



FINNISH NATIONAL  
BOARD OF EDUCATION

Requirements for Vocational Qualifications

# **VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION 2010**

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## REGULATION

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Vocational upper secondary education and training providers  
Qualification committees in the field

Acts on which the issuing of the Regulation  
is based:

Act 630/1998, Section 13 (2)  
Decree 811/1998, Section 10 (12)  
Act 631/1998 13, Section (2)

Repeals National Board of Education Regulations  
8.3.2001 no. 14/011/2001  
and for this qualification the following Regulations  
1.8.2001 no. 42/011/2001  
19.6.2002 no. 34/011/2002  
27.8.2004 no. 28/011/2004  
30.9.2005 no. 32/011/2005  
13.2.2007 no. 5/011/2007

## REQUIREMENTS FOR VOCATIONAL QUALIFICATIONS

Vocational Qualification in Audio-visual Communication

Amends National Board of Education Regulation  
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The Finnish National Board of Education has rendered its decision regarding the qualification requirements (national core curriculum and competence-based qualification principles) of the Vocational Qualification in Audio-visual Communication in accordance with the annex.

The Regulation must be observed in all upper secondary education and training (curriculum-based education and training) and competence-based qualifications started after 1 August 2010. All education and training and competence-based qualifications that have started prior to the entry of this Regulation into force may be completed in accordance with Regulation 8.3.2001 no. 14/011/2001 by 31 July 2020, unless otherwise stipulated in other statutes and Regulations.

In curriculum-based education and training, the education provider must draw up and approve a curriculum in compliance with the terms stipulated in these qualification requirements.

In providing education and training leading to a competence-based qualification, the education provider determines the educational content and provision in accordance with the qualification requirements. An opportunity to complete a competence-based qualification must be provided to all candidates.

The education provider, qualification provider and qualification committee shall comply with the terms stipulated in this Regulation and shall not deviate in any way from it.

Director General Timo Lankinen

Chief Technologist Lauri Kurvonen

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# INTRODUCTION

A vocational qualification can be completed both as a curriculum or competence-based qualification. The requirements of a vocational qualification include both the requirements of the upper secondary vocational qualification and the requirements of a competence-based qualification and therefore their terminology has been made more uniform. The requirements of a vocational qualification is a regulation and it guides the providers of both curriculum-based training as well as competence-based qualifications, and the electronic version of the qualification requirements document allows one to distinguish, when necessary, the sections that relate to vocational upper secondary education and training (curriculum-based training) and competence-based training. Chapters 1 and 4 together with the parts describing the vocational field and the value basis in Chapter 9 are common. Chapters 2, 5, 6, 7 and 8 only concern vocational qualifications completed in vocational upper secondary education and training and Chapter 3 those completed as competence-based qualifications.

The term module of a qualification compares with the term of study entity used earlier in curriculum-based training. A qualification consists of vocational study modules and in vocational upper secondary education and training also of core subjects and free choice modules. Additional modules can be included in a qualification when that is necessary in view of working life sector specific or local vocational requirements or the need for in-depth professional skills of the would-be qualification holder.

The requirements of a vocational qualification state the objectives set for the qualification and study programme or specialisation, structure of qualification, module specific skills requirements or objectives, targets of assessment and assessment criteria for core subjects as well as the ways of demonstrating vocational skills in the case of vocational study modules. These requirements also include other provisions concerning vocational upper secondary education and training as well as competence-based qualifications.

The requirements of vocational qualification modules and the objectives of core subjects have been defined as learning outcomes (knowledge, skills, competence). This forms the basis for describing the targets of assessment through mastering the work process, work method, equipment and material as well as underpinning knowledge and the key competences for lifelong learning.

An education provider approves a curriculum for upper secondary vocational education and training based on the qualification requirements. When arranging preparatory training for competence-based qualifications, the provider decides its contents and how to arrange it in compliance with the qualification requirements.

# OBJECTIVES AND STRUCTURE OF THE VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION

## 1.1 OBJECTIVES OF VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION

A person who has an upper secondary qualification in audio-visual communication is diversely equipped to work in the audio-visual sector, where there are many types of job descriptions. He/she must know how to act in assignments of the audio-visual sector both independently and as a part of a production team and perceive his/her own work as a part of a larger entity. He/she must be familiar with the typical work process of the audio-visual sector including pre-production, production and post-production related work phases and know how to work in assistant-level assignments according to his/her vocational orientation.

The field of audio-visual communication requires the student or candidate to be committed, self-directed, spontaneous and field-oriented. After completing the vocational upper secondary qualification in audio-visual communication he/she is a multi-skilled person, who is also able to acquire, due to his/her wide knowledge of communications and technical skills, specialized skills in the working life that some branches require. He/she is expected to have a basic aesthetic and cultural outlook along with technical know-how. Often the significance of technical, aesthetic and content-related skills cannot be separated from each other in work assignments. A multi-tasker of the audio-visual sector must also be capable of media criticism and understand special ethical dilemmas of the vocational field.

