

Assessment report

# Laurea University of Applied Sciences



Certificate for Quality in Internationalisation

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Assessment report

# Laurea University of Applied Sciences -Institutional review

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ECA OCCASIONAL PAPER

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## Glossary

FINEEC	Finnish Education Evaluation Centre
FUAS	Federation of Universities of Applied Sciences
HE	Higher education
IAB	International Advisory Board
Laurea	Laurea University of Applied Sciences
LbD	Learning by Developing
LOJ	LbD and Competence Management Services
MoE	Ministry of Education and Culture
RDI	Research, Development and Innovation
SER	Self-evaluation report
UAS	University of Applied Sciences

## 1. Executive summary

Laurea University of Applied Sciences was assessed by Finnish Education Evaluation Centre, FINEEC. This assessment procedure took place within the framework of the [Certificate for Quality in Internationalisation Project](#). FINEEC convened an assessment panel that studied the self-evaluation report and undertook a site visit on 26 March 2014, in Espoo, Finland.

Laurea University of Applied Sciences has a clearly defined and well-documented institutional strategy upon which its **Internationalisation Strategy 2012 – 2015** is based. This strategy embraces both national as well as institutional internationalisation goals and is oriented along four institutional action lines. The institutional Strategy Implementation Plan for Internationalisation contains verifiable objectives that allow monitoring of the set goals through critical success factors, corresponding indicators and set target levels, referring for instance to student and staff mobility, the number of students seeking foreign degree, implementation of mandatory courses delivered in English and the amount of international RDI funding. Laurea undertakes regular evaluations of its progress in internationalisation through annual interim assessments as well as a final assessment at the end of the plan period. Already derived and implemented measures of improvement demonstrate their effectiveness. Relevant stakeholders in this process are identified and taken aboard as essential supporters of the further development of Laurea's internationalisation. Room for improvement is seen with the definition of qualitative objectives as well as with the more proactive inclusion of some groups of stakeholders such as alumni and business partners.

From the aforementioned implementation plan, so-called **action plans** for the different units of Laurea are derived according to the characteristics and the resulting needs of the highly diverse units (diversity being due to the merger of different institutions into Laurea University of Applied Sciences). These action plans which incorporate the four strategically defined action lines (see Institutional Strategy) comprise an impressive amount of details relating to the relevant dimensions of international and intercultural learning outcomes, teaching and learning, research, and students and staff. The close linkage of these dimensions through the "Learning by Development" (LbD) operational model, a strong pedagogical element, and adequate resources and diligently chosen institution-wide instruments that clearly foster internationalisation, warrant the attainment of the institutional internationalisation goals.

The **implementation** of the internationalisation goals and activities is supported by Laurea's information system called the Quality Performance Review (QPR) system. This systems enables the institution to clearly see "where we are" as it incorporates and

processes relevant information and a considerable number of feedback results stemming from different feedback practices and surveys. Thus, eventual achievement gaps are made transparent and their analysis supports decision-making on corrective measures. Laurea can clearly demonstrate that they have made use of the information gained over the years and in which way this has resulted in the better realisation of plans and activities. As a further step in this already well developed system the organisation of interactive platforms could be considered.

The institutional **Quality Management System** as a system of continuous development integrates all internationalisation dimensions throughout the PDCA (Plan, Do, Check, Act) cycle. Various evaluation practices as well as benchmarking exercises demonstrate that the institution utilises internationalisation approaches in order to enhance quality and it consistently involves essential stakeholders in this process.

The overall **responsibilities** regarding the institution's internationalisation, defined in the institutional operating regulations are allocated to the regular governing bodies of Laurea University of Applied Sciences, but with the management team and the International Advisory Board playing a pivotal role in supporting the institution's internationalisation plans and bringing them "to life". The unit-specific and activity-based responsibilities are defined in the different action plans. This structure allows effective governance as well as adequate support for the institution's internationalisation goals. Input coming from outside the institution, such as from the MoE (Ministry of Education and Culture) or FUAS, encounters prompt reaction on Laurea's side, whereas internal input seems to be brought forward more hesitatingly. In this respect, Laurea should consider ways to enhance input coming from the different internal groups.

### **Overall conclusion**

Laurea demonstrates a strong commitment to the set Internationalisation goals and the ability to critically reflect on achievements, strengths but also challenges. The willingness to live up to its vision of being an internationally acknowledged University of Applied Sciences in the near future for the sake of students, graduates and staff, and thus also contribute to the development of the Helsinki metropolitan area was clearly conveyed. Based on its internationalisation goals, the institution has successfully implemented effective internationalisation activities that demonstrably contribute to the quality of teaching and learning embracing students, staff, services and research activities alike. Particularly the unit action plans, their stringent evaluation and constant development as well as the LbD model were seen examples of good practice. Laurea meets all the CeQuInt standards and their subcriteria; three of the standards were assessed as good. For the further development of Laurea's internationalisation, the panel recommends the use of the CeQuInt criteria as a reference guide for the process of continuous improvement.

## 2. The assessment procedure

This report is the result of the assessment of the Laurea University of Applied Sciences. The procedure was coordinated by the Finnish Education Evaluation Centre, FINEEC. This assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project.

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation published by the European Consortium for Accreditation (ECA).

### Assessment standards and assessment scale

The framework for the assessment of quality in internationalisation at institutional level consist of five standards:

#### 1 Intended internationalization

- 1a: Supported goals
- 1b: Verifiable objectives
- 1c: Measures for improvement

#### 2 Action plans

- 2a: Fitness for purpose
- 2b: Dimensions
- 2c: Instruments and resources

#### 3 Implementation

- 3a: Information system
- 3b: Information driven management
- 3c: Realisations

#### 4 Enhancement

- 4a: Internal quality assurance
- 4b: Approaches for enhancement
- 4c: Stakeholders' involvement

#### 5 Governance

- 5a: Responsibilities
- 5b: Effectiveness
- 5c: Responsiveness

The judgment is provided for each standard and each underlying criterion included in the framework. All standards have the same weight.

The framework consists four-point scale: Unsatisfactory, Satisfactory, Good and Excellent.

An institution gets the Certificate when at least 3 standards are assessed as good or excellent and no standards is assessed as unsatisfactory.

A panel of experts was convened by FINEEC. The assessment panel consisted of the following members:

- **Eva Werner**, panel chair, Rector of IMC University of Applied Sciences Krems, (Austria);
- **Frederik De Decker**, expert, senior education advisor at Ghent University Association, (Belgium);
- **Eva Réka Fazekas**, student, University of Szeged (Hungary);
- **Turo Virtanen**, national expert, professor, University of Helsinki (Finland).

The composition of the panel reflects the expertise deemed necessary by the assessment Framework. The individual panel members' expertise and experience can be found in Annex 1: Composition of the assessment panel. The procedure was coordinated by Dr. Marja-Liisa Saarilampi, Chief Planning Officer at FINEEC.

