

Keuda

Digitally Versatile Keuda Action Plan 2021–2024

Steering Group for Digitally Versatile Keuda



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#kestävä #saavutettava #uniikki
#omapolku #työelämävärtten

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1. General

Keuda is a Finnish Vocational Education and Training Consortium with 10 campuses close to Helsinki in Southern Finland. Its action plan for digital pedagogy is led by its strategic priorities and goals: Keuda is an **inspiring place of study, a desirable place to work, and an agile partner.**

The way we work is **effective and economic, digitally versatile, local, accessible, responsible and sustainable.**

Appropriate equipment, programmes and systems and skilful staff make up the foundation for digitalisation in the organisation. We want to build a digital campus where you can study flexibly how, when and where you want in your own way, and to introduce a variety of digital solutions to support staff. We also want to take a leading role in developing new, digital teaching solutions, such as Augmented Reality (AR), Virtual Reality (VR) and robotics.

We want to improve the digital skills of all Keuda's staff, make using digital solutions easier, and encourage their use, particularly in teaching. Our service processes will be digitalised as needed. We provide support for users both in pedagogical methods and equipment infrastructure.

Systems and services acquired should be user-friendly and help people manage their daily work better. We produce information that helps leadership and management teams lead and make decisions, and teachers to monitor students' progress.

2. Current state of affairs

2.1. Pedagogy and processes

2.1.1. Digital support tools for teaching and learning

Digital learning environments

The key learning platforms of Keuda are Office365 (Teams etc.) and Pinja. Both support students' learning process. They have different features, making them suit different purposes. For example, Office365 provides storage in OneDrive; video-conferencing in Teams; videos and channels in Stream; easy-to-use sites in SharePoint; forms in Forms; excellent presentation possibilities through Sway that also work on mobile devices, and naturally Email and Calendar, among others. Office365 is the system that students will come across when they enter the labour force.

Virtual Worlds

Students of Keuda design virtual worlds. Keuda has been making 3D virtual worlds since autumn of 2019 and 360 Environments with the Thinglink application since 2014. The students have created more and more ambitious 360 and 3D environments in recent years using different methods (e.g. Unity), to provide more high-quality applications for teaching.

Skills passports/Workseed and monitoring student progress

Keuda has designed a skills passport to help monitor progress of students. Skills passports have been digitalised with the Workseed Programme that visualises progress in skills development. The system allows the responsible teacher, other teachers, guidance counsellors, SEN teachers and our so-called Keudaattori

services, to monitor students' progress, and give feedback and comments to them so that all can see the information in the same place. Keudaattori is an open learning environment for all students, open daily, providing general and specialised support for them.

Skills passports describe in practical terms which skills students are expected to acquire in each part of their degree programme or from common units. By describing in concrete terms how students can acquire the skills required, the skills passports help them take responsibility of their own progress.

Skills passports also benefit work place instructors, helping them form a clear picture of the skills students are expected to acquire at the work place. In this way, work place instructors, students and teachers have a common understanding of students' objectives.

Equipment and digital materials for pedagogic use

The expansion of compulsory education in Finland made studies free of charge for all students who fall under its scope. In addition to tuition, study books and a computer, among other things, are now free of charge for students in vocational education and training, too. Keuda decided to acquire laptops for all those students who are in the scope of compulsory education. Computers are provided for the personal use of students for the duration of their studies. Because there are many other students in Keuda apart from those in compulsory education, we still have computers available for the use of students in the school building, too.

Keuda has acquired some digital materials in different sectors (licenses, eBooks etc.). At the moment (autumn 2021), we are carrying out an inventory about all digital materials in use to get a clear picture of the current situation. We are going forward with digitalisation by updating materials whenever it is regarded fit for purpose (print books vs digital licenses and materials). We have acquired online materials that are being updated by an external service provider. This makes life easier for teaching staff as the service provider ensures that materials are always up-to-date and add to the material library. Always keeping in mind our ethos of collaborative working, online courses designed by our teaching staff and shared Teams folders are good resources for teaching, providing ideas and modules.