A person who has an upper secondary qualification in audio-visual communication acts appropriately, keeps to working hours, respects copyrights, is socially active and takes his/her work with diligence. He/she has the courage to communicate in his/her own mother tongue as well as in English. He/she is able to have a positive attitude even when working hours are unusual. He/she is able to assess the technical and aesthetic quality of his/her work and works according to the principles of sustainable development. Understanding economic values of production and customer needs as well as different kinds of operational cultures is an essential part of the competence of the qualification holder. The qualification holder also masters the operating principles of customer-oriented productions and possesses the communication skills working life requires.



Information technology and software-based equipment are an integral part of work in the field of audio-visual communication. On the other hand, the work can be physically demanding like in event technology productions for example. The qualification holder masters modern equipment technically, is able to keep track of changes in the audio-visual communication sector and is willing to update his/her competence as the vocational field develops and changes. Teamwork and electronic working environments together require skills to document the work phases and results understandably.

The common audio-visual production module is emphasized in the requirements of this upper secondary vocational qualification as this large module ensures the common competence of the sector and the basic technical capabilities to acquire necessary vocational skills in many different fields in communication. Because of the scope and diversity of audio-visual communication, it is difficult to provide a comprehensive list of all the different occupational titles of the sector, but some typical assistant-level occupational titles are camera assistant, sound assistant, lighting assistant, photo assistant and art director assistant. A wide variety of optional studies makes it possible to have as many kinds of orientation possibilities as regional working life requires.

As the number of international audio-visual productions increases, language skills requirements have become more challenging than ever. Especially the importance of English as the language used in the profession increases as one must be able to communicate comprehensibly and use professional terminology in multinational and multicultural work groups and productions. Also the strong position of information networks as a part of work assignments and the profession adds to language skill needs.

In addition vocational upper secondary education and training is to support students' development into good and balanced persons and members of society as well as to provide the students with the knowledge and skills needed in view of versatile development of further studies, hobbies and his/her personality as well as to support lifelong learning (Act 630/98, section 5).

## 1.2 THE STRUCTURE OF THE VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION

VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION, 120 CREDITS	
IN VOCATIONAL UPPER SECONDARY EDUCATION	IN COMPETENCE-BASED QUALIFICATION
<b>4. Vocational modules, 90 credits</b>	<b>4. Vocational modules</b>
The modules include a minimum of 20 credits of on-the-job-learning, a minimum of 5 credits of entrepreneurship and a final project (2 credits).	
4.1 Compulsory modules for all, 30 credits	4.1 Compulsory modules for all
4.1.1 Audio-visual production	4.1.1 Audio-visual production
4.2 Optional modules, 50–60 credits	4.2 Optional modules
Two of the optional modules must be from sections 4.2.1–4.2.12	A total of three modules must be chosen, of which two must be from sections 4.2.1–4.2.12
4.2.1 Video and film production, 20 credits	4.2.1 Video and film production
4.2.2 Television production, 20 credits	4.2.2 Television production
4.2.3 Sound production, 20 credits	4.2.3 Sound production
4.2.4 Studio and hall sound production, 20 credits	4.2.4 Studio and hall sound production
4.2.5 Event technology production, 20 credits	4.2.5 Event technology production
4.2.6 Lighting production, 20 credits	4.2.6 Lighting production
4.2.7 Photograph production, 20 credits	4.2.7 Photograph production
4.2.8 Image processing, 20 credits	4.2.8 Image processing
4.2.9 Graphic production, 20 credits	4.2.9 Graphic production
4.2.10 Web service production, 20 credits	4.2.10 Web service production
4.2.11 Animation and effect production, 20 credits	4.2.11 Animation and effect production
4.2.12 Gaming production, 20 credits	4.2.12 Gaming production
4.2.13 Modules from vocational upper secondary qualifications, 0–20 credits	4.2.13 Module/modules from vocational upper secondary qualifications (the nominal scope of a module must be at least 20 credits in upper secondary education and training) or
4.2.14 Module from further vocational qualifications	two modules from another vocational upper secondary qualification (the nominal scope of each module must be at least 10 credits in upper secondary education and training)
4.2.15 Module from specialist vocational qualifications	4.2.14 Module from a further vocational qualification
4.2.16 Locally offered modules, 0–20 credits	4.2.15 Module from a specialist vocational qualification
4.3 Other optional modules in vocational upper secondary education and training, 0–10 credits	
4.3.1 Entrepreneurship, 10 credits	
4.3.2 Workplace instructor training, 2 credits	
4.3.3 In-depth and enhancing vocational modules	
4.3.4 Core subjects, 0–10 credits	
4.3.5 General upper secondary studies	
A total of 60 credits must be from modules in sections 4.2 and 4.3	

IN VOCATIONAL UPPER SECONDARY EDUCATION	IN COMPETENCE-BASED QUALIFICATION
4.4 Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification)	4.4 Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification)
4.4.1 Business Operations, 10 credits	4.4.1 Business Operations
4.4.2 Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications)	4.4.2 Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications)
4.4.3 Locally offered modules providing in-depth vocational competence in curriculum-based vocational education and training	