The assessment panel studied the self-evaluation report and annexed documentation provided by the institution before the site visit (Annex 2: Documents reviewed) The panel organised a preparatory meeting the day before the site visit which took place on 26 March, 2014 (Annex 3: Site visit programme). The panel formulated its preliminary assessments per standard immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the self-evaluation report and annexed documentation.

The draft version of this report was finalised taking into account the available information and relevant findings of the assessment. Where necessary the panel corrected and amended the report. The panel finalised the draft report on 19 May, 2014. It was then sent to Laurea to review the report for factual mistakes. One minor issue was reported and the panel amended the report. The panel approved the final version of the report on 25 June 2014.

### 3. Basic information

**Institution:** Laurea University of Applied Sciences

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Type of institution: University of Applied Sciences

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**Status:** Audited

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QA / accreditation agency: Finnish Higher Education Evaluation Council (FINHEEC)

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Status period: 16.12.2010-16.12.2016

**Additional information:**

Laurea University of Applied Sciences (Laurea) operates in Finland, in the greater Helsinki metropolitan area. Laurea employs approximately 500 personnel, has approximately 8 000 students, of which approximately 1 200 study in the adult education programmes and seven units (campuses).

Laurea's focus areas are:

- Service Business
- Expertise in nursing and coping at home
- Security and Social responsibility

Laurea's strategic choices are:

- LbD: Generating Future Expertise and Service Innovations and Promoting Student and Growth Entrepreneurship.
- Developing the Greater Helsinki Metropolitan Area
- Internationally Acknowledged, Productive RDI

Laurea carries out professionally orientated education, regional development and RDI activities by following the LbD operational model. LbD is an innovative operating model based on authenticity, partnership, experiential learning and research. The LbD model is built on a development project that is genuinely rooted in the working life, which aims to produce new practices and whose progress requires collaboration between lecturers, students and working-life experts. In its ideal form, the model generates new competences, innovations, new working methods and models, regenerated working



cultures, etc. LbD merges the two main functions of universities of applied sciences: professional education (learning) and teaching based on research (developing).

Laurea is a part of the Federation of Universities of Applied Sciences (FUAS). FUAS is a strategic alliance formed by Hämeenlinna University of Applied Sciences), Lahti University of Applied Sciences and Laurea Universities of Applied Sciences. Hämeenlinna and Lahti Universities of Applied Sciences are also located in the greater Helsinki metropolitan area.

## 4. Assessment criteria

### Standard 1: Intended internationalisation

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#### Criterion 1a: Supported goals

*The internationalisation goals for the institution are documented and these are shared and supported by stakeholders within and outside the institution.*

The internationalisation goals for Laurea University of Applied Sciences can be found in various policy documents of the institution. Laurea's internationalisation is based on the Laurea Strategy 2010-2015 and formed the basis for the Laurea's Internationalisation Strategy 2012-2015. Laurea's internationalisation goals are guided by national goals which are presented in the Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 and the Development Plan of Education and Research 2011–2016. Also the FUAS (Federation of Universities of Applied Sciences)-strategy 2010-2015 guides Laurea's internationalisation goals.

The panel appreciated the translation of these general (national, "federational" and overall institutional) goals into specific internationalisation goals that reflect the particular institutional culture. This is most evident in the four strategic action lines that have been defined in the Internationalisation Strategy: *Local is global, World class, Virtual is real* and *Networking for success*. Each action line presents a vision of Laurea for 2015. To put these strategic directions into practical goals, the board of Laurea decided in 2011 to create a development programme called "Genuinely International Laurea" which cover internationalisation to a large extent but could focus more on the importance of international / intercultural learning outcomes for Laurea graduates.

It is clear that these are guiding principles for key stakeholders e.g. staff and management, but the panel found little documented information about the broader support for these by other stakeholders, such as students, the working field and alumni, although these groups do support the set -goals as turned out in the interviews during the site visit. The alumni group has up till now not been addressed as a specific stakeholder group. The panel, however, acknowledges the importance of the International Advisory Board and is convinced that this board could play a more active role in the future in defining the internationalisation goals for the institution.

**Conclusion and recommendations**

The panel concludes that the internationalisation goals for the institution are explicitly and extensively documented. The goals are shared and supported by the identified stakeholders, although some potential stakeholder groups have not yet been actively involved in this process. The panel therefore recommends strengthening the links with alumni and involving these, as well as the International Advisory Board, more actively in the definition of internationalisation goals for the institution. It is equally advised to include stakeholders more systematically in communicating about the internationalisation goals.

**Criterion 1b: Verifiable objectives**

*The institution has formulated verifiable objectives that enable it to monitor the achievement of its internationalisation goals.*

Verifiable objectives that enable monitoring the achievement of the institution’s internationalisation goals can be found in Laurea’s Strategy Implementation Plan 2013-2015. This plan describes critical success factors and corresponding indicators and target levels, with the help of which the activities are steered towards the desired outcomes in a strategic manner. The current indicators in the Strategy Implementation Plan that concern internationalisation (which have been defined as targets for 2015) are mainly quantitative and concern student mobility, foreign degree students, and the amount of international RDI funding. However, in addition, the panel would also have appreciated a focus on a number of qualitative and -verifiable, objectives. The Internationalisation Strategy includes additional indicators at the institutional level, and specific objectives have also been defined at the unit level. However, the level of ambition or some of these objectives could be raised. According to the panel, expressing the objectives in relative terms (percentages) rather than in absolute terms (numbers), — e.g., instead of “number of foreign degree students is 530 per year” use an expression such as “x % of all degree students are foreign” — , could be beneficial for different types of comparisons, e.g. benchmarking with other institutions (national and international).

**Conclusion and recommendations**

The panel concludes that objectives have been formulated at various levels and these objectives are verifiable to a large extent. The way in which they have been formulated (often in terms of absolute numbers rather than in percentages), however, does not always allow easy monitoring of the achievement of the institution’s internationalisation goals. The panel hence recommends to express objectives more in relative rather than in absolute terms and to investigate the inclusion of some more qualitative objectives, which can also help to steer the institution’s internationalisation policy.

**Criterion 1c: Measures for improvement**

*As a result of periodic evaluations of the institution's internationalisation, the successful implementation of measures for improvement can be demonstrated.*

Attainment of the indicators of the Strategy implementation plan is measured through annual interim assessments and a final assessment at the end of the plan period (usually 3 years). Results of assessments are processed together with staff at unit-specific development seminars and are also addressed by the Laurea management team. The panel was informed by many stakeholders that the so-called "Development Workbooks" (with a description of development measures, responsible actors, evaluation methods and timing), which serve as the materialisation of the outcomes of periodic evaluations, play an important role in the improvement cycle. The level of attainment of the indicators and other evaluations on Laurea's institutional and unit levels are centrally documented in the quality performance review (QPR)- system.

