



HAAGA-HELIA UNIVERSITY OF APPLIED SCIENCES
ANNUAL REPORT 2017





Annual Report 2017

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Haaga-Helia – Education, Research and Business Development

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. 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.

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.

Haaga-Helia's strategy

Haaga-Helia Opens Doors to Future Careers.

MISSION

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

VISION

Quality
education
with a human
touch

Sales, service and
entrepreneurs
hip at the core

Innovations
in networks

**SUB-
STRATEGIES**

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

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

**VALUE
FOUNDATION**



A YEAR OF BALANCE AND QUALITY

THE 2017 YEAR OF OPERATION was characterised by celebrations. Finland celebrated her 100 years of independence, and Haaga-Helia, Finland's first university of applied sciences founded through a merger of institutes of higher education, turned 10 years. We marked this occasion with ten events aimed at different stakeholders, such as a cake and coffee get-together with students, a cinema viewing for the personnel, and a dinner for partners organised on the Haaga campus. We promoted Haaga-Helia's visibility in a number of ways and received plenty of positive publicity. Our assistant study offering celebrated the 50th anniversary.

In terms of policies affecting higher education, the year was complex. In the national rhetoric, instead of emphasising the need for savings, the focus shifted to the future horizons and a new vision for education and research. The overall atmosphere emanated budding optimism for growth, instead of pessimism. The 3UAS strategic alliance of three universities of applied sciences in the Helsinki metropolitan area – Haaga-Helia, Laurea and Metropolia – launched its operations in selected areas, and we jointly established EduExcellence Ltd. to promote education exports.

Overall, the academic results were good. A special leap forward happened in the operational volume of the Open University of Applied Sciences and in the number of students earning 55 credits. The year was successful financially as well. Although our budget at the beginning of the year was in the red, it is already showing a slight profit as I am writing this. Key aspects in the change of direction included the strict recruitment policy, hard work, and the Haaga-Helia team spirit. I would also like to extend special thanks to our middle and top management for the results achieved.

We continued our well-functioning cooperation with students and the student union Helga. Student representatives participated in all of our key events, and for the first time, they also attended the performance and target negotiations conducted with the Ministry of Education and Culture. This is natural – at Haaga-Helia, students are always our focus.

We carried on personnel's continuing education, and in the autumn, we began the Kohtaamo coaching programme covering the entire personnel. The key objective of the programme is to increase cooperation. I want to thank all Haaga-Helia employees who together have had the courage to step outside the traditional box and expand their old roles.

We also made progress in our RDI activities to pursue and achieve growth in the coming years. The baseline was that every Haaga-Helia employee should participate in the RDI activities in some capacity. The campuses redefined their

competence areas together, and work will continue with a focus on competence and the future. Haaga-Helia is a solid, contemporary institution but also ahead of its time – just as an institute of higher education should be.

In our Commercial Services, the favourable development continued. Haaga-Helia is particularly well-known for its active approach in education exports. We continued training teachers in South Africa and carried out several projects in China and Latin America. As a new initiative, we sold the International Business degree to Mexico, where we established a Haaga-Helia satellite without any investment in infrastructure. Haaga-Helia was also one of the first universities of applied sciences in Finland to begin fundraising operations.

Strategically, the year was a success. We passed the international audit of our quality system and, in accordance with our mission, opened doors to the working life and also kept these doors open. We exceeded the threshold of one hundred partner companies, which demonstrated that Haaga-Helia was a valued partner. In accordance with our vision, we are involved in exciting projects – whether they concern the Nordic Business Forum or the European Championships in basketball.

We prepared and launched extensive projects supporting resource planning, which covered student administration, teachers' resource management, project management and the HR function.

Just as in the previous years, cooperation with our owners was open and straight-forward. The Helia Foundation supported our operations to the tune of several hundred thousand euros, which enabled us to carry out facility projects, organise numerous work placement periods for teachers as well as carry out targeted RDI projects, among other things. The Helsinki Region Chamber of Commerce (HRCC) donated one million euros to Haaga-Helia and Helsinki Business College for the two-year Yritystä uralle! entrepreneurship promotion project. I would like to extend my special thanks for these donations, which support our core operations.

The year 2017 brought us a lot of success and new initiatives. All this was made possible by a wealth of solid commitment and a lot of hard work, for which I would like to thank our student union, our skilled personnel and our partners. Together, you are Haaga-Helia.

Teemu Kokko

President

BUSINESS



Business Education unit prepares students for expert and management-level positions in business and administration. Specialisation options include marketing, sales, financial administration, financing, staff administration, logistics, business communications and international business.

A successful year in education development

2017 was a successful year for education. We exceeded our degree objective with a total of 710 Bachelor in Business Administration degrees and 64 Master's degrees completed. We continued to invest heavily in the course offerings of the Open University of Applied Sciences and year-round studies. In 2017, Haaga-Helia offered more than 90 summer courses, of which 43 were courses in business. Students earned over 6,800 credits in business studies over the summer. Feedback from the students on the summer studies again exceeded the quality level we have set for ourselves.

In the commercial education services, we carried out sales coaching and implemented study modules targeted at professional ice hockey players and athletes. We also organised training for the financial management services of the City of Helsinki, for example. Towards the end of the year, we designed study modules for the finance and insurance sector. We cooperated with 22 customer companies within the framework of the students' creative office Krea.

The year 2017, too, was characterised by strong educational development. During the year, we invested in a curriculum reform, in particular. Key elements of the reform included transitioning to competence-based curricula, enhanced cooperation with companies, and team-based teaching. In autumn 2017, we implemented a new curriculum for the degree programme in finance and economics and sales. The curricula of four degree programmes were reformed in our unit in

2016–2017. Concurrently, we reformed the structure of the Business Education unit by creating new competence-based business teams. With the support of the Helia foundation, we developed learning environments by creating a completely new space for project-based teaching that simulates working life. The space received excellent feedback from the students.

We organised a number of demonstration days, where students earned over 2,000 credits by demonstrating previously acquired skills. We trained 35 alumni to assess the demonstrations. Demonstration days gained a strong foothold among our students. We continued to develop various forms of on-the-job studies and launched the Work & Study concept in order to deploy work educationalisation models at all units of Haaga-Helia.

We selected our International Business degree programme for the quality audit performed by FINEEC (the Finnish Education Evaluation Centre) in 2017. The programme received excellent feedback in the auditing report.

In 2017, the Business Education unit organised the national entrance examination for business education. We actively engaged in the development of admission criteria together with other universities of applied sciences which offer business education.

New focus areas in RDI and industry cooperation projects

We secured funding for the extensive Erasmus+ project Internet of Things and Rapid Prototyping at the end of 2017. The two-year project led by the Business Education unit will be carried out in cooperation with international partners starting from January 2018. We continued the four-year Skills, Education and Future of Work project funded by the Strategic Research Council of the Academy of Finland, which aims to identify the demand for competence and skills in the future. The project is an extensive consortium in which Haaga-Helia is a partner.



STUDENTS EARNED OVER

6,800

CREDITS IN BUSINESS STUDIES
OVER THE SUMMER



Our major Tekes-funded projects, Leading Passion and DIVA, ended at the end of 2017. In the autumn, supported by the Chamber of Commerce, we improved the pre-requisites for moving from upper secondary education to the tertiary level. The project is part of a larger programme, which emphasises promoting entrepreneurship. Our unit also has smaller RDI projects under way.

