

ANNUAL REPORT 2019



Haaga-Helia University of Applied Sciences



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MISSION

Haaga-Helia Opens Doors to Future Careers.

VISION

We are the most attractive and professionally-oriented Finnish institution of higher education.

SUB-STRATEGIES

Quality education with a human touch

Sales, service and entrepreneurship at the core

Innovations in networks

ENABLERS

Enthusiasm and know-how of the students and the staff. International growth together with partners. Digital solutions in services and operations.

VALUE FOUNDATION

We serve and revitalize the business community, working together responsibly and sustainably.

HAAGA-HELIA — EXPERTISE AND INNOVATIVENESS

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.





**The starting point
for our activity lies
in the needs of
businesses, whose
demands we meet with
our working life-related
higher education.**

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

As an international university of applied sciences, Haaga-Helia has over 200 partner universities throughout the world. Our degree programmes in English have foreign students from nearly 100 countries.

PREPARATIONS FOR THE NEXT STRATEGY PERIOD

In 2019, we were strongly focused on the future. We launched the planning for our next strategy period and the education reform, which aims to structure our offering to meet better the needs of working life.

The operating year was characterised by preparations for the future. The powerful drivers in our activities included us entering the second to last year of our current strategy period and the awareness of the new funding model of the universities of applied sciences to take effect in 2021 – which will have unfavourable impacts on Haaga-Helia. We launched an extensive education reform with the aim of structuring our offering to meet the demands of workplaces and the new funding model. Our first measures in the reform included reducing the number of degree programmes and defining the general competences of the Bachelor's degree programmes at the Haaga-Helia level. We also began building our new strategy jointly with our personnel, students and partners.

The 3AMK cooperation between the three large universities of applied sciences in the Helsinki metropolitan area (Haaga-Helia, Laurea, Metropolia) was deepened and we progressed in all areas of cooperation.

Projects based on artificial intelligence supporting education planning was our most visible work in terms of the society. They raised plenty of national interest and served as examples in the meeting of the Ministry of Education and Culture's administrative sector during the Presidency of the Council of the European Union in the autumn of 2019.

The number of our official partners hit the 100th mark. The multi-layered cooperation with companies helped develop our teaching and strengthen our RDI activities. The Helia Foundation once again supported our operations by granting us approximately EUR 800,000, which enabled us to carry out a number of development projects concerning digitalisation and personnel. Personnel attended training classes actively and by doing so, introduced new competence to Haaga-Helia.

Our cooperation with the student union was constructive and transparent. Student participation in our activities was

extensive. The strong support provided by Haaga-Helia's Board of Directors on our independent development and various pilots built a foundation for us as a frontline university of applied sciences.

Financially, our result was better than budgeted, and our academic indicators were as targeted. We proceeded according to plans in both the RDI operations and Commercial Services, although we did not receive an operating license for the hospitality sector institution planned in Tallinn, for reasons that were not quality-related.

We had a lot on our plate during the year of operation. We implemented a number of innovative projects in teaching, and our international visibility was good. Haaga-Helia opened doors to workplaces and built a foundation for future success as well.

Teemu Kokko
President



BUSINESS STUDIES

We have aimed at creating an environment for the business studies that would facilitate grasping the newest phenomena. Therefore, we have incorporated artificial intelligence and robotics in our teaching.

We developed a number of our operations during the year in order to ensure good academic performance and graduation of our students. To support students' graduation at the target time, we implemented the electronic Exam system for exam retakes, increasing demonstration days and promoting the recognition of competence acquired through employment. Our aim is to respond to the changing requirements of workplaces by incorporating robotics and artificial intelligence in our teaching.

We worked in close cooperation with workplaces in our RDI activities, and growing the volume of the activities was one of our main objectives. Our project base and the share of international funding instruments were expanded considerably. The three extensive research projects we had underway were IoT Rapid-Proto Labs (Erasmus+), Skills, Education And the Future of Work (Academy of Finland) and Minimalist Organizational Design (Business Finland). Several smaller projects were also carried out. Our project

volume grew by 80 % compared to the previous year.

We continued the close cooperation with businesses in teaching, commercial services and RDI activities. In the commercial services, the study coaching we provided for companies enabled us to develop their business operations and to provide personnel with new insights into work through artificial intelligence, among other things.

Internationalisation was the underlying feature throughout our operations. In August, the third group of students started their studies at our International Business (IB) programme at Universidad Mondragón-UCO in Mexico. In addition, the IB programme included a praised quality workshop with our international partners. The degree programmes in Business and Sales signed an agreement on a new Double Degree programme with the Munich University of Applied Sciences (Hochschule für angewandte Wissenschaften München) in Germany.



GRADUATES

1145 Business

30 Finance and economy
specialist degree
programme

67 Sales business

132 International business

NEW KINDS OF PEDAGOGIC METHODS TESTED IN AN ESCAPE GAME SETTING

A new kind of pedagogic innovation was piloted in the form of an escape room game, built in the basement of Haaga-Helia's Pasila campus, in which students could try out their financial management skills. In the escape game, the players solved a number of tasks with the help of tips, clues and their reasoning skills. Codes to combination locks were deciphered through financial management calculations. In addition to calculation, completing the game required problem-solving skills, creativity and cooperation.

REPACK PROJECT SEEKS SOLUTIONS TO IMPROVE CUSTOMER EXPERIENCE

In the autumn, Haaga-Helia launched the RePack project to find solutions that help deepen customer understanding and improve customer experience with regard to the environmentally friendly RePack packaging material. RePack is a packaging material, developed by the Finnish company Plan B From Outer Space Oy, that provides an alternative for disposable packaging. Companies piloting the service in the autumn included the German Zalando and the Weekday brand of the Swedish H&M.

JOINT COURSE ON USING ROBOTICS IN FINANCIAL PROCESSES WAS A SUCCESS

Together with Azets Insights, Haaga-Helia organised the "Robotiikka talousprosessissa" course related to robotics, artificial intelligence and streamlining financial management processes. The number of students in the course was approximately 20, and they were divided into seven groups for the course assignment. The course was in high demand and had more interested students than could be admitted. The role of financial experts is transforming more and more into one emphasising data and technology, which is why the understanding of processes and technologies will be increasingly important in the future.

SUCCESSFUL LAUNCH OF MULTIMODAL EDUCATION IN SPORTS

Haaga-Helia's Open University of Applied Sciences started providing multimodal education in sports at the Varala Sports Institute in Tampere. The education is primarily intended for sports professionals working in Tampere or its vicinity, who already have a Bachelor of Sports Studies degree or a further vocational qualification in sports. Our goal is for each student to accumulate a minimum of 60 credits during the academic year, which will qualify them to apply for degree studies in the 2020–2021 academic year. Approximately 30 students were included in the first implementation.

FIFTY YEARS OF HOSPITALITY MANAGEMENT EDUCATION ON THE HAAGA CAMPUS

The Haaga hospitality management campus celebrated its 50th anniversary. Our objectives during the anniversary year included increasing the public awareness of the hospitality management education in Haaga and the campus brand, as well as promoting networking in the tourism, hospitality and domestic services sector. Our anniversary year project highlighted close connections with businesses in the sector, internationality and RDI activities. One of the highlights of the anniversary year was the national RESTO 2020 competition on hospitality competence that we hosted. Pore ry, our hospitality management student association, also celebrated its 30th anniversary.

