



On a Globally Sustainable Path

Internationalisation Goals and Activities

LAUREA UNIVERSITY OF APPLIED SCIENCES | LAUREA PUBLICATION 103

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1. Strategic intent and internationality vision of Laurea University of Applied Sciences

The purpose of this report is to define the strategic intent of Laurea University of Applied Sciences concerning the advancement of internationality, describe the current status and define the steps to achieve the strategic intent.

Internationality, multiculturalism and expanding boundaries have always been in the core of Laurea University of Applied Sciences. For this report, we assessed our current operations and performance extensively.

We have structured the report so as to provide an overview of Laurea's role as a key promoter of internationality and a driver of competence both in the Finnish society and globally. At the same time, it describes practical measures, their success and development areas.

Laurea's internationality vision is as follows:

Laurea University of Applied Sciences holds a key position in the internationalisation of the Finnish society, promotion of multiculturalism and mobilisation of the best international competence.

We develop our learning and RDI environments towards open international cooperation. We invest in growing our international business operations.

We develop the international competences of our students, personnel and partners in a diverse manner in all our operations, so that internationality is a natural part of the daily activities at Laurea and that each member of the Laurea community understands diversity and knows how to act in a globally sustainable manner.

Internationalisation does not exist in a vacuum. There are broader development trends underway at Laurea relating to renewal and development of creative learning and research environments that closely tie into international goals. This development work is carried out through extending the digitalisation reform all the way to Laurea's organisational structure. It is also present in several international research, development and innovation projects. We believe that by integrating international RDI project activities with learning we support critical thinking that results in a better understanding of the challenges of a sustainable, global society and how our students, personnel and partners appreciate diversity.

Laurea's focus is on co-creation and on Learning by Developing opportunities provided by workplace assignments. This is a penetrating theme in our objectives and measures. It generates winning strengths

and opportunities. On the other hand, it also highlights certain challenges resulting from the embeddedness of learning with the world of work.

The main focus of the report is on practical measures. Our overall finding is that Laurea has already paid extensive attention to many issues in internationalisation. We have tried to raise both successful measures and good practices, as well as development areas. These form the basis of our objectives and measures.

At the core of our recommendations is integrating internationality in the daily operations – daily actions and activities. Internationality cannot consist of separate activities, isolated time periods and travel, although these do still have importance. Digitalisation and expanding networks have turned internationality into an integral part of our daily activities, every day, through everyday functions and small steps.

We present the objectives of Laurea’s internationalisation programme divided into seven categories. Each objective includes several short-term (2020) and longer-term (2025) measures. This report does not comment on the resourcing of the measures, which in some cases is considerable. From the resourcing point of view, the implementation of the measures in practice requires linking each measure to the funding model of universities of applied sciences or that separate funding is available.



2. Background and preparation of the report

Internationality programmes have a long tradition at Laurea, dating back more than 20 years. The preparation of this report was put into motion by the request made by the steering group of the Ministry of Education and Culture:

The steering group proposes that by 2020, each higher education institution compiles clear objectives for international operations and the measures supporting such objectives. International operations should extend throughout the higher education institution. The set of objectives should also cover cooperation with stakeholders, with a focus on learning and research environments that support and create renewal. The objective is that during their studies, every higher education institution graduate becomes familiar with operating in an international, multicultural operating environment and understands diversity, global challenges and the principles of sustainable society.

Laurea's internationality vision sets a challenging objective. In order to succeed in achieving it, the internationality programme needs to cover all functions of the university. To ensure this, Laurea's President appointed a group with the task of compiling an operating plan, involving personnel, students and stakeholders in the preparation.

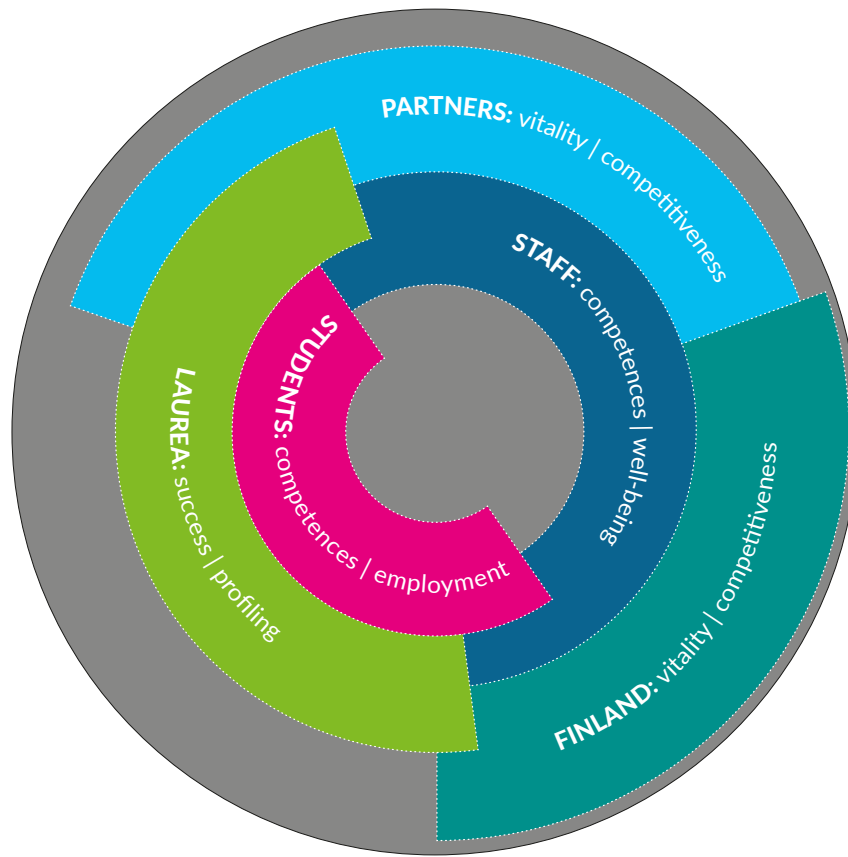
The timeframe of the implementation spans nearly 18 months, from the spring of 2017 to the autumn of 2018. As is typical of Laurea's approach, the work focuses heavily on co-creation. Laurea has always believed in equality in development work. We have applied the same principles to all ideas generated during development, whether they came from our students, stakeholders or personnel.

The Laurea way of operating emphasises close cooperation between students, workplaces and Laurea's teaching and RDI operations. Laurea implements its mission related to regional development by integrating research, development and innovation activities, learning by students, and regional cooperation whenever there are practical opportunities to do so.

This adds a special diverse dimension to internationality. We compiled the following circular model to depict the way we believe international effects ripple as outward-expanding *circles*. The model centres around students, to whom a large part of the internationality at the UAS's operations is related. The circles of influence describe the integrative nature of operations at Laurea, in which the accumulation of the student's international competence supports the competence accumulation of both Laurea's personnel and its partners.

We believe the circular model represents Laurea's internationality vision and its connectedness. Successful implementation of the internationality vision requires a multi-disciplinary, holistic approach to the diverse arena of internationality. For example, a typical obstacle to internationality is associated with the employment of international students and, subsequently, with their integration into society in Finland. The scope of issues is diverse. It includes factors related to individual students and their preparedness, perspectives of instruction provided by Laurea and placement opportunities, and factors concerning the preparedness and attitudes of workplace organisations.

The outer rim of the circle represents the global operating environment, which is present as a global dimension of sustainable ecological, economic and social development. Internationalisation spreads as ripples from the global world inwards into Laurea and its students, especially through the UN's 17 Sustainable Development Goals. On the other hand, internationality at Laurea is operational and



networked by nature. It spreads as ripples from the inner circle towards the outer rims. For example, the internationalisation of students also influences the internationality of partner organisations.

The following example illustrates the principles of the figure. The example reflects the variety of impacts that internationality has on operations that spread across the teaching, research and regional tasks of the UAS.

Figure 1. Context of Laurea's internationality vision

A real-life example:

A group of exchange students studying Business Management on Laurea's Lohja campus worked together with students of the Finnish-language degree programme. International activities increased the international competences of Finnish students and the exchange students' understanding of Finland. The studies consisted of assignments in project format. In one of the assignments, the multicultural and multinational group worked on a project commissioned by the City of Lohja to develop tourism. Instructing students with very diverse backgrounds improved the international cooperation skills of Laurea's personnel, especially since the majority of the exchange students had never worked on workplace assignments before. The multinational group generated a variety of perspectives for the City and their international competence related to stakeholders in tourism.

We applied the circular model in the personnel workshops in which materials and examples were gathered. The purpose of this was to prime the participants to think about internationalisation, context and influence outside the box. For example, business management students from Laurea on exchange in Germany have

prepared market surveys on the local markets for Finnish partner organisations. By combining learning, the regional development task and internationally funded RDI activities, Laurea also helps partner organisations to improve their internationalisation competence. International RDI projects help generate new information, connections and piloting opportunities, which promote product development and export as well as interaction between international urban networks.

