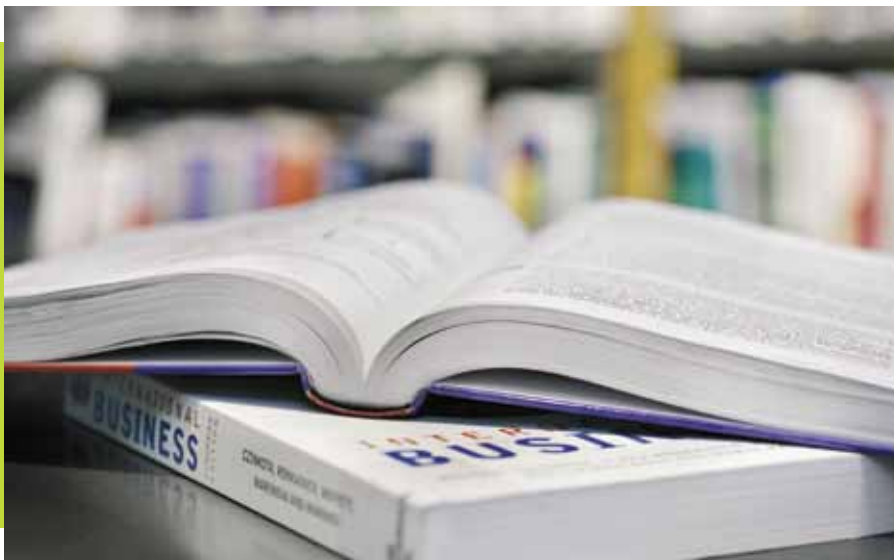


HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES
ANNUAL REPORT 2012



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HAAGA-HELIA STRATEGY, VISION AND ETHICAL PRINCIPLES



HAAGA-HELIA MISSION, VISION AND VALUE FOUNDATION

OUR MISSION

HAAGA-HELIA educates experts with customer service, strong sales and entrepreneurial skills. Our R&D&I activities focus on innovative products, services and business operations for the benefit of business and society.

OUR VISION 2015

HAAGA-HELIA is a leading, internationally growing University of Applied Sciences. We offer superior quality services for the success of students, businesses and workplace communities.

VALUE FOUNDATION

We work as a leading team for regeneration promoting the success of responsible business.

ECONOMIC FOUNDATION

Our operations are sustainable and profitable.

ETHICAL PRINCIPLES AT HAAGA-HELIA

FAIRNESS WE TREAT EVERYONE WITH FAIRNESS AND EQUALITY.

Respect our actions are based on respect for our own work and the work of others, diversity, other people, know-how and commonly agreed working methods.

RESPONSIBILITY

We take responsibility for our own actions, others around us, our community and society. Responsibility covers equally operational, social, financial and environmental responsibility.

OPENNESS

We maintain an open operational culture characterised by multidirectional communication, listening to other points of view and learning from others.

COMMUNITY

Spirit Doing things together makes us happy. We also respect the smallest acts, loyalty, trust, caring for one another, possibilities for participation and responsible involvement.

PRESIDENT'S REVIEW



FUTURE DESIGN

The operational year was overshadowed by overall insecurity in international and national economic prospects. Decisions to save on public finance and the necessity of structural renovation dominated discussions. The decisions made concerning the system for universities of applied sciences will mean cost cuts of almost MEUR 150 by the end of 2016.

During the operational year, a key issue in university policy was the preparation of the legislative renewal regarding the universities of applied sciences. It will introduce changes in the financing system and licences will be renewed starting from the beginning of 2014.

We celebrated World Design Capital 2012 in the Helsinki region. HAAGA-HELIA was actively involved in the year's events. In the spirit of the year, we also designed the future of HAAGA-HELIA.

In anticipation of future changes, we developed our strategy, negotiated a performance agreement for 2013–2016 with the Ministry of Education and Culture and outlined a road map and the foundation for implementing the reform of universities of applied sciences at HAAGA-HELIA. "HAAGA-HELIA 2.0" was created.

From a financial perspective, 2012 was very good at HAAGA-HELIA. The solid and durable financial basis outlined in our strategy was further improved and the result created a buffer needed to face the financially harder years to come.

We strengthened the university profile of HAAGA-HELIA's services and sales in many ways. We added to the curricula the competence profiles of services and sales determined together with our working-life partners. We implemented the field's specialisation studies and prepared certification training.

As regards the degree studies, we emphasised working-life orientation and stressed, among other things, the identification and recognition of previously acquired competence and co-operation with our partner companies. We launched several actions that encourage students to graduate. HAAGA-HELIA StartUp School, entrepreneurship studies and business idea competitions encourage students to become entrepreneurs.

In R&D&I activities, HAAGA-HELIA was clearly a sought-after partner. We implemented software development as company collaboration in Softala, the Innocatering project created concepts for the future catering business, and the Sport Event project was an example of collaboration in the field of sports for developing national sporting events.

HAAGA-HELIA solidified its character as an international working and studying environment. Our diverse collaboration with over 200 international academic partners continued. In the field of exporting education, we targeted sales to the selected markets with our main product being vocational teacher education.

An attitude survey indicated that the strong commitment and positive atmosphere have further improved.

I wish to express my heartfelt thanks to HAAGA-HELIA's professional and committed personnel, the whole university community and partners for the past year and the results it has yielded.

Helsinki, 12 February 2013
Ritva Laakso-Manninen

HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES



HAAGA-HELIA University of Applied Sciences provides education for professionals in business and services, and it researches and develops expertise and activities related to these domains.

Our fields of education are business, information technology, hotel, restaurant and tourism management, management assistant training, journalism, sports management and vocational teacher education.

EDUCATION AND EXPERIENCE

The starting point for our activity lies in the needs of businesses, whose demands we meet with our working life-related higher education. We provide our students with the knowledge and skills for lifelong learning and development in the workplace.

HAAGA-HELIA is the place to take bachelor's and master's degrees, to complete MBA programmes and specialisation studies, to obtain teacher education, and to participate in research and development. We also provide staff training for businesses and other organisations.

PRACTICAL INTERNATIONALISATION

As an international university of applied sciences, HAAGA-HELIA has over 200 partner universities throughout the world. Our students have versatile possibilities for internationalisation by participating in student exchange programmes and international projects, for example. Our degree programmes in English have foreign students from nearly 100 countries, making multiculturalism a part of our everyday lives.

HAAGA-HELIA'S YEAR 2012

- We prepared for the challenges brought by the reform of universities of applied sciences by updating our strategy and creating an action plan for the progress of the reform through our organisation in the coming years.
- Service and sales are our strategic focus areas. We defined the competence profiles of sales and service together with our corporate partners, and we have partly made these profiles part of instruction.
- We launched 43 new RDI products during the operating year in three focus areas: new solutions in service and sales, new business applications and new solutions in learning.
- We invested in developing entrepreneurship and growth businesses through the StartUp School, entrepreneurship training and various idea competitions, among other things.
- We continued our strong internationalisation. At the end of 2012, we had over 200 international partner universities, and we actively sought new markets for education export projects.
- We organised several seminars and events for which we invited several important speakers, including Alexander Osterwalder, the developer of the Business Model Canvas tool, and Managing Director Marc Pfitzer of FSG – The Social Impact Consultants.

HAAGA-HELIA IN NUMBERS

- 10 844 students
- 570 outgoing exchange students and 300 incoming exchange students
- 200 partner universities
- 706 employees

KEY FIGURES

SCHOOL OF VOCATIONAL TEACHER EDUCATION

	2012	2011	2010	2009
Appeal (applicants / admission quota)	5,9	3,8	4,0	4,1
Admission quota	330	310	310	310
Number of students	629	608	565	555
TDegrees completed	335	297	302	314

BACHELOR'S DEGREES

	2012	2011	2010	2009
PROGRAMMES FOR YOUTH				
Appeal (applicants / admission quota)	5,7	5,6	6,0	7,4
Admission quota	1709	1739	1586	1586
Number of students	7196	7124	6956	6990

PROGRAMMES FOR ADULTS

Appeal (applicants / admission quota)	3,7	3,4	4,3	3,5
Admission quota	510	512	473	463
Number of students	2223	2197	2279	2190
Degree completed (youth and adults)	1537	1518	1489	1487
Share of foreign degree students	10 %	11 %	10 %	10 %

MASTER'S PROGRAMMES

	2012	2011	2010	2009
Appeal (applicants / admission quota)	3,1	2,0	3,5	4,5
Admission quota	190	145	135	135
Number of students	596	507	469	428
Degrees completed	107	88	84	73

INTERNATIONAL MOBILITY

	2012	2011	2010	2009
Student exchange (over 3 months)	671	699	694	629
Workplacement abroad (over 3 months)	148	125	159	146
Expert exchange (less than 1 month)	460	552	514	469

JOB PLACEMENT

	2012	2011	2010	2009
Employment rate of graduates*	83 %	86 %	84 %	87 %

RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITIES

	2012	2011	2010	2009
Commissioned theses	78 %	78 %	78 %	72 %
Publications	114	95	104	201
Share of external funding	55 %	56 %	55 %	46 %

* Compiled from HAAGA-HELIA graduation surveys, covering job placement of recent graduates. Survey response rates vary from 61-63 percent.