Support for learning in the workplace

We have started to use digital signatures in apprenticeship and training agreements. It makes managing work place training easier and more efficient. We support our business and industry partners that offer apprenticeship and training places to our students by offering them general or business-specific online training courses. We also make use of the national website (Ohjaan.fi), supporting learning and guidance that happens in the work place and its online courses. Sector-specific online recruitment events are excellent opportunities for students and business and industry partners to meet each other. Among other things, enterprises can use Teams to introduce themselves to students and also offer apprenticeship and training places to them directly. We also use the national, online recruitment channel Tiitus that our business and industry partners can use to advertise apprenticeship and training vacancies in different sectors. The collection of national feedback of work place training will start on 1 January 2021, which means we need to develop our customer management systems during autumn 2021. On 1 July 2021, we started collecting feedback from work place training instructors on work place training.

2.1.2. Skills development of teaching staff and digital user support

Digi-tests and open skills badges

Digital foundation tests, so-called digi-tests, were carried out during 2018 and 2019 to map digital skills of

teaching staff. The test was built on Office 365 environment. It is a foundation level digital test which we have named Keuda Digi-tests. Our aim is that each new Keuda staff member will complete the Digi-test.

The test includes nine key digital skills modules. The modules are mainly self-guided "mini tests". Each module only has 2 to 7 questions and completing one module takes from 2 to 10 minutes, depending on how many tries you take. The test covers basic information about the following: O365 Services (in general), basics of staff Intranet, HR, IMS, facilities guidance, information security, mobile device commitment/agreement, information privacy and audio-visual equipment.

The test is available at: bit.ly/tvtkivijalat. Once a person has completed all modules, they can apply for a skills badge through a link (bit.ly). Skills badges are awarded to show that a staff member has special skills in the use of new technologies or, for example, masters all key staff software/applications ("the Digital Foundation").

Digi-workshops/paths

Digi-workshops and paths are training programmes for students and staff. They allow participants to learn about Augmented and Virtual Reality solutions, 3D modelling and printing, robotics, artificial intelligence and versatile use of new digital media and Office 365 services in teaching.

Digi-workshops and digital support is organised by teams dedicated to new technologies (AR – Augmented Reality Team, VEX – Robotics Team, Humanoid – Robot Team, VR Team, Artificial Intelligence Team and Digi-Workshop Team. Digi-paths include seven areas of new technologies: AR, VR, AI, 3D, robotics, Office365 and the "Digital Media". The digi-workshops require more active learning than just participation. Thanks to our collaborative learning culture and keen interest in new things, over one thousand "digi-workshop paths" have already been completed in Keuda.

Digital training

Keuda has offered a great amount of advanced digital training that allow participants to make better use of digital applications in teaching. These training programmes have been very popular and we'll continue to offer them in the future (Keuda's digital events for staff).

All staff have been offered "Learn the basics" training, digital workshops and other digital training events. When possible, different campuses also organise their own digital training events led by team leaders and staff digital experts.

Staff support during exceptional circumstances

During the exceptional circumstances during Covid when teaching was moved online, we offered a special information point to support staff through Teams in Office365. The information point has been offering support for teachers in organising distance and online learning since March 2020 and will continue to be offered daily from 9 am to 3 pm as long as the exceptional circumstances require.

2.1.3. Events

Keuda has also received external recognition for its work in digital learning models, and, in 2019, received the Most Digital Achievement of the Year Award that is given every year by ATEA for digital innovation in various categories. Keuda is also a pioneer in versatile digital learning solutions in the wider society.

We have active international partnerships and we organise events on the theme of technological change. Every year, Keuda invites schools, businesses and leading experts in the digital sector to its events about technological change.

Kommentoitu [MR1]: Alkuperäisessä "mobiililaitesitoutumus" enkä oo ihan varma mitä tällä tarkoitetaan. Istuisko ehdotetuista käännöksistä jompikumpi?

We wish to encourage our students and business partners to study, experiment with and use new technologies with open minds. At the same time, we want to make interaction between vocational training providers and businesses stronger.

We also offer information about digital training provision, dates with employers, and recruitment events online, among other things. Furthermore, our network meetings are held online.

We advertise and market our events in advance and during the events through our digital media channels. We tell about them in online articles, both internally and externally, and on social media.

2.1.4. Student affairs services: from application to graduation

Digital tools are already widely used in general student affairs services and during the process from application to graduation. **Our student record management system is Studenta.** Student secretaries set up degree programmes on Studenta according to plans built in a service called AMOSAA. Each degree programme has a designated student secretary who sets up degree programmes on the system every year. For the set-up, we need information about funding, study time and possible holidays, among other things.

Admissions

Admission services help applicants by email, phone and chat. **For the continuous intake of students,** applications are made online through keuda.fi website. The application data is saved directly in Studenta. Applications through the **national joint application** system are made using a service called Opintopolku.fi. From there, student data is transferred to Studenta by Solenovo.

