



“WITH ALL THE SPICES, PLEASE!”

A Study of the Learning Environment of Students using Finnish as their Second Language

Tuuli Järvinen

Development Project Report
May 2009



JAMK UNIVERSITY OF APPLIED SCIENCES
Teacher Education College

Author(s) Järvinen, Tuuli	Type of Publication Development Project Report	
	Pages 38	Language English
	Confidential <input type="checkbox"/> Until _____	
Title "With all the spices, please!" A study of the students in the Finnish study programmes using Finnish as their second language.		
Degree Programme JAMK University of Applied Sciences, Teacher Education College, Vocational Teacher Education, 60 cr		
Tutor(s) Maunonen-Eskelinen, Irmeli		
Assigned by		
<p>Abstract</p> <p>This development project report describes some of the opportunities and challenges brought to the learning environment by increasing numbers of students from outside Finland. Interesting group of people for this report are immigrants with higher educational background, who during 2009 lived in Southern-Savo Municipality. Some of the persons in this framework group are studying in other educational institutes at the moment, thinking about their further studies, some of them are studying right now at Mikkeli University of Applied Sciences (MUAS) in Finnish Bachelor Programmes and some of them have already completed their studies at MUAS. From this larger group our interest is aimed at S2 -students studying at MUAS at the moment and their teachers and counsellors.</p> <p>The counselling system, the recognition of prior studies, the challenges in creating personalised learning plans for all students at MUAS are being discussed. A part from recent reports on multicultural issues in education, the materials have been collected from teachers and students in different study programmes at MUAS by interviews.</p> <p>The goals of strategy for the internationalisation of Finnish higher education institutions for 2009-2015 is the red thread when describing the study paths of immigrant students, giving relevant background information as well as describing some practices. Our practical long term goal is to contribute to the process of integrating the new Finns to the knowledge potential also in the Southern-Savo -region.</p> <p>A list of relevant terminology is added in the end to help reading of both Finnish and English material about this subject.</p>		
Keywords Immigrants, International Competence, Counselling, Recognition of Prior Learning		
Miscellaneous		

CONTENTS

1 INTRODUCTION.....	2
1.1 The Bologna Process	2
1.2 Strategy for internationalisation of Finnish Higher Education Institutions 2009-2015	3
2 DESCRIPTION OF THE DEVELOPMENT PROJECT.....	3
3 BACKGROUND INFORMATION.....	5
3.1 Some Statistics	5
3.2 Finnish as a Second Language	7
3.3 Recognition of Prior Studies	8
3.4 The Study Councelling System at MUAS.....	13
3.5 The Education System in Russia.....	14
3.5.1 Technical and Vocational Education in Russia.....	17
4 FINNISH AS THE SECOND LANGUAGE STUDENTS AT MUAS.....	22
4.1 Case: Degree Programme in Materials and Surface Treatment	25
4.2 Case: Degree Programme in Business Management.....	28
5 DISCUSSION AND CONCLUSIONS.....	30
REFERENCES	31
FIGURES	32
VOCABULARY	35

1 INTRODUCTION

1.1 The Bologna Process

One can not discuss this subject without first looking at the joint European efforts to support free movement of people and knowledge in Europe. The building of the European Higher Education Area (abbreviated EHEA and also known as the Bologna process) by the year 2010, and the requirements followed by it are a central part of international activities in Finnish Universities of Applied Science. Once the targets set by the Bologna process are reached, EHEA is more competitive and attractive compared to other parts of the world.

The envisaged EHEA will facilitate mobility of students, graduates and higher education staff, prepare students for their future careers and for life as active citizens in democratic societies. It will support their personal development, offer broad access to high-quality higher education based on democratic principles and academic freedom.

Due to the Bologna process Finnish higher education system has adopted the two-cycle degree structure and ECTS. Students are also given the supplement to the degree certificate, the Diploma Supplement.

The Diploma Supplement (DS) is to be used internationally. It includes further information about the degree, the higher education institute and about the education system of the country in which the degree is awarded. (www.arena.fi,)

Finnish higher education institutions use the ECTS system in international student mobility schemes. The Bologna Reforms have several goals for the future, two of which are relevant to topic:

- Fair recognition of foreign degrees and other higher education qualifications in accordance with the Council of Europe/UNESCO Recognition Convention.
- The ongoing reforms will have a strong impact on how European higher education relates to higher education in other parts of the world, which is why Ministers have adopted a Strategy for the European Higher Education Area in a Global Setting.

The Bologna Process has also stimulated a discussion between European and international partners about mutual recognition of qualifications.

(www.ond.vlaanderen.be)

So, students of the target group of this development project will be affected both of the results of the Bologna process within Europe and it's implications outside Europe.

1.2 Strategy for internationalisation of Finnish Higher Education Institutions 2009-2015

Ministry of education has published a strategy for striving towards the above mentioned European goals in higher educational institutions in Finland.

In the strategy for internationalisation of Finnish higher education institutions 2009-2015 five main goals are set for the future. One of the main goals is to support the formulation of a multicultural society in Finland. The amount of new Finns who have chosen to study in higher educational institutes should represent their real share of the total population of Finland. The volume goal for the amount of foreign degree students in the Finnish universities is set to 20% of all the students. (Source: Strategy 2009-2015, p.5)

According to the strategy, Finland has had many success stories over the years in education. Now it is time to develop new areas which have not been so successful in the past. One less successful process on the list was that the competencies and the knowledge of non-Finns have been mostly unused to enrich the Finnish culture and the higher education institutions. Also there are not enough graduates from the higher educational institutions among the new Finns. The grade of unemployment is double as high in this group compared with the original Finnish population. (Source: Strategy, p. 9)

2 DESCRIPTION OF THE DEVELOPMENT PROJECT

Choosing a topic for this development project in the vocational teacher education was easy because the topic is very relevant right now in Finnish society.

This development project report describes some of the opportunities and challenges brought to teaching and counselling by increasing numbers of students from outside Finland. Interesting group of people for this report are immigrants with higher educational background, who during 2009 lived in Southern-Savo Municipality. Some of the persons in this framework group are studying in other educational institutes at the moment, thinking about their further studies, some of them are studying right now at Mikkeli University of Applied Sciences (MUAS) in Finnish Bachelor Programmes. Some of them have already completed their studies at MUAS. From this larger group

our interest is aimed at students studying at MUAS at the moment and their teachers and counsellors.

The counselling system, the recognition of prior studies, the challenges in creating personalised learning plans for all students at MUAS are discussed below. A part from recent reports on multicultural issues in education, the materials have been collected from teachers, counsellors and S2 students in different study programmes at MUAS by interviews.

It is not valid anymore to think about immigrants or the new Finns, as one group, like in any human groups, there are many differences between the individuals. Naturally, the land of origin creates one major difference, the reason to enter the country makes a difference, the norms, values and beliefs play a role. Further more the mother tongue is important, the knowledge of Finnish language, the educational and professional backgrounds as well the age differences. Life experience in general, personal history, individual, characteristics, personality, family relations, families with two cultures etc, these variables make us all different.

Common experiences to immigrants would on the other hand be the process of immigrations with its cultural implications; learning a new language, problems in showing and telling about feelings and emotions, the lack of social contacts, crises with one's own identity, changes in roles, maybe lower social status, feelings of helplessness, diminished self-esteem and lack of information in all areas of life.

The second generation new Finns might have faced disruption of studies in the country of origin and would have delayed start with new studies in Finland. If the second generation Finn's development process towards adulthood is in process, clashes between the Finnish way to bring up kids and own family's way might appear.

Question that might be problematic for those who have been longer in Finland would be connected with the strategies for survival; possible displacement/isolation or successful integration? Challenges for persons with longer educational history might form the language skill requirements, cultural questions in professions, the possibilities after the first phase of integration measures, the possibilities to develop language skills, the possibilities to get a study place, the possibilities to move forward in ones carrier. Long periods outside employment force diminish also strong competencies and weaken even clear professional identity. In this group problems could be caused

by stereotyping, wrong ideas about the new home country, unrealistic expectations and frustration. (Source: Seminar materials and discussions, ”Maahanmuuttajataustaisen opiskelijan tukeminen ja ohjaus”. Savonlinna. 9.12.2008. Maija-Leena Kemppi, Koulutuskeskus salpaus/Kieli- ja kulttuurikoulutus)

A list of relevant terminology is added in the end to help reading both Finnish and English material about this subject in the future.