VISIBILITY FOR HOSPITALITY MANAGEMENT EDUCATION THROUGH THE RESTORACE TOUR

Visibility for hospitality management education through the RestoRace tour, designed by students of Haaga-Helia's Porvoo campus, visited ten towns where hospitality management education is provided. The tour included an event market that offered visitors completely new experiences and ideas. The goal of the tour was to highlight the versatility of hospitality management education and increase the appeal of the sector. RestoRace's main partners were Scandic Suomi and Enjoy personnel services.



GRADUATES

137 Bachelor of Business Administration

298 Bachelor of Hospitality Management

120 Bachelor of Sports studies

24 Master of Sports studies



EXPERIENCE AND WELLNESS ECONOMY

We can proudly say that we are the number one higher educational institution in hospitality, tourism and restaurant management in Finland. Our expertise is also known abroad as we have deepened and widened our international cooperation.

In Haaga, our students were enrolled in degree programmes in tourism, hospitality and restaurant management as well as in culinary management. In Porvoo, students graduated from the Bachelor of Hospitality Management and Bachelor of Business Administration programmes. Vierumäki provided education qualifying students as sports instructors. We exceeded our degree objective and also considerably increased the course offering in the Open University of Applied Sciences as well as cooperation with other educational institutions.

Last year was characterised by a number of reforms and pedagogic development. Our focus was on a competency-based approach, flexible study paths, accreditation of workplace competencies and cooperation

between campuses. The optional Experience Designer study module brought students from all of the three campuses together to develop the service business in the experience and wellness economy sector. The number of our workplace projects increased on all campuses, and the LAB8 laboratory for developing service experiences joined students, companies and experts in refining their service ideas into new products.

In education export, we proceeded according to our objectives. In China, a new batch of students completed a Bachelor's degree in the sports instructor programme in Guangzhou Sport Polytechnic in Kanton and the first students in the Chongqing University of Science and Technology started their studies in our Aviation Business partner

programme. Our pathway studies organised in Vietnam also progressed as planned.

We continued partner education in Malta and with the Institut Paul Bocuse. Other significant education partners were NHL Stenden University of Applied Sciences, NHTV Breda, IMC Krems and Hotel School Hague.

Our RDI project base was renewed and we increased the number of commercial education, research and development projects, in particular. Commercial development projects in service design were implemented with Hotel Kämppi, Musiikkitalo, and S Group. We also organised several seminar events and gained visibility in trade fairs both in Finland and abroad.

DIGI BUSINESS

For the Digi Business unit, the year 2019 was characterised by powerful development. We contributed to building a future of opportunities both in degree education and in continuous learning.

The changing competence needs of workplaces transform our study offering as well. In particular, different forms of artificial intelligence solutions are creating new competence requirements at an accelerating pace. We implemented the Basics of AI course in cooperation with Microsoft and its partner companies for the first time. The implementation successfully brought together companies needing skilled personnel and the students.

Our offering also reflected the increase in the importance of continuous learning. Digitekijä Fast Track (3AMK cooperation) and Urheilujournalismi sport journalism, our first specialisation programmes worth 30 credits, received positive feedback. We launched the implementation of the AMKoodari programme jointly with five universities of applied sciences. The goal of the programme is to expand the programming competence of citizens and to develop continuous learning guidance in part through artificial

intelligence. The interest in our learning paths has been enormous, and it has been particularly noteworthy that women have activated in learning programming skills.

The new, multicultural talents of the Finland of the future were among our key targets: We have provided journalism education for people with immigrant backgrounds and produced courses on employment-specific Finnish language skills for immigrants in the "Yritystä uralle" project. Our aim is to open hearts through language and do our part to help skilled professionals this country needs to adjust to life in the Finnish society.

Our students assisted the secretary of Finland's Presidency of the Council of the EU in all of the meetings of ministers and some of the meetings of officials. We also worked together with the Ministry for Foreign Affairs in the two-day Stronger Together – Eastern Partnership Media Conference event.



GRADUATES

436 Bachelor of Business Administration

44 Bachelor of Culture and Arts

35 Master of Business Administration



JOURNALISM STUDENTS CONDUCTED FACT-CHECKING DURING THE EUROPEAN PARLIAMENT ELECTIONS

Students of Haaga-Helia's degree programme in journalism fact-checked statements made by the media and candidates during the European Parliament elections as part of the Eufactcheck.eu project of 20 journalism education programmes in Europe. The objective of the project was to prevent the dissemination of misinformation during the EU election campaign, promote public discussion based on facts and support the media literacy of and interest in common issues of Europeans of all ages.

SUCCESSFUL LAUNCH OF THE VIRTUAL FIRST HALF MODULE

Haaga-Helia built the virtual First Half module, aimed at international degree students who pay tuition fees, in a team of 15 experts. The goal was to enable the students to start their degree studies in their home countries, should the official processing by the Finnish Immigration Service hinder the regular start of the studies in Finland. In the future, the First Half module will be used more extensively.

STUDY COACHING TARGETING CITY OF HELSINKI PERSONNEL EXCEEDED EXPECTATIONS

We organised a study coaching module of 60 credits for the IT personnel of the City of Helsinki. The 25 students who attended the coaching represented five City of Helsinki sectors. The majority of the students gave the coaching a very good or excellent score. The coaching developed the attendees' competence and increased trust in their own skills, and the group was highly motivated. Study coaching is an example of successful continuous learning.

THE FIFTH GROUP OF TEACHER EDUCATION STUDENTS GRADUATED IN SOUTH AFRICA

The fifth group of students in the teacher education programme graduated from Tshwane University of Technology in Pretoria, South Africa. The studies consist of 60 credits. In spring, we also visited the graduation ceremony of the university's teacher education programme, where 31 teachers from the partner university received a diploma from Haaga-Helia's School of Vocational Teacher Education. The principal lecturers Heli Potinkara and Päivi Aarreniemi-Jokipelto, and director Jari Laukia participated the ceremony. The feedback received from the education programme was excellent.

NEW PROGRAMME FOR UNIVERSITY MANAGERS IN SOUTH AFRICA

In August, we strengthened our commercial collaboration with Tshwane University of Technology in Pretoria, South Africa. We launched a new MBA programme named Degree Programme in Education Management. The studies consist of courses related to pedagogy and management and they are targeted for managers and directors of universities.

TOTEEMI PROJECT TO ENHANCE STUDENTS' EMPLOYMENT

We launched a project named Toteemi jointly with sixteen universities of applied sciences, two universities and Finnish Commerce Federation. We are responsible for coordinating the project. The project researches and develops practical models to combine work and higher education studies. With the help of this project, we aim to offer students more flexible study tracks, diversify the connections to working life and support students' well-being.




In 2019, Haaga-Helia was the most soughtafter university of applied sciences that organises teacher education. The number of applicants to our vocational teacher education increased considerably.



GRADUATES

358 teachers,
special-needs teachers
and student counsellors



THE SCHOOL OF VOCATIONAL TEACHER EDUCATION

The total number of applicants was 1,261, and new admissions totalled 350. During the year, a total of 324 teachers, 20 special-needs teachers and 14 student counsellors graduated from our degree programmes.

