responsible and sustainable development has had great significance, as will be explained in the next article (page 12).

In the partner network, research has been carried out on the suitability of digital services and aids to help the coping by the elderly. There are also health care experts in the region who participate in the project. Joint research is carried out on technologies that increase buildings' energy efficiency, and there are several joint projects being planned. The research effort has made a commitment to long-term cooperation. Quick breakthroughs are not what we are after. Responsible operating models were focused upon also at the research seminar organised with our strategic partners in October 2014. We share a common need to develop functional solutions for the Earth's global, so-called wicked problems.





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The top management of HAMK's higher education institution partners met in a joint planning seminar at VIA University College in Denmark on 19–21 May 2014. In addition to HAMK and VIA, the strategic network includes the Feevale University from Brazil. IMAGE: Soren Much Terkelsen.



8

The quest for sustainable development

SIRU PERÄLÄ (3RD YEAR STUDENT), RILLA SYRJÄNEN (3RD YEAR STUDENT) AND KATRI YLINEN (1ST YEAR STUDENT), STUDENTS OF SUSTAINABLE DEVELOPMENT

In the autumn of 2014, HAMK launched a project to examine how sustainable development appears in the higher education institution's different subareas. These subareas are teaching, RDI activities as well as administration and facility maintenance. The study is based on the sustainable development indicators by the United Nations Economic Commission for Europe. These indicators have been used in higher education environments also previously.

The project will be carried out in cooperation with HAMK's international strategic partners among whom are the Brazilian Feevale University and Danish Via University College. In May, the international strategic partners will participate in a seminar in Hämeenlinna, where the research results of the project and expertise gained will be shared with the higher education institution partners.

At the time of writing, the project has taken stock of the number of theses, publications and projects related to sustainable development, interviewed heads of degree programmes and examined how to promote, more efficiently, measures supporting sustainable development in the administration and facility maintenance.

The implementation of the project and the study is the responsibility of students of sustainable development – they do the study as a part of their training. Guiding the project and the trainees is a steering group which includes Vice Rector Janne

Salminen, Head of Strategy Mervi Friman and Project Assistant Pauliina Hirviniemi-Hakala. The students and the steering group have met regularly to go through the research results and planned together how to proceed with the study.

Research in practice

The study began in October 2014 when the students of sustainable development started with their work placement. Initially, the goals and the operating methods were still uncertain, but gradually they became clearer and the project started rolling on with a good speed. The steering group agreed with the students on the operating methods with which to move the research forward to make it serve its purpose as well as possible.

Guidelines for what is coming

The project under way is important because HAMK is a regionally important player. For this reason, we think that it has both the responsibility and opportunity to act in a sustainable manner. In our view, HAMK should be the pathsetter for sustainable development and lead in the adaption of socially and economically sustainable ways into daily life. The project creates guideline for the future and hopefully also motivates the region's other companies and organisations to invest in sustainable development.



8.1 Introducing databases

SIRU PERÄLÄ

First, it was studied how sustainable research appears in HAMK's theses, publications and projects. The past three years, that is, 2011 – 2014, were defined as the period to be researched. In practice, this section of the research meant hours poring over different databases. Theseus database, the publication register of the Vanai-

cat search and the Projektori project database became very familiar as the research advanced.

Once the number of the theses, publications and projects related to sustainable development could be determined, their local and global importance was evaluated. Now the analysis of the data is under way: among other things, the share of sustainable development appearing in proportion to all HAMK's theses, publications and projects is being calculated.

8.2 Sustainable study

RILLA SYRJÄNEN

The section of education investigates how extensively sustainable development is taken into account in the course and module contents of different fields and how it comes up in teaching. The research is carried out by interviewing heads of degree programmes of different fields in HAMK's various branches. The interviews are based on a ready-made question matrix, which is based on the performance indicators for sustainable development of the United Nation's economic commission. The performance indicators take into account all the subareas of sustainable development: ecological, economic, social and cultural sustainability.

After the interviews of the heads of degree programmes, the responses are compiled into a table, which shows the portion of studies containing sustainability issues in relation to the whole amount of studies. The interviewees also evaluate the importance of the themes inquired about, such as cultural diversity and management of natural resources, both on a local as well as on a global level. Also the themes' linkages with research, development and innovation activities are evaluated in the interview. Finally, the results are compiled into a report, in which the tables and results can be seen.

Already in the interviews so far, it has emerged that sustainable development is dealt with in many courses, but the issue has not usually been registered in the curriculum. The principles and themes of sustainable development form the backdrop and are related to the issues taught even though they have not been separately mentioned in the learning outcomes. The evaluation about the portion of sustainable development in a field of study is based on the subjective view of the interviewed head of a degree programme. However, their knowledge about the teaching of the field in question is the most extensive; therefore, their views are really interesting and important for the success of the research.

8.3 Sustainable development works by points

KATRI YLINEN

The study of the subarea of administration and facility maintenance was started by contacting the staff representatives from the student health care up to the heads of degree programmes and janitors. The study will employ interviews, the purpose of which is to get a comprehensive view of the visibility of sustainable development in HAMK's all seven campuses. The interviews, from the perspective of sustainable development, will deal with the campuses' energy use as well as with local recycling methods. On an individual level, the interviews investigate the motivation of the staff and students and the personal views of the interviewees about the general atmosphere at work and with their studies.

The research results will provide valuable information about what HAMK's strong areas in the field of sustainable development are and how HAMK could improve its activities to guarantee the well-being of its environment. This allows dissemination of information between the campuses about operational methods that have been found sound and passing of information forward to a practical level.

Mutual differences between the campuses make the study of the administration and faculty maintenance especially interesting: some of the campuses clearly blend with the urban environment, in some of them nature and animals in traditional landscapes are actively being taken care of. The research allow us to familiarise ourselves, in a comprehensive manner, not only with the facility maintenance and local recycling methods but also with the campuses' diversity and uniqueness, which certainly is one of HAMK's greatest strengths on Finland's higher education institutions' map.