Extensive international cooperation

In autumn 2017, we launched our Bachelor's level International Business degree programme in Mexico. In August, a group of fifteen Mexican students started their studies in Querétaro. We are providing the programme in cooperation with the Mondrago University. This is an important new initiative. According to our knowledge, this is the first time that a Finnish degree programme is exported outside the EU and EEA region. We also started investigating the opportunities to launch double degree programmes in business with HS Frankfurt, Augsburg UAS, and Indonesian Diponegoro University; this also acts as benchmarking for the programmes. We participate actively in the international Consortium of Double Degrees (CIDD).

We conduct research cooperation with St Petersburg State University in comparing the marketing competence of Finnish and Russian companies. In addition, we work with Finnish online store companies as they are entering the Russian market. We designed a new study module related to sports and well-being business in cooperation with HDBW Munich. The module will be offered in Germany in January 2018.

Towards the end of 2017, we started preparing for the international EPAS accreditation. The unit seeking accreditation is our International Business programme. Our students were very active in participating in international student exchange opportunities.

HAAGA-HELIA EXPORTS BUSINESS EDUCATION TO MEXICO

As one of the first Finnish universities of applied sciences, Haaga-Helia launched the teaching of a full business degree programme in Mexico in August 2017. The four-year programme will be provided in cooperation with the Mondrago University in Querétaro. Fifteen students were admitted into the programme in the first selection round. Haaga-Helia teachers have been training their Mexican colleagues to ensure the high quality of teaching, and at the beginning of each semester, a group of teachers from Finland travels to Mexico to assist local teachers.

EXPERIENCE AND WELLNESS ECONOMY

The Experience and Wellness Economy unit organises Bachelor's and Master's programmes in restaurant and tourism management, business and sports. The unit operates on the Haaga, Porvoo and Vierumäki campuses.

Targets exceeded in education development

In 2017, we organised Bachelor's programmes in restaurant and tourism management, business and sports as well as in Master's programmes in sports through daytime teaching and multi-disciplinary education. The graduation rate exceeded our degree objectives by 8%, and we also exceeded our annual target in study progress. The total number of completed degrees was slightly lower than in 2016, which was due to the admission quota reductions carried out in 2012–2014 in the hospitality management programme. We expanded Haaga-Helia's Open University of Applied Sciences and summer semester teaching on all campuses..

The focus of development in our education on all campuses was on strengthening competence-based curricula, flexible study paths, team-based teaching and educationalisation. We participated as teachers in development program Pedaali workshops and were in many ways involved in Haaga-Helia's pedagogical development and successful auditing of the quality system.

On the Porvoo campus, we implemented the Campus 2.0 curriculum in all courses provided. In January, we launched our first English-language Aviation Business degree programme. The programme students include two of Finland's first degree students who pay a tuition for their education. At the end of the year, the International Air Transport Association (IATA) awarded the School of Vocational Teacher Education the status of an authorised aviation training centre.

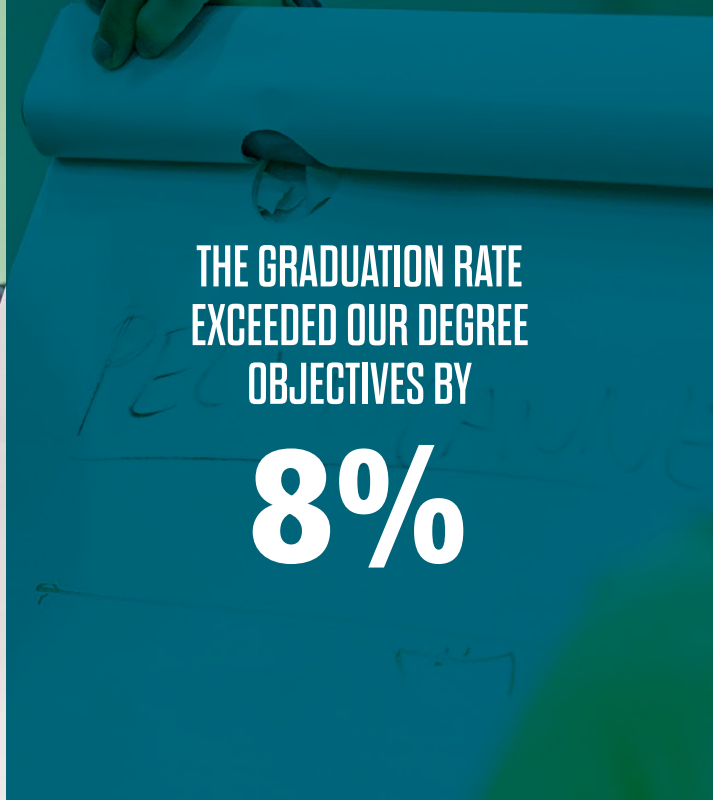
On the Haaga campus, we began the development of the "Hospitality management graduate in the 2020s" competences together with the new Advisory Board and

integrated student representatives more closely in quality assurance work. In Vierumäki campus, we reformed the curricula of the Master's degree in sports. We aligned the manager and team organisations on all campuses with Haaga-Helia's competence areas to better support working in accordance with the reformed curricula.

Successes in working life cooperation and project operations

We signed several new partnership agreements, which improved connections between industry and education as well as the related operating conditions. The Haaga Place to Be concept brought together partner companies, students and teachers on the Haaga campus. All studies on the Vierumäki campus were completed in working life projects. The new initiatives included, among other things, camps for upper secondary school pupils, which attracted more than 200 young athletes on 14 camps, each focusing on a different sport. In Porvoo campus, students generated branding-related information for companies and designed logos. On all campuses, we organised several seminar events targeted at students and business representatives. Some of the events were international.

We participated in several projects funded by the Ministry of Education and Culture, ESF, ERDF, Interreg and Tekes. The Box project, which studies chromatic atmospheres by means of soundscape, psychoacoustic and sensory stimulation, haptic feedback and augmented reality, was among the most significant of the projects and received the PRO award. Other sizeable projects included, for example, the Helsinki Olympic Stadium development project and the national food tourism project. We also coordinated the national Hungry for Finland food tourism competition in cooperation with the Ministry of Agriculture and Forestry, Visit Finland and the Central Union of Agricultural Producers and Forest Owners (MTK). We broke our records in the share of commercial research and development services. The Haaga campus, in particular, performed well.



THE GRADUATION RATE
EXCEEDED OUR DEGREE
OBJECTIVES BY

8%

Increasingly international operations

Our international operations continued. Our Porvoo campus and University of Stenden, our Dutch key partner, underwent an institutional peer review of tourism education, and we prepared for a similar review in the hotel, restaurant and tourism management education on the Haaga campus. We also continued joint teaching and research projects. On the Haaga campus, we negotiated extensions to the double degree agreements with NHTV Breda and IMC Krems. We carried out our first commercial project, in which NHTV Breda's experts were in charge of one sub-project.