IN VOCATIONAL UPPER SECONDARY EDUCATION		
5. Core subjects in curriculum-based vocational education and training, 20 credits		
5.1	Compulsory modules for all	Optional
5.1.1	Mother tongue	4 credits
5.1.2	Second national language	0–4 credits
	5.1.2.1 Second national language, Swedish	1 credit
	5.1.2.2 Second national language, Finnish	0–4 credits
5.1.3	Foreign language	2 credits
5.1.4	Mathematics	0–4 credits
5.1.5	Physics and chemistry	3 credits
5.1.6	Social, business and labour-market subjects	2 credits
5.1.7	Physical education	1 credit
5.1.8	Health education	0–4 credits
5.1.9	Arts and culture	1 credit
5.2	Optional modules	0–4 credits
5.2.1	Optional additional modules to compulsory core subjects, see Chapters 5.1.1–5.1.9 above	
5.2.2	Environmental studies	0–4 credits
5.2.3	Information and communications technology	0–4 credits
5.2.4	Ethics	0–4 credits
5.2.5	Cultural knowledge	0–4 credits
5.2.6	Psychology	0–4 credits
5.2.7	Entrepreneurship	0–4 credits
		16 credits
		4 credits
<p>In education provided in Swedish, the scope of studies in the second national language is 2 credits, and the scope of the compulsory core subjects in vocational qualification is 17 credits and the scope of optional modules is 3 credits.</p> <p>The scope of compulsory studies in both physical education and health education is 1 credit. Education provider can divide the compulsory studies in physical education and health education differently, but yet in such a way that their overall scope totals two credits.</p>		
6. Free-choice modules in vocational upper secondary education, 10 credits		
The qualification modules comprise a minimum of 1.5 credits of student counselling		

## Principles of a vocational qualification

Vocational qualifications are made up of vocational modules, which are either compulsory or optional. Curriculum-based qualifications also include compulsory and optional core subjects as well as free choice modules. Furthermore, a qualification can be personalised by including more modules, which expand the qualification, when that is necessary from to meet sector specific working life requirements or local vocational needs and to enrich the candidate's vocational skills. Qualification specific rules on optional modules are presented above in the table introducing the vocational qualification in audio-visual communication.

Student (curriculum-based training) or candidate (competence-based qualifications) can also include modules from other vocational qualifications in the vocational upper secondary qualification.

To improve his/her eligibility to pursue further studies a student can choose general upper secondary studies, even take the matriculation examination. These studies can compensate for core subjects, other optional qualification modules and free choice studies.

To facilitate making choices and validation of prior learning easier, the compensation principles for studies completed or to be completed in a general upper secondary school have been described in Section 5 Core subjects. Defining the principles of compensation also promotes cooperation between education providers and the use of common training provision.

Completing the whole qualification is the primary goal in education and training leading to a qualification provided in accordance with the Act on Vocational Education and Training. A student can also take a vocational qualification one or more modules at a time to give a more profession specific result when it is appropriate considering the individual's learning abilities, life situation or employability. The student must have flexible opportunities to complete the qualification at a later date. In these kinds of situations the education provider draws up a plan, preferably in cooperation with the employer, for completing the qualification.

## 1.3 KEY COMPETENCES FOR LIFELONG LEARNING

These key competences for lifelong learning are taken to mean such competence as is needed in continuous learning, in seizing future and new situations as well as in coping with the changing working life environment. They are an important part of vocational skills and reflect an individual's intellectual flexibility and ability to manage different situations. They increase the vocational civilisation and civic readiness

needed in all fields and help the students or candidates to keep up with the changes in society and working life as well as to act under changing conditions. They also play a major part in one's quality of life and development of personality.

In addition to common emphases of the previous core curriculum of vocational upper secondary education, the Requirements of competence-based qualifications and key competences common to all vocational fields, the key competences for lifelong learning are considered to include cross-curricular themes from basic and general upper secondary education together with the recommendations for the key competences for lifelong learning 2005/0221 (COD) made by the European Union Parliament and the Commission.

The key competences for lifelong learning are included in the objectives of the requirements of vocational qualification modules and their assessment criteria. The key competences for lifelong learning to be assessed separately consist of the following: learning and problem solving, interaction and cooperation, vocational ethics and health, safety and ability to function.

Key competences for lifelong learning are

1. Learning and problem solving
2. Interaction and cooperation
3. Vocational ethics
4. Health, safety and ability to function
5. Initiative and entrepreneurship
6. Sustainable development
7. Aesthetics
8. Communication and media skills
9. Mathematics and natural sciences
10. Technology and information technology
11. Active citizenship and different cultures

## **Description of the key competences for lifelong learning**

### **Learning and problem solving**

The student or candidate plans his/her activities and develops himself/herself and the work. He/she assesses his/her own competence, solves problems and makes decisions and choices in his/her work. Student/candidate is adaptive, innovative and creative in his/her line of work, acquires information and analyses, assesses and applies it.

**Interaction and cooperation**

The student or candidate acts appropriately in different interactive situations and also expresses different views clearly, constructively and in a way that creates confidence. He/she works cooperatively with different people and as a member of a team and also treats all people equally. He/she observes common rules of behaviour and regulations. He/she makes use of the feedback given.

