



TURUN AMMATTIKORKEAKOULU
TURKU UNIVERSITY OF APPLIED SCIENCES

CORPORATE SOCIAL RESPONSIBILITY REVIEW



Turku University of Applied Sciences Mission

Turku University of Applied Sciences is responsible for the development of the highest level of professional competence in Southwest Finland.

Turku University of Applied Sciences Vision

Turku University of Applied Sciences is an internationally respected higher education institute with a positive impact on professional development in Southwest Finland as well as in Finland generally.

Turku University of Applied Sciences Strategy

The key strategy and strategic themes of Turku University of Applied Sciences are:

High quality competence

- Effectiveness for the development sectors in the region
- Quality with cost-effectiveness
- Applied research and development activities serve teaching and working life
- Teaching is developed to meet the needs of the region's development
- Turku University of Applied Sciences develops an enterprising Southwest Finland

Turku University of Applied Sciences Values

Customer-orientation

- We operate in a customer-oriented way with both external and internal customers
- We operate in a customer-oriented way focusing on the future
- We operate in accordance with the needs of working life
- We respond in a customer-oriented way to the needs of the province

Professionalism

- Skills, expertise and professional competence are the basis of our activities
- We value the ability to maintain and develop professional skills
- We provide guidance toward entrepreneurship and well-informed expertise
- We create working life contacts also on the international level
- We are a leading centre of excellence
- We are a desirable co-operation partner

Regional Effectiveness

- We respond to the needs of working life in the province
- We are a multi-sector developer of the province
- We profile the activities of the province to meet the needs of the region

Effectiveness

- We achieve high quality results
- We act responsibly, and if necessary, also critically, maintaining high standards
- We operate in accordance with the principles of sustainable development
- Our commitment to common goals is solid

Goals within the work community

- Interaction with our colleagues is open, appreciative and respectful
- The basis of co-operation is strengthened by humanity and sense of community
- We respect and appreciate each other
- Co-operation is implemented with transparency and equality
- We support an open and confidential atmosphere to achieve collaborative action
- Our objective is the well-being of our staff

Photo: Esko Keski-Oja



Turku University of Applied Sciences (TUAS) CORPORATE SOCIAL RESPONSIBILITY REVIEW



Foreword by the Rector	4
Introduction to the contents of the review	4
The Social Responsibility Objectives of Turku University of Applied Sciences.....	5
Basic Information about Turku University of Applied Sciences	6
The Administration of Turku University of Applied Sciences.....	8
Strategic Management and Quality Assurance.....	10
Stakeholder Co-operation	11
Economic Responsibility	13
Environmental Responsibility	15
Social Responsibility – Students.....	18
Social Responsibility – Staff.....	22
Social Responsibility – Working Life.....	25
Corporate Social Responsibility contact persons	27

FOREWORD BY THE RECTOR

Photo: Markku Koivumäki



A distinctive characteristic of higher education institutions is their autonomy, which according to the Polytechnics Act, 3§ also applies to universities of applied sciences. Autonomy stands for independent responsibility and accountability toward the operating environment, students and clients. According to the prevailing thinking in higher education institutions, the counterpart of autonomy is accountability.

This corporate social responsibility review describes the external effectiveness and usefulness of Turku University of Applied Sciences in its operational area covering the entire province. Accountability in this review is looked at from the points of view of economic, environmental and social responsibility using the Global Reporting Initiative framework.

In accordance with our strategy, Turku University of Applied Sciences has sought to create “effectiveness for the region’s development sectors”. The University of Applied Sciences has also targeted educational contents to meet the needs of the region. For students about to graduate, the targeting of the operations translates into good employment possibilities. According to an external image study of Turku University

of Applied Sciences, employers have high regard for the operations at TUAS.

Our operational efficiency and external effectiveness are based on the competence of our staff, the level of which has risen throughout the decade. The objectives are, in addition to the professional competence of faculty, to ensure readiness for internationalisation and capabilities in applied research and development which also include project management skills.

The tasks of the faculty have become extended and diversified. Educational policy and teacher training today place increasing emphasis on bringing together research and development activities and teaching. The combining of these activities creates new types of learning opportunities for the students, and helps them to develop project work skills needed in working life. Project activities also improve the working life skills of the teachers, and strengthen the external effectiveness and usefulness of the university in the development of the region.

The central indicators of our operations, customer feedback and evaluations show that Turku University of Applied Sciences is a solid agent in Southwest Finland.

Juha Kettunen
Rector
Turku University of Applied Sciences

INTRODUCTION TO THE CONTENTS OF THE REVIEW

The corporate social responsibility report of Turku University of Applied Sciences (TUAS) has established itself as a key communication channel for TUAS in communicating with both internal and external partners about the premises and results of our activities. This review starts by presenting the strategic guidelines, governance and stakeholder relations of TUAS. The main focus is on the sections pertaining to economic, environmental and social responsibility.

The economic responsibility section describes the cost-effectiveness of our operations as well as their economic impact on the region. The environmental responsibility section highlights the positive impact of the educational and develop-

ment tasks of TUAS on the regional environment, and our attempts to minimise the negative impact of the operations of TUAS. The social responsibility section of this review differs from corporate reports in that it includes the learning and participation of students, as well as working life co-operation. Social responsibility measures are used to describe the extent to which TUAS has succeeded in being a responsible employer, place of study and working life partner.

Satu Helmi
Regional Development Coordinator
Editor in Chief of the Corporate Social Responsibility Report

Photo: Markku Koivumäki



THE SOCIAL RESPONSIBILITY OBJECTIVES OF TURKU UNIVERSITY OF APPLIED SCIENCES

The social responsibility of Turku University of Applied Sciences is developed in a goal-oriented way with the help of existing management systems. TUAS has practised Balanced Scorecard (BSC) based strategic management by objectives since 2002 and quality management since 2000. Since 2000, TUAS also reports on its environmental impact to the City of Turku. The objectives of the TUAS corporate social responsibility review are based on the sustainable development programme of the City of Turku, and part of the outcomes are reported annually in the sustainable development report of the City of Turku.

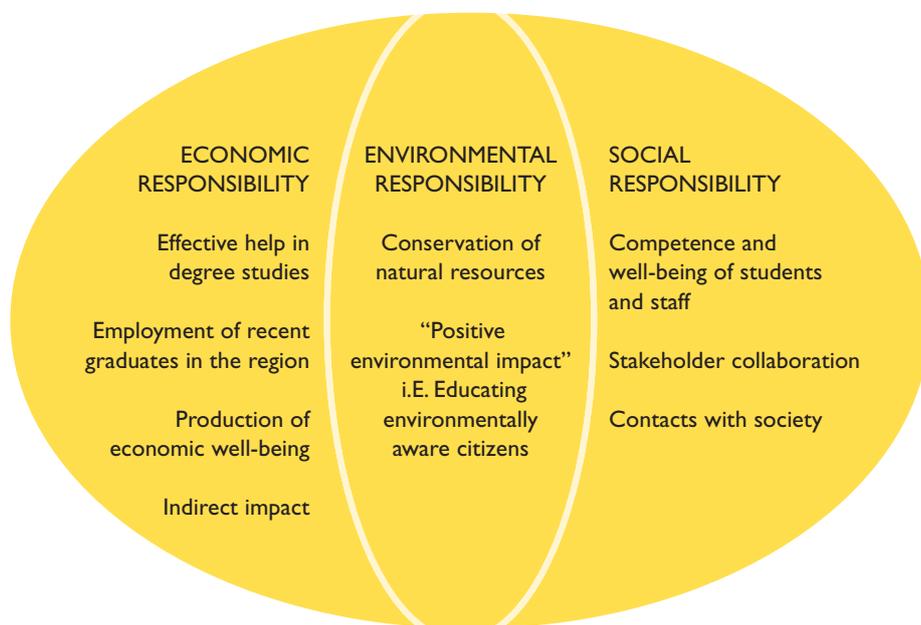
ECONOMIC OBJECTIVES

- To maintain economic balance, as many students as possible will graduate within designated time.
- Graduates will find jobs mainly in Southwest Finland in tasks corresponding to their professional qualifications. They will add to the tax revenue in the region, and increase the demand for services and the region's competitive edge.
- Growing R&D at TUAS and Continuing Education and Services will develop and renew the working life of the region.
- Increasing external funding will support the development of TUAS and bring the region and its different branches new development resources.