Our important themes included guidance, personalisation and the competency-based approach, and we will continue to develop these themes this year as well. We generated digital competence indicators for teacher education and the related descriptions of demonstrating competence, which we will apply to make studies progress more smoothly and to improve harmonised operating methods between the different implementations of teacher education.

We started the pilot of immersive pedagogy, in which our students themselves implement the contact sessions of their

studies. During the pilot, the students received support for assessment, planning and implementation from instructors of the School of Vocational Teacher Education.

We invested in high-quality RDI activities, for which the past year was a success. We carried out instruction-related interaction research that applies biometrics at the Haaga-Helia SalesLab. In our projects, we developed the work of teachers, rights of learners, as well as workplace and higher education pedagogy, among other things. In addition, we produced a total of 147 publications.

The year was successful financially as well. Commercially, our operations were the most active among the organisations of upper secondary vocational education. We implemented diverse competence development, for which funding was provided by the Finnish National Agency

for Education. The national "Parasta osaamista" project on the best competence was one of the significant educational modules. We also strengthened our position among companies as the demand for Train the Trainer education increased.

We continued exporting teacher education. Our cooperation with the Tshwane University of Technology in South Africa was productive. The fifth group of students in the teacher education programme graduated in the autumn. Our new programmes included the Train the Trainer programme aimed at trainers of teachers and the Pedagogical Management Master degree education targeting managers and directors of universities. We also participated in the project to develop education in the technology sector in Uruguay, organised by EduExcellence. Our partner in the project was the Valkeakoski Vocational College.

RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITIES AND SERVICES

In 2019, our focus was on sales, service, entrepreneurship, pedagogy, business development and emerging technologies.

In particular, we strengthened our international RDI connections and became a member of the Helsinki EU Office. We defined three focus areas for the 3AMK cooperation: well-being of people in a safe community, sustainable urban development, and the transformation of work and competence.

In our Master's level programmes, we worked towards a unified operating method in accordance with the new curriculum.

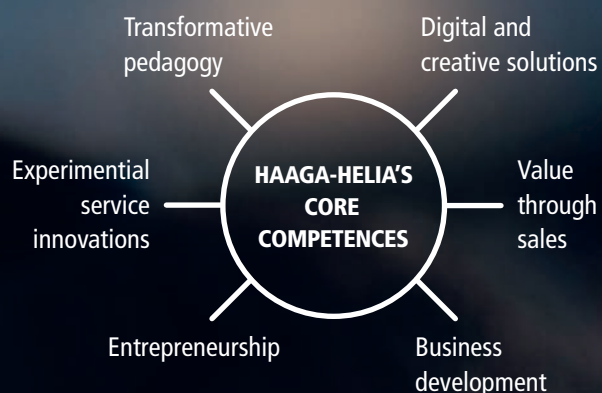
Key aspects of these changes were the development of the process of and guidance in thesis work, establishment of new specialisation tracks and development of the quality and contents of teaching.

The first Master's programme students started their studies in accordance with the new curriculum in the autumn of 2019. We also started our first international implementation in Tshwane in South Africa.

StartUp School offers students an individualised path of advancing their studies and promoting entrepreneurship. Our

offering is also open for continuous learning needs. We piloted new digital modules, and our brand reform strengthened StartUp School's commercial opportunities.

Entrepreneurship education was developed and implemented for our international customers in South Africa and Ukraine. We presented the takeaways of StartUp School in entrepreneurship conferences in the USA and Qatar and at the Entrepreneurship Education Conference in Finland.



Continuous projects 23
 New projects 17
 New project applications 74
 Total volume of projects 3,5 M€

We addressed some of the topical challenges experienced in society through our RDI activities. We defined phenomena and competences that are becoming increasingly important in society and that we can influence.

OUR CORE COMPETENCIES DEFINE OUR PROJECT AND RESEARCH OPERATIONS

Since the beginning of 2019, six groups from our core competence areas have been working to draft project applications, to participate in RDI projects and to help strengthening our competencies in the chosen areas. Our core competencies are related to entrepreneurship, service, sales, pedagogy, business development and emerging technologies. Towards the end of the year, the six groups outlined emerging themes from their own fields, from which we chose our top competencies. In the future, our research operations, among others, will focus on these competencies.

NOCCA – NOVEL OPPORTUNITIES FOR NEW COMPANY CREATION AND ACCELERATED GROWTH

We participated in multicultural Nocca project that was funded by EU's Interreg Europe structural funds. The goal is to provide enterprises with networks, resources and know-how which would facilitate their international growth. Nocca is implemented as a new curriculum, which started with multidisciplinary hackathons and continued with developing business ideas on different intensive courses and boot camps. The two-year project is a joint project with Haaga-Helia, Tallinn Science Park Technopol Foundation, Stockholm School of Economics in Riga and TalTech Mektory Innovation and Business Centre.

MODE PROVIDES THEORETICAL KNOWLEDGE ABOUT SELF-MANAGEMENT AND SELF-ORGANIZATION FOR COMPANIES

We launched a Minimalist Organizational Design project (MODE) with Business Finland's and enterprises' funding. Haaga-Helia, in cooperation with Aalto University and Tampere University, studies what are the structures and management practices that make self-management and self-organization possible. The guiding vision of this two-year project is that an increasing number of Finnish companies would be known as progressive organizations of Minimalist Organizational Design and Finland would emerge as a model country for human-oriented organizational thinking. Haaga-Helia is coordinating the project.

PARTNER OPERATIONS AND PARTNER PROFILING

We have approximately a hundred partner companies. We launched the partner profiling project in 2019. The partner profiles were compiled based on surveys targeting the partners and partner managers as well as through a more detailed analysis of the cooperation activities. The objective was to better address the wishes of the companies, develop new services and target the services based on need. The most popular reasons for partnerships are recruitment and brand visibility. The majority of the partners are interested in certain degree programmes and sector-specific partnerships. Some of the partners are also motivated to establish more in-depth cooperation but their time resources are limited. Partner managers work to develop the operations by increasing resources and building increasingly multidisciplinary partner manager teams. The K Group retail group was selected as the Partner of the Year in 2019 and awarded for being active. This cooperation created a new and innovative escape room teaching method to support financial management studies, among other things.

VIETNAM PATHWAY

We implemented the first pathway study module in cooperation with Jyväskylä University of Applied Sciences, Kajaani University of Applied Sciences, Metropolia and the Vietnamese cooperation university. In September 2018, 15 students started their studies in the programme, and 14 students graduated in 2019. The applicants were divided between the participating Finnish higher education institutions, and six students continued to foreign-language degree studies in Haaga-Helia. In September 2019, 23 students started their studies in the new programme in Vietnam, and they are expected to continue their degree studies either in Haaga-Helia or Jyväskylä University of Applied Sciences in 2020. The product tailored for the Vietnamese market is part of the long-term product development of education exports, the purpose of which is to serve the key market areas.

DUBAI WORLD EXPO 2020

Together with Business Finland, we recruited 40 guides for the Finnish pavilion. After completing the courses prepared by Haaga-Helia, they will be working as guides and VIP hosts at the Dubai World Expo for three or six months. One of the main themes and contents of the academy is partner knowledge and business competence. The guides selected for the Expo will have an extraordinary opportunity to expand their social networks and network with Finnish and international companies.