3 BACKGROUND INFORMATION

3.1 Some Statistics

There were 5 326 314 persons living in Finland in the end of the year 2008. 143 258 persons of these were foreign citizens, so, 2,7 % of the Finnish population. The annual amount has risen steadily. According to the Statistics Finland the amount of population in Finland in the end of January was total 5 327 748. During the year 2008 the population rate grew with 25 830 persons, which was the biggest increase after the year 1992. This was the second year in a row and at the same time the second time under the independent history of Finland, that immigration was the most important reason for population increase. To compare one could look at the year 1990 when there were only 26 255 foreigners in Finland. The biggest groups of immigrants in 2008 were citizens from Russia (26 909), from Estonia (22 604), from Sweden (8 439) and from Somalia (4 919). The next biggest group was formed by persons from China and Thailand. (Source: Statistics Finland, www.stat.fi)

In the operational environment of Mikkeli University of Applied sciences in the Southern-Savo Municipality , the total amount of foreigners in 2007 was **2078** persons. (Source: Statistics Finland)

Most of these people originated from Russia (735), Estonia (241) and Afghanistan (192). The next group was formed by persons from Myanmar, Germany, Bosnia and Herzegovina and Turkey. Also Sweden, Sudan and Thailand were represented by over 50 persons in Southern-Savo at the time. Most of the local immigrants are either Finnic (Ingrian-Finnish) people from Russia or immigrants with refugee status. Also the work-based immigration to this municipality is increasing.

There are several EU-funded projects operating in Southern-Savo at the moment with the goal of supporting the work-based immigration to Finland. The biggest one is coordinated by the Employment and Economic Development Centres in Eastern Finland, the so called M14 –project. Another running EU-project in the municipality is the “Pointti –project”, concentrating on the guidance and counselling activities directed to the immigrant population. (Source: www.te-keskus.fi, “M14”– project, project manager is Maaret Niskanen and www.esedu.fi , “Pointti”- project, project manager is Minna Hallikainen)

According to the statistics compiled in the Southern-Savo Employment and Economic Development Centre, there were total of *135 foreign persons with higher educational degrees* seeking for employment in February.2008. The total amount of job-seekers with higher university degree was 38 and respectively with lower university degree it was 97 persons. *So, most job-seekers in the Mikkeli region in this group had some kind of lower university degree.*

In the end of the 2008 in Mikkeli University of Applied Science studied a total of 4620 students of which 164 were foreign students. Included in this group of degree students were also adult students as well as the students studying for the higher poly-technic degrees. Looking at countries of origin the largest groups originated from China (64), then Russia (31) and as third biggest group from Nigeria (18). There were also students from Vietnam (7), Estonia (6), Nepal (5), Pakistan (4) and Bangladesh. Poland and Ukraine were home-counties for three persons. One student was from Turkey. (Source: MUAS Student Services, Student Statistics)

*The total of 20 students (Mikkeli 11 and Savonlinna 9) out of the 164 foreign students who **had Finnish as a second language** studied in MUAS during spring term 2009.*

In Savonlinna the students in this target group were studying

- physiotherapy
- nursing
- health care nursing
- design
- tourism
- business management

These students were from Russia, Estonia and Turkey.

In Mikkeli the students in this target group were studying

- design
- materials and surface treatment
- business management
- building services engineering
- information technology
- industrial management
- civic activities and youth work
- social work
- master of business administration

These students were from Estonia, Somalia, Russia and Latvia.

The figures show that already in a variety of study programmes at MUAS, foreign students study using Finnish as their second language every day.

This report concentrates on these foreign students, who study among Finns in Finnish. As stated below, the amount of these students will increase in the future, thus adding spices in the education mix also at MUAS.

3.2 Finnish as the Second Language

The term *Finnish as the second language* refers to the students who use Finnish in their studies but who's mother tongue is not Finnish. The term *Finnish as a foreign language* refers to any kind of studies in Finnish language. I have used above the abbreviation S2 when talking about Finnish as the second language in this text.

Many research and development activities have been directed towards improving the language abilities and employment situation of immigrant students in Finland. To mention a few project relevant to S2 teachers under this topic would be the "KOTI"-project 2008-2010 ("Kotimaisten kielten opetuksen kehittäminen") aiming at improving the language skills of university students to the level needed in the Finnish working life. KOTI -project is part of the HERA (Helsinki Education and Research Area Programme). Many best practises concerning teaching Finnish as second language can be fetched in the future from this project. (Additional information: tuula.jappinen@haaga-helia.fi) "LAAKEA" -project concentrates on the quality

assurance matters in language and cultural studies, it coordinates quality work of the university language centres. (Source: FINELC -portal)

3.3 Recognition of Prior Studies

The Rectors' Conference of Finnish Universities of Applied Sciences (ARENE) and the Finnish Council of Finnish University Rectors, have published a report in March 2009 about the measures suggested to universities in order to develop the education along the lines of the Bologna Process described earlier. One very important part of this work has been the question of recognition of prior learning.

According to the report, views to teaching approaches have changed from teacher-centered to competence-based, now underlining the learning results. Flexible study paths and avoiding educational "cous-du-sac" are important today.

At the moment an European Framework as well as Finnish National Framework of Degree Qualifications will be defined and learning outcomes for each of the three cycles will be published in 2010. The rector's report stated that, although it has been easier to recognize prior learning in the Polytechnic than in the Universities before, there is still a lot of variety how individual fields of study implement the general instructions. In Polytechnics the recognition of prior learning has concentrated on recognition of earlier degrees, for example the Higher Vocational Diplomas or partly also Vocational Upper Secondary Diplomas or extensive work experience. The Polytechnics Act and Polytechnics Decree is being updated in 2010. In the Government Proposition, the question of recognition of prior studies will be addressed. After this, the students will have a right by law, to seek amendments to the teachers decisions made about their prior competencies. According to the report the benefit for this in Finnish called "AHOT-menettely", the recognition process, are the following for the *students*:

- individual learning process is secured
- students are more motivated, double work is avoided
- the study times will be shorter
- the students have more awareness of their own competencies.

Positive for the *universities* would be:

- resources are saved
- cooperation within the university and outside the university is growing
- there will be better international competencies

- there will be better comtability
- there will be better awareness of quality issues
- the student potential will be wider
- there will be better working-life connections and answering to the needs of the working-life
- According to the report, the benefits for *the working life* will be:
 - more cooperation with the universities
 - periods of work and study will become easier, ensuring the competencies needed in the working life
 - the acknowledgement of work experience as part of studies will develop
 - companies will be better aware of the competencies university studies will provide their staff
 - common procedures in “AHOT-menettely” will be developed; recognition of prior learning, will ensure the level of the graduates also in the future.

According to the report, the biggest challenges are the lack of resources for this work in the universities for teachers. For the student administration staff the challenges will be the fair treatment of all the students. For the teachers the “AHOT –menettely” will create pedagogical challenges. Especially recognition and assessment of work experience and competences gained in every day life compared to the learning goals of a degree or study modul, will be much harder. (Source: Op-pimisesta osaamiseen: Aiemmin hankitun osaamisen tunnistaminen ja tunnustaminen, Report, March 2009)

About the Recognition of Prior Learning

According to the report, twelve different viewpoints/questions can be taken to the recognition of prior learning:

- prior knowledge – is there a expire date?
- mechanisms by which work experience can be taken as part of the degree?
- amount of substitution in credit points?
- what stage of the studies will recognition be made?
- what kind of assessment mechanism s will be needed?
- development of the registration procedures ?
- questions of responsibilities ?

- who is deciding about the recognition?
- right of appeal procedures ?
- missing documentation?
- international aspects?
- routes between the UAS and the Universities ?

Field Specific Questions

From the viewpoint of **business studies** the following questions were listed as relevant:

- business competencies, how versatile the prior studies have been, the generic competencies are emphasized
- entrepreneurship, experience from acting as entrepreneur is bases for recognition
- international competence can be recognized and acknowledged language and communication competencies as above

From the viewpoint of **engineering studies** the following was listed as relevant:

- there are several fields of study in engineering studies that have completely different competence profiles
- it is quite common to take studies from other study programmes, so how much can be recognised from the same level of studies in different fields?
- specific professional competencies are emphasized in producing degrees along with generic ones.
- there are already a lot of best practises !
- there are a lot of academic interests to AHOT -menettely, solid mathematical-scientific foundation is important, specific features are added to these competencies
- the challenges of the national strategy for the engineering studies as well as the challenges described in Polytechnics “INSSI- project”; attractiveness in recruiting new students, structural decisions, pedagogical decisions, recognising talents etc,(Source: INSSI –projekti, www.hamk.fi/inssi)
- the central position of the relationship with the working life, in UAS within all fields of technology

According to the report, *common principles* were agreed in UAS and Universities about the recognition of prior learning as follows:

- the degree made will not expire as such, though consideration has to be made about time of graduation and competencies from the field in question after the graduation
- competence gained by work experience, will be assessed in relation to the learning goals of the relevant curriculum, this assessment acquires multiple methods of assessment
- in universities, there is no resources or need to develop a strong system of “näyttötutkinto”, as in the Initial Vocational Education.
- the responsibilities of students, teachers, educational institutions in connection with recognition were clear to all
- the decisions should be made as near to the students as possible
- in the students right of appeal the same principles are in use than in the right of appeal for assessment decisions
- in the case of missing documents, the student has the responsibility of showing evidence his/her competencies
- moving from one sector to the other within and between UAS and Universities needs further studies

Relevant to the target group in this report is the working group’s view that the recognition of competencies and knowledge acquired abroad will be assessed with the same principles as the ones acquired in Finland. The student has the same rights to be assessed like the Finnish students and also the student has the responsibility to apply for the recognition and if needed to show reasonable evidence of the knowledge and skills acquired previously. For example with degree documentations, exams, portfolios etc.