ENVIRONMENTAL OBJECTIVES

- Sustainable development is promoted among students, staff and working life by raising awareness and developing operations.
- Negative environmental impact (energy consumption, emissions, waste) is reduced through continuous improvement of our operations.

CORPORATE SOCIAL RESPONSIBILITY OF A HIGHER EDUCATION INSTITUTE



RESPONSIBLE ACTIONS OF A HIGHER EDUCATION INSTITUTE

SOCIAL OBJECTIVES

- Turku University of Applied Sciences is a desired study place of high quality, where expertise is developed and well-being promoted by efficient study guidance, by strengthening participation and social capital and by study social support.
- Turku University of Applied Sciences is a desired work place of high quality, where the competence of the staff is valued and developed, their well-being is promoted and participation and social capital are strengthened.

- Turku University of Applied Sciences is a reliable partner in the development of working life in the entire region promoting stakeholder collaboration, networking and innovation. The role of TUAS as an expert is central in the development of the higher education and working life in the region, in regionally significant organs and in other stakeholder collaboration in the province. TUAS participates in projects that promote the services and well-being of society, working life and the local community in accordance with its own values.

BASIC INFORMATION ABOUT TUR



Turku University of Applied Sciences is a multi-disciplinary educational community. It offers education which serves and develops working life and promotes entrepreneurship, and provides applied research and development (R&D) and holistic development of organisations. TUAS is a working community of some 9,500 students and 700 experts. The three main objectives of our operations are high quality professional education for the young on the higher education level, adult education and R&D. The main geographical influence area of TUAS is Southwest Finland. The majority of our students are recruited from Southwest Finland, and most of our graduates also find employment in the province.

DEGREE STUDIES FOR THE YOUNG

TUAS offers degree studies for the young in seven fields of education: Arts and Media; Natural Sciences; Natural Resources and the Environment; Hospitality Management; Social Services, Health and Sports; Technology and Communication, and Social Sciences, Business and Administration. There are 36 degree programmes which comprise 70 specialisations. Operations have been organised in faculties transcending educational fields, which answer for degree programmes for both the young and adults.



Further information can be found at <http://www.tuas.fi>



ADULT DEGREE STUDIES

Degree programmes

TUAS has altogether 14 degree programmes in which a Polytechnic Bachelor's or Master's degree can be completed while working full-time. The studies are independent and carried out in adult groups, complementing one's earlier education and work experience. In addition to contact lessons, part of the studies can be implemented as online studies or working life projects. There are approximately 1800 students in the Bachelor's and Master's degree programmes for adult students, and in specialisation studies.

Continuing Education

Continuing education aims at maintaining and developing one's professional skills and knowledge. Training is organised in many different forms, from theme days and seminars to extensive, 30-60 credit courses of specialisation studies. Due to the various forms of teaching and completing credits, studying is also possible while working.

OPEN UNIVERSITY OF APPLIED SCIENCES

At the Open University of Applied Sciences it is possible to complete study modules or parts of them included in degree programmes. Application is open to all, regardless of age and prior education. The objective of the studies could be the development of professional competence or a Polytechnic degree to be completed later. The degree itself can not be completed at OUAS, but the studies completed will be accredited in the degree of a student who later applies for degree studies. Students pay tuition for their studies at the Open University of Applied Sciences.

RESEARCH AND DEVELOPMENT

The R&D at TUAS is aimed at serving business life in the region and to diversify teaching. TUAS started R&D programme operations in 2006 as a new activity. Each programme comprises several projects supporting the goals of the programme and strengthens the regional innovation system by producing new information and competence in the topic area. At the same time it offers students an opportunity to participate in the work within the programme and to complete studies and Bachelor's theses connected with the research subject.

The R&D activities at TUAS are supported by research groups offering faculty members a chance to develop their research work skills, to expand their international contacts and to add to their publications. The research work carried out by the groups again strengthens the knowledge basis of R&D programmes.

THE ADMINISTRATION OF TURKU UNIVERSITY OF APPLIED SCIENCES

THE POLYTECHNICS ACT

The operations of Turku University of Applied Sciences are governed by the Polytechnics Act (9.5.2003/351) and the Polytechnics Decree (352/2003). According to the law, "the task of universities of applied sciences is to provide higher level education based on the requirements of working life and its development, on research knowledge and artistic starting points for professional expert tasks; to support the professional growth of individuals, and to engage in applied research and development activities which serve the teaching at universities of applied sciences, and support working life and regional development which takes into account the regional enterprise structure."

THE CITY OF TURKU AS MAINTAINER

Turku University of Applied Sciences is maintained by the City of Turku. The Maintainer's administration is represented by the City Board, under which TUAS operates.

THE TUAS BOARD

The TUAS Board members and their deputies are appointed by the Board of the City of Turku for the duration of its term of office. The Board comprises the Rector as the chair, eleven full members and their personal deputies. Of the members and deputies, two are representative of administrative management of TUAS, two of full-time faculty, one of full-time staff, two of full-time students, and four of business and other working life. The representatives of business and other working life are selected by the Maintainer after consulting the Rector. The selection of the other members is set out in the Operational Rule of TUAS.

The task of the Board is to develop the operations of TUAS and to submit proposals for its financial plan and budget. The Board also decides on the allocation of appropriations received by TUAS and on alterations to the educational task, and approves the Degree Regulation and the Operational Rule of TUAS. The Board is also responsible to the Maintainer for the achievement of the strategic, operational and financial targets.

THE RECTOR AND VICE-RECTORS

It is the task of the Rector of TUAS to answer for the administrative services (see Organisational Chart). The responsibility area of the First Vice-Rector covers continuing education and innovation services. The responsibility area of the Second Vice-Rector covers educational services.

THE DELEGATION

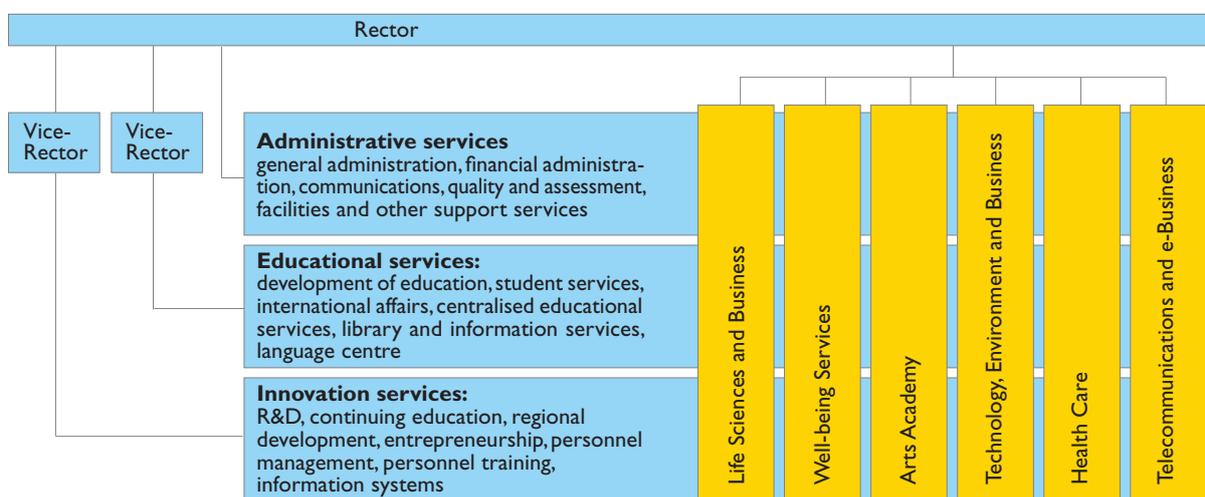
In order to promote regional development, interaction and co-operation in Southwest Finland, TUAS has a Delegation appointed by the City Board of Turku for the duration of its term. The Delegation of TUAS comprises Chair and Vice-Chair and 16-24 members representing the City of Turku and other municipalities in Southwest Finland, regional co-operation bodies and the business and working life in the area.