We prepared another framework to assist in data collection. One axis of this framework includes the levels of the circular model (i.e. student, personnel, partner, Laurea, Finland) and the other shows the seven themes of Laurea’s strategy. The strategy themes provide an extensive overview of the focus areas of our operations and also help review internationalisation in a versatile manner. The themes are: Your UAS; UAS integrated with working life; The UAS of an entrepreneuring person; international UAS of applied research; A UAS that serves the region; a responsible UAS; and a UAS that values the person.

The purpose of the strategy themes was to help respondents look at internationality from different angles. Although internationalisation shows most often through international student mobility, the strategy themes encouraged respondents to also view it through research activities, cooperation with workplaces, entrepreneurship and responsibility.

ATTACH EXAMPLES HERE WITH POST-IT’S

	Student	Partner	Staff	Laurea	Finland
 Your UAS					
 UAS integrated w working life					
 UAS of an entrepreneuring person					
 International UAS of applied research					
 UAS that caters to the needs of the region					
 Responsible UAS					
 UAS that values the person					

Figure 3. Laurea’s strategy themes and dimensions of internationality

To complete the frameworks, we handed out green, yellow and red Post-it notes to the respondents. The different colours indicated good and functioning practices, development areas, and potential omissions.

We received plenty of responses: a total of approximately 350 over six workshops. The responses included all colours in the spectrum, identifying functioning practices, development areas as well as omissions.

We categorised the materials by theme. The materials included internationality practices from all sectors of the daily activities - business operations, management, financial administration and even promotional gifts.

The materials also brought up the cooperative nature of internationality: promoting internationality is teamwork, and for it to succeed, seamless cooperation is required between Laurea, partner and student.

Based on the materials, we selected 15 topics that were most closely linked to the students' daily life. We used these topics for a survey which was open for all Laurea students. In the electronic survey, students evaluated these in terms of success and importance. We received a total of 240 responses, of which about a third came from students of Laurea's English-language degree programmes.

The dimensions of internationality, cooperation models and Laurea's profile as an international RDI stakeholder, in particular, were among the topics covered by Laurea International Advisory Board who shared valuable insights into the project.

Throughout this journey, personnel have been able to comment on the results, and we have also gathered feedback from our regional stakeholders. We presented the key findings in three workshops with Laurea's regional advisory boards which consist of external stakeholders. The discussion on the themes was lively and offered new, workplace-oriented viewpoints to the report. Approximately 70 people participated in the advisory board work.

***SUCCESSFUL
INTERNATIONALISATION IS
TEAMWORK. FOR IT TO
SUCCEED, SEAMLESS
COOPERATION IS REQUIRED
BETWEEN LAUREA, PARTNER
AND STUDENT.***



3. Results categorised by Laurea's strategy

The next section presents the objectives of Laurea's internationalisation programme and the measures required to reach the objectives. The action plan is built on extensive work, collection of materials and honing of the vision based on the materials generated in personnel workshops, student surveys and stakeholder workshops. The section has been divided into categories based on the themes of Laurea's strategy in order to maintain a close link with the management of the UAS. Nevertheless, it should be noted that by nature, internationality penetrates the entire strategy, which is why unambiguous division into strategy themes is not always possible.

This section of the report focuses on practical observations on the progress and promotion of internationality. We will link the main points of the observations to Laurea's internationality vision in the next main chapter.

The key objectives are:

Your UAS: Internationality is part of the professional competence of every student at Laurea and a natural part of accumulating citizenship competences. All Laurea students have excellent internationality skills in line with global sustainable development.

UAS integrated with working life: International cooperation with workplaces is the right of every student and employee at Laurea and equally available for everyone – talking into account the requirements of sustainable development.

The UAS of an entrepreneuring person: An international entrepreneurship path is available for all Laurea students. Laurea encourages its personnel to participate in Laurea's business operations in accordance with the principles of entrepreneurship. Laurea provides services supporting business operations for entrepreneurs.

International UAS of applied research: Laurea conducts international applied research, development and innovation activities, which primarily aim to benefit the civic society, companies, the public sector and third sector both in Finland and globally.

A UAS that serves the region: All education, research, development and innovation activity and business operations taking place at Laurea include an element of driving global competence that supports the needs of our area of operation. We promote internationality in cooperation with regional organisations and the civic society.

A responsible UAS: Responsibility is integrated in all of Laurea's operations in accordance with sustainable development requirements and on a global scale. Sustainable development objectives in line with the UN's Agenda 2030 (economically, socially, ecologically and culturally sustainable development) are incorporated in the basic competence of every student and staff member with regard to securing the future living conditions on this planet.

A UAS that values the person: Internationalisation is a natural part of Laurea and its operations and our shared value base. We do our part to support the openness, cultural diversity and respect for diversity in the Finnish society.

3.1 Your UAS

The strategic goal of Laurea University of Applied Sciences is to be the preferred choice at various stages of a lifelong journey that requires learning and developing new skills and knowledge as the world will not stop changing. Making an impact through education is a long-term process that may take decades. Education provided by Laurea offers a foundation for continuous learning. At Laurea, students are guided to the lifelong path that involves continuous renewal of competence as well as successful performance at work amid all the changes.

Internationalisation objective | Your UAS:

Internationality is part of the professional competence of every student at Laurea and a natural part of accumulating citizenship competences. All Laurea students have excellent internationalisation skills in line with global sustainable development.

At Laurea, internationalisation is a natural part of our daily activities. It is also a key content and operating method in education. An international and multicultural environment for studies, work and life requires an understanding of diversity, global challenges and the principles of sustainable society. Laurea's mission is to ensure that our students are ready to face the international requirements of workplaces today and in the future. Laurea's international RDI project portfolio and personal student guidance play an important role in encouraging everyone to embrace internationalisation and critical thinking.

Laurea's students have a variety of opportunities to improve their international competence during education. However, all opportunities are not in equal use. For example, based on the student survey, internationalisation is not yet part of the daily activities of all Laurea students. Students should be able to utilise the diverse opportunities more extensively – both students and personnel emphasised the importance of guidance and tutoring.

In addition to Finnish degrees, Laurea also offers degree programmes in English. Bachelor's level education is available in the following degree programmes: Business Information Technology; Nursing; Restaurant Entrepreneurship; Risk, Safety, Security and Risk Management; Service Business Management, as well as Social Services. Master's level education is provided in the Service Innovation and Design, Global Health and Crisis Management as well as Leading Transformational Change (forthcoming in 2019) degree programmes.

Based on the student survey, students in English programmes are quite satisfied with the multicultural learning environment, having an offering of studies in English in the first place, as well as the variety of internationalisation opportunities. Students consider internationalisation to be a natural part of their daily activities, which is a positive thing. The groups in the English programmes are multicultural by nature, so it is no surprise that this aspect received a good score in the student survey.

STUDENTS ARE SATISFIED WITH THE MULTICULTURAL LEARNING ENVIRONMENT AND CONSIDER INTERNATIONALISATION TO BE A NATURAL PART OF THEIR DAILY ACTIVITIES.

Although English is highlighted the degree programmes, Laurea also offers opportunities to learn many other languages. Our international students represent dozens of different nationalities and cultures, which adds to the diversity of the daily activities of the UAS. Even though English is the working language, other languages are also valued.

The results highlight several development areas. Personnel's language skills and international competence are sometimes in need of improvement. Students feel that the language skills of personnel instructing them is not always at a level that could be

expected of teachers. Several responses highlighted the need for improving general communication as well as it does not always sufficiently take into consideration students who study in English. This can be seen in the student Intranet, among other things. Not everything there is translated into English and there are errors with the linguistic form and terminology. This adds to international students' feeling of marginalisation and separation from the rest of the community. It was concerning to find occasional mentions of English programs in which materials are partially in Finnish.

Students would welcome more international lecturers. This could be implemented, for example, through Laurea's extensive partner network and international RDI projects. According to the survey, the activities of the student union also need improvement. Students would like to have more tailored activities. What Finnish students find interesting does not necessarily interest international students. Therefore, more international students should be engaged as active members of the student union.

A real-life example:

Good experiences have been gained from the Service Innovations study units on different campuses. In these studies, both Finnish and international students work together in multidisciplinary teams. The study unit offers real-life development items, which helps transform vision into action.

Internationalisation is a major personal opportunity for students. In this opportunity, the guidance students receive plays an important role. Student guidance is a continuous process that is provided by several different personnel groups. The key persons providing students with guidance include teachers, Heads of Student Affairs and, in particular, tutor teachers. It is important that everyone included in student guidance stresses the value of international competences and know how to guide students to develop this competence. The results also highlight the need to support peer tutoring of students in less formal settings, such as in cultural cafe activities. These settings promote the integration of international students and the implementation of equality. In addition, they also help Finnish students to increase their internationality competence.