Credit Transfer at MUAS

According to the Study Guide 2008-2009, in MUAS, the head of the department can on students’ application make a decision on the accreditation and compensation of equivalent study units, practical training or work experience, completed at another institute of higher education in the home country or abroad, to be accepted as part of the Polytechnic degree. Also the competence that is gathered outside the formal education can be transferred. The decision of the credit transfer is based on student’s

application and certificate and/or demonstration of the competence. Student makes her/his proposal about credit transfer in ASIO-system using *ehops-tools*. (Tools for making individual study plans using the web).

Student must also deliver a copy of the relevant certificate and a study guide or other material stating the objective, the extent and the contents of the study unit to be transferred. If requested, also the original certificates must be presented. If there is a need for a demonstration of the competence, student and tutor teacher will discuss it case-specifically. MUAS degree regulations are printed in the study guide and also available in the Student web-service. Information about credit transfer can be found in MUAS quality system and from degree programmes guidelines.

MUAS Degree Regulation, §8: "Recognising prior learning and credit transfer. The head of department can upon application make a decision on the accreditation and compensation of equivalent studies, practical training or work experience, completed at another institution of higher education or educational institute in the home country or abroad, to be accepted as part of the polytechnic degree, master's degree, post-graduate polytechnic degree and specialisation studies. Also the competence that is gathered outside the formal education can be transferred. It is a general principle in the education leading to a degree to recognise and credit prior learning fully as part of the degree and studies. The credit transfer criteria have been described in the Mikkeli University of Applied Sciences' Quality manual. The field of study-specific credit transfer criteria are included in the departments' quality manuals or into departments' other instructions.

In figure 1 attached is described the process of recognition of prior learning at MUAS.

The Competence-Based Curricula at MUAS

According to the report cited above, the education system should be competence-based for the recognition system to be successful in the future. Also the curricula of MUAS is followed by student-centred and competence-based principles of the ECTS system. The competence-based curriculum is outlined by learning outcomes, i.e. core competences, to which the education is aimed at. The aim of the degree programme is outlined as concrete learning outcomes and know-how.

Competence Competences are wide-ranging combinations of know-how – composites of knowledge, skills and attitudes possessed by an individual. Competences illustrate the person's proficiency, capacity and ability to perform in professional tasks.

Education aims at enhancing the development of students' competences. Competences are categorised into *subject-specific and generic competences*. Generic competences are shared by various fields and professions, although their importance and emphases can vary in different professions and tasks. Generic competences lay a foundation for the person's participation and collaboration in working life as well as for his/her professional development.

The generic competences in Mikkeli University of Applied Sciences are:

- learning competence
- ethical competence
- communicative and social competence
- development competence
- organisational and societal competence and
- internationalisation competence.

These generic competences are the same in degree programmes leading to a Bachelor's degree and in programmes leading to a Master's degree, but the description of the competences varies depending on the level of the studies.

Subject specific competences of each degree programme set the foundations for expertise and legitimise the identity and existence of the degree programme. The detailed description of the competences are available on the Student web service.

Annual Themes and Learning Outcomes of Degree Programmes

Mikkeli University of Applied Sciences has introduced annual themes and learning outcomes to its curriculum in order to structure the stages and process of professional growth and learning. The annual themes can help the student to realise what type of competence and learning she/he is expected to demonstrate at any given stage of the studies. The annual themes and learning outcomes of each degree programme is mentioned in the descriptions of the programme.

3.4 The Study Counselling System at MUAS

Study counselling is an important tool in achieving the goals of the MUAS as a whole, in supporting the students' self-direction and commitment to their learning process. Counselling enhances collaboration between the partners involved in the learning

process. Counselling is strengthened by student tutoring. At the beginning of the studies, there is an orientation module for UAS studies. Student counsellors are responsible for planning the orientation study module, for coordinating the counselling, student tutoring, personal counselling and for overall information. There are separate staff members at each unit responsible for coordinating optional studies, the Bachelor's thesis, personal study plans and international studies. Student counsellors also help students in social matters.

Student tutoring is an important part of the counselling process. Student tutors help new students in matters connected with the study environment and study-related matters in general. Some tutor students will be trained for marketing tasks and taking care of international students. Questions can be asked from study counsellors, teacher tutors, student tutors and study secretaries additional information. Also, more information about counselling and other support services are available at Student web service.

So, active in counselling process are the study secretaries in Student Service Offices, student counsellors, mentor teachers and student tutors. Counselling activities are then supported by different support services for example curator, health care services, pastor, student organizations, information and library services as well as IT-services.

3.5 The Education System in Russia

Because a growing number of students at MUAS today have completed their formal education in Russia, a few words about the educational system in Russia in general. (Source: NORRIC –report (Nordic Recognition Network) “The System of Education in Russia”, 2003)

The Nordic countries receive a large number of applications for the assessment of foreign qualifications from people with Russian qualifications or qualifications from the other former Soviet Republics. The number of applicants has grown rapidly in all the Nordic countries. Between 2001 and 2003 the number of applicants in Denmark, Norway and Sweden increased by 30-100 %.

Until the dissolution of the Soviet Union in 1991 the former Soviet Republics all

belonged to the same educational system. Since 1991 many of these new countries from the former Soviet Union have developed their educational systems in response to new demands and trends in international educational development. The old Soviet educational system generally exists alongside new structures. This is true of the Russian educational system.

While the basic Soviet structure of education still prevails, changes have been made to the old system, including the recently introduced national entrance examination known as the “Unified National Exam” (UNE). Another significant change is the introduction of bachelor’s and master’s programmes in higher education.

Figure 1. below demonstrates the educational system in Russia. .