LED BY SERVICE AND SALES – BUSINESS EDUCATION

Our operating year 2012 was a year of positive developments. The new curricula proved their worth and, in relation to them, we continued focusing on studies that advance professional expertise in order to clarify the mutual profiles of three facilities.

We enhanced the utilisation of the summer term and added new online courses to the selection. We also reformed examination procedures by introducing the examination database and the examination aquarium, an online examination place not restricted by specific examination dates or times.

We supported study progress and graduation in various ways and initiated the reform of all of our internal processes from the standpoint of graduation and progress. We implemented a portfolio-type final project, organised additional ways to complete courses, and continued the development of entrepreneurship train-

ing. Despite extensive activities and the large number of development projects, we managed to achieve a good financial result.

We followed the strategy and focused on the development of service and sales thinking in particular. We finalised service and sales specialisation studies, which were also implemented as staff training.

We continued the development work of a certificate to support sales and service thinking. We also went through all of our degree programmes from the standpoints of service and sales in order to guarantee the service and sales expertise of all HAAGA-HELIA students and staff.

CO-OPERATION AT THE CORE OF PROJECTS

During the operating year, we made strong progress in the development of business co-operation and named the people responsible for leading business co-operation projects.



BUSINESS EDUCATION

BUSINESS EDUCATION PREPARES STUDENTS FOR EXPERT POSITIONS IN BUSINESS AND ADMINISTRATION. SPECIALISATION OPTIONS INCLUDE MARKETING, SALES, FINANCIAL ADMINISTRATION, STAFF ADMINISTRATION, LOGISTICS, BUSINESS COMMUNICATIONS AND INTERNATIONAL BUSINESS.

STUDENTS BRAINSTORMED AN AD CAMPAIGN

Many people feel that dogs are expensive purchases. This is why puppy mills that produce puppies quickly and cheaply find plenty of customers. However, dogs that were bred in bad conditions may have many kinds of health problems. The Finnish Federation for the Animal Welfare Associations (SEY) and the Finnish Veterinary Association wanted to address this issue. The practical planning and implementation of the 'Don't buy a caged dog' ('Älä osta koiraa häkistä') campaign was carried out by marketing and business communications students at HAAGA-HELIA University of Applied Sciences. The campaign was integrated into several courses in 2012 and will continue in 2013.

- This project was educational and quite challenging, but also rewarding due to its focus on working life, said student Kiira Keski-Hakuni.

Nearly all of our RDI projects are based on business co-operation. During the operating year, we completed several projects connected to advertisement and business communications, sales, marketing, services, financial management and responsibility. We also built commercial products based on projects, such as a half-day training product for the management of difficult customer situations. Throughout the operating year, we assessed our projects from the standpoints of both ECTS credit production and commercialisation.

The role of internationalism in our activities continued to grow. We continued our strategic co-operation with Reutlingen University and participated in AHELO preliminary studies on a large scale. The AHELO project aims to develop PISA-type study for higher education. Most of the projects of the operating year were directed towards the global market, and the international IMDA World Business Congress in July attracted over 140 attendees from 40 countries.

WINDS OF CHANGE IN ADULT EDUCATION

We completed the preparations for the adult education module project during the operating year, and the first students started in January 2013. It is a joint project of business education and information technology that allows students to complete the modularised degree in a little over two years if they wish.

We also achieved good results in our open university operations, with a special focus on emphasising the 'open pathway'. A student at the HAAGA-HELIA Open University of Applied Sciences can become a degree student without an entrance examination with only an interview after having completed at least 60 ECTS credits worth of 'pathway studies'.

Our operating year was busy, with a focus on the future. Throughout the year, our aim was to improve our efficiency, prepare for the challenges of the coming years and further strengthen our national and international competitiveness.



GREAT SUCCESS WITH GRADUATION SUPPORT

During the operational year we focused on ensuring the smooth progression of studies and advancing field-specific specialisation studies. Procedures for recognising and validating prior learning (RPL) were made clearer and more effective. We supported graduation by providing instruction in small groups, implementing compilation final projects and increasing the proportion of training taking place at companies. A record-breaking 250 Bachelors of Hospitality Management graduated from our unit.

We created and updated descriptions of the service and sales competence produced by the curricula at the level of study modules in all our training programmes based on the results of the HAAGA-HELIA Sales and Service Skills – HH3S competence mapping. We increased our co-operation with business by signing new partnership agreements and by planning and implementing flexible training modules for companies.

ACTIVE WORKING-LIFE CO-OPERATION

Together with our corporate partners, we studied the effect of sales work at restaurants on customer satisfaction and inclination to buy and investigated the views of waiters on the barriers to active sales work. In May, we launched the projects 'Logistics to the kitchen door' ('Logistiikkaa keittiön ovelle'), which develops raw material logistics between wholesalers and restaurants. For the FOOD&TRAVEL (RUOKA&MATKAILU) project, we acquired 14 travel companies, whose management was interviewed and operating environment and processes observed. The main objective of the project was to highlight the importance of food as an intrinsic part of the travel experience

In the SigmaGamma project, we developed an e-learning platform based on user-orientation and compatible with a variety of terminal equipment, and tested the use of tablet computers as learning tools. Based on the results of the FUTUAeroport project, we



HOTEL, RESTAURANT AND TOURISM MANAGEMENT EDUCATION

THE HAAGA CAMPUS FOCUSES ON THE HOTEL, RESTAURANT AND TOURISM FIELDS. THE DEGREE PROGRAMMES PROVIDE GOOD PREMISES FOR WORKING, I.A., IN MANAGEMENT AND SUPERVISOR POSITIONS, AS A CHEF AND IN VARIOUS EXPERT, PLANNING AND DEVELOPMENT DUTIES.

THE FUTURE OF HOSPITALITY

In spring 2012, HAAGA-HELIA invited international top experts in hospitality to discuss the future of the field. Held at the Haaga campus, the Future of Hospitality panel discussion included five interesting experts from the United States, the Netherlands and Switzerland. They shared their inspiring stories and encouraged HAAGA-HELIA students to acquire diverse experience. The students asked the experts for tips in finding work and networking. Professor Frederick DeMicco from the University of Delaware Department of Hotel, Restaurant and Institutional Management advised students to observe their surroundings, which are constantly changing.

- We must read the papers every day and apply the emerging trends to the field, he said.

Reto Wittwer, President and CEO of the Kempinski chain luxury hotels, told the students to consider their career choices early enough, follow their own path and build their international career with determination.

organised a final seminar in co-operation with Service Select Partners and Finavia.

In the Entrepreneurship (Yrittäjyys) project we gave tourism management students the opportunity to test entrepreneurship through a cooperative. Ten students have participated so far, and in future the operations will be expanded to other training programmes as well. In the 'Sprout EER2012' ('Verso EER2012') project we modelled, tested and developed existing and new methods for recognising and supporting entrepreneurship, especially growth entrepreneurship, with our partners.

We work in close co-operation with EnterpriseHelsinki and the Jyväskylä Tiimiakatemia. We also helped plan a new degree programme to support entrepreneurship, in which studies are started through the Open University of Applied Sciences and development projects are for the student's own company. The target group is professional athletes and people who are switching careers.

INTERNATIONAL VISITS AND CO-OPERATION

We organised an international summer school for adult students in co-operation with NHTV Breda, IMC Innsbruck and EHTe Tallinn with the theme of Communication in Leadership.

In the spring, Master's degree students from Institut Paul Bocuse completed a five-week study module as part of their studies under the instruction of Haaga experts. We worked together with Rotterdam Business School on development projects for Finnish travel companies. We participated in the preliminary stage of a college project focused on education export to Saudi Arabia.

Based on the results of the 2011 IELTS language tests, we offered language training to our experts. Olaf Hermans from NHTV Breda spent the autumn at Haaga as part of a long-term teacher exchange.



INNOVATIVE SERVICE-CONCEPT DEVELOPMENT AT THE SERVICE LAB

In autumn 2011, we started a Service Lab ('Palvelu Lab') project to develop new expertise with 11 local businesses and organisations. The project investigated how to create innovative service concepts, what young users expect from the services of the future and how to teach service design. During the project, an idea was created of a new development model where client understanding, innovation work and experimenting take turns and constantly move towards the goal – a new, innovative service concept. This model emphasises the client's role, ability to question and innovate, and courage to test ideas and operating methods as quickly as possible.

The Service Lab studied young people as users of services, especially restaurant and banking services. Over 60 students from five degree programmes participated in the work. The goal was to study the key methods of service design and put them into practice.

Our partner organisations have amassed a great deal of expertise in service design and development through co-operation. Service experiments have also encouraged them to try out new things and reform their service thinking. The Service Lab project has given HAAGA-HELIA practical experience with the functionality of service design methods in service development and teaching. The project also helped us discover how new services are developed, what kind of expertise it requires and how well various tools work in different contexts.