**COMMERCIAL SERVICES
TURNOVER EUR 3,5M**



**NUMBER OF
PARTNERS 100**

We have continuously developed our international services. This jointly executed work has brought great results: in 2019, we had commercial operations on nearly every continent.



35,666 ALUMNI

More than 30 alumni events, 50 participants in the mentoring programme



APPROXIMATELY 500 EVENTS,

which attracted a total of 8,000 visitors.

The selected event management system was Lyyti, coordinated by the Commercial Services.



LAURA™ RECRUITMENT PORTAL

over 5,000 job openings published

COMMERCIAL SERVICES

We created an innovative, next generation education concept named Nordic School and a partner network that supports it. We opened a research and education centre in the Suzhou region in Southern China and continued to implement Bachelor's degrees with the Guangzhou Sports Polytechnic in Kanton, China, and in Universidad Mondragón-UCO in Mexico. The first students started their studies in our Aviation Business programme in Chongqing University of Science and Technology in China. We started a study programme for the university's directors and managers at the Tshwane University in South Africa.

In Malta, the first students graduated from the Master's level programme in information systems, implemented together with the Malta College of Arts, Science

and Technology (MCAST). Ten students graduated from the Master's programme in communications, implemented jointly with the NHL Stenden university of applied sciences in the Netherlands.

We carried out a commercial research and development project named "Uusi ammatillinen kasvu – positiivinen rakennemuutos" (New professional growth – positive structural change) in cooperation with the Finnish Central Organisation for Motor Trades and Repairs. The project was funded by the Ministry of Education and Culture.

We continued our active measures in the career, recruitment and alumni services in order to make it even easier for our students to find employment after graduating. We launched a project to digitalise our alumni portal in order to reach our more than 35,000

alumni around the world more effectively. Our mentoring programme motivated 50 alumni to support and coach students in finding employment.

We organised seven recruitment events, which were participated by a total of 150 companies. More than 5,000 open positions were published in the Laura™ recruitment portal, and the Urapalvelut website had a total of over 1,000 visitors. The Urapiste career centre for students also attracted approximately 400 students.

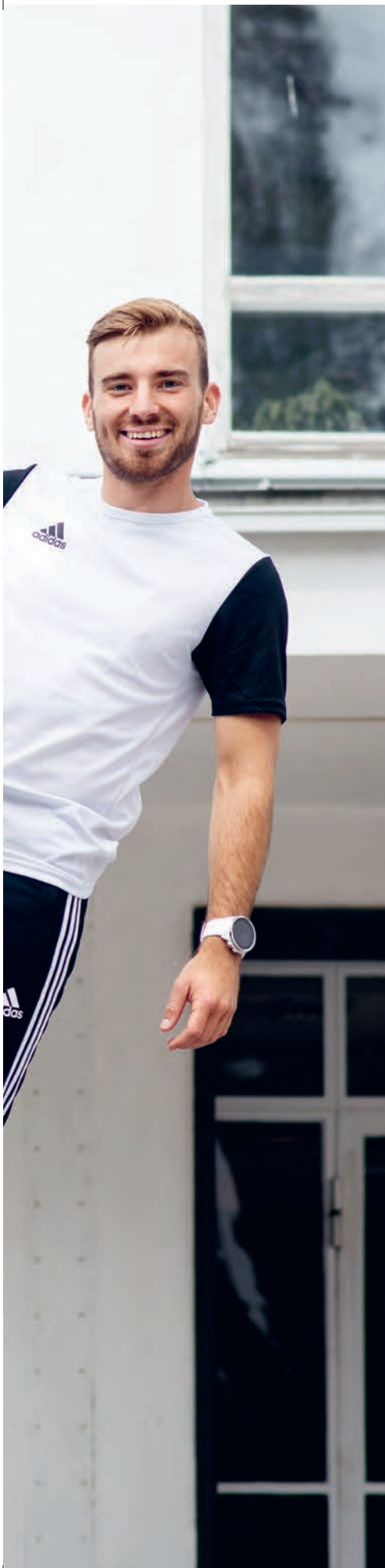
We admitted the first Vietnamese degree students who had completed their pathway studies and started a new group of 23 pathway student in Ho Chi Minh. We supported the marketing of the StartUp School and its education exports to Ukraine and South Africa.

KEY FIGURES 2019

	2019	2018	2017
BACHELOR'S DEGREES			
Appeal (primary applicants / admission quota)	3.5	3.4	3.8
Primary applicants	8997	7926	7085
Admission quota	2566	2344	1862
Number of students	9084	9033	9096
Degrees completed	1726	1857	1753
MASTER'S DEGREES			
Appeal (primary applicants / admission quota)	3.6	3.0	5.6
Primary applicants	1460	1055	980
Admission quota	407	352	175
Number of students	1059	958	869
Degrees completed	207	213	190
THE SCHOOL OF VOCATIONAL TEACHER EDUCATION			
Appeal (primary applicants / admission quota)	3.6	3.3	4.0
Primary applicants	1261	1150	1404
Admission quota	350	350	353
Number of students	462	530	510
Degrees completed	358	342	402
INTERNATIONAL MOBILITY			
Student exchange	350	976	1047
Students' work placement abroad	86	142	207
Expert mobility	654	718	637
RESEARCH DEVELOPMENT AND INNOVATION ACTIVITIES (RDI)			
Publications (Finnish and international articles and books)	777	427	325
Share of external funding (%)	64	60	67







STUDENT UNION HELGA

A year of redefining ourselves

We renewed our strategy and, concurrently, had the opportunity to examine the role, objectives and direction of the student union in a fundamental way. In the coming years, our focus will be on ensuring that students find their student days as pleasant, straightforward and memorable as possible: we contribute to the development of education and the improvement of students' daily lives as well as offer a platform for interaction and involvement.

Both the Finnish parliamentary election and the European Parliament election were held during the spring. We were involved in both of them through the national #koulutustaprkl campaign targeting higher education students. We organised events, discussion panels and met candidates. The student union distributed information on the elections and encouraged students to vote.

Towards the end of the year, we already set our sights to the spring 2021 municipal elections. As part of the World Student Capital community, we published new data on the housing, exercising and involvement of students through the "Opiskelijan kaupunki" study.

The objective of our Year of Wellness campaign in the 2019–2020 academic year is to raise awareness of both the safety net built available for students and the various problems and challenges students may face. By doing this, we wanted to create a culture of caring in the UAS community.

Our opinion on the student discounts on public transportation in Porvoo received extensive coverage in newspapers. A key platform for making a difference was also the union meeting of the SAMOK federation of student unions in Finland that was held on the Pasila campus.



777
PUBLICATIONS

SERVICES

Library and Information Services

We implemented a new library system jointly with the Laurea and Metropolia libraries. Concurrently, we linked the printed collections of 15 campus libraries to a shared database. Our customers can now access the services and materials provided by the libraries by using just one library card.

We improved the availability of customer service by implementing a chatbot that answers the most common questions concerning the library's services 24/7. We piloted Iris.ai, a tool based on artificial intelligence that facilitates and accelerates access to scientific data.

We were active in the development of the open RDI activities in, among others, the "Ammattikorkeakoulujen avoin TKI-toiminta, oppiminen & innovaatioekosysteemi" project on the RDI activities, learning and innovation ecosystem of universities of applied sciences.