Overview of the education system of the Russian Federation

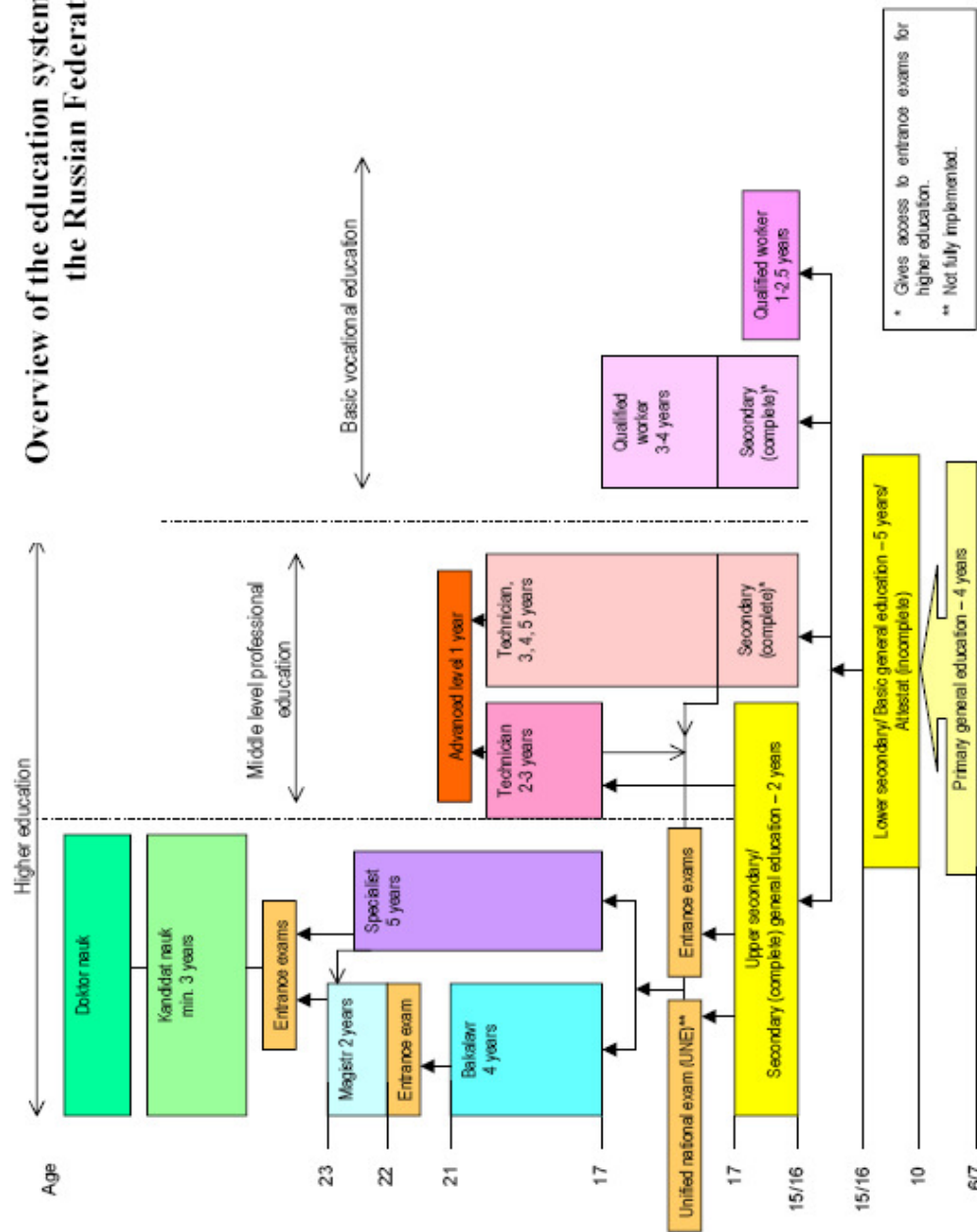


Figure 1. The educational system in Russia.

About the General Education in Russia

Children start school at 6-7 years of age and normally finish complete general education (year 11) at 17-18 years of age. At present (2003) the system of general education is made up of 67,000 educational establishments in which 21 million students are

enrolled.

General education is divided into three stages:

- Primary general education (years 1-4): Nachal'noe obschee obrazovanie (Начальное общее образование)
- Lower secondary education – known as basic general education (years 5-9): Osnovnoe ob-schee obrazovanie (Основное общее образование)
- Upper secondary education – known as secondary complete general education (years 10-11): Srednee polnoe obschee obrazovanie (Среднее (полное) общее образование)

3.5.1 Technical and Vocational Education in Russia

In Russia technical and vocational education is offered at two levels:

- Basic vocational education (nachalnoe professionalnoe obrazovanie - начальное профессиональное образование)
- Middle level professional education (srednee professionalnoe obrazovanie – среднее профессиональное образование)

About the Basic Vocational Education

Basic vocational education is the first level of vocational education. Training takes place at vocational secondary schools (professional'noe ucilishche - профессиональное училище), professional lyceums (professionalnye litsei) or, less often, in parallel with middle level professional education at technical or professional institutions. In 2001 there were approximately 3,900 vocational secondary schools offering basic vocational education to about 1.6 million students.

No entrance examination is required for admission to programmes of basic vocational education. Entrance to basic vocational education is after year 9. Students entering basic vocational education after eleven years of general education follow shortened programmes.

About the Middle level Professional Education

The term 'middle level professional education' (srednee professional'noe obrazovanie"- среднее профессиональное образование) is a direct translation of the

Russian name for this type of vocational education and training. Middle level professional education is identical with non-university-level higher education in Russia. In this context middle or “*srednee*” does not mean secondary but refers to the classification of *professional* levels of qualification. The aim of middle level professional education is to train middle level professionals such as technicians, work managers, clerks, accountants, preschool/primary school teachers, nurses, midwives and laboratory technicians.

An example of an institution offering middle level professional programmes is Moscow Technical College. At Moscow Technical College the majority of students are admitted after 9 years of basic education.

As previously mentioned, middle level professional education is regarded as non-university higher education in Russia. The Russian Ministry of Education therefore recommends that middle level professional qualifications be compared in level to non-university higher education in other countries. In Sweden, Norway, Finland and Denmark, however, Russian middle level professional qualifications are *not* generally assessed as comparable in level to non-university programmes of higher education. Norway and Sweden do not assess middle level professional qualifications, since they only make assessments of foreign higher education credentials that are comparable to Swedish or Norwegian higher education credentials. Denmark assesses credentials at all educational levels and normally compares middle level professional qualifications from Russia to Danish upper secondary qualifications .

Finland cannot make decisions on professional recognition concerning middle level professional qualifications, but gives advisory statements in which those qualifications are usually compared *to former Finnish post-secondary vocational qualifications*.

The decision to compare middle level professional qualifications to upper secondary or post-secondary vocational qualifications in the Nordic countries can be explained by factors such as:

- *Maturity*: In the Nordic countries young people typically enter non-university higher education at the age of 19 or older, whereas in Russia many students enter these programmes after year 9, i.e. at the age of 15/16.
- *Teaching methods*: The teaching methods used in technical and professional institutions seem to be focused on rote learning. This is different from the teaching methods in higher education employed in the Nordic countries.

- *Length of programmes:* Non-university-type higher education programmes in the Nordic countries providing the same type of professional qualifications as those obtainable in Russian middle level professional education programmes last 2-4 years and are based on at least 12 years of general or combined general and vocational education. In Russia the duration of most programmes is 4 years after 9 years of basic general education, which means that the total number of years of study by the end of a programme is 13 compared with 14-16 in the Nordic countries.

- *Historical changes:* Previously, many middle level technicians in both Russia and the Nordic countries were trained at the post-secondary, non-tertiary level. Owing to technological and social changes and rising competence requirements, the Nordic countries have changed programme objectives and developed many of these programmes into non-university higher education programmes, i.e. the Swedish lower level engineering programmes and the Danish childcare assistant programme. Accordingly, the requirements with regard to theoretical components, research orientation, final reports, etc., have increased significantly. In a Russian context it is difficult to identify the extent to which objectives, curricula, teaching methods, etc., and consequently the learning outcomes, have been redefined and upgraded in the same way as in the Nordic countries.

- *Position of middle level professional education in the Russian educational structure:* Although the Russian Ministry of Education categorises middle level professional education at ISCED level 5B, the 1996 Education Act does not define middle level professional education as part of the higher education sector.

- *Quality assurance:* Middle level professional institutions and programmes are not subject to the same licensing, attestation and accreditation procedures as university level institutions, which means that they do not have to meet the same requirements with regard to the level of education achieved by teaching staff, research affiliation, etc., as university-type institutions.

Higher Education Entrance Examination – the Unified National Exam

Previously, admission to higher education in Russia was based on the Certificate of Secondary Education [*Attestat o srednem (polnom) obshchem obrazovanii*/аттестат о среднем (полном) общем образовании], an examination set individually by institutions. Since 2001, however, the Russian Ministry of Education has been experimenting with a single, nationwide, standardised set of exams called the *Unified National*

Exam or UNE [Edinyi gosudarstvennyi ekzamen (EGE)/Единый государственный экзамен (ЕГЭ)]. The Unified National Exam is now gradually replacing institution-based entrance examinations.

In addition to the usual Certificate of Secondary Education [*Attestat o srednem (polnom) obshchem obrazovanii/аттестат о среднем (полном) общем образовании*] school leavers also receive the new Certificate of Results from the Unified National Exam [*Svidetel'stvo o rezul'tatach EGE/Свидетельство о результатах ЕГЭ*]. While the UNE is not yet accepted as an integral part of upper secondary education, it is envisaged that, once fully implemented nationwide, it will replace the current state final examination leading to the Attestat.

Based on the Attestat and the Certificate of Results from the UNE, school leavers can apply to several different universities and post-secondary vocational institutions all over the Russian Federation and receive admission results by August of the same year. Web-based electronic solutions for the admissions process are being planned as well.

Finally, students who are not selected for state-financed places may gain admission to a programme by paying for tuition. All university-level higher education institutions are allowed to admit a certain number of fee-paying students. By 2003 about 10% of students at the Moscow State Linguistic University (MSLU) were paying for tuition.

Higher Education in Russia

There are two kinds of higher education in Russia:

- Non-university higher education (middle level professional education)
- University higher education

Non-university higher education (middle level professional education) is described above.

Types of Institutions in Russia

A new classification of university-type institutions was introduced in 1993. The new classification is made up of three educational institutions:

- *Universities*: Institutions offering programmes in a wide range of subjects within the humanities, natural sciences and social sciences. Former institutions to have acquired university status include: polytechnics, specialised institutes, medical institutes, agricultural institutes and teacher training institutes.

- *Academies*: Institutions offering programmes in a single major area, e.g. science or music. Some former polytechnics and specialised institutes have acquired academy status.
- *Institutes*: Autonomous institution or a division of a university or academy offering programmes in a number of study areas.