**Vocational ethics**

The student or candidate observes the value basis of the profession. He/she is committed to his/her work and acts responsibly following the contracts made and work ethics.

**Health, safety and ability to function**

The student or candidate acts safely and responsibly at work and leisure as well as in traffic and also leads a healthy life and maintains his/her ability to function and work. He/she works ergonomically and takes physical exercise needed in the profession and also acts in a manner that prevents the dangers and health hazards in the working environment.

**Initiative and entrepreneurship**

The student or candidate works towards completing the objectives set. He/she takes initiative and acts in a customer-oriented way as an employer and/or entrepreneur. He/she plans activities and works to reach the objectives set. He/she acts economically and is result-orientated. He/she sets personal goals in line with the overall objectives.

**Sustainable development**

The student or candidate acts according to ecological, economical, social and cultural principles sustainable development in the profession. He/She observes the rules, regulations and contracts of sustainable development prevailing in the sector.

**Aesthetics**

The student or candidate takes into consideration the aesthetic factors in his/her line of work. He/she contributes to and maintains the niceness and aesthetics of the working environment.

### **Communications and media skills**

The student or candidate uses his/her language skills in a way that is appropriate, varied and interactive considering the situation. Student/candidate observes, interprets and assesses different media products critically. He/she uses the media and information technology as well as produces media material.

### **Mathematics and natural sciences**

The student or candidate uses basic mathematics to solve mathematic equations at work and in everyday life. He/she uses for example formulas, graphs, patterns and statistics to help solve work related assignments and problems. Student/candidate applies methods and practices that are based on the laws of physics and chemistry at work.

### **Technology and information technology**

The student or candidate makes versatile use of technologies used in his/her profession. He/she considers the technological benefits, limitations and risks. He/she makes versatile use of computer technology as a professional and a citizen.

### **Active citizenship and different cultures**

The student or candidate participates constructively in the activities and decision making of the community. He/she acts according to his/her rights and responsibilities both at work and in everyday life. He observes the acts on equality. He/she acts appropriately and considering the requirements of working life with people from different cultural backgrounds both at home and in international operations.

## **1.4 ELIGIBILITY FOR FURTHER STUDIES**

According to Paragraph 4 of the Vocational Education and Training Act, vocational upper secondary studies grant the student eligibility to further his/her studies in universities or universities of applied sciences.

# IMPLEMENTATION OF NATIONAL REQUIREMENTS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING

## 2.1 DESIGN AND CONTENTS OF THE CURRICULUM

According to the Vocational Education and Training Act (630/1998, section 14) the education provider must endorse for its training a curriculum that is based on the qualification requirements mentioned in this document. It must contain the procedures that ensure that the education reaches the tasks and objectives (Act 630/1998, section 5). A curriculum must be approved separately for education provided in Finnish, Swedish and Saami and also for education in any other language when necessary. The curriculum of an education provider is a public document. The curriculum regulates and directs the education offered by the provider and all other activities closely related to it. To give the student protection under the law, the curriculum must provide adequate information about the modules and studies included in the qualification, assessment and arrangements concerning completion of the studies. The curriculum must be compiled so that it enables the students to individually select vocational studies as well as to complete general upper secondary studies and the matriculation examination. The curriculum also acts as a basis for internal and external evaluation and also allows evaluating the effectiveness of the education offered by the education provider.

The education provider reserves the recourses needed for the education. The education provider also sees that the curriculum allows the student to achieve the objectives set for the qualification, to receive enough teaching and counselling he/she needs regardless of the way the education is organized on each workday, also during on-the-job learning and skills demonstrations.

The curriculum consists of the common part for all the fields of vocational education and training and qualification specific part of the curriculum.



## 2.1.1 Common part of the curriculum

The common principles and procedures for all the upper secondary qualifications and core values of the education provider are defined in the common part of the curriculum.

The common part of the curriculum consists of at least

- ◆ providing education and training as curriculum-based vocational education and training, as training arranged at a workplace in connection with practical work assignments and as apprenticeship training (Act 630/1998, sections 3, 15 and 17)
- ◆ arranging education and training as contact teaching, distance, multi-modal (Act 630/1998, sections 15) and e-learning
- ◆ plans and methods for completing a module or modules as well as students' opportunities to add on to their studies and complete the whole qualification
- ◆ providing education in cooperation with other education providers and working life (Act 630/1998, sections 14 and 10)
- ◆ teaching related measures promoting community spirit, which provides an opportunity for reflecting values and getting to know our cultural heritage (Decree 811/1998, sections 9)
- ◆ common practices on performing student assessment (Act 601/2005, section 25a) in accordance with Chapter 7
- ◆ compliance with the regulations of Chapter 8
- ◆ staff development plan.

The education provider must include plans on how to promote equality, non-discrimination and sustainable development in the curriculum. When organising the education the education provider must also take into account the obligations in other statutes concerning education and training.