The tasks of the Delegation are to submit to the Maintainer a proposal for the approval of the overall strategy of TUAS; to discuss principle matters with far-reaching consequences pertaining to the tasks of the University of Applied Sciences especially from the point of view of educational needs and regional development needs, and to give a statement on the amendments to the Operational Rule.

THE MANAGEMENT GROUP

The Management Group works for the co-ordination and development of TUAS operations. The Management Group is chaired by the Rector and its members are Directors of Education of the faculties, Director of Continuing Education and Services, Development Manager, Financial Manager and Director of R&D. Additionally, a staff representative is a member of the Management Group. Matters presented to the Management Group are prepared by a working group led by the Rector. The Management Group can, when appropriate, consult experts and representatives of the student body. The Communications Manager generally has the right to be present and to speak at the Management Group meetings.

ORGANISATIONAL CHART





STRATEGIC MANAGEMENT AND QUALITY ASSURANCE

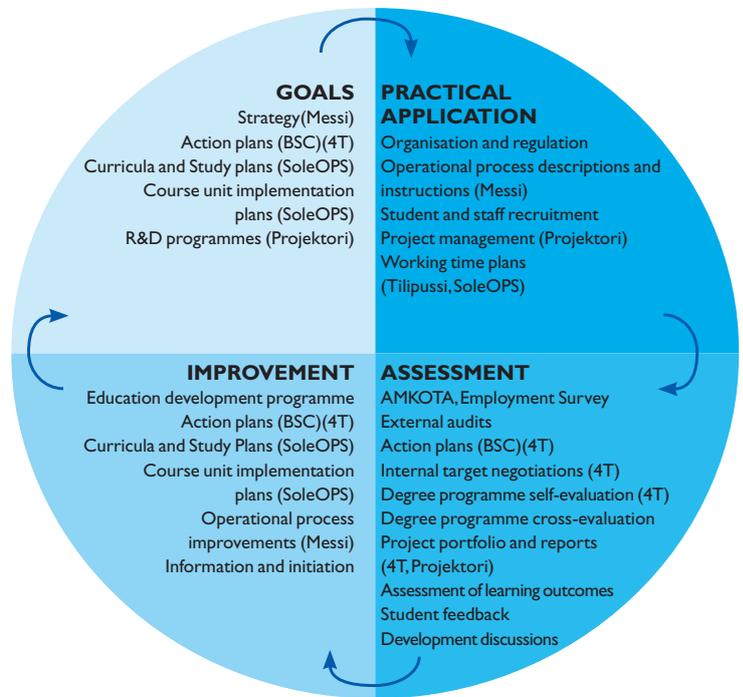
The operations of Turku University of Applied Sciences are based on tripartite steering. The objectives and policies are defined in the strategy of TUAS, which in turn is confirmed by the City Board of Turku. The guidelines in the higher education policy of the Ministry of Education are taken into account. The Ministry of Education, the City of Turku and TUAS thus negotiate a mutual target agreement. Matters agreed in the target agreement and the strategic policies and objectives are pursued by systematic steering of operations.

Steering of operations here refers to the process guiding the development of the core functions; education, R&D activities, the services of TUAS, and support services. The steering processes and tools have been renewed in recent years. The aim is to facilitate the monitoring of targets, operations, finances and outcomes.

The target negotiations of TUAS are a key method in the internal steering of operations. At its core lie the annual target negotiations between the faculties and the TUAS management. These meetings, held in November and chaired by the Rector, are used to assess the implementation of prior goals and to define development targets. New targets and key measures for attaining them are set out in the action plan. The Director of Education of each faculty is responsible for achieving the agreed operational and financial objectives.

The action plans, budgets, the offered education and personnel plans are published and discussed in the 4T portal. The 4T portal shows the outcome data for the follow-up indicators in each organisational unit for the previous three years. All units also carry out a self-assessment as part of the preparations for the action plan.

THE QUALITY ASSURANCE PROCEDURES AND RELATION BETWEEN SUB-AREAS



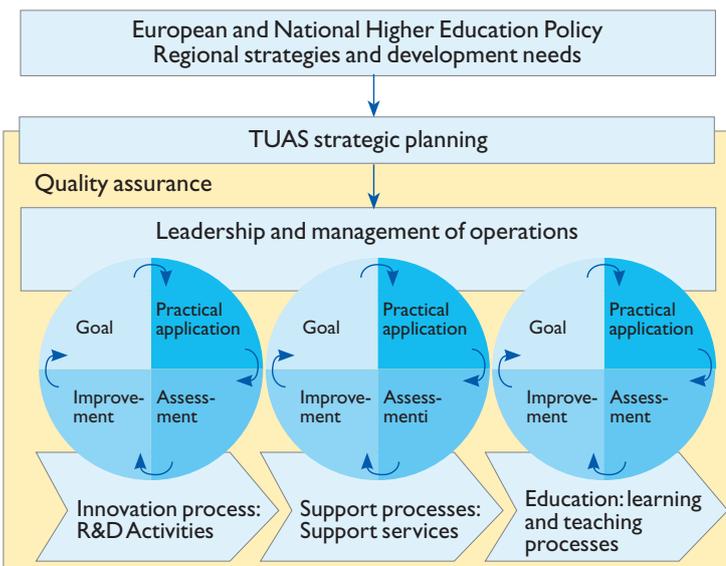
QUALITY ASSURANCE

In the autumn of 2009, the Finnish Higher Education Evaluation Council carried out an audit of TUAS, assessing the quality assurance system of the university. A statutory task of TUAS is to be responsible for the level of quality and the continuous development of its tuition and other activities and to participate in periodic external quality assessments. The quality assurance system of TUAS covers all its operations: education, R&D activities as well as management and support processes.

Quality assurance at TUAS is led by the Rector whose Quality Policy Decision defines the goals, procedures and responsibilities of quality assurance. The functioning and development of the quality assurance system are the responsibility of the Development Manager.

Quality stands for how well TUAS has succeeded in carrying out its tasks. It is achieving goals in an evidence-based way. Quality is each individual developing their own work, regardless of task. The quality cycle of continuous improvement is an essential tool in quality work, and it is used to describe setting targets, maintaining quality, evaluating it and continuously improving it. The premises of high quality operations are systematic planning and the setting of common targets.

The outcomes of the quality work of TUAS are also widely presented to stakeholders. The corporate social responsibility review of TUAS assesses the outcomes and the implementation of operations.



The quality system covers all the operations of TUAS. The significance of strategic planning and management shows itself especially in quality assurance.

STAKEHOLDER CO-OPERATION



TUAS has as its objective to support the development of working life in Southwest Finland. This presupposes close networking with other agents in the region. As its main processes TUAS has defined learning, support and innovation, and various collaborative relationships are connected with these processes in different ways.

From the point of view of the learning process, our key partners are other universities and educational institutes. The majority of new students at TUAS come from secondary level educational institutes in the region. Co-operation shows itself in the creation of flexible learning paths and in shared facilities. TUAS shares the facilities with the IT and Media Studies of Kupittaa Upper Secondary School in the ICT Building in Turku, and

in Uusikaupunki and Salo with secondary level institutes. Shared facilities with other universities are in use at the ICT Building in Turku and at the Salo unit. Teaching co-operation is based on the system of flexible study right.