The three types of institution are regarded as equal in terms of admission requirements, academic standards and awards.

Degree Structure in Higher Education in Russia

Since 1992 the education system has awarded the following degrees/diplomas:

- *Diploma of Incomplete Higher Education (Nepolnoe vysshee obrazovanie), min. 2 years*: This type of diploma certifies the completion of two years of basic higher education as part of a Bakalavr or Specialist programme within a specific field of study. The diploma represents a sub-degree. It gives direct access to the labour market and may facilitate mobility between education institutions.
- *Bakalavr diploma, min. 4 years*: The Bakalavr degree is the first degree in the Russian degree structure. It may be offered in all disciplines except medicine. The Bakalavr degree is considered to be academically rather than professionally oriented. Although it primarily prepares for admission to Magistr-level studies, it also gives direct access to the labour market. The diploma awarded confirms the degree of Bakalavr in a discipline xx (stepen' bakalavra po napravleniju xx).
- *Specialist diploma, 5-6 years*: The traditional Specialist degree is aimed at professional practice, but also gives direct access to doctoral studies. Specialist degrees are offered in all fields. The graduate is awarded a diploma, which confirms the professional qualification in a certain field, for example qualification as an engineer in xx field (kvalifikacija inženera po special'nosti).
- *Magistr diploma, 6 years*: The Magistr degree is obtained by completing at least 2 years of study following a Bakalavr programme. Magistr programmes are more focused on research than Specialist programmes. Admissions procedures (interviews, examinations etc.) are determined individually by education institutions. Holders of a Bakalavr degree who wish to proceed in another area of study have to pass additional tests reflecting the curriculum of the Bakalavr programme in the chosen specialisation. Magistr degrees give access to doctoral studies. The diploma awarded confirms the degree of Magistr in a discipline xx (stepen' magistra po napravleniju xx).
- *Doctoral degrees: Kandidat Nauk, min. 3 years following a Specialist or Magistr diploma and Doktor Nauk, 5-15 years after a Kandidat Nauk degree.*

Only accredited institutions with adequate staff, facilities and financial resources are licensed to offer Magistr and doctoral programmes.

4 FINNISH AS THE SECOND LANGUAGE STUDENTS AT MUAS

General Multicultural Questions in Learning Environments in MUAS

Relevant questions for the educators to be asked are for example:

- What does a student with different cultural background bring to the student community or to the educational institute?
- What happens in the educational community, what changes?
- What kind of cultural competence knowledge and skills should the different parties have?
- How should the different language and cultural background to be taken into account in counselling?

The classical theses of Gert Hostede help us to define the meaning of cultural differencies a bit further. There are several factors according to Hofstede that influence the way we see the world. Classification of cultures in dividualistic vs. collective, democratic vs. authoritative, monocronic sense of time vs. polycronic sense of time, task-oriented vs. people-orientated, cultures of guilt vs. cultures of shame and direct communication style vs. indirect communication style.

(Source: <http://www.gert-hofstede.com>)

It is quite normal that people behave in a selfish way thinking that their own culture is the best. According to Milton Bennet the process of integration to another culture has normally the following phases; denial, rejection, understatement, approval, adjustment and integration.

Based on the above , there must be several differences also in learning cultures. The above mentioned views to how individual vs. collective thinking prevails, how authoritative vs. democratic the culture is. The thinking affects learning theories, readiness to learn, ways of learning, expectations and ideas about the role of the student and the teacher and all the interaction situations. The learning culture might vary a lot.

One could classify the learning culture in eg. the culture of repetitive action and the culture of explorative action.

In the repetitive model the student intake knowledge and skills by repetition, teacher poses questions, only the teacher searches for information and gives information, the students listens, the students work by themselves, the teacher assesses learning and the goal for learning activities is to *memorize information*.

The explorative learning culture emphasizes interactive learning, students make questions, students and teacher search and give information, students discuss, students work together, both the teacher and the students assess learning and the goal for the learning activities is *processing knowledge*.

Differences in prior competencies and work culture might bring questions to be solved in recognition of prior competencies, silent knowledge, differences in interpretation of professional qualifications (same profession, different tasks), different requirements. Expectations of the role of management and the worker might be different. "The hidden curricula" of the local working life might be hard to learn.

About Multicultural Counselling

With multicultural counselling is meant here professional encounter, in which the counsellor and the students come from different cultures, represent different ethnic groups or speak different languages as their mother tongue. Both parties encounter differences in counselling situations and both parties should have information about the cultural differences affecting the individuals. Both parties could be given also a possibility to reflect these experiences. The counselling situations are based on the possibilities of language, speech, communication and dialog.

According to Maija-Leena Kemppe, the bases for the multicultural counselling should be the following:

- culture affects both the counsellor and the student
- similarities are more important than the differences- the students belongs to many different peer groups and
- the student is always an individual.

Challenges in counselling are set by the knowledge that immigrant students require more time, attention and "respect" than the other students. The counsellor has to make sure before the counselling situation that both parties have a common view of the counselling situation, creating trust is very important, feelings of safety, impartiality, familiarity and reliability. Also emphases should be on listening .According to

Kemppi, important is to try to help the student to find own resources, to set own goals and reach them so that the student develops towards autonomy

To be able to work with the student, the mentor teachers and counsellors need information about the student beforehand. Information about the students life situation, (phase of integration), information about language skills and the level of the Finnish language skills, readiness to learn, starting point in different subjects, the learning culture the student have and the professional skills the student might have (prior studies, work experience etc) and motivation as well as students own expectations and goals.

The student might have different views to counselling in general. Talking and giving verbal form to thought are used only in certain cultures, for example in Japan young people will speak only when they are asked something. In collective cultures, deep analyzes in individual problems are not valued. According to the Chinese view, an individual might get problems if they think about certain matters too much. In many countries outside the western world, talking about personal matters is not suitable, it is thought to reflect the situation of the whole family. The western way of thinking is based on rationality and cause-reason chains. This is not valid thinking in some cultures, people trust also irrational behaviour and reasoning. Students from collective cultures are happy with letting one person of the group to represent the whole group.

Some Language Issues

Immigrant student face also many challenges about learning the language. According to Maija-Leena Kemppi, who has a lot of experience in teaching immigrant students in Lahti, there are some basic things to be considered by teachers in communication situations in general:

- have enough time,
- create trust
- listen more than usually
- pronounce clearly
- speak slowly enough
- use basic words, not slang, make difference between official language and slang
- use positive words
- repeat the same things in many different ways

- move forward in logical and systematic manner
- be concise, show pictures, have clear topics
- make sure that the basic terms are understood
- check that you have been understood and understand also body language.

The cases described below show some examples of persons who belong to the Russian cultural sphere. Using Hofstede's classifications, roughly speaking the Russian culture could be classified as collective, authoritative, with polychronic sense of time, people-orientated, culture of guilt and with indirect communication style. As described above the culture affects the way students experience their learning.

4.1 Case: Degree Programme in Materials and Surface Treatment

Recognition of Prior Studies and Counselling

This study programme was selected because it has interesting contact points to many of the issues described above and also because as a field of study it will be more and more interesting to applicants in the future. The cases will be described in a general level without references to any of the interviewed persons. This study programme is "muuntokoulutus", in other words retraining and upgrading of prior qualifications in materials and surface treatment area, leading to a Bachelor's Degree in Engineering. The goal of the "muuntokoulutus" is to create modules which direct competencies of engineers towards materials and surface treatment.

The Department had made the decision that it is possible to get prior studies compensated for from 120 to 180 credit points in this type of programme. The normal time for graduation was set to two years.

A personal learning plan is made for each student. Discussion with the interviewed student started on the basis of the student's application for recognition and graduation certificate of mechanical engineering from a Russian State University. (See above the educational system in Russia) The Russian Degree Certificate was translated by an official translator. The registration of prior learning was made in cooperation with the study secretary for adult education in the MUAS Student Services. The Russian Degree Certificate had the amounts of hours studied each subject in Russia. The interviewed teacher's opinion was that the Russian degree was good basis for this kind of study programme. Also prior work experience was recognized as part of the degree. Relevant practical training of the interviewed student was done earlier and the training was documented and documents translated into Finnish.

In this case, from the student prior studies were recognized total of 120 credit points.

Teacher's Experiences?

From teachers point of view the learning situations and the use of proper language and terms were central. In spite of the recognition of the several prior courses, the student in question wanted to study again the compensated courses in order to learn more Finnish. Even if the student would know all the professional terms in his/her own language very well, those terms in Finnish have to be learned as well and the teacher have to make sure that the student has learned the right terms. Normally mathematical tasks are easier for engineering students, verbal ones are much more difficult.