ACTIVE IN REGIONAL DEVELOPMENT

In summer 2012, we collected the material for the 'Tourist flows in Uusimaa' ('Matkailijavirrat Uudellamaalla') project. The material was collected from visitors staying at five hotels in Helsinki, Espoo and Vantaa. We received the first preliminary results at the end of the year and carried out the analysis in early 2013. The project was funded by the Uusimaa Regional Council, the Finnish Tourist Board and HAAGA-HELIA.



BUSINESS AND TOURISM EDUCATION, PORVOO

THE PORVOO CAMPUS OFFERS TOURISM AND BUSINESS STUDIES IN FINNISH, SWEDISH AND ENGLISH. IN THE DEGREE PROGRAMME IN BUSINESS, STUDENTS CAN SPECIALISE IN INTERNATIONAL COMMERCE AND MARKETING, CORPORATE FINANCIAL ADMINISTRATION OR SMALL BUSINESS ENTREPRENEURSHIP. IN THE DEGREE PROGRAMME IN TOURISM, IN TURN, STUDENTS CAN SPECIALISE IN SALES AND CUSTOMER SERVICE, TRIP ADMINISTRATION, TOURISM SERVICE DEVELOPMENT AND EVENT ORGANISATION.

EXPERTS OF CULTURAL EXPORT

The Culture Export Management specialisation programme was developed in co-operation between HAAGA-HELIA University of Applied Sciences and ACE Production Oy. Launched in autumn 2011, the two-year project will train experts of cultural export for the global market. The students have taken part in projects that exported plays and musicals to Germany, Russia, Scotland and China, for example. They also map the cultural markets of the target countries and investigate the special characteristics of cultural export.

- Culture is considered to be one of the fastest-growing fields of business in the world. The Finnish market is small and packed, so we must have the courage to expand our goals beyond our borders. That is why we must also train experts for this field, says ACE Production CEO Johan Storgård.

CREATING NEW EXPORT

One of our clients in the autumn term was the well-known Porvoo family business Brunberg Oy. Second-year international business students helped the company enter the global market. The students carried out market studies regarding potential export to Sweden, Norway, Russia, Singapore and Japan. They also compiled a detailed internationalisation manual to facilitate the company's futures export activities.

The Culture Export Management programme, which was designed and implemented in co-operation with ACE Production, progressed according to plan. The students in the pilot programme applied their cultural export theory studies through research projects and work placement in Finland, Germany, the UK, Russia and China. The Culture Export Management programme is the only education path in Finland where students specialise in the export of Finnish cultural products.

OPENINGS TO THE FUTURE

The StartUp School learning environment conceptualised by HAAGA-HELIA to support entrepreneurship achieved excellent results during its very first year: eight new companies were established, two idea camps were organised with 24 students, 16 received individual instruction and 349 ECTS credits were completed. Students experimented with entrepreneurship by organising a restaurant day at the Porvoo Campus. The event surprised us all with its success – 18 restaurants participated, and there were over 500 visitors!

In the spring, the Ministry of Education and Culture announced that HAAGA-HELIA's responsibility to provide instruction in Swedish would be removed at the beginning of 2013. A bilingual business sector and public sector constantly require bilingual professionals. We will immediately start planning replacement instruction. The degree programme in business starting in autumn 2013 will be the first education path to produce bilingual Bachelors in Business Administration.



ICT TRAINING IN A CHANGING WORLD

With the progress of digitalisation, the importance of ICT in business keeps increasing and the competence requirements are constantly changing. To ensure that our training is up-to-date, we updated our profile that guides training contents.

We implemented our IT software in Finnish and English and in multiform to enable studying while working. Our higher Master-level training programmes included comprehensive information system expertise and the Information Systems Management programme, which focuses on international IT and service management. The IT Service Management Forum honoured our new ISM training programme for its work in promoting IT service management training.

Our aim was to increase the number of degrees, and in fact we had a record-breaking number of graduates. We adopted the active guidance model of final projects.

For multiform teaching, we built flexibility, diversity and a modular degree structure that supports 'FastTrack' progression. We launched the implementation of a proactive customer and guidance service and increased the number of alternative ways to complete studies. We highlighted sales and service expertise in our selection and prepared an ICT-oriented sales study module that is unique in Finland.

DEVELOPING THE BUSINESS OF COMPANIES

Central parts of our operations include research and development services for the utilisation of ICT solutions in the development of products and services, operating models and business. We implemented many kinds of business co-operation within the framework of HAAGA-HELIA's new partnership model.

Our RDI activities were focused on three programmes: modern development environments as enablers of business, mobile and cloud services, and international ICT operating models. The Softala learning and service



INFORMATION TECHNOLOGY EDUCATION

THE DEGREE PROGRAMME IN INFORMATION TECHNOLOGY TRAINS PROFESSIONALS FOR THE INFORMATION TECHNOLOGY SECTOR. SPECIALISATION OPTIONS INCLUDE SOFTWARE DEVELOPMENT, ONLINE MULTIMEDIA, COMMUNICATIONS NETWORKS AND ENTERPRISE APPLICATIONS.

SOFTALA BRINGS REAL WORKING-LIFE PROJECTS INTO THE WORK ENVIRONMENT

Softala is a new service concept aligned with HAAGA-HELIA's strategy for sales and service business and new solutions in learning. The purpose of Softala is to promote the birth of new entrepreneurship and business, especially in the SME sector, but larger companies are also welcome to participate.

- Softala gives students the opportunity to work in real working-life projects and create direct contacts to companies while they're still studying, says Degree Programme Director Minna Kivihalme.

Students can also test their own business ideas at Softala in co-operation with the HAAGA-HELIA StartUp School. Softala projects are implemented with expert teachers in co-operation with the client. The normal project duration is one term (approximately 6 months), but separate arrangements can be made for further development work, and companies are welcome to work with Softala on several occasions. Companies founded by students can also take responsibility for the further development of projects.

environment has proven to be an excellent environment where students can carry out programming projects for client companies. We developed a new kind of mobile route service and cloud service business models for travel industry in co-operation with our tourism and hospitality unit along with Nokia, Natura Viva, Karttakeskus, and Vaadin Ltd.

We organised several cutting-edge seminars on topics like CyberSecurity, Realtime Economy, ICT services, the internalisation of the ICT field and mobile tourism. Participants included our strong partners in various fields, such as F-Secure, Atea, Microsoft, Fujitsu, Intel and Outdoors Finland. Our business co-operation was also active in the form of practical training positions and joint study modules with Accenture, IBM, CGI/Logica and Sovelto. We also participated in the Academy programmes of international companies and collaborated with ICT organisations. We were part of the ICT cluster of the Finnish Strategic Centres for Science, Technology and Innovation (ICT SHOK) coordinated by TIVIT Oy.

As a new area, we produced commercial services for launching new digital services, mobile marketing, the sales and service competence of ICT professionals and agile programming projects.

AT THE CORE OF INTERNATIONALITY

The ICT field is extremely international, and people in the field must be able to operate in a global environment. We co-operate with approximately 30 international institutes of higher education in the form of expert and student exchanges. Over 10% of our students are foreign. Last year, we organised the annual International ICT professional module, which involved institutes of higher education from Denmark, Spain and the United States. We organised the first ICT Goes International event, which gained visibility in the media of the field. Our teachers and students took part in the Cebit event and the Computer Science Education conference in Singapore.



CLOSER CONNECTIONS TO WORKING LIFE

Our orientation towards working life was reflected in our increasingly close co-operation with businesses and other work communities. All in all, we completed approximately 15 man-years of work for business through various items of student work in several languages, including journalistic projects, working-life projects in languages and main subjects, and the organisation of corporate events. The English-language Master's Degree Programme in Communication Management, which was launched in the autumn, attracted approximately twenty students who are combining their studies with work.

MAIN SUBJECT STUDIES THROUGH WORKING-LIFE PROJECTS

In management assistant training, we initiated main subject studies according to the new curriculum, which we implemented entirely through working-life projects. For example, students of marketing and organisational communication and public relations gave the client,

YLE, fresh ideas in projects that were completed as group work.

The co-operation project 'From strategy to practice' ('Strategiasta käytäntöön') sought new ways to develop the implementation of organisational strategies. Over a period of two years, more than 30 students completed their theses for various degree programmes involved in the project. The result was a publication entitled *Tehoa ja iloa strategiatyöhön* (Effectiveness and joy for strategy work), which won the annual STTK and Arene grant for the development of information for working life.

In journalism, we started using the Neo publishing system and started work to create a practice editorial office where students could get a feel for the routines of modern publishing. We also refreshed the concept and layout of the *Tuima.fi* online magazine, which is linked to journalism and writing studies. We also included more creation and production of videos in studies,



MANAGEMENT ASSISTANT AND JOURNALISM EDUCATION

STUDENTS IN THE DEGREE PROGRAMMES IN MANAGEMENT ASSISTANCE AND LANGUAGES TAUGHT IN FINNISH AND ENGLISH WILL GRADUATE AS MANAGEMENT ASSISTANTS. THE UNIT ALSO PROVIDES A DEGREE PROGRAMME IN JOURNALISM, FROM WHICH STUDENTS WILL GRADUATE WITH THE PROFESSIONAL COMPETENCE REQUIRED IN JOURNALIST WORK.