The broadest working life collaboration channel is the hundreds of enterprises and communities which receive students as interns or Bachelor's thesis workers. Also other forms of corporate co-operation are connected with teaching. The goal is to bring together parts of the students' studies with all R&D products or service products for companies. Co-operation with different organisations will promote the employment of students. TUAS has entered into a co-operation agreement for instance with the Entrepreneurs Association

of Southwest Finland. A key partner is also the City of Turku as the Maintainer of TUAS.

For the time being, Southwest Finland is the most fragmented province in the country, comprising more than 50 municipalities. In addition to the City of Turku, TUAS more often co-operates with regions rather than directly with municipalities. If the planned municipal mergers are implemented, direct co-operation with municipalities will probably increase. Each year TUAS collaborates with some 2,900 organisations, so the challenge lies in maintaining a reciprocal and individual partnership with each partner. In order to meet this challenge TUAS has adopted a new customer resource management (CRM) system.



ECONOMIC RESPONSIBILITY

THE ECONOMIC DEVELOPMENT FROM THE POINT OF VIEW OF SOCIETY AND MAINTAINER

State Share Funding

Nearly 90 percent of the financing of TUAS is based on imputed state funding. The unit price per student is defined for universities of applied based on the amount of students (70 percent) and the amount of completed degrees at the university during two years (30 percent). The unit prices are calculated every four years on the basis of actual costs. The basis for the funding is the calculated number of students, which in turn is based on the target agreement.

Universities of applied sciences are financed jointly by the state and municipalities. The state share of the basic funding is 57 percent, while municipal funding accounts for 43 percent. A calculated unit price is defined for each university of applied sciences, the size of which depends on the fields of education provided by the particular university of applied sciences.

In addition, universities of applied sciences are granted project financing for key development objectives which support the goals of the national higher education policy and the achieving of the targets of the university. The funding is mainly targeted to key development projects, such as R&D activities and network projects. The Ministry of Education annually also grants the universities of applied sciences performance-based funding. The aim is to encourage universities of applied sciences to operate efficiently and economically, and to improve their quality and productivity.

Standard Time Students

The standard time for completing a degree varies by educational field from 3.5 to 4.5 years. In addition to the standard time, the student has a legal right to one additional year, and an option to register as absent for two academic years. Students registering as absent, discontinuing or suspending, or being delayed in their studies beyond standard time burden the economy of TUAS and complicate financial management.

In case the actual number of standard time students proves to be smaller than estimated in the budget, TUAS has to adjust its operations. Through net deficit, the number of students exceeding the designated study time also burdens the economy of the municipalities participating in the co-operation agreement with the university of applied sciences.



Delayed Studies

Universities of applied sciences do not receive funding for students delayed in their studies. Some 13 percent of all present degree students (youth and adult) at TUAS exceed the standard time. The students' legal right to an additional year of studies is a particular burden to TUAS economy. Such students account for about 8 percent of all students enrolled as present. Other students exceeding the standard time account for approximately 4.5 percent of the total number of students enrolled as present.

External Funding

Due to livelier R&D and extended project activities the amount of external funding received by TUAS continues its clear growth. Project funding for international activities and R&D by the Ministry of Education decreases each year and is thus transferred to the unit-based funding of TUAS.

Some 70 percent of our external funding comes from public sources, but it is predominantly based on competitive financing. Approximately 32.2 percent of the total external funding comes from private sources.

ECONOMIC BENEFIT FOR THE PROVINCE

TUAS produces economic well-being for Southwest Finland. The impact of ca. 1,900 employees and some 9,500 students at TUAS extends throughout the province and has a bearing, either directly or indirectly, on the lives of tens of thousands of people in Southwest Finland.

The indirect economic impact of TUAS is considerable. The main part of the staff tax revenue benefits their home municipalities. Staff and students increase consumer demand and the use of cultural and other services. Also purchase of goods and services has an impact on the province.

The received student financial aid is a direct income transfer to the region. Compared on a national scale, graduates from TUAS are characterised by strong regional employment, and employment in private sector enterprises. Nearly 80 percent of graduates from TUAS are employed in the area of Southwest Finland. Due to this TUAS has a significant, directly productive impact on Southwest Finland.



CASE

TUAS work practice and service operations

In the field of Health Care, the student work practice is carried out by providing various health services for the public. The work practice, or studies in professional practice, is part of the supervised practice included in the degree studies supervised by the TUAS teachers.

During the work practice, students learn practical nursing and health care skills; the practice corresponds to supervised work placement in the health care units of the city. Student groups plan the operations, market the services, manage the finances, and report on their operations.

A SPARK OF ENTREPRENEURSHIP FROM RUISKLINIKKA

Ruisklinikka at TUAS offers high quality health services as student work, for example in the form of health clinic services, health education lectures and various training courses.

The future health care professionals study entrepreneurship group-wise in intensive one-month periods. The groups plan the operations, market the services, manage the finances, and report on their operations and development proposals for the next group.



Working Life and Studies come together in Student Cooperatives

Several enterprises launched by students, student cooperatives, operate within TUAS supervised by teachers in different fields. In the cooperatives students can complete credits and earn money. Many commissions come from external sources, and thus the activities also support networking and creation of contacts with external entrepreneurs. The cooperatives collaborate with each other and with external enterprises, which also get to know the young employees of the future.

DIGITAL FUNCTIONS ARE THE STRENGTH OF DIMENSIO

The cooperative Dimensio IT Store is an enterprise set up in 2006 by TUAS students.

The objective of Dimensio is to support the studies of its members by selling and distributing computers, software, auxiliary equipment and other ancillary products and services. A student of TUAS can join the cooperative by applying for membership to the board of Dimensio and by paying a cooperative share fee. Membership is approved by the board of the cooperative.

Minna Blomgrén, CEO of Zemi Finland in Salo, thinks student cooperatives are very useful. "I found participation in a cooperative really worthwhile. Working there, I learned much more than at lectures of PowerPoint drills," she says.

Photo: Marikka Koivumäki



Marketing Manager Jaana Rantala and Managing Director Tatu Paronen of Dimensio

ENVIRONMENTAL RESPONSIBILITY



Photo: LUNO-project

TURKU AGENDA 21 GUIDES TOWARD SUSTAINABLE DEVELOPMENT

Turku Agenda 21 is the Sustainable Development Programme of the city for the period 2000-2020. The programme is updated per council term, and the latest update was approved by the City Council in 2005. The programme is based on the sustainable development programme of the Finnish Government, and is one of the executive tools in the environmental strategy of the city. The environmental strategy directing the city environmental policy is part of the broader Turku Strategy, by which the city council directs the development of the city.

The programme implements global sustainable development commitment at the municipal level, and consists of eight major objectives that take into account the various sub areas of sustainable development. The objectives also pertain to TUAS as an administrative unit of the City of Turku. One of the main objectives is to reduce greenhouse emissions. To accomplish the objective TUAS has been requested to reduce its negative environmental impact by paying attention to energy consumption, emissions and waste among other things.

NEGATIVE ENVIRONMENTAL IMPACT

The most significant environmental impacts of TUAS are caused by the consumption of heat, water and electricity, the disposal of waste, and by emissions related to passenger traffic. The facilities used by TUAS are mostly leased from the Facilities Administration of the City of Turku or from other municipal bodies, and do not include protected areas or other sites of high natural value. Due to the nature of the leases the collection of data on electricity, heat and water consumption and waste volumes is challenging, and not all information has been obtained.

Materials Consumption

Copy paper is one of the chief materials consumed at TUAS. According to the procurement criteria the paper must meet Nordic eco-label requirements at least to the extent that the wood fibre raw material is produced sustainably, and that the chemicals used in the paper manufacture meet the eco-label requirements. In addition, the criteria include requirements on waste treatment and restrictions on energy use, and emissions into the water and the air.