Personnel's international experiences and competences contribute heavily to guidance. The task of Laurea's international services is to promote the internationalisation of students and personnel. The international services play a significant role in student guidance: teachers serve as motivators and the international services not only motivate but also help apply various methods by which internationalisation can be promoted. The amount and timing of guidance are important.

By 2020

we will offer more active guidance to students in terms of internationalisation by applying diverse methods

information on internationality opportunities will be included in the orientation of all new Bachelor's and Master's level students and in their personal study plan discussions

we will organise internationalisation information events throughout the studies, for example, when students are preparing for international mobility

student guidance in internationalisation is an ongoing theme in our personnel's competence development

By 2025

each international student at Laurea will have the opportunity to participate in peer tutoring and in cultural cafe activities

The responsibilities of the campuses' personnel, teachers, internationalisation contact persons and Laurea's centralised international services have been defined and, for the most part, cooperation between them functions well. In the short term, it is important to continue the discussion concerning roles and responsibility areas and to increase communication.



3.2 UAS integrated with working life

Laurea's brand promise is Together we are stronger – Laurea in Uusimaa. It reflects Laurea's aspiration to have an impact on the entire Uusimaa region. It reinforces the UAS's policy to collaborate with the world of work for the benefit of students and the region.

Laurea considers it important for students to participate in authentic workplace development projects during their studies. Laurea's principle of Learning by Developing is based on genuine ties with the world of work, co-creation and constant improvement based on feedback. Learning takes place in concrete development projects with companies and other partner organisations.

Internationalisation is a natural part of cooperation with partner organisations. It is demonstrated in student development projects and in customer work in most fields of study.

Internationalisation objective | UAS integrated with working life:

International cooperation with workplaces is the right of every student and employee at Laurea and equally available for everyone – taking into account the requirements of sustainable development.

As the labour market becomes increasingly globalised, the demands for international competences in workforce are also rising. International competence can be accumulated during the studies and in accordance with the principle of continuous learning in a number of different ways. We ensure that international physical and virtual mobility are sufficiently and equally available for all students and personnel. We expand the opportunities of domestic and digital internationalisation, since they will open doors to the entire global world in everyday activities. Laurea's international RDI portfolio provides an opportunity to produce and lifelong maintenance of international competences.

International student exchange and placements abroad are the most typical and perhaps most effective internationalisation methods. Studies at Laurea also include other international elements.

A real-life example:

A Mobility Window of 30 credits is incorporated in the studies and used particularly for planning international exchange. The Mobility Window also enables domestic internationalisation, since studies during the window are provided in English also in Finnish degree programmes. This also makes it possible to admit exchange students to the study units or to have students studying in Finnish and English programmes work together.

The Mobility Window has proven to be a functioning practice that facilitates the admission of exchange students. Social services and health care, in particular, is a sector with the most exchange students arriving for placement opportunities in the area. We also include studies for them in study units on campuses. We develop the visibility of our study offering on our website and in brochures.

International competences involve many other things in addition to language skills. Hence, the objectives, contents and methods of study units may improve international competences. Laurea offers opportunities to complete entire degrees or part of the studies in English in a multicultural group. Both core competence and complementary competence modules include languages and cultural studies. The projects completed in cooperation with workplace organisations may have an international focus or include international partners. International events and exchange teacher visits take place throughout the year. A more extensive international week is organised on different campuses every year. Students can be tutor students for both international degree students and exchange students.

The student survey highlighted a variety of internationalisation methods and mapped the students' opinions of how important these methods are and how well they work. In addition to guidance, students also consider versatile internationalisation opportunities important. The internationalisation methods deemed to be the most important included studies in English, student exchange and placement opportunities abroad and studying languages and cultures.

The practices that students deemed best were including parts in English in one's studies as well as having the opportunity to participate in student exchange or placement abroad. Students assessed the opportunities to participate in international project activities to be poorer than participation in other projects. The availability of competence on different cultures and ideologies was also not perceived adequate. The students' answers to open-ended questions and personnel's comments listed functioning practices and development suggestions, which we have included in this report.

Laurea is *active in international student mobility* and it is functioning well. Exchange programmes and international placements are supported and funding is available for them. For the most part, the application process is straightforward, well documented and electronic. Teachers encourage students to apply for exchange opportunities and have a flexible attitude, although even more encouragement would be beneficial. Student mobility requires often travelling. Offering international exchange opportunities to students with families was highlighted by students not in Bachelor's degree programmes. For example, shorter exchange periods would be needed and the available opportunities should be announced earlier to enable students with families to make the necessary accommodation and other arrangements.

In the short term, we will improve the guidance given on exchange opportunities. The international services will continue to streamline instructions concerning the exchange process. Laurea has an extensive network of partner institutions, but more exchange partners are still needed in some areas. Students themselves are responsible for finding their placement destinations in the same manner as in Finland, but Laurea's international services provide support in locating suitable destinations. The importance of short-term exchange periods has been emphasised recently, and the opportunity to take intensive courses or participate in summer school-type exchange will be made more visible.

**ACCORDING TO STUDENTS,
THE PRACTICES THAT
WORKED BEST WERE
INCLUDING ENGLISH-
LANGUAGE PORTIONS IN
ONE'S STUDIES AS WELL AS
HAVING THE OPPORTUNITY
TO PARTICIPATE IN STUDENT
EXCHANGE OR PLACEMENT
ABROAD.**

Exchange students coming to study at Laurea bring an international touch to the daily life on campus. They bring an experience of studying and working in a multicultural group to everyone around them. Studying with exchange students is a routine activity on some campuses and in some degrees, but could also be increased. A recurring theme in the comments was that “Finnish and exchange students study in the same study units and projects; projects help customise the study paths of international students”, which indicates that the cooperation works. The practices related to the admission of exchange students work well, according to student feedback.



Language and culture studies are included in both Laurea’s offering and in the partner network in the Helsinki Metropolitan Area, which is a new opportunity. However, students would like to have more language studies and a wider selection of languages. In the short term, we will monitor how the language selection provided through Laurea’s networks will meet the identified needs and how students will utilise the expanded offering.

Although English is the lingua franca of international cooperation, skills in other languages and cultures are important in increasing international competence. Improving cultural competence through student exchange is a valuable asset for students, although this opportunity is not always utilised in full. Study units related to understanding other cultures and ideologies and to intercultural communication are available in some of the degrees, but not in all of them.

By 2020

we will supplement the network of our partner institutions so that versatile exchange opportunities are included in all of Laurea’s degree programmes

we will implement the English-language studies in accordance with the Mobility Window in each Bachelor’s degree on all campuses

we will also increase language studies taught in English for our international students

By 2025

all students at Laurea will complete a short or long exchange or placement period abroad during their studies. We will develop intensive implementations with partner institutions to generate a continuous offering

we will incorporate competence in the understanding of different cultures and ideologies in all degrees

we will organise several international weeks or corresponding events on each campus and open them to our regional partners as well

Laurea organises an international week that alternates on different campuses every year. The week's programme includes teaching by exchange teachers and a variety of events for students and personnel. The week includes activities for personnel other than the faculty as well. The international week is a functioning practice, which is also recognised by Laurea's partners. On the other hand, not all students are yet familiar with it. For example, the survey responses included a comment concerning the social services and health care programme in Tikkurila including a regular Multicultural Encounters week, which is linked to teaching and includes local and international partners as visitors.

Online International learning (OIL) is a form of internationalisation that is becoming increasingly common around the world. Laurea already offers functioning implementations, in which Laurea's teachers together with teachers from partner institutions implement studies online or through the blended learning method. Students can also pick studies, as applicable to their own studies, from the course offering open to all.

Laurea is also a pioneer in developing online studies. Our first completely English-language online degree, Business Information Technology, will be launched in autumn 2019. The new kind of implementation will introduce changes, novel opportunities and also new kinds of challenges in the entire concept of internationalisation.

OUR FIRST COMPLETELY ENGLISH-LANGUAGE ONLINE DEGREE, BUSINESS INFORMATION TECHNOLOGY, WILL BE LAUNCHED IN AUTUMN 2019.

A real-life example:

International Business Management projects are good examples of increasing internationality skills in a versatile manner. For example, the implementation of the TradeAway export game developed by students was carried out in an international network of teachers and students. Plans are underway to commercialise the game and develop it further for the international market and to offer it to students.

In accordance with Laurea's vision concerning digital services, Laurea will implement the digital study offering, open materials and data repositories of international higher education institutions. As a rule, the

digital materials intended for global use are international by default. More extensive use of digital materials is a natural way to support the growth of internationality. Over the longer term, Laurea's teachers will implement shared online studies with international higher education institutions.



