

Haaga-Helia opens doors to future careers



**A SOUGHT-AFTER,
LOCAL AND GLOBAL
HIGHER EDUCATION
INSTITUTION**

**#2
FINLAND'S SECOND-
LARGEST UNIVERSITY OF
APPLIED SCIENCES**

11,000 students, 650 staff members



PRIVATELY OWNED

Close contacts with employers
and businesses

INTERNATIONAL

Over 1,100 international degree
students and 200 partner
institutions

Five campuses



Pasila



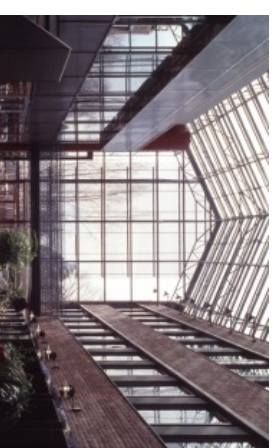
Malmi



Porvoo



Vierumäki



Haaga

A DIVERSE OFFERING

Bachelor's degree programmes

Master's degree programmes

Specialisation programmes

Education exports

Vocational teacher education

Open UAS education

Personnel training and continuing education

Our academic units

Business Studies

**Experience and
Wellness Economy**

Hospitality, Tourism and
Sports, Business studies in
Porvoo

Digital Business

ICT, Business Service
Solutions and Languages,
Communications

**School of Vocational
Teacher Education**

FINLAND'S LARGEST IN OUR FIELDS

Business Studies

4,659

Information Technology

2,158

Sports

553

Media Studies

277

Hospitality
Tourism

1,930

Business Service Solutions and
Languages

693

Vocational
Teacher Education

513

Our 100 corporate partners



Pedagogical Principles

Recognition of learning is based on competence-based thinking: Competence counts, not the way i.e. when and where the competence, knowledge and skills have been acquired.

You can proceed in your studies by

- participating in courses
- using recognition of prior learning (transfer crediting and demonstrations) or
- using work-based learning during studies (Work & Study)