Interesting examples of successful implementations of measures for improvement are the introduction of 30 ECTS of (obligatory) courses in English in each programme and more interdisciplinary international courses. But all of the examples presented to the panel were stand-alone initiatives and not presented as an integrated and comprehensive improvement approach.

**Conclusion and recommendations**

The panel concludes that there are regular evaluations of the institution's internationalisation: annual interim assessments and a final assessment at the end of the plan period. Measures for improvement have been implemented and their success can be demonstrated. The panel applauds the use of the so-called "Development Workbooks" and is convinced that these could even be used more systematically in order to present the different measures for improvement in a more informative way. The panel also advises Laurea to look into ways to deal with the different improvement measures in a comprehensive way, where improvement in one area could have a positive impact on another, rather than to deal with all these separately.

**Overall conclusion regarding Standard 1. Intended internationalisation**

The panel is positive about the fact that the internationalisation goals for the institution are explicitly and extensively documented and shared by most stakeholders. However, the panel advises the institution to focus more on the importance of international / intercultural learning outcomes for Laurea graduates in its internationalisation goals. It is judged by the panel to be a pity that although (verifiable) objectives have been formulated at various levels, the way in which they have been formulated does not always allow easy monitoring of the achievement of the institution's internationalisation goals. This could nevertheless be easily remediated. There are regular evaluations of the institution's

internationalisation and various measures for improvement (often documented in so-called “Development Workbooks”) have been implemented of which the success can be demonstrated, although a more integrated approach could be striven for. Here the panel recommends better streamlining between the actions of the units and those at the central level and looking into ways to link different improvement measures to each other. Hence, the panel deems the underlying criteria of this standard to be met. The panel therefore assesses **Standard 1. Intended Internationalisation as Satisfactory**.

## Standard 2: Action plans

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### Criterion 2a: Fitness for purpose

*The institution's internationalisation plans warrant the achievement of its internationalisation goals.*

Laurea University of Applied Sciences has implemented an institutional internationalisation strategy along four action lines which are documented in the *Internationalisation Strategy of Laurea University of Applied Sciences* (published on the webpage of the institution) and which focus on different goals of Laurea’s vision (see also standard 1). Each action line defines actions (tasks), key indicators, time-lines and responsibilities. From these institutional action lines which integrate the national requirements set by the Ministry of Education and Culture (MoE), the action plans for the individual institutional units are derived. These action plans again comprise the indication of specific actions (corresponding to the institutional action lines), indicators, time-lines and responsibilities. The reason why there had been a shift from an overall institutional action plan to more specific unit action plans was the different state of internationalisation of each unit after the merger of Laurea, a statement that was underlined during the interviews by several groups of interviewees. As all of Laurea’s units differ in size, degree programmes available and therefore also student composition, the unit action plans also differ in emphasis and intensity of the actions targeted to best serve the needs of the individual units.

As the panel could see from the documents provided as well as learn from the interviews, the unit action plans (which comprise a vast range of elements) include on the one hand the indicators emphasised by the Moe and on the other hand focus on the institutional goals under consideration of the specification of each unit in order to “be closer to the people involved”, as was indicated during the interviews. This “closeness” is demonstrated by the fact that the unit action plans, the allocation of resources and the staff working plans are developed together with the members of the individual units, as was equally mentioned during the interviews with various groups.

The panel could see from the presented documents, but could also learn from the interviews, that there is a clear correspondence between the unit action plans and the four institutional action lines. But, the panel also regrets that the key indicators given both the strategic document and the unit plans mainly refer to quantitative aspects.

### **Conclusions and recommendations**

The panel agrees that the way in which Laurea University of Applied Sciences tackles internationalisation under the given circumstances – different campuses with different characteristics merged only recently into one institution – is appropriate to enhance the internationality of the institution, and the panel appreciates the efforts taken in this respect. The panel also agrees that due to the specific unit action plans, the institution succeeded in implementing in all units a clear and adequate for the unit focus on internationalisation. Furthermore, the panel also agrees that the amount of details provided in the action plans is impressive.

The panel thus concludes that the institution's internationalisation strategy in combination with the unit action plans warrant the achievement of Laurea's internationalisation goals as they clearly mirror the institutional goals. Yet, as all units seem to use different formats and to describe their action plans, the panel recommends to use a common framework template for the unit action plans, and implementing standards to streamline their description in order to facilitate the comparison and evaluation of achievements of the individual units. The panel equally recommends considering not only qualitative aspects but also quantitative elements in the action plans.

### **Criterion 2b: Dimensions**

*The institution's internationalisation plans appropriately include at least the following dimensions: "international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students".*

Laurea University of Applied Sciences has chosen its own specific approach along the four action lines set out in the International Strategy. These action lines, which are also integrated into the unit action plans, cover the dimensions of "international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students". These four dimensions are closely interlinked by Laurea's "Learning by Developing" (LbD) operational model as a pedagogical instrument.

Laurea focuses on international exposure for students and staff through mobility, on enhancement of language skills through implementation of a minimum number of courses offered in English in all programmes for all students, on targeting international students as

degree seeking students as well as on promoting participation in international research activities and projects, thus enhancing the strategic intent of developing the Helsinki metropolitan area through students, graduates and staff who have experienced international and intercultural settings in learning, teaching and research. This view was shared during the interview not only by the management team and staff members, but also by stakeholders such as representatives of the Regional Advisory Board and companies.

Based on this intent, the action plans predominately cover quantitative aspects related to (incoming and outgoing) student and staff mobility and their increase, the preparation of students and staff for both international exposure through language courses and courses focusing on different cultures and their interaction, the adaptation of curricula with a view to the implementation of a minimum of courses offered in English for all students, creation of opportunities for intercultural experiences within the units through courses, industry and RDI projects, events, and personal development of both students and staff through specific actions such as tutoring or workshops.

During the site visit and the interviews, the panel could learn that even though international and intercultural learning outcomes are mostly implicitly referred to, and most of the actions so far focus on mobility and the enhancement of language competencies, the four relevant dimensions are included and adequately covered in the action plans.

Mobility, enhancement of language competencies, attraction of both international incoming and degree seeking students through English taught courses and programmes relate to learning outcomes, teaching, learning and research as well as students and staff, as teaching and learning naturally integrate students and staff; international RDI projects and the increase of funds for international RDI projects are incorporated in most action plans, as well as the integration of students in RDI projects.

### **Conclusion and recommendations**

The panel applauds that Laurea strongly advocates the enhancement of language competencies of students and staff, the cultural mix of the student population, the attraction of international visiting professors and the acquisition of international RDI projects as crucial for achieving its strategic goals and concludes that Laurea's internationalisation and unit action plans include all the relevant dimensions in a more than appropriate manner. But learning outcomes are not always explicitly referred to and are mostly limited to quantitative aspects. The panel considers this approach as appropriate for the set period. However, as this approach might in the long run turn out to be too narrow, the panel recommends working out more explicitly defined international

and intercultural learning outcomes that also cover qualitative aspects for the strategy periods to follow.