The development of the internationalisation competence of *students completing Master's degrees* as well as students in the blended learning system is also essential. Due to the nature of the degrees and the special characteristics of students, traditional methods to develop internationalisation do not necessarily work. Long student exchange periods are often difficult to organise, although recently the interest in such periods has increased. Students would like to have more internationalisation opportunities and short exchange periods that better suit students who work and students with families.

In the short term, we will map exchange studies at partner institutions that are suitable for Master's degree students and seek new partners. We will also market short exchange periods to students. We will add English-language teaching to degrees correspondingly, including Bachelor's degrees and face-to-face instruction. We will also increase joint implementations with partner institutions.

Personnel at Laurea have good opportunities to participate in *international exchange*, including longer exchange periods. Feedback from people who have already completed exchange periods is very positive. However, there are also areas for improvement. Supervisors should offer more encouragement, and the opportunities to participate in international exchange were not always considered equal. The opportunities of personnel other than the faculty to participate in exchange are also good, but additional information should be provided. The selection of a suitable exchange destination should be more systematic. Good practices are in place for sharing experiences concerning completed exchange, but the sharing could be more extensive. International personnel mobility to Laurea is also active. The individuals coming to Laurea arrive either through the international services or directly to the units. The expertise of the visitors could be utilised more extensively. The monthly newsletter of the international services

includes information on the visiting personnel, but the information on all visitors does not reach all personnel.

We have already implemented Laurea's shared principles concerning the international mobility of personnel. We will continue to communicate these principles to the entire personnel. We will develop feedback sharing so that feedback is available to all both electronically and in various shared events. We will make advance communication to the international services concerning visiting personnel more effective – this will improve both competence sharing and reporting. We will create new principles for communicating the experiences gained through international mobility, such as for writing a blog after the exchange.

In the long term, we will create new kinds of opportunities for organising long exchange periods for personnel as well. The faculty exchange will, in particular, target higher education institutions identified as key partners for degrees.

By 2020

we will develop more cooperation implementations by benchmarking study units already implemented and, in particular, with identified key degree partners

for each teacher exchange, the objectives will include planning joint implementations, providing shared international online studies, as well as sharing one's experiences through a blog, for example.

By 2025

we will build an exchange programme meeting the needs of the Master's degree students

we will create new opportunities for long exchange periods for personnel



3.3 The UAS of an entrepreneuring person

In accordance with Laurea's strategy, entrepreneurship is included in the studies of each Laurea student, regardless of their field of study. If the student finds entrepreneurship studies interesting, they can continue them in the form of advanced studies, placement or thesis. Entrepreneurship promotes economic growth and wellbeing in Finland. Laurea believes every student needs entrepreneurship skills. This is why entrepreneurship is one of the central themes included in all degree programmes. In addition, we promote student entrepreneurship through entrepreneurship-related RDI projects.

Internationalisation objective | The UAS of an entrepreneuring person

An international entrepreneurship path is available for all Laurea students. Laurea encourages its personnel to participate in Laurea's business operations in accordance with the principles of entrepreneurship. Laurea provides services supporting business operations for entrepreneurs.

Currently, the best way for students to internationalise in the entrepreneurship studies at Laurea is through international project work. According to the student survey, students found it important to have an opportunity to participate in international projects in workplaces. The variation in the survey results between different campuses was not significant. Laurea has several projects underway in which students have the opportunity to familiarise themselves with international student entrepreneurship.

A real-life example:

Three Boot Camp events have been held in the Interreg/Baltic Sea-funded BELT project. In the events, the participants form teams in which they develop a shared business idea

further. The project also includes resources for further development of successful ideas and for team coaching by more experienced entrepreneurs and instructors.

We believe that the focus of student entrepreneurship will shift from start-ups to acquisitions of established businesses. In that way, the student does not spend their time so much on developing an idea but identifies an existing product, competence or service and develops it for the international market as well.

For example, Laurea's entrepreneurship modules include four possible paths that lead to working as an entrepreneur. The first one is a more traditional Start-up path, which aims to transform an idea into business operations. The second path, Change of Ownership, prepares the student to take over and continue an existing business. On this path, companies often change owners due to retirement, for example, and a new owner can start their business operations with an already existing clientele and in a complete, functioning shop. The third path is called Service Entrepreneurship and aims to productise the student's own competence. The fourth path focuses on sales and has two lines, one of which focuses on traditional sales and the other on digital sales.

Internationality is a natural part of launching the entrepreneurship path. When establishing a new company or taking over an existing one, it is important to look beyond the borders of one's own country right from the beginning. Laurea also plays a role in bringing international students to Finland to start careers as entrepreneurs.

We encourage students, personnel and the rest of our community to think about international opportunities as soon as they become entrepreneurs. For example, existing webstore platforms open up international markets to new entrepreneurs from the get-go. The spectrum of different cultures could add diversity to promoting entrepreneurship in Finland. In many other countries, the threshold of becoming an entrepreneur is lower than in Finland. In the long run, Laurea will assume an active role in promoting internationality and entrepreneurship in this regard.

By 2020

we will create an entrepreneurship path that meets the needs of international students

we will develop a service that supports the internationality of Finnish entrepreneurs

By 2025

we will develop a model supporting entrepreneurship for our personnel, which motivates them to participate in developing and producing business operations at Laurea



3.4 The international UAS of applied research

Laurea aims to generate competence, solutions and new business operations by promoting future well-being, safety and international competitive advantage. Laurea educates top experts for the needs of society by engaging the students in actual research, development and innovation projects through our Learning by Developing (LbD) education model.

The research, development and innovation activities are international by nature, they are implemented in international networks and target international markets. Through RDI activities, international impacts are distributed to Laurea's partner organisations and networks, on the one hand, and to Laurea's students and learning environments, on the other. A stronger co-existence of learning and the RDI activities will offer new learning environments and internationalisation opportunities.

Our research projects are based on **co-creation**. Bringing together different stakeholders and viewpoints will make it possible to create solutions that are quick, of high quality and meet the customers' needs. This caters to the development needs of end users, business life and actors in the public and third sectors. Co-creation also provides students with opportunities to participate in genuine research, development and innovation projects.

Internationalisation objective | International UAS of applied research

Laurea conducts international applied research, development and innovation activities, which aim to benefit the civic society, companies, the public sector and third sector in Finland and globally.

Laurea has created a functioning network with and a good position in relation to many important international private (Volkswagen, Philips, GE, IBM) and public stakeholders (leading European cities, European Commission bodies) and organisations (EOS, ENoLL) as well as higher education institutions and facilities conducting research (TFU, iMeck, NTO, Nesta). Its connections and competence have enabled Laurea to succeed better than other universities of applied sciences in the competition for EU H2020 funding.

However, awareness of the available opportunities would benefit from improvement. The development of processes related to receiving funding has progressed to a stage in which attention can and should be paid to developing such mechanisms that make it possible to integrate the bridging of teaching with international RDI projects in the daily activities. Personnel workshops and the student survey clearly indicate that international RDI activities are not sufficiently known and utilised in Laurea's daily activities.

A real-life example:

Laurea's WeLive project was accepted to the H2020 programme with a perfect score. The project develops new public services and business models, which utilise digital public administration and digital participation opportunities. In the project, the Helsinki-Uusimaa Regional Council and the City of Vantaa, together with other European stakeholders, will create new service innovations by means of open data generated in the cities.

In the spring of 2017, Master's degree students in the Designing Digital Service Innovation study unit conceptualised a total of 24 digital service innovations from the open data of the City of Vantaa. The results will be piloted and utilised not only in Finland but also in other countries involved in the project.

In order to link teaching to the international RDI projects serving the region, we create mechanisms which will be piloted through Laurea's Kunta2020 project. We will implement the mechanisms created in all degree programmes and RDI projects by 2020.

We will communicate the projects and the opportunities they provide more effectively in order to ensure that the information reaches all students. We will ensure continuous communication between the region's workplaces, students as well as employees responsible for international projects and different functions.

According to the student survey, international students would clearly like to have more opportunities to participate in Laurea's RDI activities. The survey indicated that the students do not know about the different projects and do not consider their possibilities to participate in them to be sufficient. There is a clear need for increased participation in international projects. Communication concerning the projects and the opportunities they provide should be more effective in order to ensure that the information reaches all students. In projects carried out with companies, the number of international students continues to be relatively low. The projects offer valuable contacts with workplaces and may even generate placement opportunities or thesis topics. Therefore, it is important that all students have the opportunity to participate in workplace projects during their studies.

ColLaboratory, Laurea's new and open learning environment, offers standardised and harmonised co-creation and piloting services for the region's stakeholders and their international counterparts. The data generated in this manner is opened, as applicable, in accordance with the international objectives and agreements and used in research, teaching and business operations in accordance with the principles of open science and research, open teaching, open data and the UN's Sustainable Development Guidelines (SDG).