Pedagogical
freedom

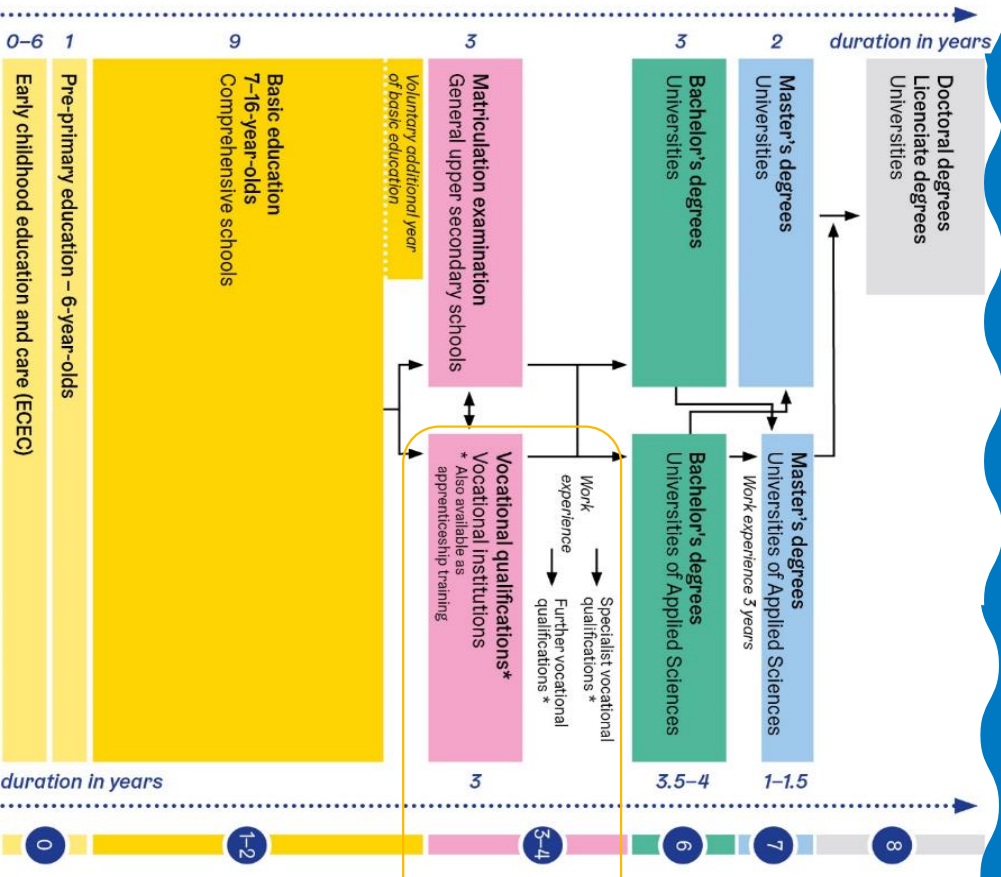
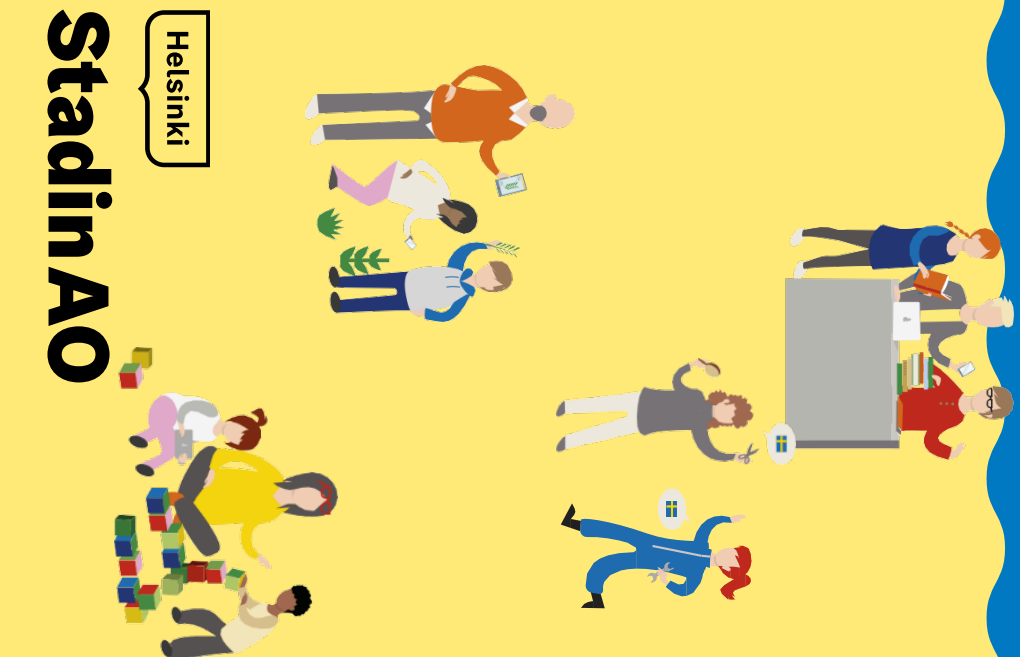
Helsinki Vocational College and Adult Institute

Helsinki

StadinAO

Educational system in Finland

5/2016



- Liberal adult education
-
 - Adult education centres
 - Folk high schools
 - Summer universities
 - Study centres
 - Sports institutes

Helsinki

StadinAO

ISCED-CLASSIFICATION 2011

- 0 Early childhood education
- 1 Primary education
- 2 Lower secondary education
- 3 Upper secondary education
- 4 Post-secondary non-tertiary education
- 6 Bachelor's or equivalent
- 7 Master's equivalent
- 8 Doctoral or equivalent

Helsinki

StadinAO

Campus 1 provides VET qualifications in

- Social and Health Care
- Electrical Engineering and Automation Technology
- Safety and Security
- Apprenticeship Office
- Helsinki Skills Center for Immigrants