Application and admission to **labour market training** takes place through employment office systems (TE-services). The student secretary receives the names of the selected students as an HTML file from which data is entered into Studenta manually.

After being selected, students are admitted on their course in Studenta. Admission triggers creation of a username. Usernames are sent by email to each department to mailbox: opintotoimisto@keuda.fi. Then they are sent to responsible teachers. Student data is transferred to KOSKI service.

Once the responsible teacher becomes aware of a new student, they will move the data to a system called eHoks, which triggers a start of studies survey to be sent to the student. The survey is sent automatically to the student's email address moved from Studenta to eHoks. The eHOKS transfers are monitored through Mfiles reporting, and responsible teachers get reminders.

Students can manage most of their student welfare applications digitally in Keuda student affairs office. Students and authorities can get online help from student secretaries and through the email address opintotoimisto@keuda.fi. Required applications and their attachments are submitted to the Social Insurance Institution of Finland KELA and to TE-services online using their own systems.

Confirmation of completion of studies is submitted to KOSKI services which prompts creation of an end of studies survey. The survey is sent to the student's email address on eHOKS on the day of their graduation.

In basic adult education, an interface made by Studyon is used to make KOSKI data transfers. This could be extended to be used in other training provisions.

2.2. Support services

2.2.1 Communications and marketing

Keuda uses both internal and external digital media channels for its wide range of communications. Digital channels make it possible to provide up-to-date, multimedia and tailor-made information to different target groups.

The channels used for internal communications include Teams, Intra, Yammer and Stream. Mobile application Secapp is used for security information.

Info TVs are on the way out. They will be replaced by OVObots and ClearTouch screens in entrance halls, already found in some units. OVObots will have a Notecrow information system for customers and visitors.

Channels for external communications and marketing include our website (keuda.fi) and social media channels, including Facebook, LinkedIn, Twitter, Instagram, YouTube and, as the latest additions, TikTok, Spotify and SoundCloud. Media releases and newsletters are also used.

The communications team supports Keuda staff in digital communications and marketing by offering them materials, support and guidance.

Keuda's communications team develops digital competences of staff by offering small group training and individual guidance. Small group training is arranged regularly. These include e.g. "communications quarters" which are short 15-minute Teams training sessions about communications and marketing topics staff have asked advice on.

Audio-visual content is increasingly important in addition to text and picture content. Videos are used more and more in communications and marketing. We also started our own podcast in Keuda in the spring of 2021. More attention is paid to accessibility issues in production of digital content by using video subtitles and alt texts both in social media and on the website.

2.2.2 Human resources

The HR System used in human resources manages public service and other employment relationship data that is needed to pay salaries and to extract statistical data needed for various reporting purposes. The HR System comprises various parts, such as the recording system webTallennus that includes, among other things, the HR desktop and digital forms (e.g. appointments to office and employment agreement forms, and annual leaves). A separate programme (webPalveluikalaskenta) is used to manage and calculate work history that warrants annual salary increases. Payroll is managed with webPrimaa, and travel and expenses with Populus. CGI HRM is used to manage training and staff skills data and performance appraisals. The reporting programme HR Analytics analyses staff data and produces reports. The supplier of the HR system is CGI. Keuda's vacancies are advertised, and applications submitted through an online recruitment system KuntaRekry.

Salary information of staff is entered into a national income register by the human resources. In the future, employers will also have to report/enter data on staff absences on the national income register. Human resources manages Suomi.fi service ID's used in Keuda.

Annual performance appraisals are documented in the MFiles system. In performance appraisals teams set goals, agree on measures to achieve them and monitor progress. Personal appraisals and work welfare conversations are documented in the HRM system of CGI. In the future, the induction plans for new staff and completion of induction training will be documented in the HR system.

2.2.3 Management of sales and clients

A client management system M-Files CRM provides the framework for Keuda's sales and client relations, providing a databank for Keuda's four business and industry categories (strategic, growing, emerging, passive). In addition to M-Files, the client management package also includes Studenta, Outlook and Asiakastieto.fi (one of Finland's leading providers of digital business and consumer information services) systems. A one-way integration has been built from the Studenta student data management system to the CRM system, which makes it possible to use real time data from apprenticeship and training agreements in sales and client relations. Through the Studenta integration we can extract information about apprenticeship and training agreements relating to a particular organisation or degree programme, for example. Integration with Outlook allows swift transfer of information between people in the organisation, and archiving of client data. Integration with the Asiakastieto.fi system allows automatic updating of business partner data and, in the future, classification of business clients by, for example, sector and size.