MENTORS BRING WORKING-LIFE KNOW-HOW INTO EDUCATION

The working-life mentor activities of Management Assistants Studies began in 2005 in collaboration with the Aito HSO alumni association and trade union. Each year, Aito HSO finds working-life mentors for groups that are starting Management Assistants Studies, and the mentors work closely with the students during the first term.

If possible, students also get a tour of their mentor's workplace.

- The working-life mentor system gives students the opportunity to get a concrete feel of the profession and someone who they can ask about the work. This kind of information cannot be found in books, says HAAGA-HELIA's first working-life mentor, Project Secretary Anne Jaakkola from the Office of the President of the Republic of Finland.

The HSO foundation awarded HAAGA-HELIA's Management Assistants Studies working-life mentor system a 2012 HSO Reward for promoting the development of assistant training.

which in turn strengthened the students' competence in multi-channel editorial reality.

We organised the second Journalism Seminar, which attracted students from all years and editorial staff to discuss the changes in a journalist's job description. The special guest was Huffington Post columnist Ahmed Shihab-Eldin, who spoke about the background of the events of the Arab Spring, among other things.

STUDIOUS DEVELOPMENT

The 'Expanding story' ('Jutusta moneksi') project gathered many journalism teachers together to study the implementation of the new publishing system, describe the movement of metadata and develop the system and business of our partners. In the future, a whole new kind of learning environment will be built around the system.

The 'Assistant 2020' ('Assistentti 2020') project and the related online brainstorming event focused on the

future of assistants' work and the future needs of assistant training. Over 1,000 people participated in the brainstorming, one-third of them from abroad. The author of a thesis based on the brainstorming assessed competence needs by comparing responses to previously published studies that mapped the work of the future. In connection with the project, we organised an Assistant 2020 panel introduced by figures from business, futures and competence research and public administration.

INTERNATIONAL CO-OPERATION IN VARIOUS ORGANISATIONS

We were actively involved in the international activities of our fields of education through events organised by EJTA (European Journalism Training Association), EUMA (European Management Association) and SPACE (European Network for Business Studies and Languages). Our students were also actively involved in international co-operation.



STUDENT PREPAREDNESS AT AN EXCELLENT LEVEL

We provided education leading up to degrees in sports studies through daytime teaching and multi-form teaching. The students had an excellent level of preparedness, and we exceeded our degree target. The autumn saw the first graduates of the English-language Master's degree programme.

One group of students completed the sports journalism specialisation studies, and a new programme was launched in September. We produced sports marketing specialisation studies in co-operation with the JAMK University of Applied Sciences. We continued our collaboration with other HAAGA-HELIA units, the faculty of tourism and hospitality at Lahti University of Applied Sciences and the Sports Institute of Finland on the teaching of sports tourism, well-being at work and media.

In the autumn, we carried out reorganisation at the Vierumäki campus as part of a pedagogic develop-

ment programme. The coaching students of the English-language programme and their teachers moved to the renovated facilities at the Vierumäki Arena. The arena also hosts the International Ice Hockey Centre of Excellence and various experts of the Sports Institute and various sports associations. In the autumn, our students worked in development and expert positions, completing most of their studies in different collaboration projects. We also reformed the work methods of multi-form teaching by grouping study modules into larger thematic units and increasing co-operation with the employers of adult students.

INCREASED WORKING LIFE CO-OPERATION

Our RDI activities increased further in the past year. Within the Sport Events project we implemented several information-acquisition and development projects at the European Football Championship in Poland and the Ukraine, the Neste Oil Rally Finland and the Ice Hockey World Championship, among others. The experiences gained in the project enabled us to produce



SPORTS EDUCATION, VIERUMÄKI

STUDENTS FROM THE VIERUMÄKI UNIT GRADUATE AS SPORTS PROFESSIONALS. ALONG WITH VERSATILE SPORTS COMPETENCE, THE STUDIES FOCUS ON INTERACTION SKILLS, LEADERSHIP, ENTREPRENEURSHIP, GLOBALISATION AND LANGUAGE PROFICIENCY.

THE FIRST STUDENT COUNSELLORS GRADUATED FROM THE SCHOOL OF VOCATIONAL TEACHER EDUCATION

Vierumäki has been offering the English-language European University Diploma in Adapted Physical Activity (EUDAPA) programme since 2010. Approximately 15 teachers and 10 students from our European partner universities take part in the programme each year.

Finland contributes the same number of teachers and students. The programme is worth 60 ECTS credits, half of which are completed during 13 weeks of intensive training in Vierumäki. Part of the studies is completed at the student's own school and during a related work placement.

The studies in Vierumäki include theory, visits to various institutions such as prisons and psychiatric care facilities, and 5–7 practical projects.

- Our goal is to give these future professionals tools that enable them to work with people who need applied sports for various reasons, says lecturer Jyrki Vilhu.

new customised development projects and expand our selection of paid service operations. In November, we organised the annual Future of Sport Marketing seminar with the Sport Business School Finland network, starring several international top-class experts of sports marketing and sponsorship.

We successfully completed the projects 'Vierumäki A' and 'No coach needed – youth exercising independently' ('Omin avuin – nuoret itsensä liikuttajina'). We presented our results at the Lahti Science Day. We concluded the 'Drama from stories' ('Tarinoista draamaa') project by participating in the development of drama workshops for the coaches and athletes of the Eastern Finland Sports Institute ISLO.

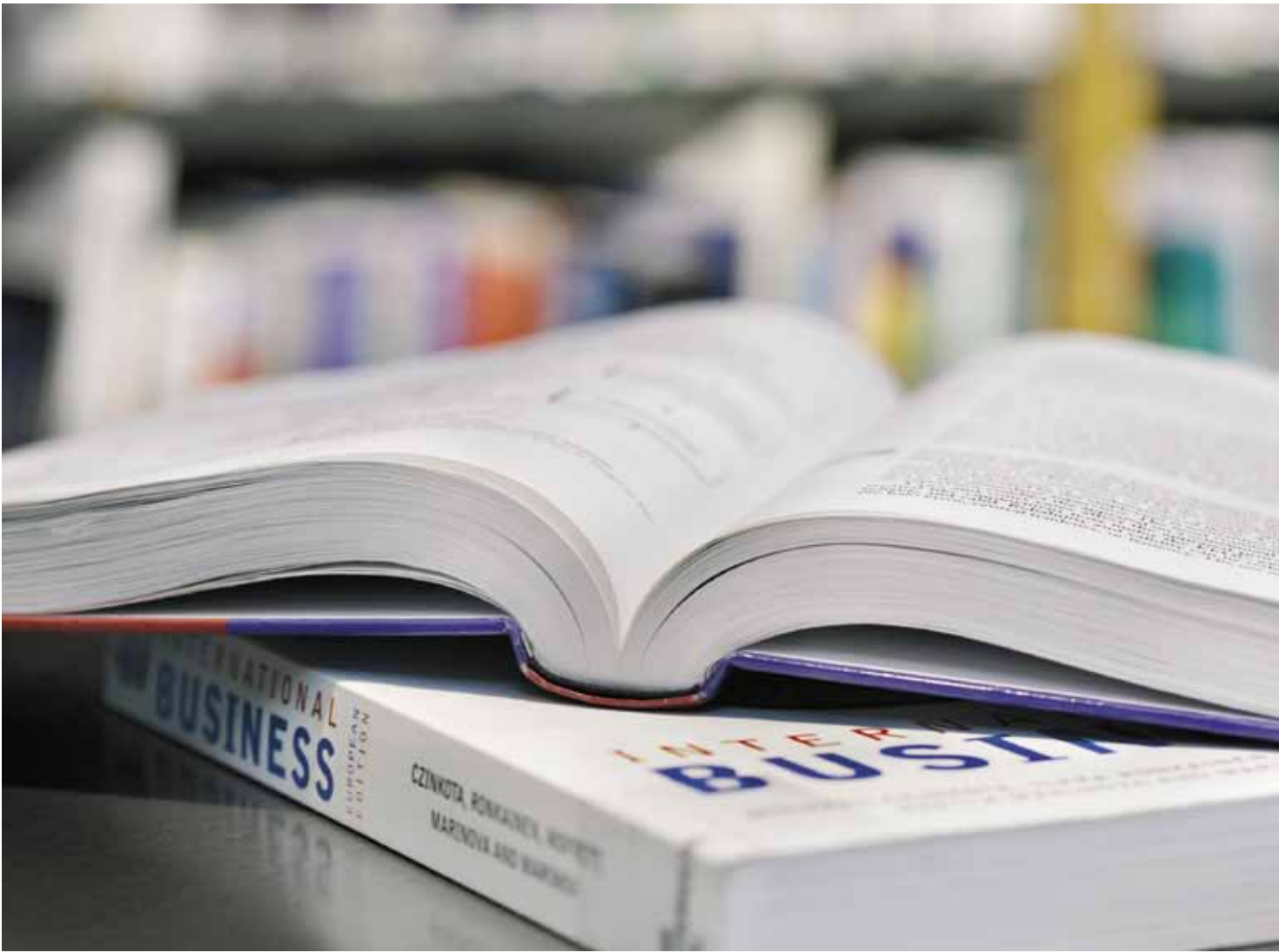
Co-operation with the International Hockey Federation continued extensively. Our expert has worked as a developer of the coach training of the Finnish Ice Hockey Association under a co-operation agreement. In Sportpolis co-operation, we took part in organising

the first international Sport Inno Camp and continued product-testing targeted at business. We also participated in the work of the regional work groups and organising the Lahti Science Day in November.