In Haaga campus, our continued exports of hotel and restaurant education to Malta produced 17 completed Bachelor's degrees within the year. In addition, we prepared Master's level education in Malta. In Estonia, we continued the hospitality sector education. In Porvoo campus, we signed a cooperation agreement with the Chinese Chongqing University of Science and Technology on the provision of Aviation Business education and teaching staff coaching. We also prepared an extensive cooperation project in the aviation sector with Finnish and Russian partner companies and institutes of higher education.

Representatives of Porvoo campus participated in the Busco project surveying education export opportunities in Tanzania. In Vierumäki campus, the first Chinese students started their third year studies as part of the Sports Management cooperation with the Chinese Guangzhou Polytechnic of Sports. We prepared a Bachelor-level extension for the programme. In Austria, twenty coaches completed our hockey coaching development programme. Experts from Vierumäki campus participated in the development project related to lifestyle counselling for the young in Kenya, led by the University of Helsinki.

Our active international student and trainee exchange programme continued. Our students took part in numerous international seminars and took study trips to several destinations. Representatives of our unit gave presentations at several international conferences in the sector, and we participated in the operations of international organisations in our sectors.

THE BOX PROJECT WAS RECOGNISED AS THE INNO- VATION OF THE YEAR

The Box, a joint project of Haaga-Helia and Tekes on chromatic atmospheres, was recognised at the HoReCa sector's PRO Gala event in January 2018. The Box received the innovation of the year award in the Innovation category. The project studies and develops the use of sensory stimulating technologies. Virtual Reality and Augmented Reality principles are applied to create new Mixed Reality atmospheres. The sensory stimulation methods include adjustable spaces, soundscape and olfactory stimulation.

DIGI BUSINESS



The Digi Business Education unit provides business-oriented ICT education, assistant studies, an English-language Master's programme in communications and journalism studies. Our educational offerings have a strong profile in service, sales, communications and entrepreneurship.

The development of education in diverse projects

The year of the Digi Business unit was coloured by three themes: cooperation between companies in the integration of projects into education, comprehensive digitalisation and the educationalisation of expertise. Our project activity took a major step into the future as a result of entities revolving around new technologies.

The role of projects settling flexibly into studies is increasing in education, and they offer a new, inspiring way to learn. An example of a new way of operating is journalism's Newsroom, which unites Masters and Bachelors students at universities of applied sciences. Partners in the working-life projects were MTV News, the Finnish Broadcasting Company (YLE), the Lahti World Championships, the Love and Anarchy film festival, the Finnish Newspapers Association, World Press Photo, the Olympic Committee, the Finnish Foundation for Media and Development (Vikes) and the National Defence Training Association of Finland (MPK).

All in all, the series of individual projects formed the celebration of the 50th anniversary of the assistant training programme. Traditional education was celebrated at events and in projects – all of them carried out by the students.

The shared study units of the courses, which were also involved in the projects, are increasing the creativity of students at different stages and from different backgrounds, as well as joint development skills. We experimented, for example, with five-day pop-up creations based on the Google Design Sprint model and longer joint activities. Students of data processing, journalism, business and the restaurant sector were divided amongst the activities, which planned digital marketing solutions for Ifolor or built an information model for Katalysti Oy for the service platform for a garden district to be built, as well as digital service prototypes. The students innovated and designed solutions using a Fredman Group mobile application targeted at the professional kitchen environment. Examples of other learning platforms are Nordic Business Forum, Slush and Arctic15. All in all, our students gained expertise amounting to thousands of ECTS credits and did tens of thousands of hours of project work.

As new forms of education, we developed specialisation studies for the digital marketing and sales and the sports journalism sectors. These new courses are being launched in spring 2018.

We continued to work for the flexible progress of studies by developing and expanding our virtual offerings, and by providing not only virtual creations but also rare languages in cooperation with 3UAS (the strategic Helsinki Metropolitan Universities of Applied Sciences alliance).

New projects for RDI and working life cooperation

Digi Business projects spread widely in 2017. The projects were directed at the utilisation of big data from interaction during the practical training (GRIT, Erasmus+), and at the creation of new business (BIG, Tekes). We also did solution-



50TH ANNIVERSARY OF THE ASSISTANT TRAINING PROGRAMME

centred journalism (the Suomi100 programme) and experiments in virtual journalism (HS Foundation), and developed the professionals' and students' joint 'Faktana, kiitos!' tour of primary and secondary schools with the support of the Tiina and Antti Herlin Foundation.

We began cooperation with the Nice Tuesday network for IT women, by organising with them the Super-Ada event targeted at inspiring young women of 16–22 to enter the software sector.


Together with other actors at Haaga-Helia, we participated in the eAMK project with regard to digital pedagogy and learning analytics, and in a project supported by the Ministry of Education and Culture to develop student choices. We also streamlined the path of students of business information technology from secondary school to higher education, and supported students from immigrant backgrounds in their integration into the Finnish world of business in the Yritystä uralle! project, supported by the Chamber of Commerce.

Success in international cooperation

Project work took our students of journalism to the Youth Newsroom, which was part of the UNESCO international World Press Freedom event held in Indonesia. We also implemented the InnoChallenge study unit in cooperation with Thomas More University College in Belgium. Commissioned by the BESIX construction company, 16 mixed teams worked to innovate new digital education services and concepts, the target group particularly being the Z generation. Students of Haaga-Helia's winning team were rewarded with the prize of a trip to Belgium to learn about the operations of BESIX Group.

SUPER-ADA ATTRACTED GIRLS TO THE IT SECTOR

The Super-Ada event organised by Nice Tuesday, an independent network of women in IT, took place on Haaga-Helia's Pasila campus in February 2017. The event provided an opportunity for women between 16 and 22 years of age to learn about IT sector companies and to complete IT-related tasks on a fun competition track. The members of the winning team were rewarded with summer jobs for the coming summer.



THE SCHOOL OF VOCATIONAL TEACHER EDUCATION

The School of Vocational Teacher Education is a national and international developer of vocational education and training, polytechnic education and the professional sector. These operations are implemented through teacher education, special-needs teacher education, student counsellor education, supplementary training as well as research and development.

Developing operations with a focus on quality

The changes in upper secondary education and the 2030 vision for institutes of higher education reflected in our operations in 2017, which was also the 100th anniversary of Finland's independence. Haaga-Helia's quality system audit enabled us to specify our quality operations. The feedback students provided upon completing their degrees showed that our operations have been a success. Our students gave us excellent feedback on the personalisation of studies, engagement and guidance.

We reformed development programmes and study guidance activities in the vocational teacher education, special-needs teacher education and student counsellor education. Concurrently, we developed the process of collecting feedback during the studies to better take students into consideration. In 2017, a total of 350 students started their studies. During the year, a total of 352 students graduated: 296 teachers, 20 student counsellors and 36 special-needs teachers.

With the support of the National Board of Education and the Ministry of Education and Culture, we launched continuing education courses, which support the implementation of the vocational education reform. Courses will

be provided in cooperation with other schools of vocational teacher education. One example is the Parasta osaamista project coordinated by the Jyväskylä Educational Consortium. The project brings together schools of vocational teacher education, which, together with ten education providers, map the future competence needs of teaching and guidance staff and, based on the results, plan development measures and solutions.