9 Research and development project examples

9.1 Sustainable activities from biowaste and sludge – Bioliike

Operations related to the processes of a biogas plant have been developed on a commercially sensible and sustainable basis. This has been done by making the handling processes more efficient, by reducing the deployment risks in case of new technologies and by making the reuse of digestion residues more efficient.

Resulting from this activity, it was shown to be possible to make Finland's sludge digestion plants more efficient by increasing feed sludge consistency and generally to improve biogas production by replacing chemical coagulant with biopolymers. In practice, the possibilities of reject water recycling in biogas processes were shown and processing of reject water for creation of products examined. Consideration was given to nitrification for the needs of market gardening and use of ammonium sulphate end product for various purposes. Nutrient runoffs, in field conditions, due to pile storage of digestate proved slight, but, on the other hand, changes of quality were found in the digestate. Due to this, it is necessary to analyse at least the soluble nutrients before using them for example in arable farming. The experiments confirmed the suitability of the

tested products for arable farming, on a level better than that achieved by artificial fertilisers even.

The region's operational environment and expertise were improved by increasing cooperation with the key players in the field and by producing up-to-date information about sustainable solutions in the biowaste and water management fields. HAMK's role as the developer of the regional biowaste and water management sector and as an active party in realising company cooperation was strengthened.

The development work was carried out in cooperation with the FUAS via Southern Finland's ERDF-funded Bioliike project from 1 February 2013 to 31 October 2014. FUAS is formed by the Häme, Lahti and Laurea universities of applied sciences.

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9.2 New opportunities to prevent the marginalisation of youth

In Forssa, the key measure was the establishment of a media and electronics workshop for the young. Young people were supported in clarifying their life paths and their interest in education and business life was strengthened. In Riihimäki, performance indicators for young people's life conditions were put in use. With their help, up-to-date and systematic information about the conditions of young people can be obtained. Also in Riihimäki, activities of multifield work teams were developed to promote the youth guarantee.

For the higher level, HAMK was creating novel working culture by utilising the participation of young people to expedite studies that had been delayed and for career guidance. In this, student profiles and service design methods were made good use of. The nodal stages in education were examined to ensure continuity in studies and transfer to employment.

The implementation showed that there is a need to carry out and improve promotion of the youth guarantee among regional

actors in multiple fields also in the future. The involved parties drew up a longer term follow-up plan and drafted a new project application.

The development plan took place as a cooperative ESF-funded Youth Guarantee Support in Häme (NuTa) project through youth work by HAMK and Riihimäki as well as Forssa from January 2014 to March 2015. The Wellbeing unit and the Technology-based business unit from HAMK participated in it.

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9.4 RiiDesign – Regional development with the help of HAMK's business administration and design students

In the area of Riihimäen Wanha Lasitehdas ('Riihimäki's Old Glass Factory' in English) will be built the RiiDesign Cluster, which brings together already active people and organisations still in scattered locations in glass, fashion, art, music, theatre and photographing sectors to form a company cluster that will make use of mutual cooperation. RiiDesign will draw also innovative company activities to the area.

The development work in the RiiDesign project will be done in close cooperation between the industry and cultural sectors of the City of Riihimäki as well as with the owner of the premises, A. Ahlström Kiinteistöt Oy. The goal is to improve business conditions for entrepreneurs and self-employed people in creative fields and promote employment. Entrepreneurship in creative fields will be increased and cooperation networks to further develop the region will be built. The project formulates a concept, business plan and brand for the RiiDesign cluster, designs the marketing studies and marketing materials for their implementation and creates a cooperation network for creative fields, with its productised business development services, that supports the cluster.

Research and development aiming at providing solutions for individual organisations will be linked to wider strategic development programmes, keeping in mind the development of the operational area. It is intended, with the use of educational structures, to allow the students to have diverse opportunities to participate in the workplace development through various research and development groups. The RiiDesign project implemented marketing plans by business administration students

and concept designs by design students. A lot of satisfaction was expressed for the results. Production of new knowledge is a key factor of competitive ability in international competition.



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IMAGES: Anna Vesén

9.5 Teachers in structural transformation

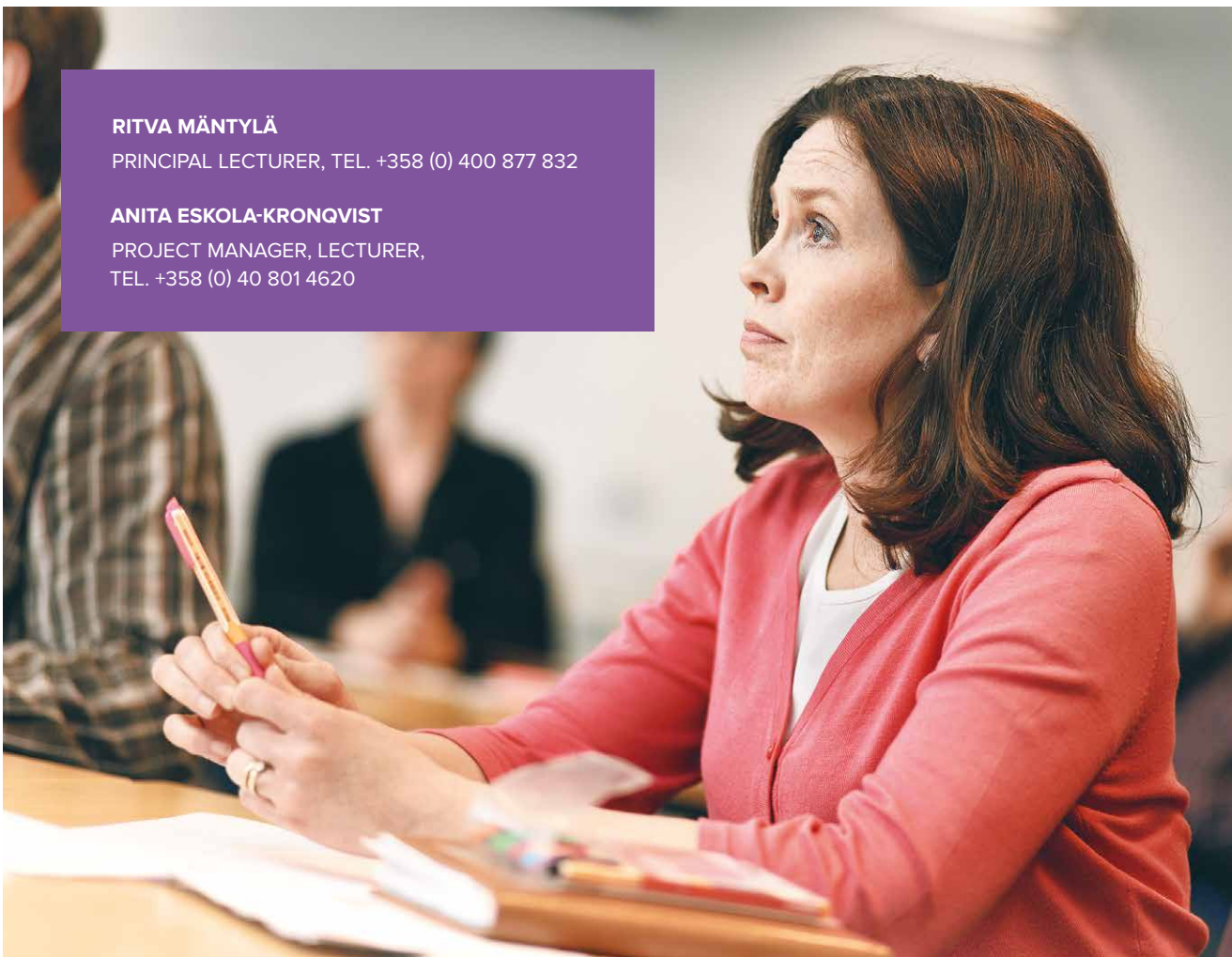
Improvement of the skills of labour force is a central goal both in the Government programme and in the ESR funding for the new 2014 structural funds period.