STUDENT EXCHANGE CONTINUED TO FLOURISH

There were more than 20 foreign exchange students studying in Vierumäki, and dozens of our students were abroad as exchange students or trainees. In the spring, we organised an international EUDAPA programme in adapted physical activity taught by 13 visiting foreign professors and several Finnish experts.

In the summer, we helped organise an international sports teacher seminar in Vierumäki with over 200 participants from all over the world. Both our staff and students took part in the annual EASM conference in Denmark.



RECORD NUMBER OF COMPLETED DEGREES

The School of Vocational Teacher Education had a record number of graduates: 290 teachers, 31 special-needs teachers and 15 student counsellors. We adopted an updated, skills-oriented curriculum whose key competence areas include guidance and teaching skills, community and networking skills and research and development activities.

Students were given opportunities to advance their skills in entrepreneurship training projects, international co-operation or working life co-operation. Students have also gained competence and professional skills through earlier education and work experience. The graduation ratio of teacher education has been good.

During the year, there were a total of 45 trips abroad from the School of Vocational Teacher Education. This included teacher exchanges, participation in

conferences, trade fairs and seminars, project meetings and co-operation negotiations. Destinations included our neighbouring countries and Europe as well as South Korea, Saudi Arabia, USA, Australia, Chile, South Africa and Namibia.

Finnish vocational teacher education raised wide-scale interest from foreign teacher schools, teachers and administrators, which translated to a large number of visitor groups. During the past year, we trained 20 vocational teachers from Saudi Arabia and organised Erasmus exchange studies for three Austrian teacher students.

A FESTIVE SUPPLEMENTARY TRAINING YEAR

The School of Vocational Teacher Education had 1,640 supplementary training students in 2012. We strengthened our position in competence-based qualification training. In the spring, we organised the national



SCHOOL OF VOCATIONAL TEACHER EDUCATION

THE SCHOOL OF VOCATIONAL TEACHER EDUCATION PROVIDES PEDAGOGICAL EDUCATION FOR TEACHERS OF DIFFERENT SUBJECTS IN VOCATIONAL INSTITUTIONS AND UNIVERSITIES. IN ADDITION, IT PROVIDES GOOD PREREQUISITES FOR VARIOUS EXPERT POSITIONS AS WELL AS RESEARCH AND DEVELOPMENT PROJECTS.

THE FIRST STUDENT COUNSELLORS GRADUATED FROM THE SCHOOL OF VOCATIONAL TEACHER EDUCATION

With support from the Ministry of Education and Culture, we have planned and implemented a 'Main career project' ('Pääurahanke') involving student counsellor education. The launch of the programme was preceded by a great deal of preparations and planning work in 2010–2011. The instruction of the first group was mainly the responsibility of Päivi-Katriina Juutilainen, Heikki Pasanen and Merja Alanko-Turunen. Special attention was paid to the needs of the Helsinki Metropolitan Area in the student counsellor education.

graduation festival for specialists in competence-based qualifications in co-operation with other schools of vocational teacher education and the Finnish National Board of Education.

We also organised a symposium to celebrate 10 years of co-operation between the Helsinki Metropolia University of Applied Sciences and the HAAGA-HELIA School of Vocational Teacher Education and 10 years of music pedagogy training.

DEVELOPMENT AND INNOVATION ACTIVITIES

We launched an ESF-funded project 'We can' ('Osa-taan'), which develops competence assessment and indicators in collaboration between universities of applied sciences and working life. Nine Finnish universities of applied sciences are participating in the project. On-the-job learning is being developed with funding from the Nordplus Horizontal programme in a co-operation

network that includes representatives from teacher education and vocational schools in Norway, Sweden and Estonia. The proportion of external funding in all of our RDI activities was 65%.

The results of RDI projects were shared and distributed through project seminars, publications and conferences. We published a book printed by Edita: *Ammattikorkeakoulupedagogiikka 2 (Pedagogy at universities of applied sciences 2)*, which discusses current issues in pedagogy at universities of applied sciences.



THE WORLD DESIGN CAPITAL YEAR GAVE VISIBILITY TO HAAGA-HELIA'S RESEARCH AND DEVELOPMENT PROJECTS

WDC Helsinki 2012 was an important showcase for HAAGA-HELIA. Seven research, development and innovation projects were chosen for the WDC programme: Future conference hotel of tomorrow, Porvoo Campus, Symbio Living Lab, FutuAeroporto, Experiential street-level shops, the Metropolitan brand and Suomenlinna – not just a picnic spot. The projects were visible in dozens of events throughout the year at HAAGA-HELIA campuses and at various professional events and in the media in the Helsinki Metropolitan Area and Porvoo.

The WDC year was not only a communications effort for HAAGA-HELIA but also a push to increase co-operation between units and RDI projects. Thus the main message of the WDC year, 'We design the change', certainly describes HAAGA-HELIA's strong intention to be involved in developing and influencing things in the future as well. Anything is possible, as long as we want it and work together to reach our goal.

RESEARCH AND DEVELOPMENT CENTRE RDI FOCUS PROJECTS RENEWED WITH OUR PARTNERS

The past year saw the RDI foci being updated and refreshed together with our partners. Preparations commenced for the new results-based RDI funding model of universities of applied sciences by further strengthening our focus areas and fund-raising skills in relation to external funding.

The integration of RDI activities into teaching and orientation towards three focal areas are central to the operating model of HAAGA-HELIA. These areas of focus are new solutions in service and sales, new business applications and new solutions in learning.

A total of 43 individual RDI projects oriented towards these areas were successfully launched this past year. Several preparation projects were also carried out with the objective of launching a larger project. Particular focus area projects included the 'Sport Events' project for developing sports events, a Mobile Services project for producing a mobile platform for tourism and hospitality services for companies, which received funding from Tekes (the Finnish Funding Agency for Technology and Innovation), along with the FutureAirport and 'World-class Travel' ('Maailmanluokan matkailu') projects, which involved building new service concepts for several companies (new solutions in service and sales). Meanwhile, the Nemo project connected to new busi-

ness models (new business applications) and the OPIT development project of learning environments (new solutions in learning) were also set in motion. Focusing on service and sales, the 'Increasing the Finnish Economy with Sales' ('Suomi Nousuun Myynnillä') project saw its launch, the objective of which is to increase the appreciation of sales and to strengthen Finnish competitiveness. Furthermore, this past year also saw the implementation of the 'Customer 2012' project, where a new partnership model was built at HAAGA-HELIA.

The Helsinki World Design Capital 2012 programme offered many opportunities for active participation, with a total of seven HAAGA-HELIA projects successfully gaining WDC status. These involved the development of Suomenlinna as a travel destination, conference facilities of tomorrow, service production of street-level shops, the Metropolitan brand, the airport and learning environments of the future.

Two projects funded by Tekes ended during the year: 'Conference Hotel of Tomorrow' ('Huomisen kokoushotelli') and ServBis (service expertise for SMEs). The 'Conference Hotel of Tomorrow' project resulted in a brand new conference-facility and service concept and a new job description of 'meeting designer' for meeting service providers. The ServBis project brought about collaboration with a further eight companies

RESEARCH AND DEVELOPMENT CENTRE

THE RESEARCH AND DEVELOPMENT CENTRE COORDINATES AND PROMOTES THE R&D&I ACTIVITIES OF HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES AND PROVIDES TRAINING AND CONSULTATION SERVICES AS WELL AS EMBA PROGRAMMES AIMED AT BUSINESSES. THE CENTRE ALSO COORDINATES, MARKETS AND SELLS HAAGA-HELIA'S INTERNATIONAL EDUCATION EXPORT PRODUCTS AND SERVICES.

that sought the development of tools to facilitate and systemise the service business development of SMEs. An international follow-up project was launched based on the project's results. Within the framework of the TEKES SHOK/TIMIT co-operation, HAAGA-HELIA participated in the first phase of the TIMIT Digital Services research programme by developing digital services for small enterprises.

The ESF project 'Quadruple Helix of Universities of Applied Sciences' promotes user-driven innovation activities in Living Lab environments. Achieving its results during the year, these were presented at the Living Lab Expo event at the Porvoo Campus. Additionally, the project resulted in the publication of a handbook, ('Living Lab at universities of applied sciences/'Living Lab ammattikorkeakoulussa'), the productisation of developer and operator training, and the creation of an online quality barometer and method bank. Furthermore, the project's success saw it receiving an invitation to be presented at the European Commission's Creative Media -conference in Brussels. Following on from this recognition it was decided that the project would continue within the framework of the Living Lab network of universities of applied sciences. Based on the results of the initial project, the planning of a follow-up project was launched in co-operation with the European Network of Living Labs.