Energy Consumption

A significant proportion of the electricity is spent on lighting and ventilation, but a lot of energy is also consumed by computers. TUAS has not implemented energy-saving measures covering the entire organisation, but students and staff have the possibility to impact electricity consumption by their own actions. Heat consumption is largely dependent on weather conditions and the facilities.

Currently 58 percent of the electricity is produced using renewable energy resources, 23 percent using nuclear power, and 19 percent using fossil fuels and peat. Of the district heat, 78 percent is produced using fossil fuels and 22 percent using renewable fuels.

Water Consumption and Emissions into the Water System

The used water is obtained from the municipal pipeline of Turku Municipal Waterworks. The waste water is cleansed in the municipal wastewater treatment plant.

The sludge separated by the treatment plant from the wastewater is forwarded for recycling. The sludge is composted and the compost is recycled in full, mainly for use in landscaping and as a mixture material for topsoil.

Emissions into the Air

The greenhouse gas emissions produced by TUAS are mainly caused by the energy consumption and traffic. Indirect emissions are generated, for example, in the production of the energy used by TUAS and in the treatment of drinking water and wastewater. Emission levels can be directly impacted by reducing energy and water consumption, and the use of cars.

Waste Management

According to new waste management directives adopted in 2007 by the municipalities in the Turku region, the waste is no longer collected as mixed waste, but as combustible waste and landfill waste. Mixed waste includes hazardous waste (sharp and cutting waste) from health care and laboratories, and has to be treated separately before eventually being placed in a landfill.

The vast majority of the combustible waste is incinerated at the Oriketo incineration plant. The landfill waste, and part of the combustible waste, is disposed at the Topinoja landfill. The amount of mixed waste generated could be reduced by improved sorting of waste at source. This would require educating staff and students, as well as increasing the number of collection receptacles at our units.

A total of 45 percent of the generated waste is recyclable, and the material can be used as secondary raw material. In addition to paper and cardboard, recyclable materials include glass, metal, electrical and electronic waste (WEEE), biological waste and construction waste. Paper includes all recyclable paper, such as waste paper, office paper and classified documents marked for shredding, as all of it is forwarded for use as raw material for new paper.

Hazardous waste accounts for approximately 0.12 percent of all waste. The hazardous waste from TUAS consists mainly of batteries, fluorescent tubes, developer and fixer fluids, toner cartridges, and laboratory waste. Hazardous waste volumes have been reduced by centralising laboratory instruction which requires chemicals, and by improved sorting.

POSITIVE ENVIRONMENTAL IMPACT

Education

The environmental awareness and attitudes of the students are influenced through education. The students of TUAS complete each year thousands of credits related to the environment and environmental protection. The vast majority of the environmental studies are carried out in the degree programmes in Fisheries and Environmental Care, and in Sustainable Development.

Course topics include environmental education, environmental policy, waste and facility maintenance, sustainable development and developing countries, as well as water, air and soil conservation. The environmental awareness of students in all degree programmes is increased through various projects and events.

Environmental Research and Development

Environmental R&D is one of strengths of TUAS. One of the five R&D programmes launched by TUAS in 2006 is Environmental Expertise. The programme combines environmental education at TUAS and R&D into a project portfolio which offers a working life skills enhancing learning environment to those involved in environmental studies, project work that prepares students for working life, and contacts with enterprises active within the environmental field. The Environmental Expertise programme consists of three parts:

1. The development of technology for monitoring the status of the environment;
2. Low emissions technology and emission reduction technologies
3. The development of methods for improving environmental communication and access to environmental data.

The funding of the R&D projects is arranged through a combination of TUAS resources and external financing. Every attempt is made to use existing sources of funding in a purposeful way.

The Environmental Expertise programme strives to meet the challenges of environmental monitoring and improvement posed by both regional and global environmental problems. The programme enhances the expertise of TUAS in the environmental field in a way that benefits all of Southwest Finland and its business life. The programme strengthens the current efforts within renewable fuel and energy research and development, and adds to the competitive edge of Southwest Finland in the competition for growing environmental technology markets both on the national and the international level.

The project themes in the Environmental Expertise programme have so far included the development of methods for combating the spreading of blue-green algae, water system rehabilitation and nutrient load reduction, and the development of low emission diesel engines for heavy work machines.

The objective of the six-year programme is to produce new solutions for environmental monitoring and improvement. At the same time the programme improves access to environmental information and increases the interaction between TUAS and enterprises and research institutions within the field. The target scope of the programme is 30 man-years.



LUMO Creates Sustainable Culture with Natural Materials

What could be a better raw material than a domestically produced and environmentally friendly material provided by nature? The interest in natural materials has increased as people have come to realise that there are a lot of untapped natural resources also in Finland.

The objective of the LUMO project at TUAS is to introduce our domestic natural materials to the public, and to develop natural materials knowledge and skills. The LUMO project has set up a materials bank and centre for natural materials competence, which operates in Koroinen.

Sustainable Use of Resources and Conservation of Traditional Skills

The use of domestic natural materials in construction and interior design supports sustainable use of natural resources. The raw materials are renewable and the products can be either recycled as secondary raw material, or disposed of through, for example, composting. The use of natural materials reduces energy needs and carbon dioxide emissions in the production, and increases jobs domestically. "Our goal is to reduce the dependence on imported materials. One of LUMO's main objectives is networking with local experts, but also creating contacts on the national level," says project co-ordinator **Outi Tuomela**.



Photo: LUMO-project

The Koroinen Farm Revived

The home of LUMO's natural material competence centre is the Koroinen farm, which is leased by Turku University of Applied Sciences. "The Koroinen farm is eminently suitable for the LUMO Centre and the natural materials bank," Tuomela says in explanation of the choice of site. Koroinen offers facilities for the work of natural materials experts and has space for both indoor and outdoor exhibitions.

LUMO also offers possibilities for cross-disciplinary activities. Recent participants in the project included students from the TUAS degree programmes in Sustainable Development, Restoration, and Design.



SOCIAL RESPONSIBILITY – STUDENTS



Photo: Maarit Mikkonen //Call Centre, teaching facilities for telemarketing designed by students in Degree programme in Design

TUAS IS AN ATTRACTIVE AND INTERESTING PLACE OF STUDY

Applicants

Turku University of Applied Sciences has nearly 18,000 applicants each year through the joint application procedure. In the spring joint application round, the number of first choice applicants amounted to some 6,000. The number of applicants has been rising. The two most popular fields of education are Arts and Media, and Social Services, Health and Sports.

The (Bachelor's) degree programmes for adult students and the programmes for higher polytechnic degrees (Master's) adopted the joint application procedure in the spring of 2007. The most popular educational field in the joint application procedure for adult education has long been Social Services, Health and Sports, and in particular the degree programme in Nursing. In the joint application procedure for Master's degree programmes, the most popular programme is Entrepreneurship and Business Competence.

Students applying for education taught in foreign languages have also been selected through the joint application procedure since the spring of 2007. After the first year the number of applicants doubled and has since remained high.

Applicants with Good Basic Education

Some 75 percent of the participants in the joint application procedure for young students have completed upper secondary school and have taken the matriculation examination, approximately 20 percent have a vocational qualification or a further vocational qualification, and about 4 percent have both a vocational qualification and have taken the matriculation examination. Some 0.5 percent of the applicants are applying on the basis of a foreign qualification, and the rest in the so-called discretionary application procedure.

Of those participating in the joint application procedure for the young, some 74 percent have taken the matriculation examination and 23 percent have a vocational qualification.

The Importance of Southwest Finland as a Recruitment Area has Grown

Most of the students in the TUAS degree programmes for the young come from Southwest Finland. Rare degree programmes, such as Sustainable Development, Fisheries and the Environment, Physiotherapy, and Beauty Care, as well as the degree programmes in Arts and Media, receive students from all over the country. Of the first choice applicants, approximately 70 percent come from Southwest Finland, 6.5 percent from

Satakunta, 6 percent from Uusimaa and 4 percent from Pirkanmaa. (Source: AMKYH).