The Professional Teacher Education unit examined the views of the education organisers and labour administration about how teachers who are unemployed or under the threat of unemployment can be supported and how their competences can be developed. The goal was to have an idea about how to ensure employment during structural change and increase skills to meet the needs of the future. The participants of the survey that was based on interviews were from the middle management of five of the region's vocational educational institutes, universities of applied sciences and non-formal adult education institutions.

Based on the preliminary analyses of the research data, teachers' competence requirements are congruent in different forms of education. Increasing cooperation both within the educa-

tional institution as well as outside it has created new competence requirements. Organisation of cooperation and its management seemed to particularly challenge front-line supervisors, who felt that their competence was inadequate in this respect. One of the main results in fact was related to the supervisors' position and their ability to develop the skills of their staff.

The survey was carried out in the Teachers in Structural Transformation project, the report of which was completed in March 2015. Knowledge obtained from the project will be utilised in organisations providing vocational education and in non-formal adult education institutions to broaden and strengthen teachers' skills. Based on the information from the survey, it is possible also to design a career guidance model for teachers.



10

Education in the region's development – examples

10.1 To sustainable regional cooperation with the help of small cooperative projects

Since 2010, all approx. 200 students of bioeconomy have studied together during the second year of their studies the course on rural areas and environmental policies, which yields 4 credits.

The aim of the studies has been to concentrate on the funding, methods and tools for rural area development. An essential part of the course has been the planning of a development project oriented towards business life. Student teams consisting of about five persons have contacted a party they themselves have selected and have then cooperatively devised some development project. In the planning of the project, the wishes of the commissioning party have been listened to: the students have made the plan and the customer has given feedback on the results. The studies have been carried out mainly online. For lecture sections, apart from own teachers, experts on business life have been employed.

Annually, approx. 35 plans have been made during the course. Dealing with these activities, there is an own website which

documents issues related to the project. Through these activities, the students have been introduced to genuine workplace problems; the customers have received, alongside the plan, information about project fundings, among other things.

During the course, utilisation of digitalisation in learning has been studied from the viewpoint of online lectures and communal, open multimedia content production. The course has provided good practice for regional cooperation in the form of projects. The operating model will continue in 2015 as a shared English-language module, Sustainable land-use management and bioeconomy, which is worth 15 credits.

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10.2 Simulation in the skills development for health sector professionals and students

In the Wellbeing unit, there is a built environment for simulation learning. The environment has been utilised in the skills development of both professionals and students. Experts have been building a model, with which working practitioners and nurses together with students can practice caring of patients in conditions akin to real conditions. These types of situational practices have included resuscitation of an adult patient in a hospital and treatment of a critically ill child patient in an emergency section.

All the participants benefit from this multiprofessional cooperation. The students will get a realistic picture of professionals' work, and the specialists in the profession can improve their own work and especially that of the whole team for example in acute situations.

Cooperation has taken place e.g. with the health professionals of the Hämeenlinna and Riihimäki regions, but it is possible to make the work more efficient and to extend it to the entire wellbeing sector to cater for various customer and team work situations. The simulation devices can also be transferred to different environments as required. According to the feedback, simulation practices have strengthened the skills of all the participants.

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10.3 Education in the region's development: Steel Senior

HAMK has developed a new implementation model and method for steel construction education. It is suitable for the continuing education of employed, aging steel professionals, Steel Seniors. After the completion of the training, the participant will be qualified to apply for competency in the design of steel structures from Fise Oy.

The training is a new educational product that meets the current need in the field of work and can be applied in a relatively short period of time. It connects theory lectures and practical exercises in an authentic research and learning environment. The people undertaking the training will be able to simultaneously observe the behaviour of steel structures and compare the results of calculations to real cases.

The implementation was created as a result of the Steel Senior project. The participants were nine specialists in the field of steel construction, four research engineers or assistants for preparing training demonstrations and, in addition, two people in administration and coordination tasks. The participating UAS

Master's degree students completed a total of 30 credits. Some articles about the implementation and results will be completed for publication at the end of the spring of 2015.