Worth a thought is that an engineering student with Finnish as a second language have first of all know the technical matter to be studied, to understand the question asked and then how to write the answer to posed question. According to the interviewed teacher, the exam questions could be developed so that they emphasize the understanding of the professional topic, not just understanding written text. In teaching situations the teachers should make sure that theory is transformed in a concrete way to praxis to ensure the right understanding.

Also important according to the engineering teacher in question, would be that learning Finnish language should as often as possible be made in connection with studies in laboratories.

Who has the right to make decisions?

As stated above, the heads of study programme have the right to make decisions of recognizing larger study modules. Individual lecturers can decide about separate courses but the final decision about these is made by the heads of the study programmes.

How much is compensated?

Normally, if a parts of some study modules are missing when compared to prior learning and the goals of the present module, some additional assignments can be asked from the student.

One example of this kind of course could be "Project Management"-course. If the student has managed projects in working life earlier, the competences can be showed

by making additional assignments. If prior learning is about a certain technology, the new information about that technology is being asked in the compensating assignments. The teacher can also agree with the student that certain contact lessons are compulsory and the rest of the lessons could be compensated with given assignments.

The teacher making the assessment about recognition of prior studies, should always be able to show how the remaining parts of the course requirements are met. Also the mentor teacher should know the study programme and the individual lectures to be able to give advise how to get individual courses recognized and which the responsible teacher.

According to the interviewed teacher, the adult students get fair but strict treatment in recognising their prior studies and making additional assignments to get the full recognition or prior studies to the study register. According to the teacher, on the other hand possible frustration of adult students are avoided by giving alternative ways of studying. For example using the possibilities of Open Polytechnic.

Student's Experiences?

The student in question had good work experience and had studied Finnish language already in Russia. As many students with higher educational qualifications outside Finland, also this student had made some studies earlier in a Finnish vocational institute to learn the language in a related field of study. In MUAS at the moment, adult students do not have to pass a language test in Finnish language, for example test on level 4. (YKI 4, for standards, see www.oph.fi) This might create problems for some students during the studies.

The student had also participated earlier in practical training periods organized by the local employment authorities. An important encounter was with the immigrant counsellor who explained how to apply to MUAS.

A study place was gained and the student was introduced to Multi-Modal Teaching at MUAS. (monimuotokoulutus)

The term multi-modal teaching was quite unfamiliar at first for the student, but soon it's meaning became clearer in counselling sessions with the mentor teacher. The interviewed student would like to study more Finnish language. Unfortunately this is not possible now at MUAS on the higher level needed. According to the student, studies leading to the Finnish language test on levels 5 and 6 (see: www.oph.fi) should be organized. Studying takes more time, books are hard to get sometimes. In Finland a lot of materials are in electronic form. Studying with using a lot of IT was very hard at the beginning.

Also using the professional computer programmes in Finnish require extra work. According to the student, thinking about also mastering these programmes in English, feels a bit difficult at the moment. Further more, according to the student, during lectures it helps when one can see and hear at the same time and also the most important terms can be seen written.

Maybe there could be language assignments and possibilities of practising professional Finnish in the future as web-based studies at MUAS ? More dictionaries are needed in the libraries, it is good that dictionaries can be used in exams. It is a pity that in Russia English is studied, but not used much in every day life. This creates a challenge when moving to Finland to study, where English is used on daily bases.

4.2 Case: Degree Programme in Business Management

Recognition of Prior Studies and Counselling

In the case of Business Department , the recognition of prior learning was made by the principal lecturer. There are three different educational backgrounds that are relevant for applicants of business studies:

- the new vocational degree in business
- the old vocational degree (merkonomi, mostly adults) and
- several individual recognized courses, for example Adecco-training where student learning is credited with credit points.

In the case of basic vocational degree in business, as above in engineering studies, the missing parts of modules compared to prior learning and the goals of the present module, can be compensated with extra assignments.

The assignments for a certain module cover accounting, information technology, marketing and language skills. With old vocational business degrees (merkonomi), the direct recognition of prior studies is from 74 to 80 credit points.

In the case of individual courses done earlier, recognition can be obtained by showing competence by giving presentation, discussions with the teacher or giving work example. In the case of the Russian business student, the full recognition of modules were made after completing the assignments. *After completing the assignments package, the interviewed first year MUAS student from Russia, could get 60 credit points registered as part of the present business management degree.*

Student's Experiences?

This student had earlier attended a gymnasium in Russia offering more language studies than usually is the case in Russia. (See above the Russian educational system) Also cross-border educational cooperation had made it possible to study with Finnish vocational teachers already in Russia. After requiring a Finnish second grade diploma in business, the entrance requirement for the Finnish Polytechnics were filled. Also some EU-funded projects with training possibilities related to exports gave further competencies in Finland for this business student. When also the other member of the family got work in Southern-Savo, both moved to live in Finland. The interviewed student had advanced language skills, based on prior studies and could find necessary information about applying to MUAS easily. Studies in Finnish business management programme were perfect continuation to earlier studies. According to the student, it would be good if the immigrant students would personally meet study secretaries at the student services a couple of times before applying to make sure that everything is understood correctly.

The student in questions thinks that counselling at MUAS has been good in the beginning of the studies. The student felt that a lot of work was made by the student in order to be able to get the recognition of prior studies in Finland. Positive for this student was that attending evening lectures was possible.

Under the first study year this business student already got about 90 credit points out of the 210 needed for the bachelor's degree.

About studying in Finnish the student told that understanding spoken language and looking for information is easy. Also this student thinks that it helps at lectures when one can hear and see the topic to be learned at the same time.

The student would hope that there would be some kind of extra language workshops to be able to discuss the language issues connected with written assignments of various subjects. This business student had passed level 5 course in Finnish. Also this student thought it would be very good if there would be a possibility to take the general language tests at MUAS too.

According to the this student, in counselling and orientating student to the Polytechnic studies, one should always emphasize the language studies first.

Long courses like "Orientation to Polytechnic Studies", were not attractive to this student with advanced learning skills already. According to the student, personal

meetings with Polytechnic counsellors would be better way to tell about applying to MUAS and to orientate towards Polytechnic studies.

According to the student, also Finnish students might sometimes need more multicultural skills, especially in groupwork situations during lectures.

Maybe also some more time could be given to S2-students in exams

This student had received some careers counselling earlier from the Employment Office. According to the student, it would be beneficial to take some kind of test in the employment office to see whether one is suited in the profession or studies one is planning to apply to.

The future working life of this student will no doubt be connected with the trade between Finland and Russia.

5 DISCUSSION AND CONCLUSIONS

The counselling system of MUAS is being updated at the moment and also multicultural counselling will be a part of this update. Writing this report is part of that work too. Workshops for the teachers about recognition of prior learning are held. No doubt, there will be more need for them in the future! Different ways of improving the learning environment will be developed in MUAS projects by S2 –teachers this year. Cooperation between employment authorities and educational institutes in different levels have already become much tighter in counselling immigrant students.

I think Finland has excellent possibilities of integrating the new Finns through the good education system. It is up to the staff in educational institutions to make sure that also this part of the Finnish education system will be a success story in the future. As discussed above, a valuable competence to be added from other cultures to the Finnish individualistic culture, would be a spice of collectiveness and multiple ways of communicating with each other.

REFERENCES

Ammattikorkeakoulujen rehtorineuvosto. Ammattikorkeakoulut Bolognan tiellä.2007.Ammattikorkeakoulujen osallistuminen eurooppalaiseen korkeakoulutus-alueeseen. Projektin loppuraportti.

Ammattikorkeakoulujen rehtorineuvosto & Suomen yliopistojen rehtorien neuvosto. Maaliskuu 2009. Oppimisesta osaamiseen: Aiemmin hankitun osaamisen tunnistaminen ja tunnustaminen. Työryhmäraportti.

Auvinen, P., Dal Maso, R., Kallberg, K., Putkuri, P., Suomalainen, K.2005. Opetussuunnitelma ammattikorkeakoulussa.Pohjois-Karjalan ammattikorkeakoulun julkaisuja, B:Selosteita ja opetusmateriaalia, 9

Niskanen, A., Lepänjuuri, A., Rautio, T.(toim.).2006. Tunnistatko taiturin? Osaamisen tunnistaminen ja tunnustaminen korkea-asteella. Jyväskylän ammattikorkeakoulun julkaisuja. ss. 37-45

Honka, Ulla.2000.Vocabulary for the Student Office Personnel of Polytechnics

Järvinen, Tuuli. 2009. Interviews of Immigrant Students at MUAS

Järvinen, Tuuli. 2009. Interviews of Teachers and Counsellors at MUAS.

Kemppi, Maija-Leena, Seminar in Mikkeli 9.12. 2008 , Guidance and Counselling of Immigrant Students. Seminar Materials.