The Pasila Living Lab project, implemented in co-operation with the City of Helsinki and Forum Virium Helsinki, tested the user-orientation of the Pasila guidance service and launched the planning of the service's commercialisation with a corporate partner. The touch-screen guidance service and the website www.pasilaan.fi offer the area's operators an innovative channel for reaching both visitors to the area and its residents.

Successfully developing an internationally applicable management model for strengthening competence and directing resources for oil-spill prevention, the EnSaCo (Environment and Safety Management Co-operation on Shoreline Oil Spill Response) project organised a large,

international final seminar for partners in Suomenlinna in May. The results of EnSaCo aroused wide-scale international interest and were presented to members of the European Parliament in Brussels, and in Asia and several European countries.

STUDENT INVOLVEMENT IN RDI ACTIVITIES

HAAGA-HELIA's wide scope of involvement across many spheres also included participation in the development of the Vierumäki science and business park Sportpolis, collaborating also with the Sports Institute of Finland in the autumn on the Sport Inno Camp product development camp for supporting sports business. The camp was an overwhelming success – the business solutions that the international group of students created for our corporate partners received widespread praise. The concept will be developed further and tested together with four international corporate partners in an EU project entitled Business Innovations Ecosystems that is currently in development.

The development of entrepreneurship and growth businesses through several projects continued to be at the forefront of our priorities, with a number of worthwhile investments initiated during the year. The UAS Product Track ('AMK-tuoteväylä') project, which was partially funded by the Foundation for Finnish Inventions, involved a business idea contest that netted over 200 ideas, the best of which were selected for BOOST funding and support. Entrepreneurship from higher education was also encouraged through the SPROUT (VERSO) project funded by the Uusimaa Regional Council and HAAGA-HELIA's 'Growth and Ability' ('Kasvu ja kyky') project. In December 2012, the decision was made to regularise the operations of the Start Up School project. Elsewhere, a total of 11 publications were released in HAAGA-HELIA's publication series during the year, furthering our commitment to investing in the development of publishing activities.

In the metropolitan region, active participation was enjoyed in the steering group activities of the Katumetro - urban research programme, operating in

the thematic field of economy and competitiveness. During the year, the programme's focus project 'The Metropolitan Brand – Innovative Communication Solutions' (Metropolibrändi – Innovatiiviset viestintäratkaisut) was implemented together with Aalto University School of Business. This inspired collaboration brought about the publication of a handbook entitled ('Metropolitan brand/Metropolibrändi') in the autumn.

During the year, the results of the RDI activities were continually utilised and commercialised. The latest version of the web service for communication experts (www.biblo.fi) was completed in 2012 and launched in January 2013. Meanwhile, the Matchart service combining wine and food was commercialised in co-operation with our corporate partner.

Once again, students were encouraged to actively participate in RDI activities through their thematic thesis group activities. During the year, there were some 15 active thematic groups, in which 80 students worked on their final projects. Three significant publications were born out of these thematic groups. The RDI unit also co-ordinated the HAAGA-HELIA grants for students in 2012, with two works recognised with awards at the Thesis competition.

THE EMBA PROGRAMME WAS DEVELOPED TO MEET THE NEEDS OF BUSINESS

During the past year, our Executive MBA in Service Excellence programme continued developing in order to further meet the needs of business and students, defining a Service Excellence quality level for the programme modules in the process. The flexibility and customer-orientation of the implementation of the programme saw a significant increase.



Lars Eltvik
Managing Director
HAAGA-HELIA Global
Education Services Ltd

The Service Excellence contents of each module were renewed and concrete business development tools were developed for each module. During the year, the sales of Service Excellence products as well as individual modules increased significantly.

NEW CORPORATE PARTNERSHIP MODELS IMPLEMENTED

The past year saw the continuation of the operating model where the design, implementation and commercialisation of products and services are split between HAAGA-HELIA units with the Research and Development Centre responsible for their co-ordination. The operating model has proved very productive and profitable: all education units took part in the design and implementation of training and educational activities, and the sales of services.

Extensive corporate training programmes were implemented on supervisory work, management, customer service, development of assistance work, accounting and taxation competence, and written and oral communication. Several notable seminars were organised during the year, the most significant of which was the Business Model Innovation seminar by the business-model 'guru' Alex Osterwalder. During the year, we opened avenues for co-operation with almost 100 new clients and participated in 12 trade fairs or marketing events.

HAAGA-HELIA's corporate partnership model was renewed and a new one was launched, Premium partnership. Given the importance of currently working in collaboration with over 40 corporate partners, a part-time account manager was hired to develop and implement the customership model.

INTERNATIONAL EDUCATION EXPORT MAPPED NEW MARKETS

We implemented the sales and marketing of education export through HAAGA-HELIA Global Education Services Ltd.

During the year, we carried out our first extensive education export project to Saudi Arabia in co-operation with the TVTC (Technical and Vocational Training Corporation) organisation. In Finland, we organised customised training for teachers with Educluster Finland Ltd.

We launched several concrete actions to initiate education export in Asia. By invitation of the City of Shanghai and Finpro's Future Learning Finland programme, we participated in a seminar on developing the region's educational structures and activities. Our first Service Excellence training was held in Wuxi in summer 2012.

In Vietnam and Malaysia, we continued planning education export to the region with Finnpartnership funding from the Ministry of Foreign Affairs. In Vietnam, we launched co-operation with Da Nang University of Economics. Together we are developing new and innovative degree programmes for tourism. We also launched several subprojects for education export market assessments in South America and elsewhere, and signed a co-operation agreement with Duoc UC Santiago in order to develop vocational teacher education programmes.

SUPPORT SERVICES

STUDENT AND APPLICATION SERVICES INCREASED NUMBERS OF APPLICANTS AND GRADUATES

In 2012, a total of 10,844 degree students were enrolled in our Bachelor's or Master's programmes, vocational teacher education or specialisation studies. In addition, the HAAGA-HELIA Open University of Applied Sciences had 360 students.

During the year, we processed a total of 31,654 student applications and issued 1,980 diplomas. The Student Financial Aid Board convened eight times and issued a statement on the financial aid of 1,286 students.

The Service Centre, which offers student services for all HAAGA-HELIA students, was opened in summer 2012 in connection with the Pasila Library.

Students' well-being was supported with access to a psychiatric nurse and a part-time student psychologist. The Student Well-Being Committee convened regularly to promote matters related to students' well-being.

LIBRARY AND INFORMATION SERVICES CO-OPERATION ACROSS UNIT BOUNDARIES

The service promise of our library is 'genuinely useful'. Our queuing system ensured the smooth functioning of customer service. We established examination aquariums in connection with two libraries, where students can take electronic examinations during the library's opening hours. We also organised maturity examinations at our libraries. We shifted to an RFID system and implemented payment terminals with chip card readers at our borrowing services.

We helped organise the international IFLA World Library and Information Congress 2012 in Helsinki.

We also organised the 'Get together' event, which gathered international library professionals together to network.

User-oriented service development was tested through photographs and 'feelings jars' where people could leave feedback, among other things. During the Life-long Learning campaign week, we organised open info sessions on information retrieval for adult students.



INTERNATIONAL OFFICE CLOSER INTERNATIONAL CO-OPERATION

Our international network of over 200 partner universities offers excellent exchange opportunities for students, teachers and other staff. We started co-operation with new partner universities in Australia, China, Mexico, France and the United States. We organised a reception for our international partners at the EAIE conference in Dublin and marketed HAAGA-HELIA at the NAFSA conference in the United States.

A total of 570 students participated in student exchange or work placement abroad. In addition, 640 students participated in a short course of study abroad. We welcomed approximately 300 exchange students from all over the world, with France, the Netherlands and Germany being the countries that sent the most students.

We were the first Finnish university of applied sciences to implement the Fulbright – HAAGA-HELIA Scholar Award programme with the Fulbright Center, through which lecturers from the United States can apply to teach at HAAGA-HELIA. Erasmus student exchange had 65 participants from HAAGA-HELIA, while the Erasmus expert exchange had 25.

We produced intercultural expertise training for the staff of institutes of higher education in co-operation with the School of Vocational Teacher Education. Our goal is a deeper co-operation with our chosen partners, and we launched the development of international university partnerships by creating a set of partnership criteria.

COMMUNICATION, MARKETING AND ALUMNI SERVICES STRONG INVESTMENT IN THE UTILISATION OF SOCIAL MEDIA

During the first part of the year, we defined HAAGA-HELIA's key messages. All of the staff participated in this mindset process. Internal communication was enhanced by renovating the staff intra website. We also adopted new social media platforms, such as Twitter and YouTube. The HAAGA-HELIA blog platform was completed during the operating year. In addition to social media, our marketing also invested in regular visibility throughout the year.