Developing education through project cooperation and networks

The vocational education reform and higher education pedagogy were also themes in the RDI operations. The Verkkovirta project funded by ESF included a total of 50 corporate partners. In the project, we tested and developed operating methods and models for educationalisation of work and deployed them as part of higher education. We continued and further developed the integration of working life with higher education in the Toteemi project.

In the ESF-funded Jatkoväylä project, we piloted models for smooth transitioning between vocational education and higher education in Haaga-Helia's StartUp School environment, among others. In the Peruskoulusta joustavasti ammattiin project, comprehensive school pupils apply what they had learned in school to the working life, creating closer cooperation with vocational education. We promoted peer group mentoring in Ministry of Education and Culture projects and worked on transversal skills in workshops in Wihuri-funded projects of the strategic Helsinki Metropolitan Universities of Applied Sciences alliance (3UAS).

We put the learning contents of Finnish companies to the test in the SCALA project of the BEAM programme (Tekes/Ministry for Foreign Affairs) for mobile pedagogy research in three pilots in Brazil in cooperation with Municipal University Sae Caetano do Sul and



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TEACHERS GRADUATED FROM A VOCATIONAL TEACHER PROGRAMME IN SOUTH AFRICA

the Lappeenranta University of Technology. We developed contents and services further in cooperation with students in Haaga-Helia's ICT degree programme.

In the Drop outs back to school project funded by ESF, we generated ways to prevent dropout among vocational students by means of art-based methods. The Toimintaa ja kohtaamisia project aims to strengthen human rights in vocational teacher education. The Opeke project develops and reforms vocational teacher education as a whole.

We released a total of 43 publications. We created blog text series in different projects, compiled publications for Haaga-Helia's publication series as well as prepared scientific articles and conference presentations.

Education exports and international cooperation on the increase

Our education exports have also increased. In 2017, a total of 50 teachers graduated from the 60-credit programme offered in South Africa. Feedback from students has been positive, and the third group of students started their studies in June 2017. In September, we launched a new teacher education programme in Colombia.

In 2017, a total of approximately 1,400 people participated in development programmes in continuing education, earning a total of nearly 9,000 credits.

Together with our international partners, we organised a seminar with the theme of learning and assessment on the job. A new operating method that we applied in the meetings of the Advisory Board of the School of Vocational Teacher Education was expert presentations given by the members. We have also increased cooperation between the student members of the Advisory Board, students and teacher education staff.

THE TOTEEMI PROJECTS SEEKS WAYS TO INTEGRATE WORK AND STUDIES

Many Finns work in positions that match their education during their academic studies, but work and studies do not always go hand in hand.

Haaga-Helia coordinates the Toteemi project of 16 universities of applied sciences and two academic universities, which seeks models and solutions for integrating work and higher education. Together with the Otus research foundation for studies and education, Haaga-Helia's Toteemi team produced research data on integration of work and studies and, for example, on the experiences of university of applied sciences graduates on the competence needed at work.

RDI OPERATIONS AND SERVICES

The RDI services carry out research, development and innovation activities at Haaga-Helia in close cooperation with our partner network. The RDI operations create and develop experiential service innovations, digital solutions, value through sales competence and promote business development. We also generate new kinds of pedagogical solutions and promote diverse entrepreneurship.

RDI operations characterised by core competence mapping and development in 2017

Haaga-Helia's strategic core competence areas began their operations at the beginning of 2017 with the establishment of steering groups for five of them:

- 1) *Entrepreneurship*
- 2) *Value through sales*
- 3) *Experiential service innovations*
- 4) *Digital & creative solutions*
- 5) *Transformative pedagogy*

During the year, we extensively reviewed our course offering within each core competence area on different campuses and in different degree programmes, the status of RDI projects in our competence themes, and the key talents throughout the organisation. In addition, we identified existing development environments which strengthen our core competence and also innovated new ones. We also started preparing for several projects, supported through the RDI Coaching service, within our core competence areas.

Furthermore, we proceeded to improve the competence of Haaga-Helia's experts in project preparation and project management by developing and piloting a new RDI study module. We also modified the content of the RDI Coaching service to better meet the organisation's support needs.

We sought ways to increase cross-discipline RDI cooperation not only within Haaga-Helia but also in our strategic Helsinki Metropolitan Universities of Applied Sciences alliance (3UAS). We developed and implemented the first Project-Booster in the 3UAS alliance in order to generate new project initiatives and applications.

In 2017, we carried out a total of 78 projects in our strategic competence areas. The number of new project applications we prepared was 76. The total volume of project applications submitted by the alliance members was approximately EUR 95 million, of which Haaga-Helia's share was about EUR 13 million. The scope of our applications to Haaga-Helia increased by 20 per cent from the previous year, and we also participated in considerably larger project applications than before.

New international cooperation initiatives in project operations

The largest of our international project initiatives in 2017 was the IoT Rapid-Proto Labs to be implemented with funding from the Erasmus + Knowledge Alliance. The project aims to accelerate the development of IoT products in multi-disciplinary study modules. Our TOURIST project for building sustainable tourism in Thailand and Vietnam also secured funding from Erasmus+ Capacity Building. The European Regional Development Fund granted funding for our eComLab project, which helps Finnish online stores go international and creates a concept for a world-class e-commerce competence cluster in the Helsinki metropolitan area.



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PROJECTS WERE CARRIED OUT IN OUR STRATEGIC COMPETENCE AREAS

The Helsinki Region Chamber of Commerce granted us considerable funding for the promotion of start-up entrepreneurship. In addition, we received a positive funding decision for our MEGE project, which supports the international experts as entrepreneurs.

Launching the Master's programme reform

In 2017, we launched an extensive development project with a comprehensive reform of the Master's programmes. Our goal is to create a model in which the student completes common studies but can also flexibly choose a personalised study path from the multi-disciplinary Master's programmes to support their individual competence and career goals. As part of the reform, we will develop our guidance practices and promote the integration of RDI operations with teaching and thesis work. The curriculum reform in sports was completed in 2017; in other areas, the development work will be finalised in 2018.

In 2017, we also launched a SmartUp project in cooperation with three other European institutes of higher education, Stanford University, and our corporate partners. The project includes an international Master's programme in entrepreneurship (60 credits), which started at the beginning of 2018. In Finland, we launched a new Master's degree programme for journalists. In the 3UAS alliance, we also designed new kinds of international study modules for the students of all three member institutions.

New winds blowing in the StartUp School

During the year 2017, our objective was to systematically increase the student volumes and the impact of the operational activities. We also expanded the StartUp School's course offering in order to meet the competence needs of the working life in the future.

During the year, we deepened cooperation between the StartUp School and the degree programmes in order to increase the appeal of entrepreneurship and to improve the awareness of the courses offered at the StartUp School. We also increased marketing, the number of events that reach students on all campuses and frequent interaction with students in different media.

To develop entrepreneurial competence, we participated in nine entrepreneurship-themed RDI projects run by Haaga-Helia. In the Yritystä uralle! project, we coordinated the StartUp Hub sub-project. In addition, we shared our entrepreneurship competence on a number of forums, in seminars and through magazine articles and blogs.