#### **Criterion 2c: Instruments and resources**

*The institution's internationalisation plans are complemented by specific institution-wide instruments and adequate resources.*

The instruments used to complement and support the institutional and unit-specific internationalisation plans are concentrated in the LbD (Learning by Developing) and Competence Management Services (LOJ) unit, which carries the overall responsibility of the strategy implementation and provides support services for students and staff with regards to mobility, research activities, competence development, so-called internationalisation at home activities, etc. This central unit is instrumental in supporting the different (campus) units. The services offered clearly relate to the actions specified in the unit action plans. The intensity of support differs according to the focus given to a specific action, and necessary funds and resources are integrated in the action plans.

Laurea recently implemented an organisational change shifting from unit-centred international services teams to an institutional service team. This shift was based on the institutional policy of developing and strengthening equal opportunities for all units and on increasing overall process efficiency. As the panel could learn during the site visit, this shift was welcomed by all internal stakeholders and does not create any inconvenience to the people concerned.

Student and staff mobility falls under the responsibility of the international services team, which offers a broad range of support services, from counselling the individual to tutoring student groups. The full range of services supplied is documented in the self-evaluation report and was also discussed during the site visit. According to the unit action plans, the support services and resources are allocated to the individual units, with the International Service Team aligning its yearly action plan to the unit plans.

During the site visit, the panel learned from students and staff members that the International Service Team is seen as a highly competent unit, the support of which is appreciated by both students and staff. In the interviews, students clearly expressed their satisfaction with the services and support offered. They also highly appreciate the experience they can get through international exposure or when supporting the International team as tutors. They consider the instruments that complement the internationalisation plans as adequate. In some cases, fine-tuning seems necessary, particularly when it comes to preparing teachers for courses with international students.

Staff members also underlined their satisfaction with the services provided to them with regards to the implementation of the specific internationalisation plans of the units. As LbD focuses on the individual, staff members particularly feel at ease with the targets set under the action plans. The opportunities offered, such as participation in international conferences, teaching mobility and projects, were explicitly mentioned as instruments enhancing the internationalisation plans.

LOJ also provides support to RDI through Focus Area Teams, whose main task is to support units in gaining RDI project funding through diverse measures such as examination of project invitations, organisation of workshops, generating project funding proposals, monitoring project management, etc. From the interviews, it became clear that staff members appreciate these services, but information about the services is not always disseminated consistently and requires individual implication.

### **Conclusions and recommendations**

The instruments, services and resources provided by Laurea to its units constitute a strong point in the implementation of the International Strategy. Throughout the interviews, it became clear that Laurea puts a lot of effort into supporting the effective implementation of its Internationalisation Strategy and the unit action plans, which is definitely a crucial point in achieving the set goals. Centralisation of the International Services seems to have been well achieved. However, the institution should consider the implementation of an information channel on the activities and support services offered in order to facilitate the information dissemination. Preparing units and their degree programmes for the arrival of international students should be standardised in order to avoid sudden changes in course delivery.

The panel concludes that the institution's internationalisation plans as set out in the unit action plans are complemented by well-chosen institution-wide instruments and adequate resources that clearly foster the internationalisation goals of the institution. The panel recommends implementing standardised information procedures in order to facilitate better information about services and preparation of actions taken.

### **Overall conclusion regarding Standard 2. Action plans**

The panel found that Laurea University of Applied Sciences has diligently implemented the International Strategy through the action plans in the individual units and puts a strong focus on the enhancement of international and intercultural learning outcomes for students and staff through the Learning by Developing model (LbD) and the strategically defined four action lines. The comprehensive action plans based on the four strategic dimensions and the above-mentioned Learning by Developing model comprising teaching,

learning and research as well as students and staff can be regarded as a good practice example.

The panel deems the institution systematically surpasses the generic quality for this standard across the standard's entire spectrum.

**The panel therefore assesses *Standard 2. Action plans as Good.***

### Standard 3: Implementation

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#### Criterion 3a: Information system

*The institution has a functional management information system that enables it to collect and process relevant information regarding internationalisation.*

Laurea has an information system called Quality Performance Review (QPR) system. It is used as a tool in the implementation of the strategy, but also as a tool in the institution's general quality management. The strategy is concretised in the form of a separate strategy implementation plan. The implementation plan contains the targets and indicators of internationalisation in the areas of students' international mobility, foreign degree students, degrees completed by foreign students, international mobility of staff, and international RDI funding. The annual results of the indicators are saved in the OPR system. Development measures based on the analysis of the results compared to the planned targets (so-called development workbooks) are uploaded in the QPR system. In this sense, the system covers operational activities that are clearly linked to strategic goals.

Information related to internationalisation is processed to fulfil the information needs of Laurea's own strategic management, the information needs of the Ministry of Education and Culture, and information needed for cooperation with other Finnish universities of applied sciences.

The institution collects student feedback on a regular basis. The feedback survey has been recently replaced by a new survey carried out together with other Finnish universities of applied sciences. The survey includes also questions about internationalisation, but it does not cover feedback on teachers' language skills when the course is taught in English. Feedback is also collected from internationally mobile students, outgoing and incoming. Staff gives feedback on the support activities of international services, but according to the interviews, the experiences of the tutors of international students have not been collected with a survey instrument. Feedback information forms an independent section of the management information system.

Information on all RDI projects is recorded in the REPO project management system, which is not directly linked to the QPR system. Some information about the funding of these projects is also recorded in the QPR system.

The panel agrees that information on the QPR system is relevant for the implementation of the internationalisation goals of the institution. However, the information that is understood to be part of the management information system seems to be mostly quantitative. The institution produces many documents (decisions, seminar slides, evaluation reports, etc.) related to internationalisation. The institution also utilises many documents about internationalisation of education that have been produced outside the institution. The panel encourages the institution to develop the integration of its document management with other information systems so that they contribute optimally to the formulation and implementation of the goals of internationalisation.

The interviews indicated that the international services have not taken part in the development of the QPR system. Improved cooperation in this regard might contribute to the development of the QPR system as a stronger tool in the internationalisation activities of the institution.

### **Conclusions and recommendations**

The panel concludes that the institution has a functional management information system which the institution uses to collect and process relevant information also regarding internationalisation. The panel recommends that the institution should enrich the information processed by the system with a clearer focus on internationalisation. For example, separating international publications from other publications, following the attraction of Laurea's study programmes among international applicants separately from national applicants, and following the numbers of students in international LbD projects would provide additional information for decision-making. As for the staff's international competencies, information about language skills and their development (as test scores) and the number of presentations at international conferences would strengthen the information base. In general, the institution might pursue more systematically the integration of the provision and utilisation of both quantitative and qualitative information on internationalisation. The institution would also benefit from a more transparent description of the different sections of information provision and their linkages from the point of view of a more integrated management information system.