## 2.1.2 Qualification specific part of the curriculum

The qualification specific part of the curriculum determines the organisation of the vocational qualification modules and the core subjects, in cooperation with other education providers and working life. It also determines the timing of the education, learning environments and teaching methods, with the help of which the student can achieve the vocational skills requirements and objectives of the qualification.

The qualification specific part also lists the studies the training provider offers from other qualifications as well as the student's opportunities to complete more than one qualification. It includes the decision on the assessment plan for the vocational modules and core subjects, which is to include skills demonstrations and other assessment of competence.

Qualification specific part of the curriculum is to cover at least

- ◆ structure of the qualification of compulsory and optional vocational modules and core subjects
- ◆ progression, timing and sequence of studies
- ◆ provision of free choice modules
- ◆ a plan on the provision of individual in-depth vocational modules (modules enhancing a vocational upper secondary qualification)
- ◆ a plan on assessment of the modules and methods used for assessment of competence
- ◆ a plan on assessing vocational modules in a way that it includes a plan on implementation and assessment of skills demonstrations approved by the local board for vocational skills demonstrations
- ◆ locally offered modules, their skills requirements, targets of assessment and criteria as well as the objectives, targets of assessment and assessment criteria for the additional optional modules of compulsory core subjects.

### 2.1.3 Individual study plan

Vocational Education and Training Act (Act 630/1998, section 14) contains the provision of a student's right to make individual choices in his/her studies. Vocational Education and Training Decree (Decree 811/1998, sections 3, 4 and 12a) contains the provision of how to inform students of the training offered, of student counselling and recognition and validation of prior skills. In order that a student's right to make individual choices is possible, the education provider must prepare the student an individual study plan based on his/her individual starting point and update it throughout the training offered.

## COMPLETING A VOCATIONAL QUALIFICATION AS A COMPETENCE-BASED QUALIFICATION

### 3.1 GENERAL ON COMPETENCE-BASED QUALIFICATION SYSTEM

The competence-based qualification system offers adults a flexible way of demonstrating, renewing and maintaining their vocational competence, or when duties change, qualifying for a new profession. In a competence-based qualification a person's vocational competence can be nationally and quality-wise acknowledged despite whether the skills have been acquired through working experience, studies or other activities. In the competence-based qualification system the employer side, employee side and the training sector work in close cooperation when developing the qualification structure, drawing up qualification requirements, planning and arranging competence tests as well as when assessing test performances.

Vocational qualifications, further and specialist vocational qualifications can be completed as competence-based qualifications. The Requirements of competence-based qualifications describe vocational skills as working life competence requirements. The qualifications are made up of modules, which are independent work entities.

### 3.2 ARRANGING COMPETENCE-BASED QUALIFICATIONS

The qualification committees appointed by the National Board of Education and comprising the representatives of employers, employees, teachers and when necessary self-employed persons, are responsible for arranging and controlling competence-based qualifications and they award qualification certificates. The qualification committees sign contracts on arranging competence-based qualifications with education providers and when necessary other communities and foundations. Competence-based qualifications must not be arranged without a valid contract with the qualification committee concerned.

### 3.3 COMPLETING A COMPETENCE-BASED QUALIFICATION

A competence-based qualification is completed by successfully demonstrating the skills required in practical work assignments and activities in a competence test. Each module must be assessed separately. Assessment is jointly carried out by representatives of employers, employees and the training sector. In vocational fields where self-employment is typical, this party is also to be considered when appointing assessors. The qualification committee passes the final decision on assessment. A qualification certificate can be awarded when all the modules required to make up the qualification have been completed successfully.

### 3.4 REQUIREMENTS OF COMPETENCE-BASED QUALIFICATIONS

The Requirements of competence-based qualifications define the modules to be included in the qualification and possibly the structure of specialisation, qualification contents, vocational skills required in each module, bases of assessment (targets and criteria of assessment) as well as ways of demonstrating vocational competence.

A module is a vocational sub-entity, which can be discerned as a separately assessed entity in a natural work process. The vocational skills requirements defined in modules focus on profession specific key activities, control of processes and vocational practices relevant in the field concerned. They include the skills commonly required in working life, social skills for example.

Targets of assessment and criteria are derived from the vocational skills requirements. Targets of assessment define the sectors of competence that special attention will be paid to. Defining the targets of assessment also make it easier to assess vocational competence in the work activity concerned. Assessment must cover all the targets listed in the Requirements of competence-based qualifications. Assessment criteria determine the quality and quantity levels for a successful performance.

The ways of demonstrating vocational skills include further instructions on how to complete a qualification. The vocational skills are, in the main, demonstrated in actual work assignments or tasks. The ways of demonstrating vocational skills may also include, for example, instructions on how a test performance can be supplemented, if necessary, in order for all the skills requirements to have been successfully met.

### **3.5 INDIVIDUALISATION IN COMPETENCE-BASED QUALIFICATIONS**

Education provider is responsible for individualising the enrolment for a competence-based qualification and for preparatory training, completing the qualification as well as the acquisition of the vocational skills required. The National Board of Education has issued a separate regulation on individualisation.