During the year, we launched the StartUp School's partnership with large companies with the aim to improve the pitching skills of entrepreneurship students. We also participated in the 10 Days 100 Challenges event, which brought together cross-disciplinary teams to solve challenges in leading companies.

In 2017, the StartUp School also coordinated the operations of an entrepreneurship cooperation team in the 3UAS alliance. We also supported the development of teachers' entrepreneurship competence by having teachers from the 3UAS alliance participate in Kasvu Open's Kanssakulkija event.

In addition, the StartUp School also launched the export of our entrepreneurship education by organising an international StartUp Week event with customer participants from South Africa, Bolivia and Germany. We also signed a letter of intent on an entrepreneurship study module with the South African Tshwane University of Technology.

In 2017, the StartUp School led and coordinated the work of the Entrepreneurship Center, which is Haaga-Helia's strategic core competence team for entrepreneurship.

COMMERCIAL SERVICES



The mission of the Commercial Services unit is to coordinate profitable and increasing paid services as well as to organise education exports to ensure international growth. We coordinate corporate partnerships, enhance Haaga-Helia's customer relationships and implement Service Excellence spearhead programmes. We are also responsible for alumni and corporate cooperation and promoting student employment.

Profitable commercial operations

In 2017, the turnover of Haaga-Helia's commercial functions was EUR 3.6 million, most of which was generated by education and development programmes customised for companies and institutions in Finland and abroad. The most popular paid open education included training in service design, digital competence and HRD competence. In the facility and event services, the strong demand continued. During the year, we launched system updates of the commercial functions and continued the digitalisation of services. We participated in events such as the Nordic Travel Fair, the Yritystä Stadiin networking event for entrepreneurs, the Esimies & Henkilöstö Fair on leadership and personnel and the Nordic Business Forum.

100 partners in working life cooperation

Haaga-Helia's partnership activities continued to grow, and in December, the number of our partners exceeded 100. In the future, we will pursue more in-depth cooperation with the existing partners, instead of increasing their number. We conducted a satisfaction survey among the partner companies and will use the results to develop the partnership activities to better meet the companies' needs. Participation from partner companies' management was active in two events celebrating Haaga-Helia's 10-year anniversary: a dinner in Haaga campus and a private event hosted by Patrick Lencione, a keynote speaker at the Nordic Business Forum, in Pasila campus.

Career and Recruitment Services and alumni activities offer support to students

In the career, recruitment and alumni services, we launched a more extensive cooperation model, which includes Haaga-Helia alumni working in partner companies, among other things. We engaged students to develop a new mentor programme for themselves.

Our register included 29,275 alumni at the end of 2017. We organised the Duuniin.net career and networking fair for the fourth time in Haaga-Helia's facilities. A total of 82 businesses participated in the fair to recruit students. A total of 4,313 practical training and thesis work vacancies were submitted through the LAURA™ recruitment system. We continued the digitalisation of the career and recruitment services: A feature was activated in the LAURA™ system for students to save their CV in the system, and we deployed the Lytyti event management system. The career centre at Pasila campus provided career and recruitment guidance to approximately 400 students and alumni.

The eMBA programme grew and will be order-based

The turnover of Haaga-Helia's eMBA in Service Excellence grew by nearly 10%, and the feedback received on the programme continued to be very positive. The modules led by Haaga-Helia's teachers have been praised for their practice-oriented tools and the opportunities to network and share experiences with decision-makers. We organised an eMBA alumni meeting in Pasila campus at the end of the year. The eMBA concept will undergo changes as of autumn 2018, and the programme will be offered on an order-only basis in Finland and abroad.

Education export

We continued to export Haaga-Helia's education in selected markets. We continued the modules in the fields of teacher education, sports, ICT, and hotel, restaurant and tourism in South Africa, China and Malta. We also consulted the education authorities of Colombia and Malta in the reform of vocational higher education. At the beginning of 2017, we participated in a project led by Finnish Consulting Group and funded by Tekes, which aims to determine an operating model for establishing a Finnish University Hub in Vietnam. The first part of the project



THE NUMBER OF
PARTNERS EXCEEDED

100

was completed in June, and the funding decision to launch the second part was received from Tekes in December 2017.

Together with the Laurea and Metropolia Universities of Applied Sciences, Haaga-Helia was one of the founders of EduExcellence Ltd., which sells and coordinates the education export products and activities of the three UAS institutions. In 2017, the company's contractual and administrative position was confirmed, key employees were recruited and the operating model and service provision relationship with the three universities of applied sciences were defined.

The Haaga-Helia Hospitality Competence Center in Estonia provided short courses featuring Finnish and Estonian lecturers. We established a hospitality campus in Tallinn for creating preconditions for opening an office. We engaged companies and students from Finland and Estonia and international partner institutes from the Netherlands and the USA in the development work.

Tuition fees were implemented in January 2017 in the Aviation Business programme launched on the Porvoo campus, and Haaga-Helia's first students paying tuition fees for their degrees started studies. The other foreign-language programmes implemented tuition fees in their education in accordance with the Universities of Applied Sciences Act as of August. Continuing the work from the previous year, we developed the process for students who pay tuition fees, signed new agreements on purchased services and partnerships related to student marketing, and created an annual clock for the tuition fee-based operations.

In autumn 2017, we mapped implementation methods for degree programmes subject to tuition fees provided abroad by interviewing individuals in charge of implementation on the Pasila, Porvoo and Vierumäki campuses. We will apply the information from the interviews to develop quality management. We participated in events concerning quality management in education export, such as the Nordic Qualification Frameworks seminar organised by the National Board of Education and the event on the assessment and monitoring of the implementation of tuition fees, organised by the Ministry of Education and Culture. We also wrote an article on the development of quality management in education export. The article was published in the UAS Journal theme issue on education export (4/2017).

EDUEXCELLENCE EXPORTS EDUCATION AROUND THE WORLD

EduExcellence Ltd. is a joint company of three major Helsinki metropolitan universities of applied sciences – Haaga-Helia, Metropolia and Laurea – which offer a comprehensive portfolio of professional higher education services. The objective of the company is to considerably increase education exports and to productise and market the competence of its owners. Education export and marketing professionals from EduExcellence build education packages for vocational teachers. The company's CEO is Tuija Pulkkinen.

5 CAMPUSES,
10,475 STUDENTS,
2,345 DEGREES COMPLETED.

KEY FIGURES 2017

BACHELOR'S DEGREES	2017	2016	2015
Appeal (applicants / admission quota)	3.8	3.6	4.6
Primary applicants	7,085	8,005	9,034
Admission quota	1,862	2,226	2,253
Number of students	9,096	9,173	9,416
Degrees completed	1,753	1,799	1,729

SCHOOL OF VOCATIONAL TEACHER EDUCATION	2017	2016	2015
Appeal (applicants / admission quota)	4.0	4.1	5.1
Primary applicants	1,404	1,463	1,837
Admission quota	353	360	360
Number of students	510	562	587
Degrees completed	402	405	373

MASTER'S PROGRAMMES	2017	2016	2015
Appeal (applicants / admission quota)	5.6	4.5	4.1
Primary applicants	980	1,060	970
Admission quota	175	238	236
Number of students	869	798	795
Degrees completed	190	202	164

INTERNATIONAL MOBILITY	2017	2016	2015
Student exchange	1,047	1,086	730
Students' work placement abroad	207	206	159
Expert exchange	637	602	341

RESEARCH, DEVELOPMENT AND INNOVATION ACTIVITIES	2017	2016	2015
Publications (Finnish and foreign articles and books)	325	255	252
Share of external funding	67%	79%	60%



STUDENT UNION HELGA

A year of changes

For student union Helga, the year was characterised by changes. The student unions of six universities of applied sciences in the Helsinki metropolitan area, Helga included, launched the Opku6 development project. The purpose is to deepen the already close cooperation and to harmonise processes and operating methods. The focus will be on the students, who will receive more effective advocacy services, a more extensive service offering, more value for their membership and more convenient and smoother service as a result of the cooperation. The challenges of the digital era have been addressed by building shared information systems: a CRM member registry, online shop and customer service chat.