**ACCORDING TO THE SURVEY,
INTERNATIONAL STUDENTS
WOULD LIKE TO HAVE MORE
OPPORTUNITIES TO
PARTICIPATE IN LAUREA'S
RDI ACTIVITIES.**

Study units, placement, international exchange and theses are appropriately integrated with the preparatory stage of international project applications that serve the regional development task as well as with project implementation and distribution of results in cooperation with the Finnish and international stakeholders of the project consortia.

Teaching and RDI activities are mutually enriching without generating additional expenses. We also utilise the competence of international project partners in teaching, for example, by means of lectures given by visiting teachers and thesis guidance. Together with the international project partners, we also offer international placement opportunities to personnel and students. We offer opportunities for doctoral students of international project partners to utilise research data generated in Laurea's projects, and in that manner, we launch the process of writing joint scientific articles. Cooperation also promotes the generation of products and services that target international markets and the international scalability of start-ups generated in the projects.

In order to develop the aforementioned mechanisms, Laurea established a development group, or the Kunta2020 project. Together with the teaching and RDI activities development units, it is responsible for the mechanisms that bridge the RDI activities and the needs of the public sector. We will implement the new mechanisms in all Laurea's degree programmes and international RDI projects by 2020.

By 2020

the international dimension will be included in all of Laurea's RDI projects, either in their implementation or, at the latest, in the distribution of results.

we will also harness our international RDI partner organisations to be exchange destinations for our students and personnel

By 2025

each RDI project will generate teaching content for Laurea's students

we will build a new kind of mechanism to integrate the RDI activities with education and will involve international interns in project activities



3.5 A UAS that caters to the needs of the region

As a university of applied sciences serving the Uusimaa region, Laurea's strategic objective is to be present where competence is needed. The vitality of the region relies on shared goals of all stakeholders. Therefore, Laurea participates in the preparation and implementation of regional strategies. Laurea's regional partners include companies, public organisations and third-sector stakeholders as well as workplace and business organisations. The Helsinki Metropolitan Area is internationalising rapidly through immigration. At the same time, population development challenges the service development. Multidisciplinary development of wellbeing that takes multicultural aspects into consideration is increasingly important. Service design enables the development of services also outside major population centres.

Internationalisation objective | A UAS that serves the region

All education, research, development and innovation activity and business operations taking place at Laurea include an element of driving global competence that supports the needs of our area of operation. We promote internationalisation in cooperation with the organisations of the region and the civic society.

Laurea continues to maintain its active role as an enabler of internationalisation of workplaces through teaching and RDI activities. Laurea's regional development task includes making international competence, funding and partners available to the partner organisations in the Uusimaa region both as a service supporting the needs of the region and through various cooperation projects carried out with different partners. An example of this is our recent CCO project which aims to productise this service.

Laurea will deepen its understanding of the internationalisation needs of workplaces in its area of operation and of best aligning education, RDI activities and development services to meet these needs.

Laurea has strong traditions in providing learning implemented in cooperation with workplaces. Regional development is not a separate, isolated entity. It is generated in cooperation projects together by Laurea, students and the workplace partners. The cooperation produces positive impacts on internationalisation. International students work in workplace projects together with Finnish-language students on several campuses. Development suggestions made by the students to the partner will receive new ideas and an international perspective.

The responses include regional cooperation campaigns that promote internationalisation and are implemented with Laurea, municipalities and other organisations in the region. On the one hand, the purpose of these is to support the integration of international students in Finland and, on the other hand, they would also be an international competence service that develops workplaces.

A real-life example:

The tourism development project carried out for a municipality in Uusimaa generated new information, as students from different countries compared the tourism marketing of the municipality to their home countries and cultures. The organisations that assign projects to students may also be located outside of Finland. Up to 20% of the projects carried out by the P2P learning environment on the Hyvinkää campus are foreign assignments.

Cooperation with the local open college also supports the integration of immigrants. Laurea's students participate in training immigrants and in the process, they also obtain new multicultural competence.

Cooperation with Laurea may also generate practical experiences of internationalisation for the regional partner. The long-term project with a regional health care organisation has enabled mutual internationalisation. Conference trips and documentation of care practices have been carried out in international cooperation, by travelling and writing together, across boundaries.

Laurea's strong integration with the workplace arena creates challenges in sectors or areas where the ability of workplace organisations to involve international students in the cooperation activities is limited. Most typically, such challenges are encountered in English-language degree programmes with a shortage of placement opportunities.

For example, in the nursing sector, insufficient Finnish language skills may cause problems with the implementation of workplace cooperation or placement. On the other hand, in the ICT sector, for example, English is often the working language of Finnish organisations as well. However, Laurea has not yet been able to fully seize these opportunities.

A real-life example:

A speed networking event was organised for international students and employees that have international operations or are developing them. The event enabled students and employee representatives to network and exchange ideas. The goal was to lower the threshold of obtaining placement opportunities and finding employment.

In order for genuine cooperation with workplaces to function with regard to international education, it should be better linked to the needs arising from workplaces on the curriculum level and on the level of project implementation in the actual projects. There should be an ongoing dialogue with workplaces concerning the role of international education overall and the added value that such education offering provides to society. What kind of competence is needed? How can this competence be utilised in workplaces? These questions are integrally related to the acquisition of placement opportunities, which is fairly challenging for international students.

Developing education as an entity based on workplace needs is key. We should determine what kind of programmes produce the type of competence that is in demand in companies and the labour market. Some of the international students will stay in Finland to work, others will return to their home countries or find work elsewhere. In all alternatives, identifying the needs of workplaces is central. Programmes must be profiled regionally, nationally and globally. The competitive situation (tuition fees) in Finland and abroad must be defined meticulously. In 3AMK cooperation with Haaga-Helia and Metropolia UAS's, it would be advisable to work together in identifying the strengths of each UAS and developing the educational offering.

THE DEVELOPMENT SERVICES PRODUCED BY LAUREA'S MULTILINGUAL AND MULTICULTURAL GROUPS OF STUDENTS FOR PARTNER ORGANISATIONS SHOULD BE PRODUCTISED INTO INTERNATIONALITY SERVICES.

A certain kind of "productisation" was proposed as a solution to the challenge of aligning international competences. The development services produced by Laurea's multilingual and multicultural groups of students for partner organisations should be turned into internationalization service products. "Purchasing" them would be facilitated through multilingual student teams or working in pairs, for example. This would alleviate the issues caused by any language barriers.

Service productisation could also enable regional partners to benefit from the students' experiences of international exchange more than is currently happening; the students could be intermediaries of a new market, cultural or language competence. During the exchange period, students could work on projects assigned by organisations located in Finland that may have export operations to the target country.

We will assume the role of a pioneer and actively start incorporating an international dimension in student work in regional development. Various fields of study at Laurea offer plenty of positive experiences and evidence of cooperation between workplaces and students. By involving international students in learning projects we have increased the internationality competence of both students and workplace partners and, in some cases, have also generated new perspectives concerning content.

On the one hand, Laurea has a significant role as a provider of new workforce for several sectors. On the other hand, Laurea's tasks also include the promotion of internationalisation of the partner organisations. Both objectives can be promoted by means of employing students whose Finnish language skills are still limited. Discussions concerning cooperation with workplaces highlighted the possibilities to facilitate the employment of international students through mentoring.

In the short term, Laurea will continue to promote the networking of international students and workplaces in order to lower thresholds. We will also recommend special measures targeting certain

sectors in the long run. For example, the shortage of workforce in the ICT sector and the good internationalisation preparedness in the sector could offer opportunities to provide a completely English-language conversion educational programme.

In the long run, workplace needs concerning internationalization and the concrete added value that it brings to the region should be investigated. What is needed is a better understanding of the needs of companies and workplaces. The challenges faced in the integration of international students in Finnish workplaces may be due to choices based on principles, and these choices should be assessed critically.

International business operations are growing and play a central role with regard to serving workplaces. Currently, Laurea is investing in international business operations, in particular, in cooperation with the alliance of Haaga-Helia, Laurea and Metropolia (3AMK). The 3AMK cooperation promotes international education export with our joint sales company EduExcellence Oy. EduExcellence is the largest education export hub in the UAS sector in Finland, and it aims to increase and scale education export considerably.

EduExcellence provides innovative solutions related to teacher training, consulting services that extensively support Finnish expertise, as well as continuing education tailored to the customers' needs. It brings together the strengths and resource pool of the 3AMK alliance.

From the perspective of internationalisation, Laurea's area of operation covers the entire world. Laurea's mission is to produce new competence for our partners in different parts of the world and, on the other hand, serve as a bridge for international competence towards Finland. We support 3AMK alliance's joint education export activities and integrate them as a natural part of Laurea's daily education and RDI operations.

In 2017, Laurea carried out a strategic development project named "Laurea International Partners 2020". The objective of the project was to develop international partnerships in relation to the strategic objectives of teaching and the RDI operations. The goal was to identify the cooperation potential of international partnerships, apply them systematically and ensure their impact. The project defined the key partners from the perspective of mobility and education development by analysing the current cooperation. This definition was not deemed to be necessary for the RDI activities.