The pilot education has aroused interest also for other customised trainings. The results will affect also the UAS Master's degree so that some studies will be integrated to continuing education products for companies in the construction sector. This will have positive impacts on the interaction between UAS Master's degree students and professionals undertaking continuing education, on the high quality of the studies and on the economically efficient implementation of the studies.

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10.4 FUAS Innovation School 2014

The FUAS Innovation School of the summer 2014 joined together familiar learning practices into a new combination. A new model of innovative learning was born: studies continuing over the summer, their guidance and the tasks commissioned by the customers interwoven into an efficient, multifield and intensive learning experience. More than 100 students from different fields of education participated. The studies assimilated theory learning as an independent and interactive online study and as practical development work. In the commissioned projects, the themes and theories were timed with the help of learning tasks to make them applicable in practice. The study languages were English and Finnish.

Each week had its own theme, to which the student applied his/her mind with the help of lectures, theme-related videos, interaction and self-study materials. Discussion boards, the Lync instant messaging application and Facebook were utilised to ensure interactivity, general communication and for solutions in problem situations.

Multidisciplinary student teams carried out projects for over 40 customers in HAMK's entire operating area. The customer projects included business plans in gaming and technology areas, marketing surveys, design and concepting of services, a quality system, a renovation and building plan, speed monitoring, idea generation for a smart helmet as well as automatic gluing and packing of body elements of a refrigeration appliance. That summer generated a total of 1,250 credits, which corresponds to nearly six Bachelor's or Master's degrees in a university of applied sciences.

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10.5 Entrepreneurship promoted in continuing education

Competitive circumstances of the future will challenge workplaces as well as higher education institutions and the cooperation between them. To be able to meet the changing requirements of business life, also further education must improve.

A flexible, dynamic and process-oriented coaching program as a continuing education product was developed in 2013–2014 in cooperation with SMEs. It was made up of three processes. In the initial mapping stage, an analysis (1) was carried out to identify development targets and a decision was made about the work methods. The foci of the development were the basic undertaking, structures, management and the activities of the work community. For this, an improvement plan, which included theme-dedicated days, was communally devised. At the planning stage, the university and the company examined the whole of the coaching programme and agreed on development measures.

Customised theme days (2) in accordance with the development programme were elaborated further alongside the advancing process. The themes focused on work roles and operating

processes, structural changes, cooperation, work wellbeing and business skills. Also performance indicators were set for the themes. The companies and those involved with the coaching programme worked as partners; they learned from each other and produced new knowledge and expertise. Expertise was acquired when required to solve special issues. The impacts of the theme coaching on the organisation's activities were evaluated (3) by mirroring them to the goals of the development programme. The perspectives employed were the increase in competitiveness and productivity (hard core) as well as the strengthening of expertise and wellbeing (software). As an event contributing to openness and trust, a joint feedback debate was a very important element in the coaching programme.

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11 Finances and facilities as the base for regional responsibility

Our policy for HAMK's strategy concerning our finances and facilities is the following: "Sound finances are the base for our activities. Our operational management system provides up-to-date information in support of our activities. We own our facilities which are adaptable and pleasant. We look after the facilities in accordance with sustainable development." Strategy alignments affect our practical level solutions.

HAMK's 2014 finances were in balance. The result for the accounting period was € 1.7 million, and it exceeded the estimate by € 1.2 million. The result, which is better than estimated, is due to careful financial management. Already since 2011, HAMK has been preparing for a structural change and measures to adapt to it have been taken in good time.

Our large number of properties has an important impact on the finances. Investments are made for the maintenance of the properties, the use of the premises is rendered more effective and energy solutions are rebuilt to enhance their cost efficiency. For example, heating of the natural resources units has been constructed to depend on solutions based on renewable energy. The facilities are jointly used with secondary education students. In addition, some facilities have been rented to external partners.

These investments are aimed to find sustainable solutions. The biggest investment in the investment plan is the centralisation of the activities in the central Hämeenlinna to the Hämeen-

linna University Centre. The Professional Teacher Education Unit and the Sheet Metal Research and Development Centre will move there during the summer of 2015. The Sheet Metal Research and Development Centre is Finland's first near-zero-energy hall, and it was built together with Ruukki Construction. The social and health field will move there at the end of 2016.

In this way, Hämeenlinna will become Finland's biggest innovation cluster based on the university of applied science. The cluster has over 4,000 students, about 450 higher education institution staff and about 100 companies. The plan for the area has been prepared in such a way that there will be diverse services and student accommodation. For students, the compact campus means better services, more diverse study opportunities and real campus life. The campus facilities in other towns have been recently renovated and are in a very good condition.

The most important investment in the natural resources field in recent times was the research and teaching barn completed in 2015 for the Mustiala unit. The barn contains the latest technology in the field and provides a modern teaching and applied research environment. The new barn creates good opportunities for cooperation between the university and the Natural Resources Institute in Jokioinen.

We are committed to look after both our finances and our facilities, systematically and sustainably. Thus they lay the foundation for HAMK's long-term regional responsibility activities in all of our campuses.

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The Mustiala unit celebrating its 175th anniversary opened the doors of its new teaching and research barn on 18 February 2015.

12 Competent staff acts responsibly

During the past year, the efforts of Häme University of Applied Sciences were still directed for the activities in line with the operating model for the development and management of expertise. In summer 2014, new heads of degree programmes and research unit directors were selected for the organisation. Their tasks was to take reforms registered in the strategy forward and ensure, through their own leadership, the growth of intellectual capital of the Häme University of Applied Sciences.

Increasing the intellectual capital promotes responsibility in the organisation. With the help of the intellectual capital, we ensure that the activities are of high quality, generate results and promote sustainable development, which enables completion of studies by the students, easy availability of services, active development and renewal of the area of operations and search for the new. Responsibility in our work means fast communication and sharing of information and constructive cooperation with the own organisation as well as with the partners and stakeholders. Responsible activities also mean that we commit ourselves into common work goals; that is, we, from our part, will have influence on that results aligned with the goals will materialise.