Many goodbye parties were thrown at the office, since staff turnover during the year included practically all of the student union's hired employees. Among the documents that direct the operations, the political programme and the urban programme were reformed to meet the changed visions for a better tomorrow for the students – taking the future trends into consideration.

**THE STUDENT UNION WAS
AN ACTIVE PARTICIPANT IN
HAAGA-HELIA'S AUDITING.**

Strengthening the impact

Helga coordinated the municipal election activities in Helsinki for the World Student Capital network of 100,000 higher education students in the Helsinki metropolitan area. The Tiederatikka local residents' initiative started by the network was submitted to Deputy Mayor Anni Sinnemäki.

At the end of the spring semester, the number of members exceeded 5,000, making Helga one of the three largest student unions.

The student union was an active participant in Haaga-Helia's auditing. The quality audit was passed by the summer break. The international audit team praised the involvement of students in the quality work, in particular. The Yhteiskunnallinen toiminta study module on social activities (5–15 credits), coordinated by the student union and provided now for the first time, was highly welcomed.

At the end of the year, Helga's representative council election was a topic discussed across Finland. A manifestation of the interest in the election was the voting rate of 25.20%, which was high on a national scale.

In 2017, the vice chairs of both of our national umbrella organisations, University of Applied Sciences Students in Finland – SAMOK and Finnish Student Sports Federation, were Helga members. In addition, another Helga member held a seat on SAMOK's board.

SERVICES



Haaga-Helia provides various services for the applicants, students and staff. Our aim is to offer services that support learning and development in Haaga-Helia.

Student services

The student services include admission services, student affairs services as well as student well-being services. We provided services to students on all campuses throughout their studies, from the application process to graduation. We improved our services by actively collecting feedback. We used electronic services and further developed the service centre concept on the Pasila and Haaga campuses. Our admission services were in charge of student admissions in three fields of education nationally.

We were active participants in a national project to develop student selection. Our student well-being services supported the smooth progress of studies and graduation according to plans. The goal is to further improve the academic results through these services. The Student Financial Aid Board convened nine times and issued statements on student financial aid.

Library and information services

A national user survey was conducted in the 2017 year of operation to assess the library's service offering. Our customers find the services very important for the progress and effectiveness of their studies. Overall, our services received very high scores, and our customers are happy to recommend them to others. Customer loyalty and satisfaction were included in the survey for the first time with the NPS (net promoter score), and the results were excellent.

Libraries are very popular places for study and work, and we continuously develop the facilities while taking customers' changing needs into consideration. In the Pasila campus library, we replaced old furnishings, and our Malmi campus library received a refreshing facelift with new furnishings and added workstations in connection with the floor renovation.

We expanded our service selection with a digital library card and added the opportunity in Pasila campus to take exams electronically on Saturdays as well. We implemented the publication reporting service JUSTUS for the personnel to report publication information.

We promoted cooperation between the 3UAS (the strategic Helsinki Metropolitan Universities of Applied Sciences alliance) libraries in working groups and by organising shared training for the 3UAS libraries.

Information management services

The information management and IT services supported the profitable and secure operations of the University of Applied Sciences. We were responsible for the IT customer service and Haaga-Helia's IT resources as well as for maintaining and developing them in accordance with the policy definitions concerning the data architecture.

We progressed in the system projects to reform resource planning at Haaga-Helia in accordance with separate project plans. In the Peppi project, we coordinated the renewal of system and communications services that support the planning and implementation of teaching and education. We provided support for the HR services and RDI services in their competitive bidding on systems. We implemented the suomi.fi service to support the provision of digital services.

Our participation in the 3UAS cooperation included defining digital campus services.



International services

The student exchange and work placement activities continued to be active in 2017. More than 600 students participated in student exchange or work placement abroad through our programmes. The most popular exchange destinations were Germany, the Netherlands, Spain, France, the UK as well as Korea and China. We established new programmes in Spain and Korea. The 300 foreign exchange students added to the international atmosphere on our campuses. We celebrated the 30th anniversary of the European Erasmus+ programme by inviting students and personnel to networking events.

In teacher and staff exchange, nearly one hundred Haaga-Helia employees shared and developed their competence with European partners. We carried out pilot courses in the EU-funded Connect Intercultural Learning Network for Europe project, which will help students to strengthen their international competence. Together with the Dutch Stenden University, we carried out benchmarking of international operations, which examined the personnel's role in the internationalisation of the University of Applied Sciences.

Marketing and communication services

Haaga-Helia has an excellent reputation among its corporate customers and partners, according to the corporate image survey conducted by T-Media Oy in December 2017. According to the survey, Haaga-Helia's strengths are in the fields of management and administration. Haaga-Helia is considered to be managed well and in a goal-oriented manner, and its operations are found to be open and transparent.

Among young people, Haaga-Helia is the best-known university of applied sciences in Finland and the second

most interesting. This was indicated in the Korkeakoulujen imago 2017 survey conducted by Taloustutkimus on the image of universities of applied sciences in May 2017. The survey focused on how well-known and interesting Finnish universities of applied sciences are considered to be and on a variety of factors affecting their image. According to the young, Haaga-Helia's strengths include positive visibility on the media, good presence on social media, and international contacts.

We overhauled Haaga-Helia's website in summer 2017. The objective of the new website was to make Haaga-Helia's education and service offering easier to access on the site.

Our publishing activities continued to grow. We released 12 publications in the Haaga-Helia series, and the total number of our publications was 325. In order to improve the visibility of the publishing activities in our core competence areas, we developed our e-Signals publishing platform during the year and used it to collect source information on publications produced by Haaga-Helia's experts for the past six years.

HAAGA-HELIA IS CONSIDERED TO BE MANAGED WELL AND IN A GOAL-ORIENTED MANNER, AND ITS OPERATIONS ARE FOUND TO BE OPEN AND TRANSPARENT.

HR SERVICES



Competent, enthusiastic staff enable success

Haaga-Helia had 626 staff members at the end of 2017. We had 381 full-time and 8 part-time teachers. The number of personnel in the administration and support services at Haaga-Helia was 245.

Haaga-Helia staff developed their competence in line with our strategy by actively participating in internal and external coaching. During the year, staff participation in training was, on average, approximately seven days per person. Our staff also studied in degree programmes. Two Haaga-Helia employees completed a doctorate degree, one completed a licentiate degree, four completed a Master's degree and one employee completed a Bachelor's degree. In addition, three Haaga-Helia employees completed pedagogical studies.