### **Criterion 3b: Information-driven management**

*The institution makes use of processed information for the effective management of its internationalisation activities.*

The indicators related to the realisation of internationalisation goals are processed by the QPR system. According to the self-evaluation report, the indicators are used both in interim evaluations and the final evaluation of the agreement period for maintaining and redirecting the activities, if needed. Evaluations are carried out on the level of the whole institution as well as on the unit level. Development workbooks are used as tools for processing information. They include development measures, responsible actors, evaluation methods and timing.

The panel finds that the information of the QPR system effectively supports the implementation of strategic plans of internationalisation (indicating 'where we are'). The same applies to processing of student and staff feedback based on survey results. The gaps between targets and achievements are made transparent, and their analysis supports decision-making on corrective measures. The synthesis of information includes time series where appropriate.

The interviews indicated the staff's willingness to more systematically organise platforms (seminars, workshops, forums, focus group interviews, etc.) for interactive reflection of the scope and the results of internationalisation activities at Laurea. The quantitative indicators were understood to be too narrow, covering only the parts of internationalisation that are easily measurable. However, the interviews also showed a willingness to develop more qualified quantitative measures about the multicultural competencies of students. The panel agrees that the synthesis of quantitative and qualitative information would contribute to a more informed implementation (and formulation) of strategies and actions plans.

### **Conclusion and recommendations**

The panel concludes that the institution makes use of processed information for the effective management of its internationalisation activities. The panel recommends that the quantitative indicators be developed further. The institution could also reflect on the possibilities of more systematically organising interactive platforms for the creation of knowledge about experiences of internationalisation that are not easily measurable – and plan the information flows of this knowledge to make it effective in decision-making about goals and instruments of further internationalisation.

### **Criterion 3c: Realisations**

*The institution can demonstrate the extent to which its internationalisation plans are realised through documented outcomes and results.*

Laurea has many documents that demonstrate the extent to which its internationalisation plans have been realised: interim and final evaluations of strategy implementations plans, quality feedback on education, a feedback survey for those who are about to graduate, a survey of graduates, feedback on international student mobility, and staff feedback about international services (see Annex 10 of the self-evaluation report).

For example, the documents show how the gap in language skills of the graduates compared to the targets has shrunk between 2009 and 2012. A quality feedback survey indicates the results of international and multicultural competencies as students' self-evaluations using three survey items on the scale of 1-5 (results showing that Laurea's results are better or around the same as the mean of students at all of the universities of applied sciences taking part in the survey). Other documents show how both the international mobility of staff and the international RDI funding have increased between 2009 and 2012. The feedback on international student mobility is thoroughly analysed. The panel finds that the analysis of the results consistently indicates what the goals have been.

The panel agrees that Laurea knows very clearly where it stands on its own goals for internationalisation. All units evaluate the implementation and results of annual internationalisation action plans at the end of the year and base the plans of the following year on this analysis. Some of the results are also recorded in the QPR system, which gives opportunities for comparisons between years and units. Laurea is also involved in the TalentMatch Service, which gives students opportunities to show their international competencies by uploading their CVs into the system. It demonstrates the institution's will to support the international employability of its graduates.

### **Conclusions and recommendations**

The panel concludes that the institution has well-documented outcomes and results. The outcomes and results demonstrate that the institution's internationalisation plans are mostly realised and the institution acts consistently in accomplishing its plans. However, the panel recommends that the measures of the internationalisation and multicultural competencies should be developed further to cover the scope of these competencies more comprehensively. More multidimensional measures would also improve the validity of the information about the realisation of targeted international competencies.

### **Overall conclusion regarding Standard 3: Implementation**

The panel found that Laurea has a well-developed and comprehensive set of information systems and feedback practises, which enable it to collect and process relevant information regarding internationalisation. Although they do not form an integrated computerised management information system, they enable the institution to make use of the information for the effective management of its international activities. Laurea can clearly demonstrate to what extent it has achieved its targets over the years and what are

the practices that enhance the analysis of gaps and utilisation of the results to ensure a better realisation of outcomes.

The panel appreciates the demonstrated comprehensive implementation of collecting and processing relevant information. Nevertheless it recommends that the quantitative indicators are enriched to include a few new elements (examples given above). The institution could also reflect the possibilities of more systematically organising interactive platforms for the creation of knowledge about experiences of internationalisation that are not easily quantifiable. The analysis of the experiences in the implementation of goals also creates opportunities for organisational learning. Enriching the information base with qualitative elements would offer additional stimuli for improving both the content and methods of teaching and learning that effectively leads to international and intercultural learning outcomes of international competence. The institution would benefit from a more transparent description of different sections of information provision and their linkages from the point of view of a more integrated management information system.

Laurea systematically surpasses the current generic quality for Standard 3 across the standard's entire spectrum. Therefore, **Standard 3 Implementation is assessed as Good.**

## Standard 4: Enhancement

### Criterion 4a: Internal quality assurance

*The institution's internal quality assurance system covers all internationalisation dimensions and activities.*

Internationalisation and related actions have been integrated into Laurea's quality management system which focuses continuous development along the PDCA cycle. Each of the four phases is linked to internationalisation dimensions and activities as documented in the description of the institution's quality management (SER and annexes). The first phase relates to strategic intents and their implementation. The second phase links to internationalisation objectives and specific actions related to the institutional action lines. The third phase builds on the various feedback and evaluation cycles. And the fourth phase directly relates to the so-called development workbooks and the evaluation of implemented measures. Continuous development can be seen as a spiral or an endless process.

The quality system supports the achievement of the strategic intent and the implementation of the strategies. This system is maintained to promote recognition of insufficient quality; in this case, quick actions have to be taken. The learning by developing

process, the Research and Innovation, regional development and the efficiency of studies are part of the monitoring, evaluation and development. Operational processes have the following supporting processes: education process, strategy/management, and HR management. International learning outcomes are covered in the SER; these are part of the PDCA cycle. The students actively participate in the evaluation and improvement of operational quality. Staff members participate in quality management activities by planning, implementing, evaluating, developing and documenting them. The activities make it possible to develop future-oriented and internationally oriented competencies for students. The goal of Laurea is to produce high-quality and international-intercultural learning that promotes the future employment of students and brings effective innovation activities. The curriculum is created based on and in accordance with the Learning by Developing Strategy. The aim is that students will develop learning and professional growth strengthening their personal study plans and that the progression is smooth. It is seen from the various meetings with groups that students and teachers work as a team rather than hierarchically. The team applauds E-care, the importance of technical skills and a multicultural environment in learning.