Adult Education

Open University of Applied Sciences

Students at the Open University of Applied Sciences can complete study modules from all educational fields covered by Turku University of Applied Sciences. The most popular fields at the open university of applied sciences are Social Sciences, Business and Administration, and Technology and Communication.

Most of the studies at the Open University of Applied Sciences are carried out in groups of degree students. In addition, the open university of applied sciences organises separate courses as evening classes for its students.

The payment options at the Open University of Applied Sciences are the term-based tuition fee and the annual fee for a full academic year. The tuition fee allows the student to take an unlimited number of courses for one term or one academic year.

Professional Specialisation Studies

Turku University of Applied Sciences offers specialisation studies in all of its educational fields. The professional specialisation studies are comprehensive continuing education programmes, which help to broaden or deepen professional skills or, alternatively, to redirect them to a whole new field. The specialisation studies are planned in co-operation with experts from working life and the field of study, and their scope is generally 30 credits.

TEACHING AND STUDY COUNSELLING

The teaching at a university of applied sciences is working life oriented. It is planned with a view to the competences required in working life and implemented with the help of experts active in working life. The working life contacts of students are strengthened through practical projects, work placement included in the studies, and through Bachelor's and Master's theses which are mainly produced as commissions by working life. The planning and implementation of the teaching is carried out in permanent co-operation with advisory boards whose members represent working life.

Development of Teaching

Turku University of Applied Sciences has in recent years focused on developing its teaching

with the help of the Agricola education development programme. The objective of the Agricola programme is to strengthen international activities, increase the attractiveness, transparency and work orientation of the education, and to develop new learning environments.

Improvement targets have included supporting internationalisation by providing teaching in foreign languages, project teaching and general working life orientation in teaching, and the development of Master's degrees at universities of applied sciences.

Student Counselling

The student counselling system supports the students in the different phases of their education and gives guidance when problems arise. The counselling and guidance activities are coordinated by a team of student counsellors from the various faculties. The students are provided advice and guidance by the Student Services at their faculty, and by their tutor teachers in the degree programmes.

Turku University of Applied Sciences has 12 student counsellors, more than 200 student tutors and 250 trained tutor teachers. The tutor teacher meets with each student once a year for a development discussion, in which the student's individual study plan (ISP) is reviewed. Individual study plans have been adopted by nearly all the degree programmes, but their practical implementation remains somewhat mixed.

The methods for helping students to graduate in the designated time include close contact and holistic counselling. The counselling takes as its point of departure the individual study plan and systematic monitoring of the progress of the student, annual follow-up of the individual study plans and reviews on the individual level, personal counselling, good access to support personnel, and the provision of additional instruction when needed. The goal is a systematic use of individual study plans throughout the university, as well as early recognition of learning difficulties and early intervention in problems.

Flexible Study Right

Turku University of Applied Sciences has a Flexible Study Right (JOO) agreement with all the seven universities and universities of applied sciences in Turku, on the basis of which TUAS degree or exchange students may freely include studies completed also at these universities and universities of applied sciences in their degrees. Similarly, students at the above-mentioned institutions have the opportunity to undertake studies at Turku University of Applied Sciences. The Flexible Study Right studies are free of charge for the student.

The Flexible Study Right agreement seeks to increase the students' choices and to support the progress of their studies. Generally, the studies sought through the Flexible Study Right agreement are studies to be included in the degree which can not be completed at the student's own university. Studies at the Open University, Open University of Applied Sciences or virtual courses at other universities do not fall within the Flexible Study Right agreement.

Internationalisation – Students

Internationality is an integral part of higher education. Also the goal of the EU countries to create a European Higher Education Area requires investments in internationalisation. The main objective of the international activities at TUAS is to increase the readiness of students and staff to work in an increasingly international and multicultural environment, and thus also to increase the internationalisation of working life in Southwest Finland.

This is accomplished by increasing the internationalisation of teaching through exchange programmes and international projects carried out in co-operation with working life. TUAS offers foreign language tuition in three degree programmes. In these programmes, foreign degree and exchange students create a multi-cultural learning environment which also provides op-

portunities for home internationalisation for students and staff. The amount of foreign language teaching is also increased every year in other degree programmes.

DEGREE PROGRAMMES OFFERED IN ENGLISH AT TUAS:

International Business (Turku)
Information Technology (Turku)
Nursing (Salo)

TUAS has each year more than 300 foreign degree students. Most of the students come from Asia, Russia and Africa. All in all, TUAS has degree students from over sixty different countries.

TUAS focuses on the Baltic Sea area and Europe in general in its international co-operation. We also have field-specific partners in Asia, America and Africa.

Each year, some 300 students at TUAS go abroad for an exchange or practise period of more than three months. The number of incoming students and trainees is around 200 each year. The most popular exchange destinations for our students are Germany, Spain and China. The majority of the incoming exchange students are Erasmus students from Europe. Most of the visitors come from Germany, Spain and France.

Student Feedback

The feedback from TUAS students has since 2002 been collected in a student barometer, the task of which is to channel the opinions of the students to the management and persons responsible for the teaching at TUAS, and to function as a tool for the development of operations. The student barometer provides feedback related to issues connected with studies, teaching and the learning environment.

EMPLOYMENT OF GRADUATES

The employment of TUAS graduates is supported by our working life oriented education, in which projects, work placement periods and theses are mainly done as commissions from working life. Some 70-80 percent of the theses are parts of projects or ventures, completed in collaboration with working life. Most of the project-based theses are made within Natural Resources and the Environment, Social Services, Health and Sports, and Technology and Communication. (Source: AMKOTA)

The employment of students and graduates is promoted by the career and recruitment services, which also help employers in matters connected with recruitment. The online service www.jobstep.net acts as a nationwide meeting point for students, graduates and working life.



Engineers in Naval Architecture Have Work to Do

Tommi Virta will soon graduate as an engineer in Naval Architecture at TUAS. The degree programme is unique in Finland, as it is only offered at TUAS. The engineering studies in naval architecture take four years. In Naval Architecture, which is a specialisation in the degree programme in Mechanical Engineering, the students take in-depth studies in the design and construction of ships. The teaching is carried out in co-operation with the marine technology industry.

The sector needs more young professionals since there is much demand for maritime technology. Also Tommi Virta sees future job opportunities as good especially if one is willing to go abroad. During his studies Virta completed an exchange period in China, and after that he set out to obtain international experience again. "The exchange period in China lowered the threshold to go abroad, and this proved to be useful later on. During my last year of studies I went abroad to practice project work in Poland first, and then via Puerto Rico to Germany."

Work placement was also important, as it prepared him for working life and provided contacts. "I secured a trainee position in an engineering office already at an early stage of my studies, which was really nice."

Virta is currently working under the job title "designer" in a company called Almaco. "My tasks include fire load calculations, cabin weight control and various calculation and planning tasks in the project," Virta explains.

"My university years were a great time, and in working life you eventually learn everything you need. Initially I intended to go to Pori to study electrical engineering, but for now at least I am happy with my choice!" Virta says.



ALUMNI ACTIVITIES

Every human being has a history - a path he or she has travelled to the present. Alumni activities offer the opportunity to foster links with the past while offering opportunities for the future.

For the entrepreneur, the alumni activities can offer a network of professionals in one's own field. For the ordinary consumer, daily business can be facilitated by knowing where one's friends have established themselves: to whom it would be natural to turn for help.

Turku University of Applied Sciences has over 15,000 alumni, of which 600 are active members of the alumni association. The main objective of Turun ammattikorkeakoulun alumnit ry (Turku University of Applied Sciences Alumni Association) is to increase interaction and co-operation between alumni, the university and working life. Moreover, the association seeks to promote awareness of the Bachelor's and Master's degrees in the applied sciences, and to market the competence of the alumni.