The degree structure of Haaga-Helia's full-time staff was as follows:

doctorate degree	67
licentiate degree	23
Master's degree	355
UAS Master's degree	25
Bachelor's degree (university)	12
UAS Bachelor's degree	45
other degrees	76

Twelve staff members, sponsored by Haaga-Helia, study in a doctorate programme launched in 2014 in cooperation with University of Westminster, our partner. The support received from the Helia Foundation enabled two-month temporary work placements for 16 teachers. During the work placement period, the teachers work on a mutually agreed development project suited to the commissioning party's needs. The placement taken in a company or a target organisation

allows teachers to update and enhance their professional competence and the competence of the entire Haaga-Helia community.

Aiming for continuous development

The Pedaali programme for the development of teaching at Haaga-Helia, launched in 2015, ended in the spring under the 'Communal operating culture' development theme for the academic year 2016–2017. Our own experts from the School of Vocational Teacher Education and our campuses were responsible for planning the programme content and also served as programme coaches. All our full-time teachers participate in the programme, which is intended to support and enhance the teachers' pedagogical competence, the successful performance of their basic duty and the achievement of objectives within the scope of their diverse and changing role as teachers. An outcome of the programme was the Haaga-Helia pedagogical vision, and we outlined team teaching as our shared operating model.

We map the preconditions of our strategy deployment regularly by means of personnel surveys. The development areas that mirror our operating culture, selected from among the results of the autumn 2016 survey, included the development of cooperation between groups and increased flexibility of operations. This development objective was integrated with our action plan, and the goal of the measures was to strengthen the sharing of Haaga-Helia staff's competence, continuous renewal and working smarter.

Better results together

We promoted competence-sharing and cooperation across units in the thematic and joint development



QUALITY AND RESOURCE PLANNING SERVICES

meetings designed by the steering groups of Haaga-Helia's strategic core competence areas. All Haaga-Helia teachers and experts as well as some of our external stakeholders were invited to the meetings. The group meetings received positive feedback and continued in the autumn.

At the end of the year, we launched the Kohtaamo coaching in order to develop our cooperation preparedness and invited the entire Haaga-Helia community to attend. According to the feedback provided on the coaching, positive aspects included the opportunity to get to know colleagues from different campuses and units, in particular. Our goal is for cooperation in Haaga-Helia to be motivating and productive. It will guide our operations, and the Kohtaamo coaching will continue to work towards this objective in 2018.

In June, our staff gathered together to spend a relaxing afternoon with activities and good food in the centre of Helsinki. The annual staff Christmas party had a blue-and-white theme and a formal dress code in celebration of Finland's 100 years of independence.

We organised competitive bidding on our HR information system service in order to reform the HR processes through digital solutions. The objective was to acquire a tool for the working community to use actively in diverse needs and to ensure that the system evolves and can be flexibly developed for future needs. We started the implementation of the system at the end of 2017.

The main event in 2017 was the international audit of the quality system of our academic community. We coordinated the audit preparations and strongly involved the entire academic community in the arrangements for the audit visit. The input of students, in particular, was valuable in the project. We passed the audit and received a quality certificate for six years.

Based on the quality system audit report, we compiled a scheduled plan with designated responsibility areas in order to implement the development recommendations. We incorporated the monitoring of the development measures with the annual preparation of our action and finance plan. The joint quality team composed of representatives of the organisational units started its operations.

We continued communications concerning the quality work and participated in numerous internal development projects supporting Haaga-Helia's strategy as well as in modelling new operating methods and related support processes. As part of the continuous development, we assessed the functioning of our feedback systems and outlined related development needs. We drew up a plan to reform the system for providing course feedback.

We implemented new monitoring views and analytics tools to support Business Intelligence. We overhauled Haaga-Helia's statistics portal. We also made preparations in resource planning support for the introduction of the EU's General Data Protection Regulation (GDPR) and hired an Information security manager. Within the 3UAS cooperation, we were in charge of drawing up a support service report as required in the development obligation together with representatives of Laurea and Metropolia Universities of Applied Sciences



FINANCE

Parent company finances

Haaga-Helia's earnings in 2017 were 61.7 (in 2016: 57.9 and in 2015: 58.9) million euros, of which appropriations were 52.7 (50.6; 51.8) million euros, or 85% of the total.

Total costs were 60.7 (60.0; 60.6) million euros. Direct personnel costs were 39.9 (40.2; 40.5) million euros, or 66% of the total costs. Haaga-Helia operates on leased premises, with the exception of Porvoo. Rental costs and maintenance charges amounted to 8.7 (8.9; 9.2) million euros, or 14% of the total costs.

Total earnings from investment and funding activities were 0.1 (0.3; 1.3) million euros. The market value of financial asset securities was 4.2 million euros higher than the book value. In accordance with the prudence principle, it has not been recorded in the return or the result. The company's Board has approved an investment policy according to which the weight of shares and other high-risk investments may be 30 per cent of the value of the investments, at a maximum.

The result for the financial year was 1.1 (-1.9; -0.3) million euros, which was a clear improvement on what was budgeted (-1.8 million euros).

The balance sheet total was 46.3 (43.0; 43.3) million euros. Received advances include 1.1 (0.8; 1.3) million euros comprising money allocated to various projects, which will continue to be used after 2017. Accrued expenses include the calculated holiday pay debt of 2.2 (1.5; 1.9) million euros.

The company's operating profit percentage was 1.5 (-3.6; -2.7), return on equity 3.0% (-5.1, -0.8), return on capital invested 3.3% (-5.1; -0.7), equity ratio 89.8% (90.4; 90.9) and quick ratio 9.0% (8.8; 9.2).

Group finances

The Group consists of Haaga-Helia University of Applied Sciences Ltd, Kiinteistö Oy Porvoo Campus, Haaga-Helia Global Education Services Ltd. and Haaga-Helia Baltic Ltd. The EduExcellence Ltd. associated company was established in 2017. Group's earnings were 61.8 (58.0; 59.0) million euros. Total costs were 61.1 (60.5; 60.9) million euros.

Direct personnel costs were 39.9 (40.2; 40.5) million euros. Total earnings from investment and funding activities were 0.3 (0.7; 1.2) million euros. The result for the financial year was 1.0 (-1.9; -0.6) million euros.

The balance sheet total was 56.3 (53.4; 55.1) million euros.