Campus 2 provides VET qualifications in

- Hairdressing and Beauty Care
- Textiles and Fashion Industry
- Vehicle technology, Transportation Services
- Logistics
- preparatory vocational education (VALMA/TUVA)
 - Helsinki Skills Center for immigrants

Helsinki

StadinAO

Campus 3 provides VET qualifications in

- Media (audiovisual communication and visual expression, print),
- Food Production
- Restaurant and Catering Services
- Natural and Environmental Protection
- Tourism Industry
- Process Industry
- Laboratory Technology
- Youth workshops
- Preparatory training for vocational education (VALMA/TUVA)

Hel sinki

StadinAO

Campus 4 provides VET qualifications in

- Social and Health Care
- Dental Technology
- Pharmacy Industry
- Beauty Therapy
- Surface Treatment Technology
- Property Maintenance Service
- Construction Work and Metalwork & Machinery

Helsinki

StadinAO

Campus 5 provides VET qualifications in

- Surveying
- Wood Processing
- Electrical Engineering and Automation Technology
- Building Maintenance Technology
- Technical Design
- Information and Telecommunications Technology
- Upholstery and Interior Decoration
- Social and Health Care
- Equipment Maintenance
- Masseurs/Masseuses
- Stage and Theatre Technology
- preparatory training for basic education and basic education for adults
- preparatory vocational education (VALMA/TUVA)

Hel^sinki

StadinAO

Support measures for students

Student counseling

- Individual and Group Counseling

Support personnel

- Group Leader
- Student Counselor
- Tutor Students and Teachers
- Special Education Teachers
- Learning Support Assistant
- Social Worker
- Psychologist
- Public Health Nurse
- Psychiatric Nurse

Helsinki

StadinAO



LeadVet. Haaga-Helia Project Results. Using mentors to close the theory-practice gap in Vocational Teacher Education

- Finding and implementing fruitful collaboration practices between vocational teacher education (VTE) and vocational education and training (VET) are essential for finding solutions e.g. for teacher shortages, developing curriculum for future working life needs, teacher career development and multiprofessional co-operation.
- Close co-operation involves not only VTE and VET institutions but also a wide network of partners necessary for successful regional impact. This means representatives e.g. from work life, national and municipal authorities and also from other educational institutions.

Design and development

- The essential goal of PR3 is bridging the theory-practice gap in networks in or related to university-school partnerships.
- The process in PR3 is:
 1. Applying the theoretical model developed in PR1 to practice i.e. building a relevant practical collaboration network model to the Finnish context. The model can be applied to LeadVet partner institutions.
 2. Based on the practical collaboration network model Haaga-Helia will develop an VTE student mentoring system in co-operation with VET-institutions. The mentoring system will be adjustable to LeadVET partners' national circumstances.

Mentors:

Will be enabled to expand their expertise in academic and administrative areas and gain valuable experience in supervision and training. VET-institutions will increase their possibilities for developing VTE according to their interests, whilst their teachers will be inspired and motivated to improve their skills and find inspiring dimensions to their work. Partners will adapt the mentoring solutions to their own contexts and national circumstances.

Next steps

- 1) Selection of partner institutions
- 2) Establishing steering group for mentoring system. Representatives from different level's of administration and eachers from both VTE and VET schools.
- 3) Grounding the basic principles of mentoring system.
- 4) In practice, VTE-students are assigned VET-teachers as mentors.
- 5) Mentors also bring their expertise to VTE as visiting lecturers, organizing study visits etc.
- 6) As a result VTE will acquire a permanent structure for developing curriculum and learning practices.

Actions so far

- 1. Mapping the relevant vocational fields for the project. Collaboration with Campus 5. Discussions on the benefits of mentoring
- 2. Choosing members of the steering group
- 3. Preliminary negotiations with two smaller vocational institutes
- 4. Next meeting with Stadin ao 14.6. Campus rector, coordinating VET teacher, project coordinator from administration etc. are included.
- Implementing the mentoring pilot to teacher education starts 10.6. by introducing the project in staff meeting.



Thank you!