



LAUREA
UNIVERSITY OF APPLIED SCIENCES
Together we are stronger

CeQuInt - an institutional perspective

Laurea University of Applied Sciences

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- ▶ Operating area the Greater Helsinki Metropolitan Area
 - ▶ 7 campuses in 6 cities
- ▶ 16 Bachelor's Degree Programmes and 12 Master's Degree Programmes in three fields of study
 - ▶ 8 programmes fully in English
- ▶ 7700 students, 550 staff members
 - ▶ 700 intl. degree seeking students, 280 exchange students
- ▶ Pedagogical model Learning by Developing

Internationalisation at Laurea

Studies

- ▶ Studies that enhance internationalisation competence need to be included in the personal curriculum of every student
 - ▶ Be it exchange abroad, studies or projects at home, tutoring etc.
- ▶ Aim is that students will acquire skills that are competitive both in Finland and overseas while studying at Laurea

Staff

- ▶ International activities should be included in everyone's personal development plans
- ▶ Development of international competence is supported by exchange programs and offering training in English language and cultural competence

RDI

- ▶ Laurea seeks a major increase in international RDI-financing
- ▶ Aiming to become an active partner in a high ambition-level academic network per each of the strategic focus areas.

Self-evaluation

- ▶ A very useful exercise as such!
- ▶ Started in Nov. -13, President appointed a group
 - ▶ Responsible persons Director of Intl. Affairs and Quality Manager
 - ▶ Process and drafts discussed in a working group with representatives from campuses and QM, RDI
- ▶ Based on Laurean strategy, Strategy implementation plan, Internationalisation strategy 2012-2015 and its action plans etc. - a lot of material existed
- ▶ The structure of the report partly tricky
- ▶ Concluding analysis - some results were already known, but also new ones emerged already at this point

Site visit experience

- ▶ Site visit took place 26.3.2014
 - ▶ Clear instructions about the programme and interviewees from the panel
- ▶ Laurea staff and students were easy to recruit, external stakeholders more difficult to get involved
- ▶ No special preparation of interviewees
 - ▶ The self-evaluation report was sent beforehand
- ▶ The panel members were real experts, a good learning experience to follow their questions
- ▶ The topics emphasised were partly surprising but thought provoking

Feedback included in the assessment report

Intended internationalisation

- ▶ Internationalisation goals explicitly and extensively documented and shared by most stakeholders
- ▶ More focus on the importance of international / intercultural learning outcomes for graduates
- ▶ Objectives could be expressed more in relative rather than in absolute terms and some more qualitative objectives could be included
- ▶ Better streamlining between the actions of the units and those at the central level and looking into ways to link different improvement measures to each other

Action plans

- ▶ The comprehensive action plans based on the four strategic dimensions and the LbD-model comprising teaching, learning and research as well as students and staff can be regarded as a good practice example

Implementation

- ▶ A well-developed and comprehensive set of information systems and feedback practises regarding internationalisation
- ▶ Can clearly demonstrate to what extent it has achieved its targets over the years and what are the practices that enhance the analysis of gaps
- ▶ More qualitative elements in the indicators
- ▶ More interactive platforms for the creation of knowledge about experiences of internationalisation
- ▶ A more integrated management information system

Enhancement

- ▶ Internal quality assurance system consistently covers all internationalisation dimensions and activities, international approaches are used for quality assurance and enhancement activities
- ▶ The voluntary benchmarking exercises have had a very positive effect, the institution has made use of the results for further development activities

Governance

- ▶ Responsibilities regarding internationalisation activities are clearly defined and allocated to the right management levels
- ▶ Organisational structure, decision-making processes and leadership support the realisation of the internationalisation goals and action plans, prompt reacting to input from outside
- ▶ Responsiveness to internal input and regional demands should be enhanced

What has happened since?

- ▶ A new strategy for Laurea is being made in spring 2015, internal (students and staff) and external stakeholders are strongly involved in the process
- ▶ Action plans of different units use the same template and are available to everybody since this year
- ▶ More emphasis on international learning outcomes in curriculum development
- ▶ Possibilities for sharing international experiences developed

Thank you for your attention!

Mari Pohjola
Planning Officer, International Affairs
mari.pohjola@laurea.fi