Income statement

	Group		Parent company	
	1.1.–31.12.2017	1.1.–31.12.2016	1.1.–31.12.2017	1.1.–31.12.2016
NET SALES	59,555,172.03	56,409,292.48	59,422,964.98	56,280,057.52
Other income from business operations	2,243,951.32	1,602,522.82	2,243,951.32	1,602,522.82
Materials and services	-970,600.29	-866,076.30	-970,600.29	-866,076.30
Substances, necessities and goods				
Purchases during the financial year	-561,138.74	-442,390.74	-561,138.74	-442,390.74
External services	-409,461.55	-423,685.56	-409,461.55	-423,685.56
Staff expenses	-39,894,835.34	-40,221,815.96	-39,883,429.99	-40,211,801.05
Salaries and compensations	-33,116,567.84	-32,607,125.55	-33,106,937.84	-32,598,673.05
Statutory staff expenses				
Pension allotment	-5,225,924.73	-5,722,097.19	-5,224,266.49	-5,720,747.68
Other statutory staff expense	-1,552,342.77	-1,892,593.22	-1,552,225.66	-1,892,380.32
Planned depreciation	-2,249,755.07	-1,845,862.06	-1,988,209.00	-1,636,683.27
Other expenses from business operation	-17,949,402.62	-17,615,210.86	-17,874,468.49	-17,279,374.70
PROFIT / LOSS	734,530.03	-2,537,149.88	950,208.53	-2,111,354.98
Financial income and expenses				
Share of the loss of associated company	-58,076.74	0.00	0.00	0.00
Other interest and financial income	469,117.89	491,061.54	264,022.51	245,967.35
Interest expenses and other financial expense	-127,600.18	184,873.47	-127,600.18	4,986.35
Financial income and expenses total	283,440.97	675,935.01	136,422.33	250,953.70
PROFIT / LOSS BEFORE EXTRAORDINARY ITEMS, AND TAXES	1,017,971.00	-1,861,214.87	1,086,630.86	-1,860,401.28
PROFIT / LOSS FOR YEAR	1,017,971.00	-1,861,214.87	1,086,630.86	-1,860,401.28

Balance sheet

	Group		Parent company	
	31.12.2017	31.12.2016	31.12.2017	31.12.2016
ASSETS				
NON-CURRENT ASSETS				
Immaterial goods	1,868,495.58	2,802,743.35	1,868,495.58	2,802,743.35
Other longterm expenses	1,868,495.58	2,802,743.35	1,868,495.58	2,802,743.35
Tangible assets	16,527,461.67	17,544,154.13	2,182,486.64	2,646,811.82
Estates	58,975.00	58,975.00	0.00	0.00
Buildings and structures	14,185,952.51	14,721,814.90	0.00	0.00
Machinery and equipment	2,199,211.20	2,702,634.27	2,159,293.64	2,646,211.82
Other tangible assets	60,729.96	60,729.96	600.00	600.00
Payments in advance and unfinished purchases	22,593.00	0.00	22,593.00	0.00
Securities	22,418,144.06	465,439.00	27,489,947.80	5,429,166.00
Shares in subsidiaries	0.00	0.00	5,152,165.00	5,102,165.00
Shares in participating interest undertakings	441,923.26	0.00	500,000.00	0.00
Other securities and shares	327,001.00	327,001.00	327,001.00	327,001.00
Other receivables	138,438.00	138,438.00	0.00	0.00
Financial asset securities	21,510,781.80	0.00	21,510,781.80	0.00
NON-CURRENT ASSETS TOTAL	40,814,101.31	20,812,336.48	31,540,930.02	10,878,721.17
CURRENT ASSET				
Receivables				
Short-term receivables	2,998,812.87	1,441,039.96	2,731,679.22	1,202,304.81
Sales receivables	621,193.35	237,104.39	621,193.35	235,579.06
Receivables from subsidiaries	0.00	0.00	23,373.98	60,509.45
Other receivables	336,357.99	304,170.13	47,202.41	13,348.92
Prepaid expenses and accrued income	2,041,261.53	899,765.44	2,039,909.48	892,867.38
Financial securities	0.00	21,414,113.32	0.00	21,414,113.32
Cash and bank deposits	12,448,475.82	9,762,059.75	12,038,543.41	9,455,175.14
CURRENT ASSETS TOTAL	15,447,288.69	32,617,213.03	14,770,222.63	32,071,593.27
ASSETS TOTAL	56,261,390.00	53,429,549.51	46,311,152.65	42,950,314.44
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				
Investment for the unrestricted own financial capital fund	2,973,000.00	2,973,000.00	2,973,000.00	2,973,000.00
Scholarship fund	99,493.00	75,293.00	99,493.00	75,293.00
Other funds	100.00	0.00	100.00	0.00
HH chargeable education, scholarship fund	85,000.00	85,000.00	85,000.00	85,000.00
Loan-shortening fund	229,000.00	229,000.00	0.00	0.00
Other funds total	3,386,593.00	3,362,293.00	3,157,593.00	3,133,293.00
Profit (loss) from previous years	26,481,719.02	28,342,933.89	26,752,868.53	28,613,269.81
Profit (loss) for the period	1,017,971.00	-1,861,214.87	1,086,630.86	-1,860,401.28
Minority shares	1,835.00	1,835.00	0.00	0.00
SHAREHOLDERS' EQUITY AND FUNDS TOTAL	36,888,118.02	35,845,847.02	36,997,092.39	35,886,161.53
PROVISIONS	151,105.47	151,105.47	151,105.47	151,105.47
LIABILITIES				
Long-term liabilities				
Loans from financial institutions	9,513,513.27	10,013,513.27	0.00	0.00
Long-term liabilities total	9,513,513.27	10,013,513.27	0.00	0.00
Short-term liabilities				
Loans from financial institutions	500,000.00	500,000.00	0.00	0.00
Advances received	5,128,519.17	3,249,142.82	5,128,519.17	3,249,142.82
Accounts payable	472,950.46	718,965.94	457,279.78	697,099.78
Other payables	924,132.08	991,425.81	895,818.45	1,008,679.04
Accrued expenses and deferred income	2,683,051.53	1,959,549.18	2,681,337.39	1,958,125.80
Short-term liabilities total	9,708,653.24	7,419,083.75	9,162,954.79	6,913,047.44
LIABILITIES TOTAL	19,222,166.51	17,432,597.02	9,162,954.79	6,913,047.44
EQUITY AND LIABILITIES TOTAL	56,261,390.00	53,429,549.51	46,311,152.65	42,950,314.44

Board of Haaga-Helia University of Applied Sciences Ltd.



Chairman of the Board

CEO, Matti Niemi

1st Vice Chairman of the Board

Development Manager, Kai Laikio

2nd Vice Chairman of the Board

CEO, Timo Lappi

Membership

Student, Max Laihonen

CEO, Tauno Jalonen

Development Director, Björn Keto

Principal Lecturer, Teemu Moilanen

Manager Administration and Information,

Marina Paulaharju

CEO, Heikki J. Perälä

Expert Members of the Board

CEO, Heikki Hietanen

Marketing Manager, Pekka Heikkilä

CEO of Haaga-Helia University of Applied Sciences Ltd.

Teemu Kokko

Secretary of the Board

CFO, Jorma Alkula

1. row from left:

Matti Niemi

Kai Laikio

Timo Lappi

Max Laihonen

Tauno Jalonen

2. row from left:

Björn Keto

Teemu Moilanen

Marina Paulaharju

Heikki J. Perälä

3. row from left:

Heikki Hietanen

Pekka Heikkilä

Teemu Kokko

Jorma Alkula

Collegiate Body of Haaga-Helia University of Applied Sciences



Chairman

President Teemu Kokko

Members

Management Representative: Vice President Minna Hiillos (Deputy member, Director Salla Huttunen)

Staff representatives: Lecturer Päivi Käri-Zein (Mikko Valtonen),

Quality manager Tia Hoikkala (Planner Marja Michelsson)

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