#### **Conclusion and recommendations**

The panel concludes that the institution has an internal quality assurance system that covers all internationalisation dimensions and activities in a highly comprehensive way. The panel also recommends including alumni surveys as a further element for quality assurance of the internationalisation goals.

#### **Criterion 4b: Approaches for enhancement**

*The institution utilises internationalisation approaches as part of its regular quality assurance and enhancement activities.*

Laurea takes active steps to use internationalisation approaches for the enhancement of quality and quality assurance. Thus it participated in an International Benchmarking Exercise on Quality and Education between FUAS and the KU Leuven Association in 2013. An international audit of quality management at FUAS institutions is planned for 2016. Furthermore, the quality management at Laurea and FUAS has been presented at international conferences such as ECER and EAPRIL as examples of good practice.

The panel noted clear evidence for the internationalisation approaches as part of the institution's regular quality assurance and enhancement activities, for example: Laurea LbD evaluation 2007, Laurea LbD follow-up evaluation 2009, Laurea Research Review 2010, Laurea participation in the OECD IMHE Review of Quality Teaching in Higher Education 2010, FUAS Curriculum Review 2012, and FUAS Research Review 2013. By participating in

international evaluations and benchmarking exercises as well as participating in international RDI activities, Laurea University made it clear that the enhancement of its internal quality assurance visions and operations are pivotal for the institution. The KU Leuven Association Benchmarking Project 2013 not only provided clear outcomes and effected internal quality assurance, but was also a good basis for the enhancement of cooperation activities in the field of student and staff exchange, joint degrees, etc.

Thus, the panel encourages the institution to continue to use these approaches for the further development of internal quality assurance. The staff's participation in international conferences is also appreciated as a valuable form of enhancing quality and quality assurance approaches.

The panel also noticed that the International Advisory Board plays a key role in the institution's quality enhancement.

#### **Conclusion and recommendations**

The panel concludes that the quality management system is well-anchored at the institution and that internationalisation approaches are used by the institution in its regular quality assurance and enhancement activities. International benchmarking exercises help the institution to see itself from a bird's-eye view and to further elaborate on its own strengths and weaknesses. The panel applauds these benchmarking approaches as a key issue in further developing the internal quality assurance system and strategies.

#### **Criterion 4c: Stakeholders involvement**

*The institution actively involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation.*

The panel could discern from the SER and discussions with various groups that the most important stakeholders mentioned in the Internationalisation Strategy are students, staff, partners, the region and the International Advisory Board. These stakeholders also play an active role in quality assurance and enhancement activities as far as internationalisation is concerned. The student feedback system is comprehensive and learning progression questions encompassing personal development (referencing the LbD model) are incorporated in these questionnaires. According to the information gathered, the students (national and international) also participated in the "International Student Barometer" survey in 2010. The student union, LAUREAMKO, is involved in the development group of

international services. Staff members participate in quality enhancement through feedback as well. They also participate in the evaluation and development of the units' action plans. As already noted, the International Advisory Board plays a key role in Laurea's operations, and thus is also involved in the enhancement activities regarding internationalisation through inputs and comments to the Internationalisation Implementation Plan.

The panel also recognised the Regional Advisory Boards as very important stakeholders, dealing mostly with the innovation system and maintaining Laurea's ties with the world of industry, commerce, and educational institutions. Regional development, proposals regarding research, development and service activities are being made along with monitoring and evaluating the implementation of these proposals.

Laurea, as a part of the Federation of Universities of Applied Sciences (FUAS), takes part in international benchmarking and cooperation activities of the association, such as development seminars for staff in international services and English-taught programmes. Particularly the benchmarking exercise with other stakeholders (such as the cross-evaluation of international activities of FUAS) is a key issue in enhancing Laurea's quality assurance regarding internationalisation.

### **Conclusion and recommendations**

The panel concludes that the institution actively involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation. The panel applauds the benchmarking activities as well as the involvement of stakeholders from small and medium-sized enterprises and the municipality. The panel acknowledges Laurea's attempts in connecting regional, national and international enhancement activities through various well-targeted cooperation activities. Here, the panel recommends working on the development of sustainable cooperation relationships. As Laurea is a young university, alumni involvement is still occasional. Thus the panel recommends enhancing and steering alumni involvement more proactively.

### **Overall conclusion regarding Standard 4: Enhancement**

Laurea's internal quality assurance system consistently covers all internationalisation dimensions and activities, and international approaches are used for quality assurance and enhancement activities. The panel points out that particularly the benchmarking exercises that Laurea has voluntarily undergone have had a very positive effect on Laurea in terms of seeing where they are with regards to internationalisation and quality enhancement, and that the institution has made use of the results for further development activities. The panel further appreciates that in 2010, Laurea was the first university in Finland that

underwent a review of its RDI activities and has thus taken another decisive step in strengthening quality assurance activities, as internationally comparable indicators for research are important factors in enhancement activities for internationalisation. The systematic evaluation practises as well as a highly consistent PDCA loop complement the picture of an effective quality assurance system in which internationalisation dimensions are firmly rooted and where quality management, education and RDI are well-connected.

The panel concludes that the institution systematically surpasses the generic quality for Standard 4 across the standard's entire spectrum. Therefore, **Standard 4 Enhancement is assessed as Good.**

## Standard 5: Governance

### Criterion 5a: Responsibilities

*The responsibilities regarding the institution's internationalisation (goals, plans, implementation and enhancement) are clearly defined and allocated.*

As described in the Organisational Chart, the overall responsibilities regarding the institution's internationalisation are allocated to the regular governing bodies of Laurea University of Applied Sciences (viz. the Board of Directors and the Board). But in practice, the management team plays a pivotal role in governing the institution's internationalisation, together with the International Advisory Board (IAB). Laurea comprises the Joint Services (operating for the whole institution) on the one hand and the units on the other hand. Recently, a number of responsibilities (especially concerning implementation and enhancement) regarding internationalisation (and with this, staff members) were moved from the unit level to the Joint Services level in order to create a better balance in the internationalisation activity level across the units. The panel acknowledges that this shift can have a positive impact on better-balanced internationalisation for all of Laurea's units. The concrete activity-based responsibilities are defined in the different action plans of the units, but the concrete activity-based responsibilities on the institutional level were not always clear for the panel as well as who has the final responsibility when things go wrong (central versus decentralized level).

### Conclusion and recommendations

The panel concludes that the responsibilities regarding the institution's internationalisation activities are clearly defined and allocated to the appropriate management levels. Nevertheless, the panel recommends defining the institutional responsibilities on a more concrete level (linked to concrete situations – especially also in problem situations) rather than in a purely abstract and general manner.