The association accepts as members TUAS graduates, former employees of TUAS or its student union, and current staff. Membership is free. The association publishes the journal *Alumniitti* for its members and stakeholders. Examples of membership benefits are discounts on fees for continuing education at TUAS and discount on TUAS services, and studies at the open university of applied sciences.

The alumni activities also include various events. The association fosters the G3 rule; golf, gala and glögi (mulled wine), in addition to which several alumni meetings and free education events are organised each year.



Alumni activities give an opportunity for networking as well as meeting old friends. Niko Aaltonen, Henna Koivuniemi and Lauri Honkala at Lemminkäisenkatu remembering their student years.

THE STUDENT UNION – TUO

TUO, the student union of TUAS, is the first Finnish polytechnic student union to have received project financing from the Ministry for Foreign Affairs. The financing was granted for TUO's three-year Zambia development co-operation project.



The activities have been focused on developing student health care services, exerting an influence

in local elections together with other student unions in Turku, and on developing TUO activities and profiling the student union as a representative for student interests.

The student union appoints the student representatives to the multi-member organs at TUAS administration. Student representatives have sat in the TUAS Board, Financial Aid Committee, and Board of Examiners and many other advisory boards and work groups.

The executive power within TUO lies with the Assembly, which is elected annually.

The TUO 2009 Board and Secretaries out on their skates at Kupittaa: from the left in the front row, Niina Ratilainen, Sanni Rantanen and Paula Pernu. Middle row: Ilona Oksanen, Johanna Alitalo and Marja Nikkinen. Back row Kimmo Hollmén, Iiro Ruuska and Akseli Hakala. Absent members Tiina Moilanen and Joonas Niemi.



SOCIAL RESPONSIBILITY – STAFF



THE DEVELOPMENT OF WELL-BEING AND INCLUSION

Occupational Health and Safety and the maintaining of work ability

The objective of occupational health and safety is to ensure a safe, healthy and pleasant work environment. This is achieved by preventing employees from being exposed to accidents or health risks, and by prevention and reduction of work environment hazards. At TUAS, occupational health and safety is directed by an occupational health and safety committee.

With the introduction of a system of ombudsmen for occupational health and safety all TUAS workplaces have a contact person for occupational health and safety matters. The main objective of the activities is to conduct a general risk assessment. The occupational health and safety committee implements the principle of equality in all of its activities. Mental health protection in particular has been given a prominent role in the work of the occupational health and safety committee.

The activities aimed at maintaining the work ability of TUAS personnel (TYKY) are focused on the physical work ability and the workplace conditions. Operational priorities are the development of the TYKY services, workplace initiation, networking, and improvement of communications. The activities are directed by the TYKY Group at TUAS.

Gender Equality

The Equality Act contains an obligation for the employer to carry out a gender equality survey and to prepare a gender equality plan. At TUAS, as in other City of Turku administrative units, the gender equality and equal treatment plans have been drawn as a combined document.

A total of 61 percent of TUAS full-time staff are women. The gender balance is similar in most management categories.

The gender distribution at TUAS is not level in all fields. The proportion of women applying to Social Services, Health and Sports and Hospitality Management is over 80 percent. Correspondingly, 80 percent of the applicants to Technology and Communication and Natural Sciences are men.

TUAS has taken various measures to provide education for students with an immigration background. For example, TUAS has arranged, in co-operation with the Employment Services, qualifying education in health care for immigrants who have the equivalent qualification from their home country. Other minority groups have been offered special services on a case by case basis.

For example, arrangements needed by students with sensory or physical disabilities are agreed on at the beginning of their studies.

TUAS has an accessibility work group, which has made a survey of the facilities and presented repair recommendations for the Lemminkäisenkatu and Ruiskatu units. In addition, Kynnys ry has made a similar survey of the Linnankatu unit. TUAS operates in buildings of varying age, so all locations may not be equally accessible.

The government requests TUAS to extend its report on implemented measures and their outcome in connection with the gender equality plan. Also communications should be improved to better reach all of TUAS students and staff.

DEVELOPMENT OF COMPETENCE

Educational Background

Of the TUAS faculty, 20 percent have completed a licentiate or doctoral degree. Of the teaching staff, 70 percent have completed a Master's degree, and 11 percent have a Bachelor's degree. More than half of the Bachelor's degrees have been taken at a university of applied sciences.

Staff Development

TUAS takes care of the competence development of its staff by organising internal personnel training and by providing financial support for staff participation in training courses organised by other educational institutions.

The administrative unit for Development is responsible for organising long and short-term training courses, leadership training courses, language courses and IT training courses in support of the development of teaching. On the basis of applications, it also supports faculty members in their degree-oriented training. Priority is given to those involved in doctoral and licentiate studies. In addition, TUAS supports the professional qualification of fixed-term principal lecturers and lecturers by granting them leave of absence for completing their theses. Other full-time teachers may also be granted leave for completing their qualification, on the basis of application.

The faculties and other administrative units may also support staff participation in short-term professional training and vocational teacher education financially, and they organise working life periods for the teachers.

Internally implemented personnel training is planned on the basis of the strategy and our operative objectives. The training meets needs



arising from educational development projects and needs surveys. The competence development needs of individual employees are agreed in development discussions with their supervisors.

Internationality

The new internationalisation strategy for higher education institutions by the Ministry of Education emphasises creating a truly international higher education community. Achieving an international work environment will be a major challenge for TUAS.

TUAS carries out international staff exchange with more than 20 countries, four of which are outside of Europe. The number of persons participating in teacher and expert exchange increases every year. This is partly due to the new EU funded Erasmus staff exchange programme, which also allows for foreign training periods of non-teaching staff. The most popular destination countries are France, Germany and the United Kingdom. The most popular country outside Europe is USA. The total number of exchange destination countries has been 40. Most of the incoming exchange teachers come from the Czech Republic and the Netherlands.

International Project Activity

TUAS participates each year as coordinator or partner in several international projects financed by the European Union and the Nordic Council of Ministers. The staff is actively involved in international project co-operation with foreign partners. The international projects are an important part of TUAS international activities, and at their best, they combine pedagogical, regional development, R&D, and service activities. The projects also create exchange and work placement opportunities, and provide home internationalisation opportunities for students.

International Co-operation Regionally and Nationally

The international co-operation group of Turku higher education institutions, chaired by TUAS, markets Turku as an international university town at student fairs abroad, and organises training seminars for the staff. The group also collects and distributes information about the services for foreign students and teachers.

The international co-operation group has also continued the previously launched Friendship programme. The basic idea of the programme is to find a "friend family" for foreign students coming to Turku. Through the activity, the people of Turku are offered the possibility of home internationalisation while foreign students and teachers get to know the Finnish way of life and Finnish culture.

TUAS has since 2004 led PINNET, the Universities of Applied Sciences national network for the development of internationalisation. The network has as its objective to strengthen the international activities of universities of applied sciences, to develop new procedures, and to raise the quality of the activities.

Work Satisfaction

TUAS has been monitoring the work satisfaction and well-being of its staff since 2000. The work is now carried out with the help of an anonymous Internet questionnaire. The outcomes of the questionnaire function as a tool for staff development, and the issues or problems that the survey reveals are selected as targets in the development of TUAS operations.

On the positive side, the questionnaires show that the staff of TUAS finds it easy to ask their colleagues for help. The co-operation with customers and partners is also smooth. The respondents are also pleased with the possibility of influencing matters concerning their own work and the opportunity of using their knowledge and skills.

There is still room for improvement in the following: equal treatment of the staff, familiarity with the competence of the staff, development discussions, and information.

In the open answers, the most common themes are appreciation of teaching work, teaching resources, and how faculty should be allowed to influence the decision-making. In addition, there has been critical feedback on the distribution of information, well-being at work and management.



Work Trips Open the Mind and Teach New Things

This spring I travelled for nearly five weeks without a break. During three of my trips I worked, and during one I was on vacation. Internationalism is the spice of my work - it is also the best way to keep my skills updated.