The year 2014 will remain in the memory as the year of reform for work and activities. During the spring of 2014, we discussed a new way to plan work. A reform in work planning was necessary because we are moving into team work, we need more diversity in study and we want to make more use of the opportunities offered by various projects and undertakings. Even though our aim is to do things better and more efficiently and keep the student at the centre, we must pay attention also to how, in the middle of the reform, to take care of our own and the colleagues' wellbeing.

New expertise does not emerge without wellbeing. Learning of new things requires internal motivation, adequate sleep and sufficient energy. On the other hand, we are responsible for the interaction taking place in the organisation, that is, for

our own behaviour towards students, colleagues, supervisors, partners and stakeholders. Lack of responsibility, on the other hand, translates into high-handed behaviour, paying no attention to others and exceeding the limits of one's authority. Our own behaviour will then, in different ways, hamper cooperation and prevent us from reaching our goals.

Future leadership in HAMK will be based on collective management and increasing interaction. Increasingly, leadership is cooperation, which makes wider freedom of action possible. Freedom of action, on the other hand, requires responsibility. Leadership work is not based on dictation; it is carried out by building trust and by inclusion. Also new technologies change our approach and leadership work. New technology cannot be moved to old structures; new logic of action is needed. This also means new leadership logic.

Our work will be diverse and interesting also in the future: it will include uncertainty factors, fast changes in the operational environment and various unpredictable situations. To be able to cope better in the future, we need to be capable of strategic thinking on all levels. Strategic thinking means that we are able to read different weak signals emanating from the operational environment and can react to them in a more agile manner. Strategic thinking also means that we constantly build new expertise. This renewed expertise gradually will provide the driving force for the forthcoming new strategies. For the building of the future, we need colleagues and national as well as international partners, since together we will have opportunities to accomplish more. The future will not emerge by itself, but we can build it together.

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13 Digitalisation everywhere

Development of student-oriented and modern IT services is a central part of the Häme University of Applied Sciences' strategy. Together with the students and the staff, we are in the front-line in the development of digital services. A concrete example of this is our new website, which enables communal work and influence both for the students and the staff. Modern technology based on cloud services and wireless network allows us to work not only with computers but also with phones or tablets, regardless of time or place. Next, we will revamp the web pages we have created for our partners, which will contribute in making our regional influence more effective.

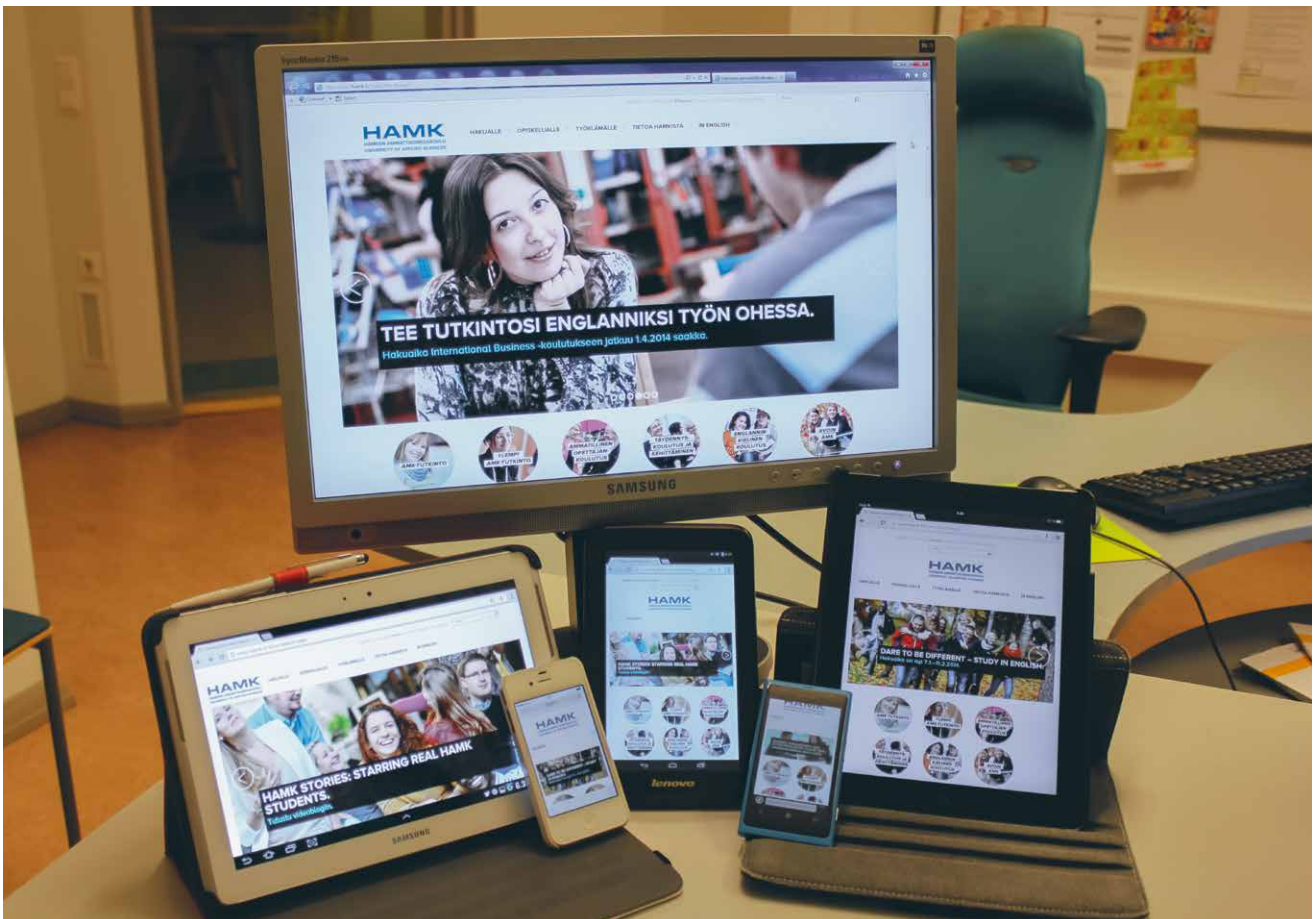
Learning doesn't take place only in classrooms. For this reason, we have especially focused on solutions which enable the use of programs and services from distance. We want to carry out our development work together with our partners. Participation opportunities for our different stakeholders are increased by quality online meeting services, which can be used even

from one's own computer or, to a certain extent, from phone devices. We also put our efforts on information security, which contributes towards the stability and continuity in our work.