Mikkeli University of Applied Sciences, Quality Manual A. Flow Charts.

Mikkeli University of Applied Sciences. Study Guide 2008-2009.

Nordic Recognition Network. The System of Education in Russia. 2003. Report.

Opetushallitus, yleisten kielitutkintojen taitotasokuvaukset, www.oph.fi Opetusministeriö.2009.

Korkeakoulujen kansainvälistymisstrategia 2009-2015.

Opetusministeriö. 2008. Korkeakoulusanasto, Higher Education Glossary
Kielipalvelujen julkaisusarja, Valtioneuvoston kanslia.

Internet Sources:

www.arene.fi

www.finelc.fi

www.esedu.fi

www.ond.vlaanderen.be

www.oph.fi

www.stat.fi

www.te-keskus.fi

FIGURES

FIGURE 1. The Counselling System at Mikkeli University of Applied Sciences

FIGURE 2. The Process of Recognition of Prior Studies at Mikkeli University of Applied Sciences, a Flow Chart

FIGURE 1. The Counselling System at Mikkeli University of Applied Sciences

B E F O R E S T U D I E S	PLANNING PHASE
	Web-pages Brochures Applicant's Guides Student Fairs Visits Info Adds Personal Counselling(tel. email)
	ENTRANCE EXAM
	Invitation to the Entrance Examination Examinations (infodesks, infos)
	ACCEPTANCE
	Acceptance Letter Info Package Students Tutor Info Intranet Info
▼	
D U R I N G S T U D I E S	BEGINNING THE STUDIES
	Infos Orientation Orientation to Polytechnic studies 2 cr Student and Teacher Tutors Intranet
	STUDIES
	Personal Study Counselling, PLP Careers Counselling Practical Training / Counselling Bachelor's Theses / Counselling International Activities Individual Counselling Intranet
	TO THE WORKING LIFE
	Careers Counselling
▼	
AT WORK	ALUMNI
	Keeping Contact Visits Further Education

FIGURE 2. The Process of Recognition of Prior Studies at Mikkeli University of Applied Sciences, a Flow Chart

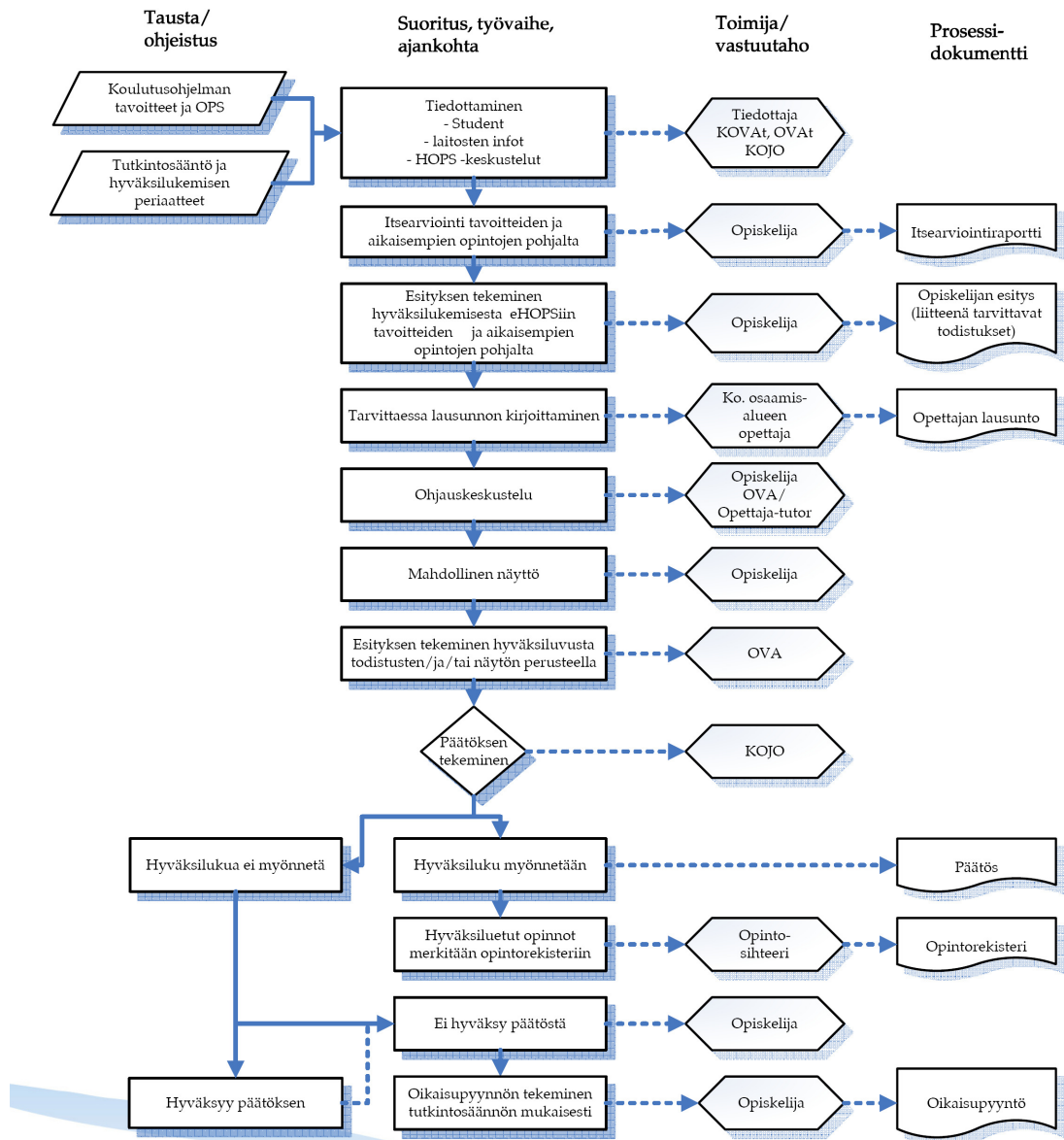


Prosessin nimi ja omistaja: OPINTOJEN HYVÄKSILUKEMINEN, Tuija Vääntinen

Prosessin tavoite: Aiemmin suoritettujen ja aiemmin hankitun osaamisen hyväksilukeminen osaksi tutkintoa

Laatukriteerit, mittarit, arviointi:

- hyväksiluetujen opintopisteiden määrä (koulutusohjelmittain/laitoksittain/lukuvuosittain)
- tutkintolautakunnalle tehtyjen oikaisupyyntöjen määrä



Seuranta ja kehittäminen:

- yhteenvedo hyväksilukemiseen liittyvistä hyvistä käytännöistä,
- yhteenvedo hyväksilukemiseen liittyvistä kehittämishetkistä
- käsittely koulutustiimissä ja aikuiskoulutustiimissä

Päiväys: 5.2.2008

Päiväys:

Päiväys:

Päivittäjä: Marjo Nykänen

VOCABULARY**Abbreviations****Lyhenteitä**

AHOT	Aiemmin hankitun osaamisen tunnustaminen Acknowledgement of Prior Learning	
ARENE	Ammattikorkeakoulujen rehtorineuvosto Rector's Conference of Finnish Polytechnics	
ECTS	Eurooppalainen opintosuoritusten siirto- ja kertymisjärjestelmä European Credit Transfer and Accumulation System	
HE	Hallituksen esitys	Government Bill, Govr. Bill
KKA		Korkeakoulujen arviointineuvosto
FINHEEC		Finnish Higher Education Evaluation Council
MAMK		Mikkelin ammattikorkeakoulu
MUAS		Mikkeli University of Applied Sciences
OM	Opetusministeriö	Ministry of Education
SAMOK	Suomen ammattikorkeakoulu opiskelijayhdistysten liitto ry Union of Finnish Polytechnic Students	
S2	Suomi toisena kielenä	Finnish as the Second language
Säädös		Statute, Stat.