2.2.4 IT infrastructure

Our logical network was updated last year and is in good condition at the moment. The fixed network will be updated as needed, because the lifespan of equipment is very long. The lifespan of the wireless network is coming to an end so it needs to be updated and expanded in the near future.

The lifespan of equipment used in the server environment come to an end at the end of this year, and technical decisions for new ones will be made during 2021. Work stations and equipment are replaced according to agreed lifespans.

2.2.5 Finance

Financial administration services produce up-to-date finance data to make knowledge management possible. The key finance monitoring systems are the data storage of CGI and Tane that get updated data from the accounting system. Introduced last year, an important tool for collection of indicator data is Keuda DW which collects data from the student data management system.

Other financial management programmes to manage accounting, invoicing, accounts ledger, budgeting and payments also belong to the CGI family

2.2.6 Administration and management support

Administration and management services provide support for the strategic and operative management of the joint municipal authority and quality control. Furthermore, the services contribute to development of Keuda's management system to ensure it works well, and to support democratic decision-making. Services produce information to support management, development and everyday activities.

Keuda's case management system is Dynasty, and we provide training and guidance for decision-makers in its use. There is an online meeting booking system used in the joint municipal authority. Keuda's vacancies are advertised in Kuntarekry (municipal recruitment) system into which applications are submitted and a summary of applicants is produced for those making the decision.

The following information systems and tools are used in the quality management of Keuda:

IMS (e.g. process descriptions, guidance, risk assessments), Orchidea (brainstorming and collection of ideas), Plandisc (circular calendar).

2. Strategic goals

3.

3.1. An inspiring place of study

Digitalisation and different eTools are used actively in teaching, guidance and communications. Efficient equipment, software and systems form the foundation of digitalisation. We'll continue to develop distance learning and make sure that key learning platforms and applications work well and are easy to use. In this way, we can support the individual learning paths of students and make studying more effective in different learning environments.

Digitalisation is used in teaching of qualification requirements, degree programme implementation plans and in pedagogics at Keuda. It also makes international work experiences and competences possible for students without the need to travel.

We'll make student services more flexible by digitalising required service processes. In addition, we'll ensure that we get correct and up-to-date customer feedback data for further development.

Digitalisation is particularly important in communications and marketing. Our goal is to make information more accessible and to market Keuda as an inspiring place of study. The goal of digital marketing and communications is to help applicants find the right training for them.

We promote sustainable development by using a variety of tools, programmes and environments that make studying possible anywhere anytime. A versatile provision of digital tools and services promotes equality, tolerance and inclusion of students and gives them a voice.

3.2. A desirable place to work

Keuda is a significant influencer within digital vocational education. We communicate openly and widely about our activities, using a variety of digital channels.

We offer flexible work opportunities for staff by providing them with the tools needed, a variety of digital applications and learning environments and, by digitalising service processes where needed. We make work easier through digitalisation and automation of work processes and by avoiding overlap. We make sure that information is up-to-date and key data accessible.

We develop the digital competences of staff by offering training on relevant digital topics and applications. We make use of the existing skills of staff, for example, in internal training.

We promote sustainable development by using a variety of tools, programmes and environments that make working possible anywhere anytime. A versatile provision of digital tools and services promotes equality, tolerance, inclusion of staff members and gives them a voice.

3.3. An agile partner

Keuda is seen as an accessible and attractive training provider in all areas where it operates. We work together in different sectors and campuses to promote use of digital teaching methods and to ensure effective teaching.

We use digital methods to support work place learning, our business and industry partners and workplace instruction. We promote digitalisation together with our networks, partners and service providers.

We make use of the data available through our systems in our work with clients. We'll work together with different campuses and sectors in different campuses to promote digitalisation and improve accessibility.

4. How to reach our goals

5.

4.1. IT infrastructure

Administrative measures

During 2021, we examined the lifespan of the applications by current provider and their willingness to develop the existing environment. At the same time, we explored potential competing products and their ability to provide services needed. A decision about competitive tendering was made in spring 2021, and the process will be carried out in the autumn of 2021. Introduction of a possible new system will take place in the beginning of 2023.