HAMK's information management services have provided many of the region's students with a modern work placement, which has added to their capabilities to cope with work. Together with high-quality teaching, new improved digital services give our students good capacities to promote the wellbeing of our region and that of Finland as a whole.

ARI KUUSIO

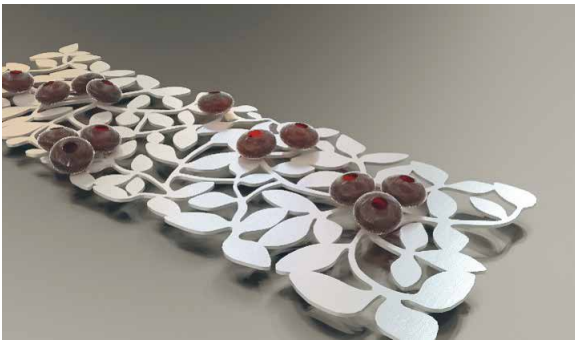
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The HAMK.fi website was completely revamped in 2014: the site was given a new visual appearance, interface and content categories. The site scales appropriately with the terminals.

14 Tidbits from the news flow on regional impact

Unavoidably, a great part of our daily work remains outside the regional responsibility report. In addition to the research- and education-related examples brought up by the units, we will present here some tidbits from other interesting activities generating regional impacts. This is but a sample of them. With the help of bulletins and a newsletter, we provide constant news releases about big and small advances. If you are still not receiving our newsletter, you can easily order it from www.hamk.fi/uutiskirje.



The project work group formed of the glass and ceramics design students designed a wall panel of laser-cut steel and blown glass for the Urkin Piilopirtti hotel in Pinsiö. The model image was created by Mirjami Tolonen.



W14 fashion show by the footwear and fashion design students. IMAGE: Leena Aro.

Theses are an important instrument for regional impact. Approximately one thousand of them are created each year, and behind each of them there is a quite a massive amount of work by the student, client and the representatives of the staff. These were strongly highlighted in our previous regional responsibility report, which can be read on our strategy page at www.hamk.fi/strategia. This time we decided not to present theses. They are available at www.theseus.fi.

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HAMK's Cultural Day.

WE START FROM A SIBELIUS-TYPE ATMOSPHERE – REGIONAL IMPACTS HAVE THEIR CULTURAL DIMENSION AS WELL

Sibelius 150 – cultural works with the collaboration of the university of applied science

In 2015, a period of 150 years will have elapsed from the birth of Jean Sibelius, our national composer who was born in Hämeenlinna. HAMK has committed itself to cooperation: together we create numerous learning projects and events. Not only do they focus on the anniversary year but also on broad and ongoing visibility both in Finland as well as internationally. One of the examples of the events is the open lectures, which link HAMK's expertise to the music of Sibelius.

Sibelius Autumn 2014 was launched on the wings of HAMK

HAMK's colours could be detected in the Sibelius Autumn festival, which starts the Sibelius anniversary year. A part of the event was the Musical Clef Path, which have been organised during several years and the planning of which has included HAMK's students.

HAMK's cultural harvest from the open lecture series (top) and from the Cultural Day.



Cultural Day brought Sibelius to Visamäki

Students organised the Cultural Day at the Higher Education Centre in November 2014. In the event that was open to all, the audience was made acquainted with Jean Sibelius's chequered life at the beginning of the 20th century. The playacted scenes told about the life of Sibelius and provided a time journey into history. Students' handiwork was on sale in the marketplace. The Cultural Day ended with an open lecture on Fredrika Wetterhoff.



FOCUSING ON DESIGN

Students designed a logo for Hämeenlinna's celebratory years

A chain of several celebratory years in the City of Hämeenlinna began in 2014 when the city reached the age of 375 years. A dedicated visual badge and a slogan were needed for the marketing of these celebratory years. An application period was announced to solicit designs from the students. Matti Sandberg's and Jaakko Siltanen's proposal was selected as the winner. Their design was of a high professional standard: clear, controlled, intelligent and even slightly humorous.

The fashion show by HAMK's students was full of atmosphere, trends and style

The students of the degree programme in footwear and fashion design at the Häme University of Applied Sciences organised the W14 fashion show on 15 May 2014. At Kattilahalli in Helsinki, shoes, garments and clothing designed by future promises in the field of fashion were on show. The fashion show is an event that is linked to the annual studies.

FROM CULTURE AND DESIGN TO WELLBEING

Students developed accessible cultural work activities

Students of wellbeing designed and implemented Hämeenlinna's model for accessible cultural work activities. Accessible cultural work activity is achievable, both in a spiritual and physical sense, by all – also by people needing special support. Commissioning bodies may include both public and private entities such as schools, homes for the elderly or companies. Customers, that is, young people, carry out individual or group work with the help of art instructors. The work may consist for example of artistic creations, cultural events or theatre performances.

New ways for the degree programme in nursing were sought together with elderly people

According to research, students of health care have little interest in working with the elderly. New teaching solutions were sought together with Forssa's elderly.

The University of Turku and HAMK carried out a training week for nursing students. During the week, people over 70 in Forssa took the role of experts and guided the students on how to pay more attention to their expectations and needs.

WELLBEING SECTOR COMBINING WITH TECHNOLOGY

Pilot applications provide support for disabled people's daily life and participation

Different pilot applications supporting the participation of disabled people were tested with the help of students. The interest was focused particularly on the opportunities that the applications used with the help of mobile devices or gesture control provided. Students of information technology implemented the applications. Students of wellbeing participated in practical pilots, in which, for example, first the use and suitability of gesture control was investigated and then the new applications developed were tested



TECHNOLOGY WITH THE STRENGTH OF STEEL

The Sheet Metal Research and Development Centre as a partner in FIMECC research projects

The Sheet Metal Research and Development Centre has been a partner in two Tekes-funded research projects by FIMECC (Finnish Metals and Engineering Competence Cluster). The aim of the strategic top expertise cluster addressing the requirements of the metal product and engineering field is to speed up the utilisation of research results and thus maintain the competitiveness of Finnish technology industry.