**Criterion 5b: Effectiveness**

*The organisational structure, decision-making processes and leadership (regarding internationalisation) support the realisation of the institution’s internationalisation goals and action plans.*

Laurea’s organisation, decision-making processes and leadership regarding internationalisation are integrated in the management system. It is an essential part of the line management (including its financial management). Development of internationalisation integrated in education and teaching, RDI, and regional development are the responsibility of the directors of the units. Some central support services are developed and budgeted separately.

The internationalisation action plans of the units are discussed in Laurea’s management team and with the International Advisory Board (in 2013). The panel was positive about the encouraging, effective leadership, and engagement of Laurea’s management team in the institution’s internationalisation. The internationalisation action plans of the units are the core focus in the enhancement of internationalisation within Laurea, and hence the units are the main organisational level as regards internationalisation. The panel has noticed that units use a very pragmatic (and hence not always explicitly described) approach, but that in general, the allocation of tasks (linked to the strategic goals), resources, etc., is made transparent in the action plans. It can also be expected that the recent centralisation of the international support services will enhance the transparency of the organisational structure, the decision-making processes and leadership regarding internationalisation and will create new opportunities to increase the its effectiveness (more benchmarking possibilities, more efficiency in using the resources, more balance between the different units, etc.).

**Conclusion and recommendations**

The panel concludes that the institution’s organisational structure, decision-making processes and leadership well support the realisation of the internationalisation goals and action plans. However, the panel recommends more explicitly describing and communicating the correlation between the units and the central level regarding the organisation of internationalisation, since this will further enhance the effectiveness of the different organisational processes.

**Criterion 5c: Responsiveness**

*The institution can demonstrate that it readily reacts to input from within and outside the institution regarding internationalisation activities.*

The panel was struck by the extent to which Laurea's internationalisation policies and activities are determined predominantly by external drivers and passively received input. According to SER *"Especially the national policies of the Ministry of Education naturally guide Laurea's internationalisation"* and this counts for mobility (of student and staff), for international RDI funding, etc. Laurea clearly has the intention to be the best student in the class as far as responding to outside calls or even obligations is concerned. As such, following national policies cannot be considered a flaw per se, especially as the policy comes from the same source as the major part of the funding. But internal (intrinsic) drivers, e.g. as a result of in-house feedback or internal debates, seem to play a relatively weak role in defining the institution's internationalisation policies and activities. It equally surprised the panel that societal phenomena or regional demands were rarely mentioned as drivers of internationalisation and that therefore this kind of input was seldom gathered proactively, even though the consultative structures seem to be in place in order to do so (e.g. the Regional Board). For instance, attracting and attaining students with a migrant background living in Finland were mentioned in the interviews as a possible asset in creating learning opportunities for students to achieve international/intercultural learning outcomes, but the challenges posed by requirements of the knowledge of Finnish and Swedish were addressed at the same time. It also remained unclear as to what extent the demands of regional employers regarding the language skills (and other international/intercultural competencies) of international graduates wanting to stay in Finland are known and sufficiently taken into account.

### **Conclusion and recommendations**

The panel concludes that the institution can demonstrate that it reacts promptly to passively received input from outside the institution regarding internationalisation activities, but that internal (intrinsic) drivers, societal phenomena and regional demands almost never seem to play a role in this. The panel recommends Laurea to investigate ways to use more and more pro-actively internal input (including from staff, students and alumni) and to equally find ways to better take into account societal phenomena or regional demands in defining its internationalisation policies and activities, e.g. by allocating this task to the regional advisory boards.

### **Overall conclusion regarding Standard 5: Governance**

The panel found that, on a formal and documented level, responsibilities regarding Laurea's internationalisation activities are clearly defined and allocated to the right management levels. It equally concluded that the institution's organisational structure, decision-making processes and leadership support the realisation of the internationalisation goals and action plans and that Laurea reacts promptly to passively received input from outside. Its responsiveness to internal input and societal phenomena

or regional demands should however be enhanced in the formulation and implementation of internationalisation goals.

The panel deems the underlying criteria of this standard to be met. The panel therefore assesses **Standard 5: Governance as Satisfactory**.

## Conclusion

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Based on its internationalisation goals, Laurea University of Applied Sciences has successfully implemented effective internationalisation activities that demonstrably contribute to the quality of teaching and learning embracing students, staff, services and research activities alike. Laurea demonstrates a strong commitment to the set internationalisation goals and the ability to critically reflect on achievements, strengths, and also challenges. The willingness to live up to its vision of being an internationally acknowledged university of applied sciences in the near future for the sake of students, graduates and staff, and thus also contribute to the development of the Helsinki metropolitan area was clearly conveyed. Particularly the unit action plans, their stringent evaluation and constant development as well as the LbD model are seen as examples of good practice. Laurea meets all the CeQuInt standards and their sub-criteria, and three of the standards were assessed as good. For the further development of Laurea's internationalisation, the panel recommends using the CeQuInt criteria as a reference guide for the process of continuous improvement and further enhancement of quality.

## 5. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	Satisfactory
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. Action plans	2a. Fitness for purpose	Good
	2b. Dimensions	
	2c. Instruments and resources	
3. Implementation	3a. Information system	Good
	3b. Information-driven management	
	3c. Realisations	
4. Enhancement	4a. Internal quality assurance	Good
	4b. Approaches for enhancement	
	4c. Stakeholders involvement	
5. Governance	5a. Responsibilities	Satisfactory
	5b. Effectiveness	
	5c. Responsiveness	

## Annex 1. Composition of the panel

**Chair: Professor Eva Werner**, rector of IMC University of Applied Sciences, Krems, Austria.

Eva Werner holds a degree from the University of Vienna and studied in France and Canada. Her professional experience is manifold: from 2005-2009, she was one of the Austrian Bologna experts, and as such has actively contributed to the implementation of the Bologna process in Austria. She was a member of the steering committees for the development of the IMC programmes, was in charge of the international relations network of the university from 1998 to 2009 (from 2002 to 2009 as vice-rector). Since 2010, Eva Werner has been rector of the IMC UAS Krems, responsible for the academic governance of the institution and the development and quality assurance of the degree programmes at the IMC Krems. Since 2007, she has been chair of the International Committee of the Association of the UAS Austria, member of working groups of the Austrian University Conference and member of the Board of Directors of THE-ICE (member of INQAAHE).

**Frederik De Decker**, education advisor Ghent University Association (Belgium)

After more than 10 years' experience in international relations offices in various higher education institutions, Frederik De Decker became head of the office for educational development and internationalisation at University College Arteveldehogeschool in Ghent, Belgium, in 2003. From this post, he has been seconded since 2006 to the umbrella organisation Ghent University Association as senior education advisor, advising the board on various educational policy matters.

He has been or is a (board) member of various national and international organisations and participates regularly in international projects, mainly dealing with internationalisation, educational development, qualifications frameworks and quality assurance. His special interest is the concept of learning outcomes/competencies: how these can be defined, how to measure these, what its impact is on internationalisation, etc. On the Flemish level, he is an acknowledged expert on topics such internationalisation, diversity, lifelong learning and sustainability in higher education. de Decker is a frequent invited speaker at conferences and publishes regularly on a variety of educational topics.