In the short term, we will deepen and expand cooperation with the selected key partners. In addition, we will also cooperate with other partners in the agreed areas and take new potential partners into consideration in line with the objectives, also digitally. We will clarify the definition of key strategic partners at the level of Laurea and the goal of these partnerships. In the long run, we will share and utilise the expertise accumulated from partnerships and communicate it more efficiently throughout the organisation.

Immigration-related project work is already being carried out extensively at Laurea, including study unit implementations to support the integration of immigrants. In order to combine the strengths of these functioning practices, we need a mechanism that ensures their impact in society. Such a mechanism could, for example, be an immigrant's path towards eligibility to be a degree student.

By 2020

25% of the development work created by student groups will include an international, multicultural and multilingual dimension

we will create a new mechanism for the promotion of the networking of international students and workplaces and support the mentoring of international students by alumni, among others

we will build a partnership model that supports the international needs of our partner organisations

By 2025

75% of the development work created by student groups will include an international, multicultural and multilingual dimension

together with our partner organisations, we will determine the international needs of workplaces more extensively and seek solutions for the integration of international students

we will conceptualise Laurea's social innovations in order to develop societal cohesion and the civic society and to transform the innovations into products in the service business

we will digitalise solutions serving competence in workplaces into open environments, which we will also use to build new networks of talents



3.6 A responsible UAS

Laurea's objective is to respect the environment when using natural resources and work responsibly when using the resources of society. Through its activities, Laurea promotes economically, socially and ecologically sustainable development. Laurea strives to increase people's ability to take personal responsibility for their lives and common issues, while supporting their active participation in society. For example, during their studies, all students participate in voluntary work that supports society and promotes wellbeing.

Internationalisation objective | A responsible UAS

Responsibility is integrated in all of Laurea's operations in accordance with the sustainable development categorisation and on a global scale. The sustainable development objectives in line with the UN's Agenda 2030 (economically, socially, ecologically and culturally sustainable development) are incorporated in the basic competence of every expert working at and every talent graduating from Laurea with regard to securing the future living conditions on this planet.

At Laurea, responsible operations mean operating in line with sustainable development, which includes economic, social and ecological sustainability. At Laurea, we take care of our personnel and students, work to ensure the success of our partners and the region, and involve students in volunteer work.

From the internationality perspective, export of competence, for example, is progressing well, with the aim to ensure economically sustainable development in the future as well. Export of competence still needs an additional boost and it should be applied to, for its part, secure future jobs.

A real-life example:

Socially sustainable development is promoted in several RDI projects which seek functioning solutions to the coexistence of immigrants and native Finns, such as the ANTURA project funded by the Ministry of Justice 5/2016-5/2017. Ecologically sustainable development is also secured in various circular economy RDI projects. For example, the purpose the CIRCLE project, funded by EDRF, is to study how to ensure the supply of clean water and the recycling of nutrients and energy obtained from water 9/2016-8/2018.

However, according to the student survey, the availability of information on and the competence in different cultures or ideologies is not sufficient, although it can be considered to be the basic starting point of responsible international operations. Personnel would also like to have more international projects which would cover extensive issues concerning the entire world. There are examples of this already in the security sector concerning, for instance, border security. However, more projects of this nature would be needed in all fields of study, especially in sectors in which internationalisation is incorporated in daily operations, such as tourism or business management. The reform of social welfare and health care was also considered to be a socially responsible activity, in which active development and the use of health technology also enable new solutions globally and provide export revenue for Finnish companies.

AT LAUREA UNIVERSITY OF APPLIED SCIENCES, RESPONSIBLE OPERATIONS MEAN OPERATING IN LINE WITH SUSTAINABLE DEVELOPMENT, WHICH INCLUDES ECONOMIC, SOCIAL AND ECOLOGICAL SUSTAINABILITY.

The world and different parts of it are a natural context in which internationalisation is present. We must look at the big picture, although, at times, the activities focus on a specific part. Digital operations, as part of Laurea's daily activities and regular policy, seamlessly integrate the world with Laurea's operating environment, and the digital vision and internationality vision of responsible operations support each other. We will refrain from air travel whenever possible and help protect the environment.

We will implement the open science and open innovation principles in the circular economy and sustainable development contexts within the RDI activities extensively and rapidly, so that new information and new innovations are distributed and implemented in order to save the world. We will increase responsibility-related themes in the RDI projects across all fields of study. Themes related to social responsibility, such as proactive development of services for the disabled and the elderly are, in particular, needed in countries that are not at the same level of welfare than the Nordic countries.

The social welfare and health care sector is in the process of undergoing changes in Finland, and students of the sector would like to see more international opportunities for exchange and cooperation at the Nordic level, in particular, since there the similarity of societies allows for learning from others, benchmarking and application of one's own competence in a new context. In other sectors as well, international placement opportunities in private sector companies would be welcome, in addition to student exchange at other higher education institutions, so that working in an international operating environment would be as natural as possible. In the planning stage of international RDI projects, we seek partners both in research and in companies. International partners should not be limited to projects only.

We provide opportunities for visiting lecturers in various study units in connection with project meetings and also come up with other methods to involve students.

We renew teaching and include common study units concerning different cultures and cultural competence, different ideologies and encountering diversity. We ensure that collaboration between exchange students and the rest of our community is integrated in the daily activities. We support cooperation between our Finnish and international personnel and ensure that attitudes and practices evolve. We offer extensive language learning opportunities so that international students can include foreign languages in their degrees.

In the short term, we will emphasise themes related to responsibility and, subsequently, the future in the RDI project application across all fields of study. We will improve the cooperation opportunities for exchange students and Finnish students by means of co-creation methods. We will expand our offering of teaching concerning multiculturalism, different cultures and ideologies for everyone.

In the long run, we will strengthen the Nordic partner networks in the social welfare and health care sector, among others, and actively include their offering in student exchange. We will start building networks with corporate partners engaged in responsible operations together with our regional advisory boards and the International Advisory Board.

By 2020

we will ensure that Laurea's volunteer work targets regional needs

we will include the principles of sustainable development and the UN's Agenda 2030 in each project application

we will provide each Laurea student with an opportunity to participate in a climate study unit

we will produce sustainable development content for partners

By 2025

the principles of sustainable development and the UN will be the underlying principle in all teaching, RDI activities and other operations at Laurea

we will observe the data concerning the environment generated by our teaching and RDI activities, refine it and develop new services

we will include the principles of sustainable development in the selection of our partner organisations

3.7 A UAS that values the person

Laurea's activities are based on a sense of community, social responsibility and creativity. Working and learning at Laurea are based on sustainable and broadly accepted values. Laurea appreciates diverse competence, and the members of the Laurea community can be proud of their work and achievements. Wellbeing at work and trust capital constitute the foundation of Laurea's communal activities.

As a large international stakeholder, we bear social responsibility for promoting internationalisation in the Finnish society. Discussions concerning cooperation with workplaces repeatedly highlighted the concern about the ability of the Finnish society to receive new talents whose linguistic and cultural background is not Finnish. Laurea's social responsibility includes promoting a respect for diversity and absolute equality. We will support this by our own example and also by means of our language and multiculturalism competence through education, among other things.

Internationalisation objective | A UAS that values the person

Internationality is a natural and innate part of Laurea and its operations and our shared value base. We do our part to support the openness, cultural diversity and respect for diversity in the Finnish society.

Internationality is part of Laurea's core values. Internationality and multiculturalism are valued widely and multiculturalism and multilingualism are encouraged. In the long run, we will create new kinds of genuine, physical and virtual meeting places and events, in which our students, partners and personnel can network and interact regardless of their language or cultural background.

Although internationality is much more than language skills, knowing different languages is extensively highlighted in the survey responses. The international competence of personnel promotes the internationalisation of students and the development of Laurea's operations in general. It is essential not only from the perspective of teaching but also from the perspective of, for example, the RDI activities,

DISCUSSIONS CONCERNING COOPERATION WITH WORKPLACES REPEATEDLY HIGHLIGHTED THE CONCERN ABOUT THE ABILITY OF THE FINNISH SOCIETY TO RECEIVE NEW TALENTS WHOSE LINGUISTIC AND CULTURAL BACKGROUND IS NOT

network cooperation education export, and many others. The *personnel's need for language skills* depends on their job duties, but language skills are important in almost all positions. Laurea has decided that the language skills of those teaching in English should be at level C1 of the Common European Framework of Reference for Languages, but this has not been achieved yet. In addition to language skills, *cultural competence* is important when, in particular, personnel encounter international students, but also in all network cooperation.