International Services

We launched the Visiting Scholar programme that brings international lecturers and researchers to our degree programmes.

Our first Summer School subject to a tuition fee was attended by approximately 50 international students. In the autumn, we organised the Haaga-Helia Partner Day event, which gathered together approximately 100 representatives from our international partners in higher education.

Hundreds of students participated in international student mobility through our exchange programmes, and the number of exchange students to Haaga-Helia increased.

Student Services

During the year of operation, we prepared and implemented a national electronic entrance examination in the Finnish-language university of applied sciences admissions. The reform was a great success.

The share of student admission based on degree certificates was increased in the admission criteria. Our Admission Services were in charge of student admissions in three fields of education nationally during the first part of the year.

We developed the electronic services in the Study Services by implementing electronic certified study certificates.

Marketing and Communication Services

Our publication activities continue to grow rapidly. During the year, our personnel published a total of 777 publications. The number of publications was 427 in the previous year.

According to the survey on the image of universities of applied sciences conducted by Taloustutkimus Oy, Haaga-Helia's reputation is good: we are the best-known university of applied sciences in Finland and the second most interesting. During the year, our students visited approximately 80 upper secondary schools and vocational institutions to talk about our higher education institution.

We started our website reform towards the end of the year. The goal of the reform is to renew our website concept to support continuous learning and our education reform. The website will open towards the end of 2020.

HR SERVICES

Fostering the enthusiasm and expertise of our personnel was our main task in 2019. We specifically focused on activities that support well-being at work and working capacity.

As the new strategy period begins in 2021, we have reached a pivotal point. In the autumn, we launched a strategy process and invited our stakeholders to participate: students, alumni, corporate partners and personnel. We received excellent advice and representative feedback on our current status as well as on our ambition to build the success of the future Haaga-Helia. We continued to refine the strategy in our higher education community.

Our key objectives in competence development covered the strengthening of the change management dialogue, research, development and innovation (RDI) skills, as well as skills in digital pedagogy. We strengthened the 3AMK cooperation in the development of personnel competence.

With regard to competence development, our focus was on different forms of on-the-job learning. Our goal was to grow the number of people who are involved in the RDI activities. We offered coaching and peer mentoring that support RDI skills. In addition, we established an internal competence market where we showcase our RDI projects. The

market is a platform for anyone interested in participating in projects to contact the respective project managers directly.

The first pair of teachers participated in job rotation implemented through the 3AMK cooperation: a lecturer from Haaga-Helia worked at Metropolia for the spring, and their counterpart from Metropolia had the opportunity to get involved in the daily teaching at Haaga-Helia. We developed the model based on the experiences gained and opened job rotation for continuous admission.

Haaga-Helia personnel were active last year as well. Our community made good use of the employer-supported benefits, which were expanded to also include cultural events, in addition to sports. At the same time, the Kultu cultural club for personnel organised a number of events promoting communality and well-being.

One of the highlights of the year was our Christmas party built around a wonderful circus theme. The event was attended by hundreds of employees and was a joyous culmination of the productive year of working together!



ON AVERAGE

personnel had 5 training days per person





THE NUMBER OF PERSONNEL

650



UNIVERSITY OF WESTMINSTER

trained 12 Haagahelians
in a collaborative doctoral
programme



PERSONNEL'S DEGREE STRUCTURE

Doctorate degree 78

Licentiate degree 26

Master's degree 377

UAS Master's degree 41

Bachelor's degree (university) 11

UAS Bachelor's degree 53

Other degrees 62



DIGIPEDA COACHING TO BOOST ONLINE IMPLEMENTATIONS

In the development of DigiPeda, we placed increased focus on supporting learning and teaching that utilises digitalisation. Our objective was to develop Haaga-Helia as an open, multi-channel development and learning environment that is interactive and safe. Through DigiPeda, our personnel received concrete information and obtained skills and confidence in the design and implementation of online implementations. We also offered coaching and mentoring.

TEACHERS' INDUSTRY PERIODS HELP DEVELOP TEACHING

Haaga-Helia's objective is to provide workplace-oriented education. One way to ensure this is the industry periods of teachers, which offer teachers excellent opportunities to update and develop their competence. During the industry period, a teacher agrees on a development project with the company they have selected and is responsible for planning, implementing and reporting on the project. The goal is to achieve a win-win situation for both parties. The teachers' industry periods are implemented with the support of the Helia Foundation.

TOWARDS A UNIVERSITY OF APPLIED SCIENCES OF THE FUTURE THROUGH UUDISTAMO

We launched the Uudistamo support programme of management and supervisory work to support change management dialogue and the execution of our strategy. Our key theme was managing the future – how Haaga-Helia's management should be reformed and what kind of strategy will help us succeed in the future as well. The support programme helped new employees, in particular, to adjust to our internal operating culture.

ICT SERVICES AND QUALITY

We organised the information management services into three groups of ITC services: Life cycle and user services, ICT infrastructure and access management, as well as Digital services and information management. The reorganisation supported the shared development paths established in system development as well as the procedures for managing production environments and digital services.

We upgraded AV technology on our campuses and opened new premises in Pasila that support teaching and research. The electronic entrance examination required planning and implementation of operating models in cooperation with various units. Among the new system services, we supported the implementation of the Tuudo mobile service aimed at students and the Koha library system. The Moodle learning platform was developed with the support of the teaching personnel. We implemented new Peppi services in cooperation with the Education Services.

Pedagogical application of digital tools was promoted through digital pedagogy support and coaching programmes jointly with different units. In digitalisation projects in teaching, we coordinated the video production of teaching contents, among other things.

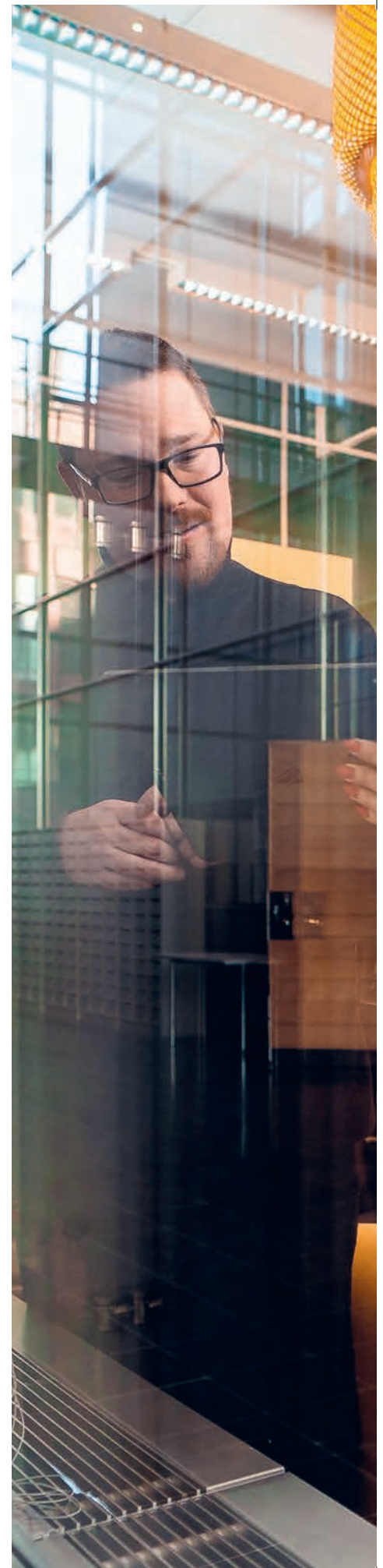
We improved the redundancy and monitoring of the ICT infrastructure in

data centres. Measures were also taken to strengthen our technical information security and participated in the TAISTO19 national exercise on information security. We reformed our device control and implemented a new device register.