My work is to teach production and management of accommodation services. Travel involves hotel stays, so each work and vacation trip is an opportunity to learn something new about hotel concepts, the quality of service, trendy interior design and much more related to travel accommodation. For years already, my hotel experiences have become photos and other observational material that I use both in my lectures and virtual courses.

During my travels this spring I experienced Indian roaches, pre-dirtied sheets, a creaky wooden hostel bed, and a room without any sound-proofing at all. On the other hand I also tried out luxury. The best thing about these experiences was travelling together with future professionals, Hospitality Management students from TUAS on two of my work and project trips. Our business can not be learned sitting inside four walls. It is learned where accommodation services are produced. New hotel concepts and service ideas are transferred from one country to another in the form of customer and guest experiences, and as insights - they, too, travel. The best in these travels is the students' new life and learning experiences, which they analyse in their reports, and hopefully transfer into practice at their work and training places. So I welcome with enthusiasm each new international teaching project and Erasmus teacher exchange.

Susanna Saari

Photo: Susanna Saari



Susanna Saari and third year Bachelor of Hospitality Management students visiting Grand Hotel Wien. To the left, Assistant General Manager Carl-Peter Echtermeijer of the hotel.

SOCIAL RESPONSIBILITY – WORKING LIFE



WORKING LIFE CO-OPERATION

The system of universities of applied sciences is designed to strengthen regional development and to raise the level of competence throughout the country. TUAS has in its strategy defined the province of Southwest Finland as its operational area. The regional development objectives are stated in the strategies of TUAS. We participate in the setting of the objectives for the province through the regional programme for Southwest Finland.

In addition, TUAS has together with the other higher education institutes in the area drawn up a regional development strategy for 2006-2012. The strategy is implemented through joint working groups and ventures.

Stakeholder Reporting

TUAS has been collecting systematic information on its working life collaboration since 2003. The faculties report per degree programme their concrete working life contacts from the previous year. The forms of co-operation have included internship periods, thesis work assignments, various projects, R&D ventures, as well as TUAS service activities. The faculties have also been

asked to include information about international working life co-operation per country.

Stakeholder reporting provides information about the form and scope of TUAS working life collaboration, and about the sectors represented by the partners and their regional impact. The main challenges for the analysis have been the varying report methods and the data on the quality and quantity of the contacts being open to interpretation. Stakeholder information is used to locate geographical and sector gaps in the customer network, and to identify potential customers.

Partners, Contacts and Forms of Co-operation

Some 56 percent of our partners come from the private sector, 32 percent from the public sector, and 12 percent from the third sector.

The main form of contact between TUAS and enterprises and organisations is student work placement, which is a required part of the degree studies. Of all contacts, some 56 percent comprise required work placement. The second largest share of the co-operation takes place in

the form of thesis work (11 percent). The most typical form of co-operation is work placement within health care in the public sector.

TUAS co-operates extensively with various administrative sectors of the City of Turku. This co-operation accounts for nearly a fifth of all contacts. Much co-operation is also carried out with Turku University Hospital, Salo Regional Hospital and the Salo Region Health Centre. In addition to collaboration with the municipalities, TUAS also collaborates extensively with other public bodies, such as the University of Turku and the Turku Vocational Institute. TUAS also collaborates with the third sector.

Most of the business partners are SMEs operating in Southwest Finland. International partners are generally institutions of higher education and SMEs.

The Regions of the Province

The province of Southwest Finland comprises 28 municipalities and 11 cities, which constitute five regions. Regions are formed by small groups of municipalities, and their formation is based on

the co-operation between the municipalities and work commuting. The higher education institutions co-operate with the regions in order to promote their effectiveness, and their regional development activities. The work takes into account the needs of the individual regions, and the division of labour between the higher education institutions. TUAS has operations in all five regions.

Most of the contacts and partners TUAS has in Southwest Finland are in the Turku region. In proportion to the number of inhabitants, the second most important co-operation region is Loimaa. By far the least co-operation has taken place with the Turunmaa region.

The Co-operation Partners of Continuing Education at Turku University of Applied Sciences

Continuing Education organises and plans tailored development programmes in co-operation with working life. The specialisation studies, intensive courses and seminars are also planned and implemented together with experts from working life.

Some 60 percent of the customers of Continuing Education are from the private sector, 33 percent from the public sector, and 7 percent from the third sector.

The co-operation forms of the Continuing Education Centre differ distinctly from those of the faculties and other administrative units, since its activities do not include degree education and therefore do not include work placement or thesis work. The forms of co-operation at the Continuing Education Centre include R&D projects carried out at the Centre, and productised training services.

The Working Life Co-operation of the Language Centre

The Language Centre of TUAS offers companies and organisations diverse language, communication and cultural courses. The courses are working life oriented, and focus on providing the student with important working life communication skills in contexts as close to real-world situations as possible. The teaching is supported by modern communications tools. Distance learning tasks, or even whole courses, can be carried out online. Our pedagogy is based on portfolio work with emphasis on interactivity. The students are in constant contact with each other and the teacher, and actively assess their own learning.

Advisory Boards as Mediators of Working Life Feedback

TUAS receives systematic working life feedback from its advisory boards. The task of the advisory boards is to convey the views of working life and the business areas to the direction and development of the training and R&D activities, and to increase the interaction between TUAS and working life. The advisory boards function as a forum for receiving working life feedback, and for developing the working life relevance of the education and other activities.

The minutes of the advisory board meetings are summarised in the agenda of TUAS Board meetings; in this way working life feedback is also conveyed to the decision-making level of TUAS. The original minutes are also available at the TUAS Board meetings.

Most of the advisory boards represent degree programmes, but some represent entire faculties or units. Each advisory board has chosen procedures that best correspond to its needs, so they differ in number of members (5-16), meeting frequency, as well as in level of activity.

ENTREPRENEURIAL STUDIES

The degree programmes of TUAS have modules which aim directly at entrepreneurship, or give many useful skills for co-operation and business operations development. These studies are designed to support young people who are planning to set up a business, or are already involved in business activities.

The core studies of the educational field constitute the place where the students can develop their competence into business ideas, but entrepreneurial studies also support other skills needed in business. Entrepreneurship studies also provide peer support and networks for young entrepreneurs while enabling the students to create contacts with the entrepreneurs in the region, and with other students interested in entrepreneurship.

THE SUCCESSOR SCHOOL

The successor school provides entrepreneurship training for the students at the University of Applied Sciences. The programme underlines that succeeding in or taking over an existing business is a good alternative to setting up a venture based on one's own business idea.

Tens of thousands of businesses will change hands by 2013. TUAS wants to participate in the work to secure that these enterprises continue. The companies looking for a successor at the successor school are of various sizes and operate in various fields. A multi-field university of applied sciences can provide enterprises with successors competent in business operations and familiar with business development.

Entrepreneurship founded on higher education is on the rise, and an increasing number of students at universities of applied sciences are planning a career as an entrepreneur. The successor school offers an alternative to the traditional way of becoming an entrepreneur through the creation of one's own business.

The successor school prepares students for becoming owner-directors or salaried directors of companies. The programme is a 15-credit intensive training course in business management. It prepares and coaches the student for the ownership change process and business development, and also launches actual ownership transitions. The successor school brings together in a common learning environment both students interested in entrepreneurship and entrepreneurs who prepare to withdraw from running their business. The aim is a successful change of entrepreneur or generation - a win-win scenario.

The successor school concept was created in the FINPIN entrepreneurship network. The concept is being developed together with business life development and through lessons learned.





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Turku University of Applied Sciences is a multi-field educational community of more than 9500 students and 700 experts. We offer education serving working life, research and development and overall development of organisations in Southwest Finland.



TURUN AMMATTIKORKEAKOULU
TURKU UNIVERSITY OF APPLIED SCIENCES