Based on the survey, the language skills of all teachers and other personnel are not always adequate for encountering international degree students and exchange students. English-language degree programmes also include teachers whose English is not fluent enough, based on feedback given by

international students, in particular. Based on student feedback, inadequate English skills reduce the quality of teaching. Other personnel, such as employees in Student Affairs Offices, also received criticism for inadequate language skills.

According to student feedback, all teachers and tutors are not equipped to provide students with guidance on international exchange. There are vast differences between campuses in guidance skills. Some of the students feel that they themselves need to be very active if they want to utilise exchange opportunities. Currently, students are not equal when it comes to international exchange. Based on the feedback, students of service design, physiotherapy and the Bachelor of Hospitality Management degree as well as Master's degree students do not have sufficient international exchange opportunities. Due to their life situation, not all students can participate in long-term exchange programmes. Students would also like to have shorter exchange programmes, for example lasting one month, available.

International degree students and exchange students feel that studies with content matching their competence or suitable placement opportunities are not available for them. International degree students, in particular, would also like to take more English-language online studies and utilise virtual operating environments.

International equality and valuing others are also reflected in the communication culture. International students feel all information and events are not communicated to them. The student union Laureamko also offers different kinds of events for Finnish-language students and exchange students but has fewer offerings for international students. We support this important perspective of interaction by creating new kinds of meeting places, such as the culture cafe activities mentioned earlier.

The language skills of the entire personnel, teachers in particular, and other international competence, such as cultural competence, will be increased. The competence of tutor teachers in the degree programmes to guide the studies of international students will be improved. In addition, our goal is for all tutor teachers to know how to direct students to international exchange opportunities. The possibility to participate in exchange programmes will be covered with each student when their study plans are prepared.

Part of the personnel development programme underway at Laurea is implemented under the theme "Globalising work", which covers the teaching and guidance competence in international degree programmes, multicultural competence as well as teaching, guidance and networking in a foreign language and culture. We develop the international competence of personnel by implementing long and short exchanges reciprocally with our international partners.

Immediate supervisors will include Laurea's internationalisation objectives in the development discussions and agree on an internationalisation development plan with each subordinate respectively. We will actively support personnel in participating in international exchange and allow for flexibility in the faculty's working time plans for international activities.

In the short term, we will continue to offer English language training to our faculty and personnel supporting teaching. Our personnel's attendance in the programmes is obligatory when their job duties so require. We will take the required language proficiency into consideration when recruiting new employees.

In the short term, we will incorporate cultural competence as part of Laurea's tutor teacher training. We will offer this training to the entire personnel.

Regardless of their life situation, all students have the opportunity to, if they so wish, participate in international exchange and study in international learning environments and projects. In addition to long-term exchange, we also implement short exchange programmes in all fields of study. We will offer lectures by visiting international lecturers from our partner institutions or international companies located in Finland in all education – in both Finnish- and English-language programmes. In IT companies, in particular, there are plenty of international employees, with whom we create contacts. In this manner, we will create new placement opportunities for degree students and expand the network of visiting English-language lecturers.

We will take the different needs of international students better into consideration. All international degree students can study foreign languages in English. We will also offer them studies in Finnish. All international students will receive all essential information in English. All of the UAS's key materials will be provided in English as well.

Communication by the UAS also covers much more than providing information on acute matters. Communication builds the image of Laurea's profile and positioning. Internationalisation must be visible in Laurea's external communication, so that applicants, students, partners and stakeholders see that multilingualism and multiculturalism are valued and equally treated.

In the long run, English will become a more equal language in Laurea's internal communications. This will support the improvement of the language skills of the Finnish-language personnel. On the other hand, we will actively support the improvement of Finnish-language skills of international students. Finnish language skills play an important role in the integration of students in the Finnish society.

In recruitment, we will emphasise not only professional competence but also international competence, and we will recruit individuals with different cultural backgrounds as teachers. Among other things, we will prepare our employment advertising in English as well. We will create a process for using foreign experts as lecturers in teaching in our international RDI projects.

We will add virtual operating environments, such as chat-based environments like Slack in teaching. They enable smooth and open multinational cooperation in LbD implementations, for example. English-language online studies will be added in all education. Going forward, each curriculum will include a strategy concerning incorporating internationality in education. We will clarify the personnel's division of work and roles with regard to the international matters.

By 2020

we will support the development of personnel's language and cultural competence and introduce mandatory minimum criteria to the international education activities.

we will incorporate cultural competence in our tutor teacher training

our international students will receive all study-related information English

By 2025

English will have an equal status with Finnish in key matters related to studying and working

each of our programmes will include a strategy concerning implementation of internationality

we will create virtual international environments for open international cooperation

we will build a model of working pairs of international students and individuals at Laurea who need international skills



4. Summary and conclusions

4.1 Summary of objectives and measures

The following table provides a summary of Laurea's internationality objectives and measures. As we initially stated, reaching ambitious objectives is possible only when these objectives support the success of the funding indicators of our operations or if separate funding is available for them.

Laurea's internationality vision is as follows: Laurea University of Applied Sciences holds a key position in the internationalisation of the Finnish society, promotion of multiculturalism and mobilisation of the best international competence. We develop our learning and RDI environments towards open international cooperation. We invest in growing our international business operations. We develop the international competences of our students, personnel and partners in a diverse manner in all our operations, so that

internationality is a natural part of the daily activities at Laurea and that each member of the Laurea community understands diversity and knows how to act in a globally sustainable manner.

Objectives	Measures
<p>Your UAS:</p> <p>Internationality is part of the professional competence of every student at Laurea and a natural part of accumulating citizenship competences. All Laurea students have excellent internationalisation skills in line with global sustainable development.</p>	<p>By 2020</p> <p><i>we will offer more active guidance to students in terms of internationalisation by applying diverse methods</i></p> <p><i>information on internationality opportunities will be included in the orientation of all new Bachelor's and Master's level students and in their personal study plan discussions</i></p> <p><i>we will organise internationalisation information events throughout the studies, for example, when students are preparing for international mobility</i></p> <p><i>student guidance in internationalisation is an ongoing theme in our personnel's competence development</i></p> <p>By 2025</p> <p><i>each international student at Laurea will have the opportunity to participate in peer tutoring and in cultural cafe activities</i></p>
<p>UAS integrated with working life:</p> <p>International cooperation with workplaces is the right of every student and employee at Laurea and equally available for everyone – talking into account the requirements of sustainable development.</p>	<p>By 2020</p> <p><i>we will supplement the network of our partner institutions so that versatile exchange opportunities are included in all of Laurea's degree programmes</i></p> <p><i>we will implement the English-language studies in accordance with the Mobility Window in each Bachelor's degree on all campuses</i></p> <p><i>we will also increase language studies taught in English for our international students</i></p> <p><i>we will develop more cooperation implementations by benchmarking study units already implemented and, in particular, with identified key degree partners</i></p> <p><i>for each teacher exchange, the objectives will include planning joint implementations, providing shared international online studies, as well as sharing one's experiences through a blog, for example.</i></p> <p>By 2025</p> <p><i>all students at Laurea will complete a short or long</i></p>

	<p><i>exchange or placement period abroad during their studies. We will develop intensive implementations with partner institutions to generate a continuous offering</i></p> <p><i>we will incorporate competence in the understanding of different cultures and ideologies in all degrees</i></p> <p><i>we will organise several international weeks or corresponding events on each campus and open them to our regional partners as well</i></p> <p><i>we will build an exchange programme meeting the needs of the Master's degree students</i></p> <p><i>we will create new opportunities for long exchange periods for personnel</i></p>
<p>The UAS of an entrepreneuring person:</p> <p>An international entrepreneurship path is available for all Laurea students. Laurea encourages its personnel to participate in Laurea's business operations in accordance with the principles of entrepreneurship. Laurea provides services supporting business operations for entrepreneurs.</p>	<p>By 2020</p> <p><i>we will create an entrepreneurship path that meets the needs of international students</i></p> <p><i>we will develop a service that supports the internationality of Finnish entrepreneurs</i></p> <p>By 2025</p> <p><i>we will develop a model supporting entrepreneurship for our personnel, which motivates them to participate in developing and producing business operations at Laurea</i></p>
<p>International UAS of applied research:</p> <p>Laurea conducts international applied research, development and innovation activities, which aim to benefit the civic society, companies, the public sector and third sector in Finland and globally.</p>	<p>By 2020</p> <p><i>the international dimension will be included in all of Laurea's RDI projects, either in their implementation or, at the latest, in the distribution of results.</i></p> <p><i>we will also harness our international RDI partner organisations to be exchange destinations for our students and personnel</i></p> <p>By 2025</p> <p><i>each RDI project will generate teaching content for Laurea's students</i></p> <p><i>we will build a new kind of mechanism to integrate the</i></p>