**Eva Réka Fazekas**, student (international relations), University of Szeged, Hungary

Fazekas has received her BA degree in Communication and Media, specialized in Public Relations and International Communication/Tourism. In 2009, she became vice-president of the Foreign Affairs Committee of the Students' Union (University of Szeged). She was the chairperson of the committee between 2011 and 2012. Fazekas has organised exchange programs in Cluj Napoca, Krakow, Odessa, Tbilisi, Komárno, Valletta, and Skopje

and is a member of the Foreign Affairs Committee in HÖOK (Hungarian National Union of Students). She joined the ESU Quality Assurance Experts' Pool in 2012. Fazekas got involved in EUA IEP evaluations in Romania and also evaluated a joint study programme. She has also evaluated the journalism cluster in 2013 at KIMEP University, Almaty, Kazakhstan with AQ Austria. Fazekas was involved in the periodical review of the Hungarian Accreditation Committee with ENQA in Budapest as an assessment panel member.

**Turo Virtanen**, adjunct professor, University of Helsinki

Dr. Turo Virtanen has worked as a professor of political science, administration and organisation studies at the Faculty of Social Sciences, University of Helsinki, for about twenty years until 2010. He has also held various academic positions at the University of Tampere, starting in 1979. Virtanen has served nearly ten years in many administrative positions at the University of Helsinki: as Head of the department of political science; as vice-dean (academic affairs) of the faculty of social sciences; and as chair or a member of many committees and working groups related to academic affairs and the improvement of university administration and management and teaching and learning.

Virtanen has undertaken numerous external services related to the evaluation of administration and management of Finnish universities and advisory work in reorganising and merging Finnish universities. He has also served as a member or chair of many panels assessing the quality of academic research on public administration, accrediting teaching in political science and public administration, and auditing quality assurance systems at European universities in Belgium, Finland, Germany, the Netherlands, Romania, and Lithuania.

**Coordinator:** Dr. Marja-Liisa Saarilampi, chief planning officer, FINEEC

### Overview panel requirements

<i>Panel member</i>	<i>Man.</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Eva Werner	X	X	X	X	
• Frederik de Decker		X	X	X	
• Eva Réka Fazekas				X	X
• Turo Virtanen	x	X	X	X	

Man. Management experience;

Internat. International expertise, preferably expertise in internationalisation;

Educat. Relevant experience in teaching or educational development;

QA Relevant experience in quality assurance or auditing; or experience as student auditor;

Student Student with international or internationalisation experience.

## Annex 2. Documents reviewed

- Self-evaluation report
- Laurea Strategy 2010-2015
- Laurea Internationalisation Strategy 2012-2015
- Relevant internationalisation action plans:
  - a) Laurea Strategy Implementation Plan 2013-2015,
  - b) Action plans 2013, 2014 Hyvinkää unit
  - c) Action plan 2012-2015 Leppävaara unit
  - d) Action plan 2013, 2014 Otaniemi unit
  - e) Action plan 2013, Tikkurila unit
  - f) Action plans 2013, 2014 International services
- Action plan regarding intercultural and international learning outcomes
- An overview of the institution's international collaboration
- Student mobility numbers 2011-13
- Example of a Diploma Supplement
- Organisational chart
- Staff policy – internationality at work
- Quality management of internationalisation as a part of Laurea's quality system
- Summary of recent evaluation results and relevant management information



## Annex 3. Site visit programme

### Overview

**Date:** Wednesday 26 March 2014  
**Institution:** Laurea University of Applied Sciences  
**Location:** Vanha maantie 9, 02650 Espoo, Finland

### Programme

#### Tuesday 25 March 2014

17.00 - 19.30: Preparatory meeting of the panel

19.30 Dinner

#### Wednesday 26 March 2014

08.30 - 09.00: Arrival of the panel, internal meeting and possibility to review additional documentation and student work.

09.00 - 09.50: Meeting with management of the institution

• Jouni Koski	President
• Maarit Fränti	Vice president
• Tuula Kilpinen	Director, Otaniemi unit
• Margit Lumia	Director, Leppävaara
• Seija Paasovaara	Director, Hyvinkää unit
• Taina Viiala	Director, Tikkurila unit

10:00-10:50 Meeting with representatives of international services

• Milton Aldrete	Planning officer, international affairs
• Anna Dunder	Planning officer, international affairs
• Tuija Hirvikoski	Director (RDI)
• Annukka Korvenranta	Planning officer, international affairs

• Conrad Lyaruu	Planning officer, international affairs
• Arja Majakulma	Director, international affairs
• Mari Pohjola	Planning officer, international affairs

11.00 - 11.50: Meeting with students

• Olga Balakin, Tourism (in English), 3 <sup>rd</sup> year
• Sini Heino, Social services (in Finnish), 3 <sup>rd</sup> year
• Niilo Jylhämäki, Business Management (in Finnish), 2 <sup>nd</sup> year, LAUREAMKO board member, international affairs
• Elizabeth Kenina, Business Management (in English), 2 <sup>nd</sup> year
• Riccardo Milan, Business Management, exchange student
• Celia Preuhs, Business Management (in English), 2 <sup>nd</sup> year
• Andy Vopalecky, Business Management, exchange student

12.00 – 13.00: Lunch, including internal meeting

13.00 - 13.50: Meeting with representatives of staff (in governance structure)

• Antonius de Arruda Camara	Senior lecturer, DP in Business Information technology
• Jaana Ignatius	Acting Executive Director (FUAS, Federation management and quality management)
• Jussi Järvi	Senior lecturer, acting quality manager
• Mari Koski	Head of student affairs, Leppävaara unit
• Leena Nieminen	Director (curriculum development)
• Anna Pohjalainen	Service planner (career services, curriculum development)
• Sari Saarinen	Senior lecturer (languages)
• Terhi Vires	Manager, Human resources

14.00 - 14.45: Meeting with external stakeholders

• Mervi Himanen	Research Director, Digital Living Finland Oy
• Päivi Käri-Zein	Member of Espoo Regional Advisory Board of Laurea
• Milla Taskinen	Marketing and Communication Manager, Rakennuskemia Oy
• Ulla Weiho	Director of International Affairs, Lahti UAS

14.45-15.30: Panel discussion on the outcomes of the assessment

15.30-16.00: Final meeting with management

• Jouni Koski	President
• Maarit Fränti	Vice president
• Tuula Kilpinen	Director, Otaniemi unit
• Margit Lumia	Director, Leppävaara
• Seija Paasovaara	Director, Hyvinkää unit
• Taina Viiala	Director, Tikkurila unit
• Arja Majakulma	Director, International affairs

16-18.30 Panel team meeting

End of site visit and departure



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