Our operations were developed on the basis of the recommendations and development plan we received from the quality system audit. We started planning a model for the overall assessment of the quality system. We put out to tender a new study feedback system and reformed our extensive student survey. The new kind of implementation model for the survey was piloted as part of a course. We modified the feedback module used by the Master's degree students in order to align it with the implementation of the new curriculum.

We participated in numerous internal development projects supporting Haaga-Helia's strategy as well as in modelling new operating methods and related support processes. During the year, our cooperation with different units generated quality criteria for online implementations.

We began planning the peer learning included in the next audit cycle process. Measures were taken to prepare for the EPAS accreditation and THE-ICE accreditation.



A woman with glasses, wearing a green top and a blue cardigan, is looking at her smartphone. She is standing in a modern office or meeting space. The room is lit with several large, yellow, woven pendant lights. In the background, other people are visible, including a woman sitting at a desk and a man standing. A sign that says "ASK ME" is hanging from the ceiling. The overall atmosphere is professional and collaborative.

We organised the information management services into three groups and developed, renewed and improved our system services and the application of digital tools.

SOCIETAL IMPACT

The societal impact of universities of applied sciences is significantly reflected in the development requirements of their regions' vocational environments.

In 2018, we prepared a societal impact model, which incorporates all of the key societal impact measures of our higher education institution for the next five years. At the heart of the model are close and active cooperation with the business community and partners, high employment rates of our graduates and our ability to respond to changes rapidly.

In 2019, we continued our work by creating common indicators to measure societal impact. For the next five years, we have chosen the themes where we will monitor our social role more closely. In 2020, the theme is influential RDI operations.

On the practical level, we implemented diverse measures to ensure impact throughout the year of operation. Some of the highlights of the year are shown here.

Students' and personnel's impact in society

The Haaga campus celebrated its 50th anniversary. Students selected sustainability and, in particular, protecting the Baltic Sea as the themes of the anniversary year. We selected the Clean Baltic Sea project, coordinated by the John Nurminen Foundation, as our partner.

Actions to reduce emissions

We installed several high-efficiency solar panels on the roof of the Porvoo Campus in the summer of 2019. Annually the solar panels produce approximately 50 MWh of electricity for the needs of the campus, which accounts for a major portion of the annual electricity consumption on campus.

Competences corresponding to working life's current and future requirements

Every year, we send a career monitoring survey to students who graduated five years earlier in order to monitor how alumni have found employment and how their degree boosted their careers. Based on the survey, the majority of our alumni are satisfied with their degrees with regard to their careers (85 %) and would also recommend the education to others (84 %).

SOCIETAL IMPACT AT HAAGA-HELIA

Impacts of high-quality education on individuals and society

- Expertise that meet current and future occupational requirements
- Opening doors to future careers:
 - *graduate employment*
 - *high-quality employment in fields that correspond with the field of education*
- Education's impact on the standard of living and well-being of graduates
- Personnel expertise and well-being
- Societal actions of students and personnel in society

Impact of research, development and innovation (RDI) and networking

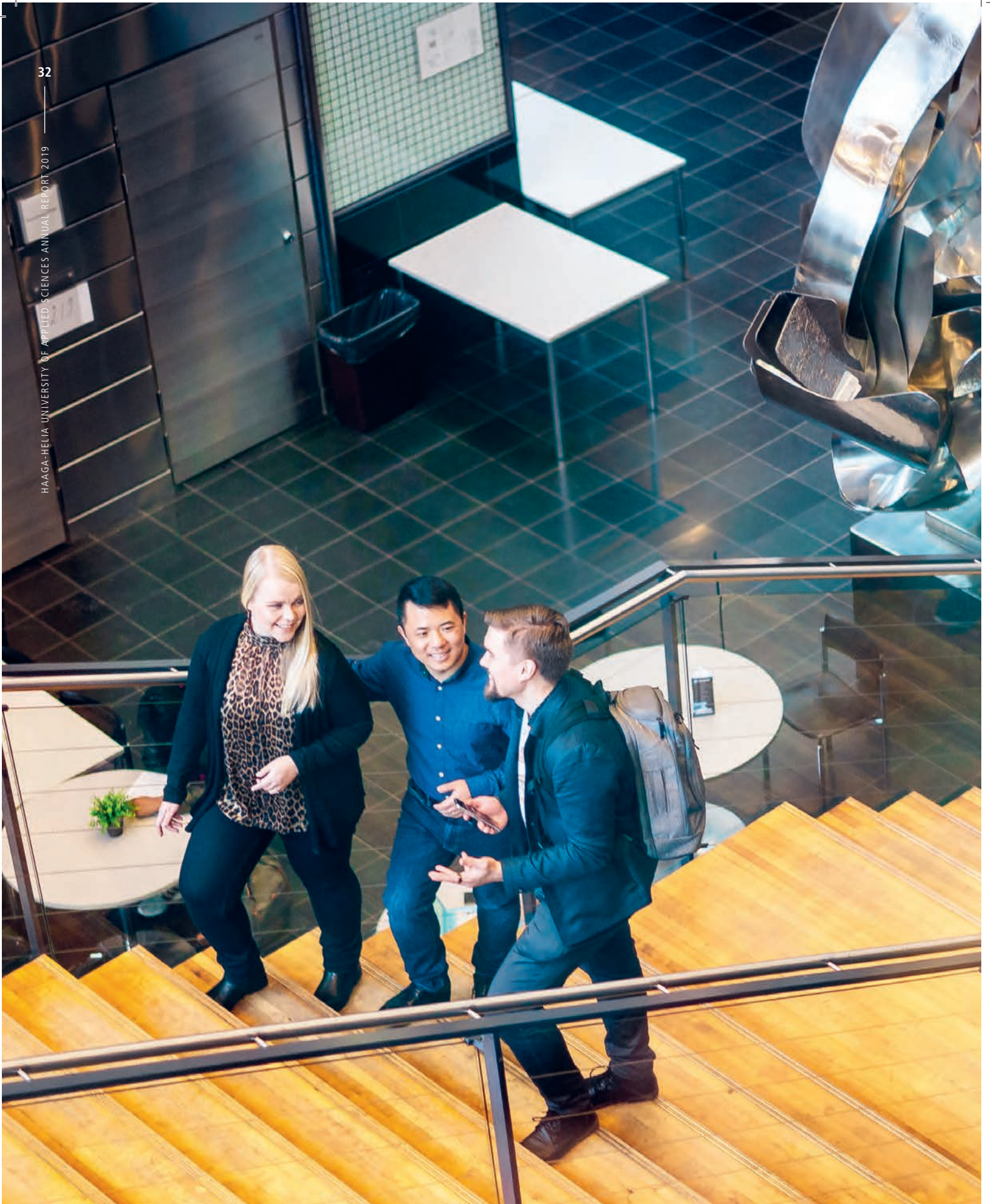
- The direct utilisation of student skills in the business community and the impacts on the operations of companies and organisations
- Development of vocational education pedagogics
- Improved expertise of customers and partners
- New business activities and business
- Expertise created through RDI activities
- Services and products created through RDI activities and the impacts from adopting them
- Impacts of theses and development works
- Improved competitiveness and internationalisation of companies and operators in the public and third sectors

Environmental impacts

- Personnel's improved sustainable development expertise and actions to reduce emissions
- Reducing emissions by allowing personnel and students to work remotely
- Promoting sustainable development through RDI activities and education

Financial impact

- Revenue streams generated through Haaga-Helia operations





FINANCE

Finance

Haaga-Helia's earnings in 2019 were EUR 65.9 (63.3 in 2018) million, of which basic funding accounted for EUR 55.6 (54.5) million, or 84 per cent of the total earnings.