The FIMECC Hybrids project is creating an international competence network, which tries to promote the use of so-called advanced materials in new application areas in Finnish industry. The sheet metal centre participates in the project by investigating the formability and long-term durability of functional coatings and by developing research methods related to these issues.

The FIMECC BSA project develops new economical and environmentally-friendly steel materials and promotes their use. In this project, the Sheet Metal Research and Development Centre investigates the painting, corrosion resistance and welding properties of moulded, hardened steel.

Focus on steel structures and sustainable development in an intensive international course

In the autumn of 2014, HAMK organised a week-long international intensive course. The course participants included students and staff from the VIA University College in Denmark and from the Voronezh State University of Architecture and Civil Engineering in Russia as well as civil engineering students (Finnish- and English language courses) from HAMK. The HAMK's week-long topic was sustainability of steel constructions.

FROM THE WORLD OF STEEL TO TRANSPORT AND ROBOTICS

Students implemented a road safety project for the Seminaari school

The City of Hämeenlinna and the Häme University of Applied Sciences in cooperation with the Seminaari School implemented a project on road safety. The project explored the immediate traffic environment of the school and the safety of the routes used by primary school students. The project examined improvement proposals and presented issues that affect safe movement of children. The cooperation allowed the students of traffic planning to experience how it is to move around from the children's perspective. Material that the teachers of the Seminaari school could use in teaching of how to act in traffic was produced for them.

A field robot designed by HAMK students led the field in a competition in Germany

Students of English-language Automation Technology and Mechanical Engineering programmes from Valkeakoski and Riihimäki took part in a field robot event in Germany. The competition was organised as part of the DLG-Feldtage crop farming event. The three-day event attracted a total of over 23,000 visitors from 42 countries. A field robot designed and built by students for targeted irrigation won the first place in the freestyle assignment of a competition in Germany. In targeted irrigation, the robot measures soil humidity at certain intervals, and, if the soil is dry, it waters the plants.

FROM A FIELD ROBOT TO A NEW BARN CONTAINING ROBOTICS

Mustiala's new teaching and research barn looks at the future

The Mustiala unit celebrating its 175th anniversary year opened a new future-oriented teaching and research barn in February 2015. The starting points for the design of the new dairy barn were the comfort and wellbeing of animals and their carers, good functioning of the barn, high degree of automation, as well as teaching and research needs. The new barn comes handy because the importance of bioeconomy is constantly increasing. Today, the importance of renewable energy is central. Bioeconomy promotes economical development and creates employment in line with sustainable development.



FROM HERE WE GET TO BIOECONOMY

Recycling of biowaste – Tekes funding accelerates development work

HAMK is developing biowaste processing at its source and looking for business opportunities for this activity. The Tekes-funded Smart Biowaste project provides help in speeding up the process. With the funding, it is possible to strengthen the area of expertise in bioeconomy and bioprocess technology, which are both important to HAMK. Once the prohibition on dumping of biowaste comes into force in 2016, the importance of biowaste sorting and utilisation will increase further.

Promotion of waste management companies' export business to India

The Indian waste management sector and environmental market offer great many opportunities for Finnish companies. However, they can only gain a foothold on the market if they are familiar with the country's culture, business practices and environmental legislation. In cooperation with the ELY Centre for Häme, the Häme University of Applied Sciences has supported companies' efforts to access new markets by offering a development training course titled Waste Management Expertise for India, the purpose of which is to train export experts.

FROM THE MARKETS IN INDIA TO TEACHING OF ENTREPRENEURSHIP

Visamäki Pitching functioning as a stepping stone for new business ideas

HAMK, the Häme Entrepreneurs' Association and Vanaja Capital organised the Visamäki Pitching event in Hämeenlinna during the spring of 2014. In Pitching, students and startup entrepreneurs are able to present their business ideas to a jury and the audience with the help of a three-minute sales talk. The idea behind the event is to provide experimentation opportunities for the participants' business ideas, accumulate the pitcher's experience, increase daring and act as a networking place.

Learning journey brings surprises: Amazing Business Train

The Amazing Business Train (ABT) is an implementation by the Häme University of Applied Sciences for growing into entrepreneurship, for teaching entrepreneurship and for working like an entrepreneur. It is a mobile and intensive way to develop business ideas, create a business model from an idea and, at the same time, obtain study credits. The major part of learning and developing takes place during a train journey from Hämeenlinna via Kuopio to Oulu and back. The 1,200 km journey takes about 40 hours. In the spring of 2015, the travel took place already the fourth time.

Activities of the YES entrepreneurship community started in Forssa

The idea of the YES entrepreneurship community was put in motion when twenty or so students were in Cambridge developing their business ideas. During the trip, the students got excited about founding an entrepreneurship community. They wanted to create an open community for those interested in and excited about entrepreneurship. YES is an example about a student-originated operating mode developed by them.



FROM TEACHING ENTREPRENEURSHIP TO ENTREPRENEURSHIP DEVELOPMENT: SOME AS AN EXAMPLE

Companies are snatched to social media with the help of popular quick starts

HAMK has organised an educational series on social media tools and their utilisation in companies' sales and marketing. The trainings have been free of cost for the participants, and they have been specially directed to the region's SME entrepreneurs.

PROFESSIONAL TEACHER EDUCATION BRINGS DEVELOPMENT TO A WIDE AREA

A speed lane for teacher training

HAMK wants to support fast graduation of teaching students, and is offering a 13-month training for them. Until now the equivalent studies have been arranged so as to be completed in 18 months. Also, the student counsellor and special education teacher training programmes will be sped up to take one year.