Possibilities of digital archiving systems will be explored during 2021 and possible tendering processes started. Adoption of new systems is likely to take place during 2022 and 2023.

Digital processing of documents will be developed so that all agreements will have digital signatures after 2022. Furthermore, systems at organisation-level will be developed so that during 2022 we can partly move to certified digital signatures of documents (so-called one-sided signature of such documents as various extracts, decisions and certificates).

Measures relating to ICT infrastructure

Replacement of base stations and administration of the wireless network. Competitive tendering process will be carried out during 2021 and implemented in stages between 2021 and 2023. At the same time, we'll improve the capacity of the so-called Vieras ('guest') network, because the need for more capacity will increase along with the expansion of compulsory education. We'll also aim to diversify the capacity of the network.

Replacement of the server environment. Tendering process and implementation to be done during 2021. At the same time, we'll expand the so-called Azure cloud environment and make the service more resistant to errors. Back-up services will be updated at the same time.

Mapping and checking of the AD environment will be started during 2021 and completed by the summer of 2022. Special attention will be paid to optimisation of user names and computer accounts.

Management of work stations is extended to cover external networks, too. This makes remote updates and instalment of some programmes possible. At the moment, such instalments can only be done when the work stations are physically connected to Keuda's network. During 2021, remote connection will be changed to newer technology (Direct Access will be changed to Always on VPN solution)-

We will improve equipment efficiency and efficiency measuring.

Keuda mobile application

Our aim is to create a tailor-made mobile application for Keuda to present key data about future/ongoing studies and related data, or we'll adopt an existing product. Student data management systems cannot currently produce such mobile solutions that could be widely used and would make current processes easier. The new application should solve the following issues, among other things:

- Study courses offered
- To support information flow between Keuda - student - home – staff
- To create administrative records
 - Work time records
 - Absences
- To create student records
 - Benefits
- Curricula

- Messaging to all students
 - Currently problematic to message wider audiences!
- Messaging to sensibly defined groups
 - WhatsApp-type conversations

User rights defined at four levels. These allow restrictions of user rights and visibility. Restricted rights are:

- Students (O365 username)
- Staff (O365 username)
- Carers (user name not known)
- Free access (without registration)

4.2. An inspiring place of study

Among other things, learning will become more sociable, personalised and less classroom-bound. Teaching can be improved with better network connections, more efficient applications and modern equipment. We can connect with people all over the world. Digitalisation makes it easier for us to come together to solve issues that matter to us.

We'll ensure that our key learning environments Moodle/Pinja/Office365 and applications are in active use by students and teaching staff.

Our work is sustainable and responsible. We use digital learning environments and teaching materials and avoid unnecessary printing. Lifespan of products is considered when making purchases.

We listen to and support students and staff when introducing new digital tools.

We need information about the quality issues of students' personal competence development plan processes. Information requirements to support daily work need to be defined, we need to agree on documentation and reporting and build systems for their automation.

We'll allocate responsibilities and tasks for promotion of digital pedagogy and digital competencies, and reserve necessary resources (e.g. for our digi support people and experts).

We'll make use of the opportunities offered by digitalisation in teaching and learning, by, for example, piloting new practices and equipment in new and different learning environments. There will also be many benefits for our international work. Students will be offered chances to take part in a variety of virtual projects and, for example, art exhibitions. Digital projects help develop skills needed in future: digital competences, language skills, knowledge of different cultures, team work and communications skills, tolerance, international contacts and networking.

We'll anticipate future pedagogic skills and development needs. We'll ensure that teaching staff have versatile digital pedagogic skills to ensure students can engage in teaching and learning individually and in groups.

We'll gather good pedagogic models, practices and materials also from other training providers and our partners and support their implementation.

We'll pioneer new digital pedagogic solutions, models and practices (e.g. mobile learning and gamification).

We'll monitor and try new teaching technologies with our digi support people and experts so we can add new modern tools in our daily work.

We'll make sure that we make use of the competences of our own staff. Our digi support people and experts in different units are key staff members to help introduce new opportunities.

We'll ensure that goals relating to digitalisation listed in the qualification requirements will be recorded in our pedagogical strategies.

We'll improve and focus communications relating to digital pedagogy by using, for example, specialist teams (e.g. our digi support people and experts).

We'll increase the number of degree programmes and their parts and whole qualifications that you can complete online. We'll design and build a Digital Campus.

We'll build and introduce our own virtual worlds.