The total costs were EUR 63.5 (61.7) million. Direct personnel costs were EUR 41.6 (39.7) million, or 66 per cent of the total costs. Haaga-Helia operates its campuses on leased premises, with the exception of Porvoo. Facility rents and maintenance charges amounted to EUR 9.2 (9.6) million.

The total earnings from investment and funding activities were EUR 2.5 (-0.02) million. According to the investment policy approved by Haaga-Helia's Board of Directors, the weight of share investments may not exceed 50 per cent of the value of the investments and the portion of alternative investments can be 10 per cent, at a maximum.

The result for the financial year was EUR 5.0 (1.5) million, which is a clear improvement on what was budgeted (EUR 1.4 million).

The balance sheet total was EUR 59.7 (50.3) million. The advances received included

EUR 2.9 (3.3) million of funding granted by the Ministry of Education and Culture for various projects. This funding continues to be available beyond 2019.

Group finance

The Group includes Haaga-Helia University of Applied Sciences Ltd., Kiinteistö Oy Porvoo Campus, Haaga-Helia Global Education Services Ltd., Haaga-Helia Balti OÜ, and Hospitality Innovation School.

The Group's earnings were EUR 65.8 (63.4) million and costs EUR 63.8 (61.5) million. Direct personnel costs were EUR 41.8 (39.7) million. The total earnings from investment and funding activities were EUR 2.2 (-0.4) million. The earnings of the funding activities were reduced by the associated company's result that showed a loss, among other things.

The result for the financial year was EUR 4.5 (1.6) million. The balance sheet total was EUR 66.4 (59.1) million.

FINANCIAL KEY FIGURES

	2019	2018	2017
EBIT-%	3.6	2.5	1.5
Return on equity	10.6	4	3.2
Return on investment	6.2	4.9	3.3
Equity ratio	89	90	89.8
Quick ratio	8.6	9.5	9

HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES LTD.

Income statements

	Group		Parent	
	1.1.–31.12.2019	1.1.–31.12.2018	1.1.–31.12.2019	1.1.–31.12.2018
TURNOVER	64 128 174.37	61 635 342.41	63 706 802.00	61 502 379.25
Other operating income	1 711 710.63	1 781 400.59	2 179 147.28	1 781 400.59
Materials and services	-1 081 003.31	-1 221 775.03	-1 076 488.81	-1 176 074.71
Raw materials, consumables and goods				
Purchases during the financial year	-396 405.67	-608 202.12	-391 891.17	-569 311.80
External services	-684 597.64	-613 572.91	-684 597.64	-606 762.91
Personnel expenses	-41 769 205.62	-39 686 308.68	-41 613 084.55	-39 666 615.77
Salaries and compensation	-35 116 796.44	-33 150 469.21	-34 995 563.24	-33 134 092.43
Statutory personnel expenses				
Pension expenses	-5 523 191.58	-5 406 305.81	-5 489 257.35	-5 403 053.51
Other statutory personnel expenses	-1 129 217.60	-1 129 533.66	-1 128 263.96	-1 129 469.83
Depreciation and impairments				
Depreciation according to plan	-2 170 769.15	-2 717 274.92	-1 906 432.43	-1 977 866.07
Other operating expenses, total	-18 555 487.40	-17 857 927.70	-18 915 087.59	-18 901 661.96
PROFIT / LOSS	2 263 419.52	1 933 456.67	2 374 855.90	1 561 561.33
Financial income and expenses				
Share of the loss of associated companies	-109 413.24	-222 346.29	0.00	0.00
Other interest and financial income	2 527 282.01	203 503.11	2 527 282.01	-9 986.69
Interest expenses and other financial expenses	-262 967.56	-351 186.00	-1 713.92	-7 201.34
Financial income and expenses, total	2 154 901.21	-370 029.18	2 525 568.09	-17 188.03
PROFIT/LOSS BEFORE APPROPRIATIONS AND TAXES	4 418 320.73	1 563 427.49	4 900 423.99	1 544 373.30
PROFIT/LOSS FOR THE PERIOD	4 522 716.93	1 563 427.49	5 004 820.19	1 544 373.30

Balance sheet

	Group		Parent	
	31/12/2019	31/12/2018	31/12/2019	31/12/2018
Assets				
NON-CURRENT ASSETS				
Intangible assets	0.00	934 247.81	0.00	934 247.81
Other long-term expenses	0.00	934 247.81	0.00	934 247.81
Advance payments				
Tangible assets	14 534 469.15	15 422 182.73	1 719 724.18	2 107 437.76
Land and waters	58 975.00	58 975.00	0.00	0.00
Buildings and structures	12 677 385.12	13 168 101.12	0.00	0.00
Machinery and equipment	1 737 379.07	2 134 376.65	1 719 124.18	2 106 837.76
Other tangible assets	60 729.96	60 729.96	600.00	600.00
Investments	46 182 578.40	29 058 451.29	52 716 302.81	34 294 524.58
Holdings in group companies	0.00	0.00	5 955 402.88	5 152 165.00
Participating interests	168 240.47	277 653.71	500 000.00	500 000.00
Other shares and participations	327 001.00	712 001.00	712 001.00	712 001.00
Other receivables	138 438.00	138 438.00	0.00	0.00
Financial securities	45 548 898.93	27 930 358.58	45 548 898.93	27 930 358.58
NON-CURRENT ASSETS, TOTAL	60 717 047.55	45 414 881.83	54 436 026.99	37 336 210.15
CURRENT ASSETS				
Receivables				
Current receivables	2 600 447.58	2 579 840.45	2 492 216.82	2 375 782.37
Trade receivables	520 302.03	321 092.49	746 580.03	321 092.49
Receivables from group companies	0.00	0.00	0.00	89 643.96
Other receivables	379 702.83	375 476.06	46 247.75	82 563.97
Prepaid expenses and accrued income	1 700 442.72	1 883 271.90	1 699 389.04	1 882 481.95
Cash in hand and at banks	3 120 540.97	11 055 336.15	2 747 251.63	10 574 744.37
CURRENT ASSETS, TOTAL	5 720 988.55	13 635 176.60	5 239 468.45	12 950 526.74
ASSETS, TOTAL	66 438 036.10	59 050 058.43	59 675 495.44	50 286 736.89
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				
Invested unrestricted equity fund	3 339 928.95	2 973 000.00	3 339 928.95	2 973 000.00
Scholarship fund	330 974.40	364 870.00	330 974.40	364 870.00
Other funds	187 062.29	197 758.35	187 062.29	197 758.35
Loan repayment fund	229 000.00	229 000.00	0.00	0.00
Other funds, total	4 086 965.64	3 764 628.35	3 857 965.64	3 535 628.35
Profit/loss from previous periods	32 310 962.43	27 558 549.82	32 573 370.31	27 839 499.39
Profit/loss for the period	4 522 716.93	1 563 427.49	5 004 820.19	1 544 373.30
Minority interests	1 835.00	1 835.00	0.00	0.00
SHAREHOLDERS' EQUITY, TOTAL	46 922 480.00	38 888 440.66	47 436 156.14	38 919 501.04
LIABILITIES				
NON-CURRENT LIABILITIES				
Loans from financial institutions	0.00	8 013 513.27	0.00	0.00
NON-CURRENT LIABILITIES, TOTAL	0.00	8 013 513.27	0.00	0.00
CURRENT LIABILITIES				
Loans from financial institutions	7 210 275.39	500 000.00	0.00	0.00
Advances received	6 362 684.92	7 065 654.65	6 362 684.92	7 065 654.65
Trade payables	714 836.01	562 134.35	686 971.17	625 188.45
Other payables	1 054 228.01	1 270 230.73	990 221.43	927 966.97
Accrued expenses and deferred income	4 173 531.77	2 750 084.77	4 172 745.46	2 748 425.78
Accrued expenses to a company in the same group	0.00	0.00	26 716.32	0.00
CURRENT LIABILITIES, TOTAL	19 515 556.10	12 148 104.50	12 239 339.30	11 367 235.85
LIABILITIES, TOTAL	19 515 556.10	20 161 617.77	12 239 339.30	11 367 235.85
EQUITY AND LIABILITIES, TOTAL	66 438 036.10	59 050 058.43	59 675 495.44	50 286 736.89