Terminology, Käsitteistöä

Aikuiskoulutus	Adult Education
Alempi korkeakoulututkinto	Lower University Degree
Ammattikorkeakoulututkinto	Polytechnic Degree
Ammatilliset erikoistumisopinnot	Professional Specialisation Studies

Ammatillinen jatkotutkinto/Erikoistumistutkinto Professional Postgraduate Degree

Ammattikorkeakoulun jatkotutkinto Postgraduate Polytechnic Degree/Polytechnic/Professional Master's Degree

Aineopinnot	Intermediate Studies
Aloituspaikka	Study Place
Arvosana	Study Block/Grade
Artenomi (AMK)	Bachelor of Culture and Arts (Crafts and Design)
Ammattiopinnot	Professional Studies
Ammatillinen korkea-asteen tutkinto	Higher Vocational Diploma
Ammatillinen perustutkinto	Vocational Upper Secondary Qualification
Arviointi	Evaluation
Avoin ammattikorkeakouluopetus	Open Polytechnic Instruction
Fysioterapeutti (AMK)	Physiotherapist
Erillishaku	Separate Application System
Hakija	Applicant
Harjoittelu	Practical Training
Henkilökohtainen opiskelusuunnitelma	Individual Study Plan
Hyväksilukeminen	Credit Transfer
Insinööri (AMK)	Bachelor of Engineering, eg. BEng (Information Technology)
Jalkaterapeutti (AMK)	Podiatrist
Jatko-opinnot	Postgraduate Studies
Joustava Opinto-Oikeus/JOO	Flexible Right to Study
Itseopiskelu	Independent Study/Self Study
Kaksoistutkinto	Double Degree
Kandidaatin tutkinto (yliopisto)	Bachelor's Degree, eg. Bachelor of Arts/Science
Kaikille yhteiset opinnot	Common Core Studies
Kieli- ja viestintäopinnot	Language and Communication Studies
Korkea-aste	Tertiary Level
Korkea-asteen aikuiskoulutus	Adult Higher Education
Korkeakoulukelpoisuus	Eligibility for Higher Education
Korkeakoulututkinto	Higher Education Degree
Korvaaminen (Yliopistot)	Substitution (Universities)

Koulutusala	Field of Study
Koulutusohjelma	Degree Programme
Koulutusaste	Level of Education
Kulttuurialan ammattikorkeakoulututkinto	Bachelor of Culture and Arts
Kulttuurituottaja (AMK)	Cultural Manager
Normiaika	Normative Duration of Studies
Säädös (lain)	Statute
Liiketalouden ammattikorkeakoulututkinto	Bachelor of Business Administration
Luento	Lecture
Luonnonvara-alan ammattikorkeakoulututkinto	Bachelor of Natural Resources
Lähiopiskelu	Contact Teaching
Maahanmuuttaja	Immigrant (Def. A person who has moved to Finland of various reasons, either permanently or for a certain period of time).
Matkailu- ja ravitsemisalan ammattikorkeakoulututkinto	Bachelor of Hospitality Management
Metsätalousinsinööri (AMK)	Bachelor of Engineering (Forestry)
Monialainen opintokokonaisuus	Multi-Field Study Programme
Monimuoto-opetus	Multi-Modal Teaching/Flexible Modes of Learning
Muotoilija (AMK)	Designer
Muuntokoulutus	Retraining and Upgrading of Qualifications
Opetussuunnitelma	Curriculum (singl)./Curricula (pl.)
Opintojakso	Course
Opintokokonaisuus	Module
Opinto-ohjaus	Study Guidance
Opintosuositus	Completed Course
Opintopiste	ECTS credit
Opintoviikko	Credit Unit
Opiskelijakunta	Student Body
Opiskelijavalinta	Student Admission
Opiskelijatunnus	Student Identification Number
Opiskelijayhdistys	Student Association
Opiskeluoikeus	Study Entitlement (AMK)
Opiskelupaikan vastaanottaminen	Enrollment
Pakolliset opinnot	Compulsory Studies
Perusopinnot	Basic Studies
Pääaine	Major Subject

Pätevöittämisskoulutus	Upgrading of Qualifications
Restonomi (AMK)	Bachelor of Hospitality Management
Sairaanhoidaja (AMK)	Registered Nurse
Soveltuvuuskoee	Aptitude Test
Sosiaali- ja terveystalan ammattikorkeakoulututkinto	Bachelor of Health Care and Social Services
Sosionomi (AMK)	Bachelor of Social Services
Suuntautumisvaihtoehto	Specialisation
Syventävät opinnot	Advanced Studies
Tekniikan ammattikorkeakoulututkinto	Bachelor of Engineering
Terveydenhoitaja (AMK)	Public Health Nurse
Toinen Aste	Upper Secondary Level
Toisen asteen ammatillinen koulutus	VET, Initial Vocational Education
Tradenomi	Bachelor of Business Administration
Tutkintojen tunnustaminen	EU/acknowledgement of degrees
Tutkijakoulutettava	Doctoral Student
Tutkinnon suoritusoikeus	Right to Complete a Degree
Tutkintojen akateeminen tunnustaminen	Academic Recognition of Degrees/Diplomas
Tutkintojen ammatillinen tunnustaminen	Recognition of Professional Qualifications
Tutkintosääntö	Degree Regulations
Tutkintotodistus	Degree Certificate
Tutkintotodistuksen liite	Supplement to the Degree Certificate
Tutkintovaatimukset	Degree Requirements
Tutoritoiminta	Tutoring
Täydennyskoulutus	Continuing Professional Education
Sisällyttäminen (yliopistot)	Inclusion (universities)
Sivuaine	Minor Subject
Pohjakoulutus	School Education
Laadunvarmistus	Quality Assurance
Ulkopuolinen arviointi	External Evaluation
Vaihtoehtoiset opinnot	Optional Studies/Alternative Studies
Valitusoikeus	Right of Appeal
Valinnaiset opinnot	Optional Studies
Valintakiintiö	Annual Intake Quota
Valintakoe	Entrance Examination
Vapaasti valittavat opinnot	Elective Studies/Free-Choice Studies
Vapaa tavoitteiset opinnot	Non-Degree Studies

Verkko-opetus	Virtual Teaching
Virtuaaliopetus	Virtual Instruction
Virtuaaliopiskelu	Virtual Study
Vastaavuus	Equivalence
Valintaperuste	Admission Criteria
Yhteishaku	Joint Application System
Ylioppilastutkinto	Matriculation Examination
Yhteiskunnallinen ja alueellinen vaikuttavuus	Societal and Regional Impact
Yksikköhinta	Unit Cost
Yhteiset opinnot	Core Studies
Yhteisöpedagogi	Community Educator
Yhteistutkinto (yliopistot)	Joint Degree
Ylempi korkeakoulututkinto	Higher University Degree
Yleisopinnot	General Studies
Yliaika	Extention Time

Laws and Decrees , Aiheeseen liittyvät lait ja asetukset

Ammattikorkeakoululaki (351/2003) ja asetus (352/2003).

Polytechnics Act and Polytechnics Decree

Asetus Euroopan yhteisön yleisen tutkintojen tunnustamisjärjestelmän voimaansa-
nta 520/1997.

Asetus ulkomailla suoritettujen korkeakouluopintojen tuottamasta virkakelpoisuudesta
519/1997.

Decree on Competence for Civil Service Posts Conferred by Higher Education Studies
Taken Abroad

Laki ulkomailla suoritettujen korkeakouluopintojen tuottamasta virkakelpoisuudesta
531/1986

Act on Competence for Civil Service Posts Conferred by Higher Education Studies
Taken Abroad

Laki Euroopan yhteisön yleisen tutkintojen tunnustamisjärjestelmän voimaansa-
nta 1597/1992 Act on the Implementation of the General System of Recognition of Profes-
sional Qualifications of EC Citizens

Opetusministeriön asetus eräiden opintojen tuottamasta kelpoisuudesta ammattikorkeakouluopintoihin 355/2003

Ministry of Education Decree on Eligibility provided by Certain Studies in Polytechnic

Valtioneuvoston asetus ammattikorkeakouluista 352/2003

Government Decree on Polytechnics

Valtioneuvoston asetus ammattikorkeakoulujen yhteishakujärjestelmästä 353/2003

Government Decree on the Joint Polytechnics Application System

(Source: Korkeakoulusanasto, Higher Education Glossary, Kielipalvelujen julkaisusarja, Valtioneuvoston kanslia, Opetusministeriö)

About the Terminology used in the Text

Terminology varies when talking about recognition. “Hyväksilukeminen”, credit transfer, means that student’s prior studies, training, work experience or competencies are being accepted as part of the students degree or course in the compulsory or in the free-choice studies.

“*Korvaaminen*”, *substituting smth for smth*, means that the prior studies are substituted for the present ones.

“*Sisällyttäminen*”, *inclusion*, means a form of recognition of studies which are done elsewhere and will be joint as part of the current degree. (eg. in minor subjects or in free choice subjects in universities)

“*Tunnistaminen*”, *recognition*, should be looked at from two different angles, the students and the teachers angle. The students has the goal of understanding the different kinds of competencies she/he has from the point of her/his individual learning goals. The educational institution will assess student’s earlier competencies based on the learning goals set by the institution.

“*Tunnustaminen*”, *the acknowledgement of degrees*, means that students prior competencies are officially accredited/accepted. (Source: Oppimisesta osaamiseen: Aiemmin hankitun osaamisen tunnistaminen ja tunnustaminen, Report, March 2009, pp. 5-6.)

