







**Authors**

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**Suitability of this case to the ApprEnt definition of HEA**

Workplace/ training	Mentoring	Remuneration	Formal programme	Certification	Contract/ Agreement
					

Evaluation of how the programme/practice reaches the following goals  
Scale: 1 = not at all; 2 = very little; 3 = somewhat; 4 = well; 5 = very well

	1	2	3	4	5
i. Enhances relevant working life skills and qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
ii. Promotes professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iii. Develops learning environment practices as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
iv. Develops work-based learning practices and materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
v. Improves work performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
vi. Improves tutoring and mentoring practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
vii. Enhances University-Business collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
viii. Showcases potential aspects for programme standardisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Title

*Interculturally Competent Working Practices with Immigrants (30 ETCS)*

## Description

### Model

The teaching and learning methods involved portfolios, case studies and diaries. The trainees' previous work experience and 'tacit knowledge' obtained was assessed through reflective practices. The trainees were required to produce written papers as well as engage in dialogue with others within facilitated peer groups. E-learning and computer-mediated learning facilities were also used to support learners in the workplace.

The model of apprenticeship considered in the case study is based on the new Specialisation Education system in Finland. Based on the addition to the University act and Universities of Applied Sciences act, the Specialisation Education courses are meant for active professionals, namely university graduates with a Bachelor's or Master's degree and work experience, who want to specialise in some area of expertise in their profession.

The educational model implements the apprenticeship by combining theoretical teachings, practical applications, and authentic development needs for long-term learning processes. The learner is usually an employee, who designs his or her personal study plan (PSP) vis-à-vis the proposed curricula as well as the personal and organisational learning needs. Learning support is usually organised both by the university and the organisation where the learner is employed. Other concepts for personalisation of the learning process may include a plan for arranging the organisational development. Participants may also have a say on how they will represent their competences during or in the end of the learning process.

The new educational model is still going through a trial stage. More comprehensive methods should be defined to ensure learning support at the workplace. A general, national level course for these mentors and tutors should be organised to guarantee quality learning instructions at the workplace.

### Best practice

**Kulttuuritietoiset työkäytännöt maahanmuuttajatyössä  
Korkeakoulutettujen oppisopimustyyppinen täydennyskoulus**

**Culturally-aware work practices in immigrant work  
Apprenticeship-type continuing education for university graduates**

The programme, Interculturally Competent Working Practices with Immigrants, was a national programme coordinated by the University of Turku, Brahea Centre for Training and Development. It started in 2010 and is run together with five other universities: University of Helsinki, the University of Eastern Finland, University of Lapland, University of Oulu and University of Turku. Four one-year courses were conducted between 2010 and 2015. Since 2016 the programme has evolved into the Specialisation Education for Multicultural Experts (40 ETCS).

The trainees were required to be educated to a degree level and to have at least three years' experience of working with immigrants. The course was suitable for teachers, social workers, project workers, youth workers, academics working with day care, police officers, and personnel in employment offices among others.

The course involved collective learning: a multidisciplinary study group provides an opportunity to discuss and reflect working practices with immigrants in a multidimensional and inspiring way. The course takes 1 year, starting in November each year. Four study groups have been set up in different parts of Finland. In 2010-2011 there were totally 70 trainees on the course. Three new

courses started in November 2011, 2013 and 2014 with an intake of 50 trainees.

The key aim of the course is to develop the intercultural competences of the trainees and to improve concrete services for immigrants through work-based projects with a practical orientation. The workplace is required to support the training. A mentor or a tutor will be named for the trainee. One third of the studies involved an assignment dealing with a practical problem at work. The trainee's mentor and the course coordinator offered tutoring and guidance in completing the project, and in the implementation of the results.

#### Feedback from users

Feedback was collected from both the trainees and the mentors. Some working places renewed their participation in the course several times and the feedback from the participants was very positive.

#### Relevance and Transferability

N/A

#### Comments

##### Course contents

Theme 1 – Knowledge. The trainee will develop an in-depth awareness of:

- Multiculturalism and intercultural competences in different fields, including working with immigrants, international politics, pedagogy and a range of scientific disciplines;
- Assessment: written and oral assignments.

Theme 2 – Applied and reflexive skills:

- Developing one's own daily working practices;
- Developing working practices with others and in teams (project work);
- Applying new field-specific knowledge to working practices in the workplace;
- Expert leadership: guidance, support and mentoring in the workplace;
- Capacity to react to changes in the society, labour market and the workplace;
- Assessment: portfolios, development project, reflective writing assignments.

Theme 3 – Proactive, technical and concrete skills:

- Communication and language skills;
- How to search for new information and adopt it;
- Reflective and critical thinking skills;
- Capacity to work in culturally-diverse working environments;
- Field-specific concrete skills, such as the provision of pastoral care.