BOARD

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2nd Vice Chair of Board

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(until 11 April 2019)

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Student Auli Piiparinen
(as of 11 April 2019)

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CEO Heikki Hietanen (until 11 April 2019)
CEO Sari Gustafsson

CEO of Haaga-Helia University of Applied Sciences Ltd.

Teemu Kokko

Secretary of the Board

Chief Financial Officer Jorma Alkula

In the photo, back row from left to right:

Teemu Kokko
Kai Laikio
Timo Lappi
Tauno Jalonen
Heikki Perälä
Björn Keto
Peter Gabrielsson

Front row from left to right:

Niina Jallinoja
Mirja Heiskari
Virpi Peltoniemi (secretary of the board as of 1 January 2020)
Marja-Leena Tuomola
Auli Piiparinen

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Business representative: Minna Halmetoja, Matkailu- ja Ravintolapalvelut MaRa ry; deputy member Antti Perttilä

Secretary of the Collegiate Body: Service Director Kari Salmi

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Commercial Services

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RDI Services

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Director Matti Kauppinen

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Financial Services

Director Jari Laukia

School of Vocational Teacher Education

CFO Virpi Peltoniemi (as of 1 January 2020)
Financial Services

Service Director Kari Salmi

Higher Education Services

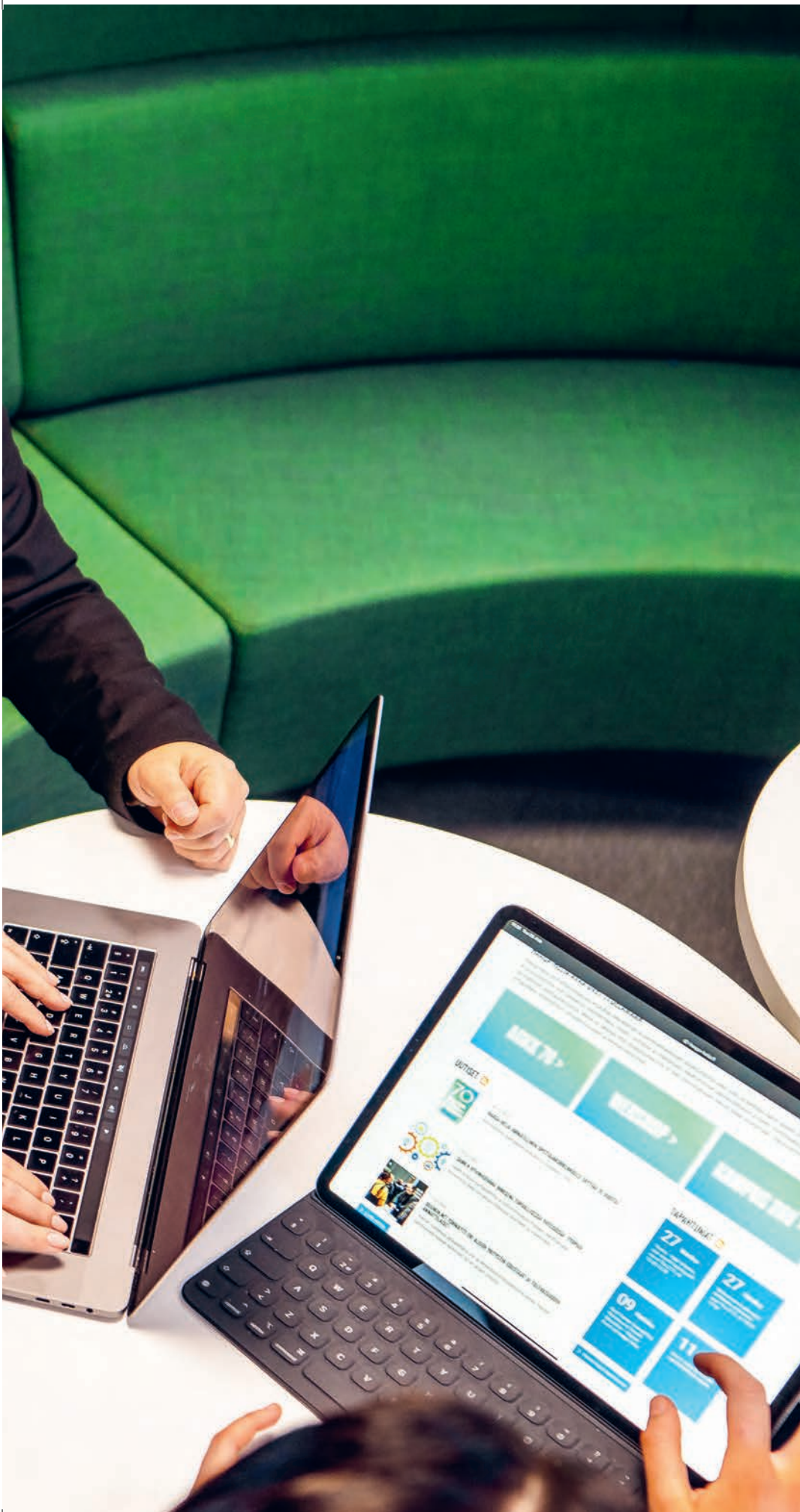
Director Salla Huttunen
Digital Business Education

Secretary of the Management Team

Administrative Director Ari Hälikkä

IT Services and Corporate Planning





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