	<p><i>RDI activities with education and will involve international interns in project activities</i></p>
<p>A UAS that serves the region:</p> <p>All education, research, development and innovation activity and business operations taking place at Laurea include an element of driving global competence that supports the needs of our area of operation. We promote internationalisation in cooperation with the organisations of the region and the civic society.</p>	<p>By 2020</p> <p><i>25% of the development work created by student groups will include an international, multicultural and multilingual dimension</i></p> <p><i>we will create a new mechanism for the promotion of the networking of international students and workplaces and support the mentoring of international students by alumni, among others</i></p> <p><i>we will build a partnership model that supports the international needs of our partner organisations</i></p> <p>By 2025</p> <p><i>75% of the development work created by student groups will include an international, multicultural and multilingual dimension</i></p> <p><i>together with our partner organisations, we will determine the international needs of workplaces more extensively and seek solutions for the integration of international students</i></p> <p><i>we will conceptualise Laurea's social innovations in order to develop societal cohesion and the civic society and to transform the innovations into products in the service business</i></p> <p><i>we will digitalise solutions serving competence in workplaces into open environments, which we will also use to build new networks of talents</i></p>
<p>A responsible UAS:</p> <p>Responsibility is integrated in all of Laurea's operations in accordance with the sustainable development categorisation and on a global scale. The sustainable development objectives in line with the UN's Agenda 2030 (economically, socially, ecologically and culturally sustainable development) are incorporated in the basic competence of every expert working at and every talent graduating from Laurea with regard to securing the future living conditions on this planet.</p>	<p>By 2020</p> <p><i>we will ensure that Laurea's volunteer work targets regional needs</i></p> <p><i>we will include the principles of sustainable development and the UN's Agenda 2030 in each project application</i></p> <p><i>we will provide each Laurea student with an opportunity to participate in a climate study unit</i></p> <p><i>we will produce sustainable development content for partners</i></p>

	<p>By 2025 <i>the principles of sustainable development and the UN will be the underlying principle in all teaching, RDI activities and other operations at Laurea</i></p> <p><i>we will observe the data concerning the environment generated by our teaching and RDI activities, refine it and develop new services</i></p> <p><i>we will include the principles of sustainable development in the selection of our partner organisations</i></p>
<p>A UAS that values the person:</p> <p>Internationality is a natural and innate part of Laurea and its operations and our shared value base. We do our part to support the openness, cultural diversity and respect for diversity in the Finnish society.</p>	<p>By 2020 <i>we will support the development of personnel's language and cultural competence and introduce mandatory minimum criteria to the international education activities.</i></p> <p><i>we will incorporate cultural competence in our tutor teacher training</i></p> <p><i>our international students will receive all study-related information English</i></p> <p>By 2025 <i>English will have an equal status with Finnish in key matters related to studying and working</i></p> <p><i>each of our programmes will include a strategy concerning implementation of internationality</i></p> <p><i>we will create virtual international environments for open international cooperation</i></p> <p><i>we will build a model of working pairs of international students and individuals at Laurea who need international skills</i></p>

4.2 Towards a more international society

At the beginning of this report, we set Laurea's internationalisation vision and strategic intent as follows:

Laurea University of Applied Sciences holds a key position in the internationalisation of the Finnish society, promotion of multiculturalism and mobilisation of the best international competence.

We will develop our learning and RDI environments towards open international cooperation. We will invest in growing international business operations.

We develop the international competences of our students, personnel and partners in a diverse manner in all our operations, so that internationality is a natural part of the daily activities at Laurea and that each member of the Laurea community understands diversity and knows how to act in a globally sustainable manner.

This report highlights the diverse and complex nature of internationality. Whether the question is about introducing the new information generated by an international RDI project to companies in the Uusimaa region or arranging for a placement opportunity for an individual international degree student, numerous viewpoints and dependencies are involved.

Our objective is to contribute to the accumulation of the competence capital of the Finnish society internationally. Making this happen requires seamless cooperation with both our stakeholders and our students. Realising extensive changes, "quantum leaps", in the promotion of internationality will only be successful when we find a shared strategic intent with our partners concerning the need to do things differently.

Laurea has several projects underway that aim to break down such silos that are obstacles to internationality. For example, our CCO co-creation project which received a funding decision in autumn 2018 aims to carry out seamless cooperation in the competence ecosystem. We believe that this will support the development of our partners' competence and, subsequently, the improvement of the ability to open up for internationality.

Workshop discussions with stakeholders also highlighted the idea of a new kind of support activities for international students, mentoring and a support service. For it to succeed would require our owner municipalities and partners to pull together and a philosophy in which internationality is considered to be an investing activity that produces new kind of competence for the future.

Structural changes usually happen slowly. At the same time, internationalisation involves a lot of smaller, micro-level and incremental, change needs. Some of these seem promising and may generate changes that can be considerable, resources are allocated successfully.

The report brings up the observation of internationality being embedded in the daily activities and existing naturally. Internationality is part of the daily activities from the perspective of both students and personnel. On the other hand, internationality implementation varies between units, campuses and degree programmes. Although Laurea has a set of practices in place to promote internationality, these practices are not always equal for all.

Internationality is not just about mobility, although exchange opportunities are the first thing many associate with internationality. Digitalisation is already routine in learning and RDI and Laurea will support it by means of the resources enabled by its new organisational structure starting from 2019.

For some, multilingualism and multiculturalism are routine phenomena, integrated in the daily activities. Whereas in the past, internationality was a separate effort, it may nowadays be such an innate part of

various open online learning environments, social media communities and other daily operations that it is no longer separately highlighted.

On the other hand, digitalisation introduces new kinds of questions. Laurea is about to launch its first English-language online degree. Although we consider it to be a method to promote internationality in a socially sustainable manner, implementing it may also involve new kinds of challenges which have not been encountered before.

Traditionally, the Finnish world of educational institutions has emphasised language skills in internationalisation. Although language skills are an important part of internationalisation, they are not the same thing. Internationalisation also highlights the ability to understand other cultures, question our own cultural or religious assumptions, and the ability to be open to new experiences.

Powerful promotion of internationalisation also means that we take a look at our own assumptions. Although the selection of a working or teaching language has traditionally been considered to be part of a person's autonomy, it has a direct impact on the realisation of internationalisation. This is one of the reasons why it needs to be reviewed critically.

4.3 Complexity of the internationalisation context

In this report, we have looked at internationalisation expressly through the operations of the UAS. However, it was clear from the start that the impacts of internationalisation do not follow clearly defined boundaries but to a varying degree flow between the target groups and stakeholders in both a systematic and organic manner.

In accordance with the circular model presented at the beginning, internationalisation at Laurea may manifest in a number of forms. The impact that even one international student generates may multiply in Laurea's workplace-oriented Learning by Developing action model. The flipside of the matter is also true: the challenges encountered by an individual international student are also present at the intersections of Laurea, our partner organisations and the Finnish society. We described this earlier when we discussed the challenges related to placement.

Laurea is characterised by close ties to partners and maintaining partnership. Laurea has an extensive and functioning network of partner institutions and other teaching and RDI partners internationally. The cooperation network enables a variety of activities: education development projects, RDI projects, business operations, international mobility, etc. With some of the partners, Laurea has an agreement in place concerning continuous cooperation, such as a general letter of intent, project agreement or an agreement on student and personnel mobility. In addition to individual organisations, we also cooperate in networks in which Laurea participates.

The Laurea International Advisory Board (IAB) consists of Laurea's key international partners. The IAB's duty is to serve as an advisor to the management concerning internationality, in particular, in development related to international RDI activities. IAB supports Laurea's international profiling work and visibility in order to promote cooperation on different fronts. However, making use of IAB in other sectors (such as seeking partners in responsible business operations, as stated earlier) provides plenty of possibilities.

In terms of international networking, digital networking and cooperation possibilities have been identified as key opportunities. The need for networking is increasing powerfully, and increasing it through traditional measures requiring physical mobility creates challenges with regard to cost on the one hand and social responsibility on the other. Going forward, digital opportunities will be at the core of building international networks related to Laurea's areas of expertise.

4.4 Internationalisation and communication

This report emphasises communication in many sections. Communication is an integral part of internationalisation in terms of the accumulation of competence, generation of equality and transfer of information alike. Communication also involves development areas. Going forward, marketing international education should be linked more closely to the internationalisation vision.

For the time being, the appeal of Laurea's international Bachelor's-level education has been relatively modest compared to Laurea's Finnish-language programmes, where the appeal has been very good. The competitive situation has become ever tighter as tuition fees were introduced in autumn 2017. Therefore, identifying the strengths of programmes and the profiling solutions are key in ensuring the implementation of the internationality vision.

We set an ambitious objective for Laurea's internationalisation vision. For the vision to become a reality, Laurea needs to be positioned more clearly in terms of what it offers, how it distinguishes itself in the international arena and what kind of value promises we give to our international target groups. Guided by the vision, we will build an image of Laurea's strengths and communicate accordingly.



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