We participated in several trade fairs, which were partly organised together with students. Students also helped organise our marketing tour of upper secondary education and training institutions in the Helsinki Metropolitan Area. HAAGA-HELIA was strongly involved in organising a shared career and recruitment event at the Helsinki Exhibition and Convention Centre for all Metropolitan universities of applied sciences. We implemented a shared customer relationship management system (CRM) throughout the organisation.

HAAGA-HELIA has a total of approximately 20,000 alumni. Several events, meetings and business visits for alumni were organised during the year. We also organised a gala event for alumni where we selected the alumnus of the year.

IT SERVICES FUTURE DESIGN OF LEARNING AND DEVELOPMENT ENVIRONMENTS

Information management and IT services supported the successful operations and information security of HAAGA-HELIA, being in charge of all IT resources. During the operating year, we participated in several learning- and development-environment projects and in reform projects for electronic services.

We continued the virtualisation of student workstations (VDI), and the focal point of development work shifted to teaching laboratories and staff workstations. With these measures, we helped promote the key goals of the HAAGA-HELIA strategy – students' learning, graduation and co-operation with corporate and other partners.

We improved mobile infrastructure by acquiring Windows mobile telephones for all staff members. The solution supported several electronic service projects that were launched concurrently.

To support strategic planning and management, we continued our database project and the construction of the reporting tools and views that rely on it. We actively participated in national development work regarding the compatibility of information systems, the commensurability of information and a national information resource to support higher educational institutions and the Ministry of Education and Culture.

In order to support the comprehensive development of information management, we launched systematic enterprise architecture work. During the operating year, we drew up the operational principles of enterprise architecture work and updated the information management development programme.

SOCIAL RESPONSIBILITY, QUALITY AND STAFF

STAFF

STRONG INVESTMENT IN THE DEVELOPMENT OF EXPERTISE AND WELL-BEING

HAAGA-HELIA had 706 staff members at the end of 2012. This included 409 full-time teachers and 262 staff members engaged in other duties. There were 35 part-time teachers.

According to our expertise strategy, HAAGA-HELIA staff actively developed their expertise through participation in internal and external training and degree studies. In 2012, four staff members gained a Doctorate and five a Master's degree. Ten staff members completed pedagogic studies and six completed student counsellor education.

Teachers had the opportunity to work temporarily in businesses: 21 teachers worked in business in Finland or abroad, strengthening their work expertise and the ties with our corporate partners. Training to promote pedagogic expertise was organised in workshops in various educational units.

We organised proficiency tests in English and created customised training modules based on the results. More than one-fifth of the staff has completed a proficiency test. In accordance with our strategy, service and sales training were provided to the staff. The 'Customer situations in sales and service' training was attended by both teachers and administrative and support service staff.

Supervisors took part in supervisor forums and management training courses. We designed procedures to support well-being at work. We organised joint orientation events for new employees, in addition to the orientation provided in their units. Furthermore, we provided our staff with work counselling and coaching. We also organised training with work tools, such as the social media. During the operating year, the staff also had the opportunity to take part in a variety of recreational activities.

The results of the attitude survey at the end of the year were positive. Development was also positive considering that the attitude index continued to improve slightly compared to the results of previous surveys. The results showed that our strengths include strong expertise of staff, motivation and commitment, good team spirit and work atmosphere, and willingness to work for the common good.

QUALITY SYSTEM SERVICES

QUALITY WORK SUPPORTED THE DEVELOPMENT OF STUDENTS' WELL-BEING AND SUPPORT SERVICES

HAAGA-HELIA's new feedback systems produced large quantities of feedback information regarding the quality of organisational activities and services. In addition to previous feedback on courses and graduation or from alumni, we carried out a large-scale student survey with all degree students with the well-being of students as a central theme.

With the staff, we carried out the first service development survey regarding all HAAGA-HELIA support services. The quality of HAAGA-HELIA operations and services was found to be good from the client perspective. The target level specified in our quality policy was reached in many operations, and there was very little variation in quality.

We used a new, uniform description method to update our process descriptions. In addition to the description method, the processes themselves were changed in several operations.

In order to achieve an international quality label, we launched EQUIS accreditation of the business unit to join our AACSB accreditation at the end of the year. Both processes involve many steps and require several years of work. We also mapped accreditation options for our eMBA programme.

SOCIAL RESPONSIBILITY

RESPONSIBLE BUSINESS AS PART OF EDUCATION

HAAGA-HELIA's social responsibility is developed through leadership, resource planning and a quality assurance system. The ethical principles of HAAGA-HELIA were approved during 2010. HAAGA-HELIA was the first Finnish university of applied sciences to sign the Principles for Responsible Management Education (PRME) initiative, launched by the UN and aimed at management educators.

In 2012, we organised a seminar on sustainable development with Marc Pfitzer from Austria and Christian Kowalkowski from Sweden as the keynote speakers. We teach responsible business at the Business Education Unit, but the instruction has been expanded to other degree programmes as well. We are committed to gradually introducing the Green Office environmental system on all HAAGA-HELIA campuses.

STUDENT UNION HELGA



A TIME OF GROWTH AND DEVELOPMENT

The operations of the HAAGA-HELIA Student Union HELGA were developed and expanded in 2012. HELGA's Council of Representatives and Board included students from all campuses, which significantly enhanced HELGA operations and communications. HELGA's Board regularised the trusteeship and guidance team and the services and events team, which further improved board operations.

During the year, the student union hired a new Secretary-General and an executive editor for the student newspaper. HELGA's representative was also elected as a board member of SAMOK, the Union of Students in Finnish Universities of Applied Sciences. HELGA's website was completely redone and the maintenance system of the membership register was changed.

As for trusteeship, HELGA actively participated in the World Student Capital project of the institutes of higher education in the Helsinki Metropolitan Area, which was a forum for promoting a student-friendly Metro-

politan Area. HELGA filled the student representatives' seats in the statutory work groups and Advisory Boards and invested in activities that increased students' social responsibility by organising a municipal election event on campuses.

In international activities, HELGA invested in communications and content production, which was reflected in improved quality and number of participants. The action groups of HELGA's international division strengthened their position in the field of student action. Tutoring was continued using tried and tested operating models.

During the year, HELGA invested in communications, service development and marketing. This significantly increased HELGA's visibility and recognisability. HELGA's attractiveness has clearly increased, and the membership grew larger than ever to approximately 3,700. The membership benefit network also grew considerably, with increased co-operation with various companies.

FINANCE



HAAGA-HELIA's earnings in 2012 were 71.3 million euro (in 2011: 66.2 million euro, and in 2010: 62.5 million euro), of which unit price earnings were 63.5 (58.4; 55.5) million euro, or 89% of the total. HAAGA-HELIA's unit price was €8,011.69 (€7,299.11; €6,997.54), and the calculated number of students was 7,928 (7,978; 7,913).

Total costs were 66.4 (63.5; 60.7) million euro. Direct personnel costs were 41.2 (39.1; 37.4) million euro, or 62% of the total costs. HAAGA-HELIA operates on leased premises, with the exception of Porvoo. Rental costs and maintenance charges amounted to 10.6 (10.4; 9.8) million euro, or 16% of the total costs.

Total earnings from investment and funding activities were 0.5 (0.3; 0.7) million euro. The market value of financial asset securities was 1.0 million euro higher than the book value. In accordance with the prudence principle, it has not been recorded in the return or the result.

The result for the financial year was 5.4 (3.1; 2.4) million euro, which was a clear improvement from what was budgeted (2.9 million euro). The result represents 7.6% of the earnings.

The balance sheet total was 37.2 (31.4; 29.1) million euro. Received advances include 1.3 (1.4; 1.4) million euro of project funds from the Ministry of Education and Culture (OKM). These funds consist of funding intended for various projects and must be allocated by the end of 2013. Accrued expenses include the calculated holiday pay debt of 2.0 (1.8; 1.7) million euro.

Return on capital was 20.0% (13.3%; 12.0%), while the equity ratio stood at 85.3% (85.2%; 81.3%).

GROUP FINANCES

The group consists of HAAGA-HELIA Oy Ab, Kiinteistö Oy Porvoon Campus and Haaga-Helia Global Education Services Ltd. Its earnings were 71.5 (66.4; 62.4) million euro. Total costs were 66.4 (63.4; 60.7) million euro. Direct personnel costs amounted to 41.2 (39.1; 37.4) million euro, and rental costs and maintenance charges stood at 10.4 (10.4; 9.8) million euro. Total earnings from investment and funding activities were 0.4 (0.1; 0.6) million euro, which does not include interest charge for capital costs. The result for the financial year was 5.4 (3.1; 2.4) million euro.

The balance sheet total was 49.7 (44.4; 44.2) million euro.