Video series on teacher training guiding to the secrets of dialogue

Professional teacher education investigates and develops new methods of professional education for Finland. One such method is dialogue: Helena Aarnio, a retired Principal Lecturer, has been developing it as a tool for teachers over several decades. A just-published nine-part video series introducing dialog guides the viewer to the skills of goal-oriented interaction and to the development of better cooperation.

Some lights up teachers

A constant hum of voices and exiting sound effects can be heard at the Some Developer camp. The flames have caught up the teachers and other campers. Mobile technology and the tools of social media linked to gamification obviously are the very latest in the development of vocational education.

By supporting each other, motivating, teaching, advising, reasoning aloud and asking others the campers in two days went through many media tools that can be profitably utilised in teaching.



SOMETIMES A SMALL IMPACT CAN HAVE BIG CONSEQUENCES

Loimipiste is a new remote work space in Forssa region

Loimipiste, a new remote work space that was opened in Forssa brings home-based distance workers together in a common workplace at the Spinning Mill. It provides an opportunity for communal work among distance workers, freelancers and HAMK's students and staff.

Focus on recycling in Riihimäki

During the recycling day in the Riihimäki campus, students were given gifts in the form of household goods and textiles, among other things. The purpose of the recycling day is to recycle goods that are in a sound condition to benefit students. Dozens of students participated in the recycling day. The event was arranged in cooperation with Hyria training.

REGIONAL IMPACT IS LINKED TO INTERNATIONAL DEVELOPMENT

Finland's first multi-sensoriality world conference in HAMK

In October 2014, a group of around 200 experts, researchers, workers in the field, and students arrived in Hämeenlinna for the multi-sensoriality world conference Everyday Multi-sensory Environments, Wellness Technology and Snoezelen. HAMK has taught, developed and investigated multisensorial work since 1999.

Multi-disciplinary international research seminar

HAMK and the Regional Council of Häme organised an international research seminar, "Applied Research Seminar on Digitalisation, Wellbeing and Bioeconomy", in the autumn of 2014 in Hämeenlinna. The topics were wellbeing of the elderly, waste-treatment system making use of artificial intelligence and the ecological state of lakes and rivers.

International strategic partnership to a practical level

The top management of HAMK's higher education institution partners met at VIA University College in Denmark during the spring of 2014. The seminar had a rector-level representation from the higher education institutions. This was the fourth time the seminar was organised. Cooperation was taken to a deeper level and ideas for joint projects were sought.

Internationalisation of Häme as a resource

Kanta-Häme and its business sphere are internationalising, partly through English-language-based educational programmes leading towards recognised qualifications. English-language educational programmes have been marketed to countries targeted by the industry. As a result of this, most of this year's applicants are from Russia, which is among the most important export destinations for the companies in Häme.



EXPORT OF EXPERTISE HAS BEGUN

Education of professional teachers from Brazil got started in Finland

In cooperation with the Brazil's Ministry of Education, HAMK, the Tampere University of Applied Sciences and the Haaga-Helia University of Applied Sciences launched a year-long education export pilot for teacher education. Thirty Brazilian teachers arrived in Finland in October for the autumn semester. The Häme University of Applied Science has the management responsibility for the programme, and the education localities are Hämeenlinna and Tampere.

Students of teaching from Kazakhstan studied in HAMK

During the academic year 2013–2014, twenty-one students of teaching from Kazakhstan studied at the HAMK Professional Teacher Education Unit. The studies formed part of the Bolashak Fellowship programme.



Students of teaching from Kazakhstan at HAMK's Professional Teacher Education Unit. IMAGE: Niina Mero.

Universities of applied sciences develop health care education in Kazakhstan

Finnish universities of applied sciences signed an agreement on export of education with Kazakhstan's Ministry of Health and the World Bank. In the project lasting for a year and a half, experts will carry out reforms in nurse education and improve the staff skills of educational institutions in the field of health care in Kazakhstan. In the development work, expertise of four universities of applied sciences will be combined.

FINALLY, A COUPLE OF EXAMPLES ABOUT EVALUATION AND CODEVELOPMENT WITH WORKPLACES AND PARTNERS

More interaction to HAMK's cooperation with employers

A broad-based group of workplace experts assessed HAMK's education in 2014. The role of workplace-orientation in everyday studies was at the centre of the assessment. The particular goal was to examine how education meets the needs and expectations of business life. According to the work group, cooperation has, for the most part, met the needs and expectations of business life, but of course there is still room for development. For example, more attention should be paid to workplace issues, and it was hoped that cooperation would be more systematic in the future.

Students are our main product in terms of regional impact

An open lecture on the theme "What transforms a university of applied sciences into a higher education institution that is important for the region" in November 2014 brought together stakeholders interested in the university of applied sciences. In the discussion part, the main theme was linkage to business life. Without the task of regional development, teaching cannot be made to correspond to the requirements of business life.

More cooperation with parishes

HAMK and seven Kanta-Häme parishes signed a cooperation agreement in the summer of 2014. The purpose of the cooperation is to promote, develop and create new operating methods that support the overall wellbeing of those studying or working in an educational institution. HAMK and the parishes can utilise each other's expertise and professional skills in their teaching, education and development work.



The representatives of HAMK and Kanta-Häme parishes in the signing event for the cooperation agreement on 11 June 2014.



Rajaton vocal group performed at Verkatehdas during their Xmas tour. There they wore dresses designed by Paula Laine, who studies clothing design at HAMK. IMAGE: Heli Saarinen.



In HAMK's open lectures, Sibelius's music was heard during debates.

Häme University of Applied Sciences (HAMK) is the region's only higher education institution; thus there are many expectations about HAMK regarding the development of the area. In accordance with our strategy, in HAMK the student is in the centre role and business life is the direct beneficiary. With our campuses, we are close to the sub-regions' activities; nevertheless, we want to bring our whole range of services to the area of activities, not only the offer of a certain locality.

This report on regional responsibility is the third of its kind. In the first one, we strongly highlighted the viewpoints of our partners. In the second one, our priority was that of providing concrete examples of our development activities. This third report brings forth our sustainable, responsible and long-term task to impact the region in line with our strategy.



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