We'll define structures and responsibilities needed to promote digital competences and digital pedagogy in teaching.

We'll raise Keuda's profile as an inspiring place of study through different digital channels and media by telling what studying in Keuda is like, what you can study here and how, about all the things Keuda's students get to do and about all the inspiring student stories you can find here.

4.2. A desirable place to work

We want to ensure that each staff member in Keuda has clear goals, that their work is well organised and that they can easily find all the information they need to do their work.

We need a tool to monitor the achievement of our strategic goals. It could form a part of our DW reporting system, which allows definition and monitoring of tasks and measures to achieve our strategic goals at all levels of the organisation down to individual teams.

We'll develop our information management by designing an organisation architecture -> function and process architecture, application architecture, information architecture and technical architecture. The system map at the end of this document forms a part of this architecture.

The aim of the information architecture is to form a complete picture about information in the organisation and to decide on their ownership (including Teams, SharePoint etc.). It will describe information of the organisation at different levels (compare to e.g. regional land use plan, town plans, house plans, technical drawings) (Keuda as a whole, pedagogical services, campuses, teams, also sectors).

Our aim is to make information siloed in different information systems and locations easily accessible and avoid fragmentation of information. The architecture will also help us examine relationships between information and processes.

We'll use online service solutions that can be used anywhere anytime for staff development. We'll ensure that all have the tools (smart phone and/or computer) and skills to use them.

We'll ensure that teaching staff has the necessary digital skills to be able to carry out their daily tasks, including digital elements in their teaching practice (skills level 1, basic level). Tools include, for example, self-study material, small team training and digital training events. Furthermore, we'll offer internal training opportunities for skills development at higher levels. Support will be provided by digital support staff/small group training and specialist teams. When possible, existing teaching staff can act as trainers in internal training programmes. Achievements are rewarded by, for example, digital skills badges.

Campus- and unit-specific action plans will be written to support adoption of the action plan for digital pedagogy.

We'll support adoption and sharing of digital teaching materials (own and external).

We'll support adoption of a variety of important teaching applications/programmes through new solutions (AR, VR, Robotics etc.) in different campuses/sectors (pedagogic solutions for own sector/teaching and other possibilities).

We'll promote a culture of information sharing. We'll share experiences, information, materials and opportunities about the use of different solutions in teaching (e.g. gamification).

We'll promote virtual learning environments and opportunities they provide.

We'll have local digital support staff in campuses to support teaching staff in their development of digital skills.

We make sure that our systems are user-friendly and agree on where everything is stored. We'll carry out user surveys and testing on users' experiences as a part of our usability evaluation.

Our work will be sustainable and responsible and we favour online meetings.

We'll produce a self-study module, "Welcome to Keuda", for new staff members, to be included in our induction training.

We'll keep our staff up-to-date about what goes on in Keuda through our internal communications channels. We'll support digital communications skills of staff by organising small group training (including Communications Quarters) and by offering private tutoring and study materials in communications and marketing. We'll provide information about what happens in Keuda and what Keuda is like as a place of work on our website and social media channels. We'll show what staff in Keuda can do and their achievements.

4.3. An agile partner

We make sure that staff, students and business partners have services that work and that are developed as needed.

We'll increase online learning possibilities, co-working and communications, for example, by supporting staff in adoption of digital teaching methods both in student guidance and business cooperation.

We'll map digital skills levels of staff and students and offer opportunities to develop and upgrade skills by, for example, joint digital events and training.

We'll actively promote the possibility to sign apprenticeship and training agreements digitally both to businesses and students. We'll develop cost-effective and deft ways to do sales and handle client relations, such as virtual recruitment events and Teams client meetings. We'll increase and diversify digital marketing in our communications and marketing.

We'll provide information about Keuda's work and cooperation with partners openly using a variety of digital channels. Among other things, a renewed website will make information more accessible, by making information easier to find and by adding subtitles and alt texts to different sections.

We'll work together with key business partners and training providers.

We'll be active participants in our partner networks.

We'll take part in events on digital pedagogy as agreed (Bett Fair, ITK Fair – Finland's largest digital education and learning event, the National Virtual Education Event and Educa Fair).

We'll promote further digitalisation of teaching according to jointly made action plans, approved by our steering group.

We'll make joint digital plans with our information and data management and communications teams in each campus.

Finally

Based on this plan, we have created a more detailed roadmap for digital development, annexed to this document. The plan will become more detailed and concrete during implementation of this strategy.