INCOME STATEMENT, HAAGA-HELIA Ltd

	Group		Parent Company	
	1.1.-31.12.2012	1.1.-31.12.2011	1.1.-31.12.2012	1.1.-31.12.2011
NET SALES	67 129 987,66	62 604 835,47	66 989 632,74	62 468 413,42
Other income from business operations	4 328 434,47	3 775 447,95	4 328 434,47	3 777 547,37
Staff expenses	-41 176 978,50	-39 134 168,55	-41 164 324,10	-39 052 408,04
Salaries and compensations	-33 761 612,97	-32 104 632,35	-33 750 731,97	-32 035 440,35
Statutory staff expenses				
Pension allotments	-5 419 957,82	-5 039 392,68	-5 418 266,38	-5 028 321,24
Other statutory staff expenses	-1 995 407,71	-1 990 143,52	-1 995 325,75	-1 988 646,45
Depreciation				
Planned depreciation	-2 432 726,75	-2 304 012,76	-1 778 936,42	-1 804 012,76
Other expenses from business operations	-22 790 721,69	-21 961 616,11	-23 471 015,73	-22 642 503,96
PROFIT / LOSS	5 057 995,19	2 980 486,00	4 903 790,96	2 747 036,03
Financial income and expenses				
Other interest and financial income	828 087,31	435 602,42	543 644,65	501 559,17
Interest expenses and other financial expenses	-447 010,61	-362 529,46	-5 843,70	-195 036,24
Financial income and expenses total	381 076,70	73 072,96	537 800,95	306 522,93
PROFIT / LOSS BEFORE EXTRAORDINARY ITEMS	5 439 071,89	3 053 558,96	5 441 591,91	3 053 558,96
PROFIT / LOSS FOR YEAR	5 439 071,89	3 053 558,96	5 441 591,91	3 053 558,96

BALANCE SHEET, HAAGA-HELIA Ltd

	Group		Parent Company	
	31.12.2012	31.12.2011	31.12.2012	31.12.2011
Assets				
NON-CURRENT ASSETS				
Tangible assets	20 738 619,01	21 419 268,58	4 306 080,71	4 351 365,47
Estates	58 975,00	58 975,00	0,00	0,00
Buildings and structures	16 200 692,89	16 798 477,55	0,00	0,00
Machinery and equipment	4 418 221,16	4 501 686,07	4 305 480,71	4 351 365,47
Other tangible assets	60 729,96	60 129,96	600,00	0,00
Securities	397 961,20	497 961,20	4 590 688,20	4 590 688,20
Shares in subsidiaries	0,00	100 000,00	4 331 165,00	4 331 165,00
Other securities and shares	259 523,20	259 523,20	259 523,20	259 523,20
Other receivables	138 438,00	138 438,00	0,00	0,00
NON-CURRENT ASSETS TOTAL	21 136 580,21	21 917 229,78	8 896 768,91	8 942 053,67
CURRENT ASSETS				
Receivables				
Short-term receivables	2 157 040,18	1 971 675,16	2 153 493,37	1 972 352,85
Sales receivables	389 157,59	560 444,42	387 831,84	559 152,92
Other receivables	4 668,39	18 336,61	4 068,16	4 215,30
Receivables from subsidiaries	0,00	0,00	0,00	17 817,16
Prepaid expenses and accrued income	1 763 214,20	1 392 894,13	1 761 593,37	1 391 167,47
Financial securities	15 851 239,86	11 766 628,32	15 851 239,86	11 766 628,32
Cash and bank deposits	10 557 225,52	8 752 933,08	10 266 577,76	8 709 817,76
CURRENT ASSETS TOTAL	28 565 505,56	22 491 236,56	28 271 310,99	22 448 798,93
ASSETS TOTAL	49 702 085,77	44 408 466,34	37 168 079,90	31 390 852,60
Equity and Liabilities				
SHAREHOLDERS' EQUITY				
Share capital	6 000 000,00	6 000 000,00	6 000 000,00	6 000 000,00
Other funds				
Scholarship fund	101 623,00	78 873,00	101 623,00	78 873,00
HH chargeable education, scholarship fund	85 000,00	100 000,00	85 000,00	100 000,00
Profit (loss) from previous year	18 368 349,80	15 314 790,84	18 368 349,80	15 314 790,84
Profit (loss) for the period	5 439 071,89	3 053 558,96	5 441 591,91	3 053 558,96
Minority shares	1 835,00	1 835,00	0,00	0,00
SHAREHOLDERS' EQUITY AND FUNDS TOTAL	29 995 879,69	24 549 057,80	29 996 564,71	24 547 222,80
PROVISIONS	151 105,47	0,00	151 105,47	0,00
LONG-TERM LIABILITIES				
Loans from financial institutions	12 013 513,27	12 513 513,27	0,00	0,00
LONG-TERM LIABILITIES TOTAL	12 013 513,27	12 513 513,27	0,00	0,00
SHORT-TERM LIABILITIES				
Loans from financial institutions	500 000,00	500 000,00	0,00	0,00
Advances received	1 983 677,28	2 585 560,62	1 983 677,28	2 585 560,62
Accounts payable	1 265 106,23	1 003 655,93	1 246 397,35	961 873,39
Other payables	1 185 480,90	1 055 459,62	1 183 670,83	1 055 459,62
Accrued expenses and deferred income	2 607 322,93	2 201 219,10	2 606 664,26	2 199 788,66
Debts to subsidiaries	0,00	0,00	0,00	40 947,51
SHORT-TERM LIABILITIES TOTAL	7 541 587,34	7 345 895,27	7 020 409,72	6 843 629,80
LIABILITIES TOTAL	19 555 100,61	19 859 408,54	7 020 409,72	6 843 629,80
EQUITY AND LIABILITIES TOTAL	49 702 085,77	44 408 466,34	37 168 079,90	31 390 852,60

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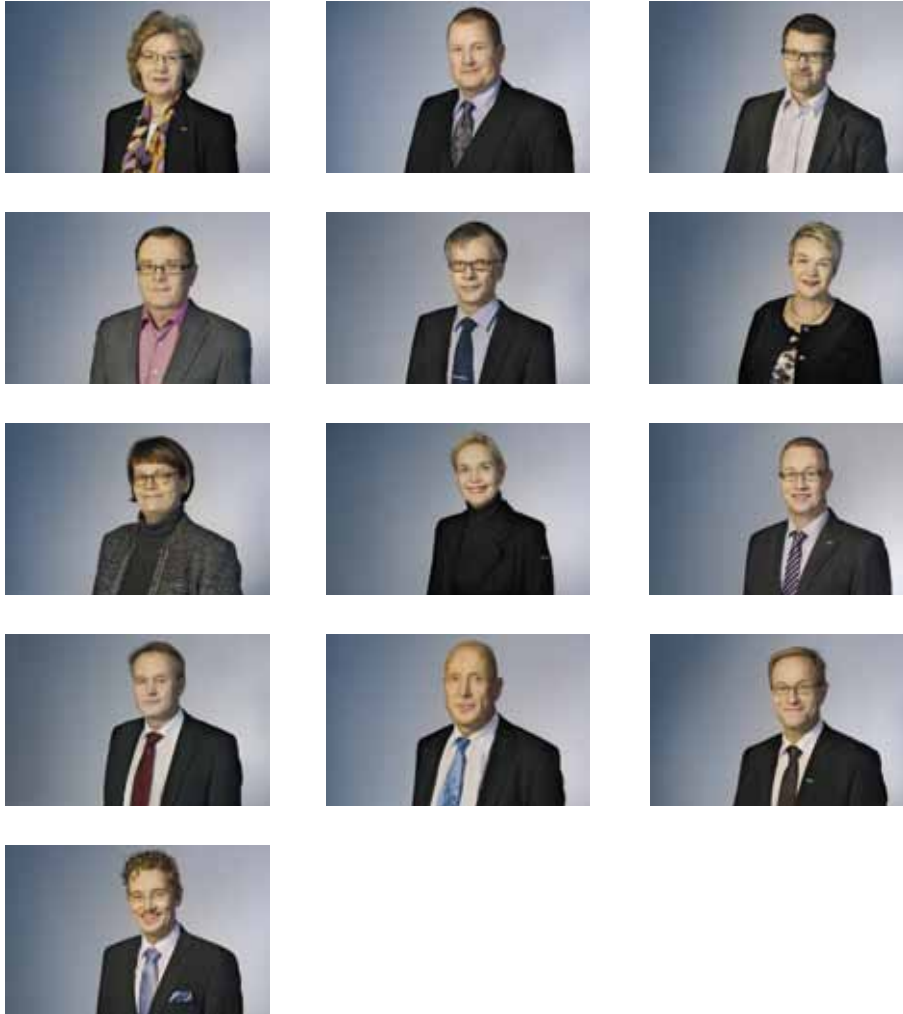
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EDITOR
Ari Nevalainen
Anna Melgin
Katriina Kodisoja

LAYOUT AND GRAPHIC DESIGN
Tommi Lalu

PHOTOS
Jarmo Teinilä
Marek Sabogal

PRINTHOUSE
Nykypaino Ltd.

HELSINKI PASILA
Ratapihantie 13
FI-00520 Helsinki

HELSINKI HAAGA
Pajuniityntie 11
FI-00320 Helsinki

HELSINKI MALMI
Hietakummuntie 1A
FI-00700 Helsinki

HELSINKI VALLILA
Hattulantie 2
FI-00550 Helsinki

PORVOO
Taidetehtaankatu 1
FI-06100 Porvoo

VIERUMÄKI
Kaskelantie 10
FI-19120 Vierumäki