### **3.6 ASSESSMENT OF VOCATIONAL SKILLS IN A COMPETENCE-BASED QUALIFICATION**

The assessment of vocational skills must profoundly and carefully look into how the qualification candidate has shown that he/she masters what the skills requirements of the module concerned prescribe. The assessment criteria defined in the requirements for the competence-based qualification are to be used. In assessment, a variety of different and primarily qualitative assessment methods should be used. Using one method only does not necessarily yield a reliable result. Vocational field and qualification specific special features are taken into consideration in the assessment process in accordance with the qualification requirements.

If a person completing a qualification has reliable evidence of competence demonstrated earlier, the assessors assess its correspondence with the skills requirements described in the requirements for the competence-based qualification. The assessors suggest the document to the qualification committee for recognition as part of a competence-based qualification. If the candidate has earlier demonstrated his/her skills in one of the modules of this qualification either in curriculum-based education or in a competence-based qualification, the earlier completed qualification or its module must be presented for recognition as part of the competence-based qualification to be completed. There is no general time limit to be set for the skills acquired and demonstrated earlier but the validity of such skills can be verified. The qualification committee makes the final decision on the recognition of earlier demonstrated and reliably documented skills. If necessary, the candidate must demonstrate the correspondence of his/her skills with the skills requirements of the qualification in question.

Assessing vocational skills is a process where collecting assessment material and documenting the assessment process are of key importance. The representatives of working life and teachers carry out a careful and comprehensive tri-partite assessment. Every person completing a qualification must learn the assessment criteria. The candidate must be given an opportunity to self-assess his/her performance. The provider of a competence-based qualification must draw up minutes of the assess-

ment of the module, which must be signed by the assessors. The candidate is given feedback as part of a good assessment process. The qualification committee makes the final decision on assessment.

## **Assessors**

The persons assessing the qualification candidate's vocational skills are to have good vocational skills themselves in the area of the competence-based qualification in question. The qualification committee and the provider of the competence-based qualification agree on the assessors in the contract for arranging competence-based qualifications.

## **Rectification of assessment**

A person completing a qualification can, within the time limit specified by law, request rectification of assessment from the qualification committee whose sector the qualification in question falls in. A written request of rectification is addressed to the qualification committee. Having heard the assessors, the committee can oblige them to carry out a reassessment. A qualification committee decision on a claim for rectification of assessment cannot be appealed.

## **3.7 CERTIFICATES**

Qualification committee awards a qualification certificate or a certificate on completion of a module or modules. A representative of the education provider issues a certificate on completed preparatory training respectively. "The National Board of Education has issued a regulation on the information to be included in the certificates.

A certificate on the completion of a qualification module or modules is awarded at the request of a person completing a competence-based qualification. The representatives of the qualification committee and the education provider sign the qualification certificate or a certificate given after the completion of a module or modules.

An entry in the Certificate of Vocational Skills approved by the National Board of Education in proof of completion of a competence-based qualification is comparable to a qualification certificate. The provider of the competence-based qualification acquires and signs the Certificate of Vocational Skills. A Certificate of Vocational Skills is subject to a fee.

## 3.8

### PREPARATORY TRAINING FOR COMPETENCE-BASED QUALIFICATIONS

In the case of a competence-based qualification no preconditions to attend preparatory training can be set. However, these qualifications are primarily taken in connection with such preparatory training. The education provider decides on the contents and arrangement of preparatory training for competence-based qualifications in compliance with the qualification requirements. The training and tests must be structured according to the qualification modules to be completed. A person attending such preparatory training must be provided an opportunity to participate in competence tests and complete the qualification as part of the training.

# 4

## VOCATIONAL MODULES, VOCATIONAL SKILL REQUIREMENTS AND ASSESSMENT OF THE VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION

### 4.1 COMPULSORY MODULES FOR ALL

#### 4.1.1 Audio-visual production

##### **Vocational skills requirements**

The student or candidate is able to

- ◆ follow schedules and work instructions
- ◆ work as a member in a team
- ◆ act in a customer-oriented and cost-efficient way
- ◆ follow electrical instructions and work safety instructions
- ◆ comply with copyrights
- ◆ use the terminology of each vocational field
- ◆ use computer operating systems and essential applications of the vocational field
- ◆ write factual and expressive texts for different kinds of purposes
- ◆ make use of composition, chromatics and typography in work assignments
- ◆ document the different work stages and results
- ◆ make use of different genres and art movements of media culture in implementation
- ◆ interpret manuscripts and make use of narration theory in implementation
- ◆ light, film, record and edit a visual narrative entity according to his/her plan
- ◆ save and edit an audio narrative entity according to his/her plan and make versions of it for different purposes
- ◆ build and use lighting, projection, and sound systems according to his/her plan
- ◆ light the targets, take, process and make photographs for different purposes of use according to his/her plan
- ◆ make graphic communication products with image processing, graphics, layout and editor applications according to his/her plan



- ♦ process and choose file formats, colour space and resolutions for different purposes of use
- ♦ make use of network technologies for data transfer as well as for web service construction and maintenance
- ♦ use the appropriate work equipment and methods for different kinds of situations and circumstances
- ♦ observe the surroundings and its targets from the point of view of capturing the situation.

## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Pre-production	prepares a work schedule under instruction and tries to work accordingly	prepares a work schedule and works accordingly	prepares a work schedule, takes the responsibility for following it and negotiates possible changes
	assists setting up the equipment ready for use	recognizes the equipment to be used and knows how to set it up ready for use	chooses the essential equipment and sets it up ready for use independently
	acts and dresses appropriately in work situations	acts and dresses according to the nature of the work situation	foresees the nature of the work situation and acts and dresses up accordingly
Production	understands professional key terminology	uses established professional terminology	communicates fluently in a team using professional terminology
	uses information technology and professional applications	uses different kinds of operating systems and professional applications fluently	uses different kinds of operating systems with ease and superimposes professional applications
	knows how to work indoors and out-doors	uses appropriate equipment in different kinds of circumstances	pays attention to the special characteristics of place and situation and uses equipment accordingly

Post-production	documents and archives his/her work as required	documents his/her work and work phases understandably	documents his/her work and work phases for further use and archiving
	accepts feedback on the aesthetic and technical end result of his/her work.	assesses the aesthetic and technical end result of his/her work.	assesses the aesthetic and technical end result of his/her work independently and precisely.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>2. Mastering the work methods, equipment and material</b>	The student or candidate		
Planning one's own work	works according to a given plan under instruction	brings up his/her ideas in an understandable way	develops feasible ideas and writes a working plan based on them
	recognises essential elements in a manuscript	is able to read a manuscript and pick out elements related to planning in it	is able to read a manuscript creatively and create ideas for implementation
Producing material	writes understandable text	writes text suitable for the publication channel	writes text characteristic of the publication channel
	makes use of automatic and manual settings in equipment	uses automatic and manual settings in equipment	adjusts automatic and manual settings in equipment if needed
	recognises different types of equipment and uses them under instruction	uses different kinds of equipment with ease	chooses and uses suitable equipment
	saves files in different formats	is able to choose appropriate formats	saves and makes file versions for different applications and formats
Post-processing and distribution	compiles audio-visual entities	compiles narrative entities	compiles entities worth presenting and publishing
	processes and saves files appropriately	processes files for different publication channels	finishes and optimises files as publication channels require
	services equipment according to instructions.	services equipment if necessary.	services equipment spontaneously.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Narration	is aware of the structure of the narration	recognises and uses narration theory in the work	applies narrative theory successfully in his/her work
	uses means of expression to support the narration under instruction	uses means of expression to support the narration	uses different kinds of means of expression creatively in production and post-production
Composition and continuity	aims for technical and expression-supportive continuity under instruction	pays attention to the technical and expression-supportive continuity	anticipates the technical and expression-supportive continuity in all work phases
	creates audio-visual element compositions	creates audio-visual element compositions justifiably	creates audio-visual element compositions creatively and rationally
Cultural frames of reference	compiles products that recognisably represent certain genres.	makes products that are true to the ideals of the different genres.	is able to apply different genres and art movements in the work in a controlled manner.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key skills for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and cooperation	accepts feedback and works with different kinds of people	accepts feedback, changes his/her actions accordingly and acts naturally with different kinds of people in the work community	accepts feedback and changes his/her actions accordingly
			is able to suggest appropriate improvements
Vocational ethics	completes the assignments he/she is responsible for but needs instruction at times	completes the assignments he/she is responsible for carefully and asks for advice if necessary	works responsibly, cooperatively and spontaneously in a work community and asks for advice if necessary
Initiative and entrepreneurship	works spontaneously and respects his/her work.	works spontaneously, conscientiously, responsibly and respecting his/her work.	works spontaneously, conscientiously, innovatively, responsibly and respecting his/her work.

### Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include:

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.2 OPTIONAL MODULES

### 4.2.1 Video and film production

#### **Vocational skills requirements**

The student or candidate is able to

- ◆ work in different kinds of productions in his/her role and carry out a ready lighting, filming and sound plan
- ◆ use and utilise the expression methods of image and sound in audio-visual narration
- ◆ choose appropriate equipment for each filming situation and take care of the practical arrangements of the production
- ◆ adjust and use camera and sound recorder properties in different kinds of conditions
- ◆ use lights, filters and colour filters and make use of the existing light conditions
- ◆ use appropriate sound recorders in field and studio recording
- ◆ use professional language to give instructions
- ◆ make post-production sound effects under studio circumstances
- ◆ transfer materials from different formats to sound and video editing equipment and edit a narrative entity from those materials
- ◆ make basic image and sound adjustments
- ◆ save and archive the ready product, filming materials and documents according to the requirements of the distribution channel.

## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Pre-production	carries out a ready filming and sound plan under instruction	carries out a ready filming and sound plan	carries out a ready filming and sound plan as well as applies it rationally when necessary
	takes care of the arrangements the production requires under instruction	takes care of the arrangements the production requires	makes versatile use of narrative elements in his/her filming and sound plan takes initiative in making the arrangements the production requires
Production	works in an assignment under instruction according to his/her role and as a member of the production team and keeps to the agreed schedules	works in an assignment according to his/her role and given instructions as a member of the production team and keeps to the schedules, working hours and agreements	works systematically and cost-effectively as a member of a production team according to set objectives
			keeps to working hours and schedules and negotiates possible changes
Post-production	compiles a recording as ordered under instruction	compiles a recording as ordered	compiles a recording as ordered and re-edits it if necessary
Self-assessment	assesses his/her work and product in relation to objectives.	assesses his/her work and product in relation to objectives and changes his/her actions according to instructions.	assesses and develops his/her actions in order to meet quality targets.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Choice of work methods and equipment	chooses and reserves equipment for the production work under instruction	chooses and reserves the equipment and devices necessary for the production work	knows the essential AV equipment and reserves suitable equipment for each production sector

Knowledge and use of equipment	works as a member of a production team under instruction in assignments related to lighting, recording, filming and cutting	works as a member of a production team in assignments related to lighting, recording, filming and cutting	works as an active member of a production team in different production assignments
	uses different kinds of auxiliary devices in production under instruction	uses different kinds of auxiliary devices in production	uses auxiliary devices and equipment necessary in production
	protects the equipment under instruction and ensures the safety of him-/herself and others	protects the equipment and ensures the safety of him-/herself and others	protects the equipment and spontaneously ensures the safety of him-/herself and others
Technical and expressional solutions	uses basic technical and expressional solutions during the production as instructed	uses technical and expressional functional solutions during the production	applies technical and expressional solutions diversely and creatively during the production
	works as instructed and finishes his/her work.	works independently and makes a finished end product.	works independently, asks for feedback and develops the end result accordingly.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
<b>3. Underpinning knowledge</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Terminology	uses basic terminology common in the field	uses common basic terminology and working methods established in the field	uses common professional terminology in the field uses and applies customary work methods creatively according to situation
Keeping track of equipment development	keeps track of equipment development.	keeps track of equipment development and recognizes the latest equipment.	keeps track of equipment development and is familiar with the properties of the latest equipment.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
<b>4. Key skills for lifelong learning</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Learning and problem solving	solves work-related problem solutions and makes choices under instruction	solves work-related problem solutions as well as makes choices and decisions according to instructions	solves work-related problem solutions as well as makes independent choices and decisions
Health, safety and ability to function	follows given safety instructions under instruction without endangering him-/herself or others.	follows given safety instructions without endangering him-/herself or others.	follows given safety instructions and takes the safety of the work community members and work environment into consideration.

## **Ways of demonstrating vocational skills**

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely except for Keeping track of equipment development
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## **4.2.2 Television production**

### **Vocational skills requirements**

The student or candidate is able to

- ◆ work as a part of a multi-camera production in his/her role in studio and field productions
- ◆ work in his/her role in a mobile film crew
- ◆ choose the right kind of equipment for different kinds of productions and justify his/her decisions
- ◆ observe and acquire information about current phenomena
- ◆ search for and make use of archive materials if necessary
- ◆ process recorded material in editing software and work ethically when handling the material
- ◆ follow schedules in broadcasting
- ◆ read shot lists in a multi-camera production
- ◆ take the requirements of distribution channels into consideration in the different work phases
- ◆ make image and sound material versions for different publication channels

- ◆ archive the material he/she has produced
- ◆ work economically and in a customer-oriented way in different kinds of productions.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>1. Mastering the work process</b>	The student or candidate		
Pre-production	carries out a filming plan under instruction in cooperation with others	carries out a filming plan in cooperation with others	carries out a filming plan independently on the basis of the given manuscript
	chooses the filming location and plans a multi-camera setup under instruction	chooses the filming location and plans a multi-camera setup	chooses the filming location and plans a multi-camera setup independently
		acquires necessary filming permits under instruction	acquires necessary filming permits
Production	chooses suitable lighting, recording and filming equipment under instruction	chooses suitable lighting, recording and filming equipment	chooses suitable lighting, recording and filming equipment independently and according to production plan
	chooses suitable angles and framing as well as backgrounds from the point of view of the program structure under instruction	chooses suitable angles and framing as well as backgrounds from the point of view of the program structure	chooses suitable angles and framing as well as backgrounds from the point of view of program structure, and makes changes and creative solutions for image and voice narration also during recording
Post-production	cuts and edits image and sound material under instruction	cuts and edits image and sound material as agreed	cuts and edits image and sound material as agreed and makes dramaturgical adjustments during post-production
	adapts the finished program into a suitable format for different distribution channels under instruction.	adapts the finished program into a suitable format for different distribution channels.	adapts and optimises the finished program into a suitable format for different distribution channels.



TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>2. Mastering the work methods, equipment and material</b>	The student or candidate		
Planning one's own work	makes a plan and a schedule for his/her work under instruction	makes a plan and a schedule for his/her work	makes a plan and a schedule for his/her work and foresees possible needs for changes
Use of equipment	uses filming, lighting and recording equipment under instruction	uses filming, lighting and recording equipment with ease	uses filming, lighting and recording equipment creatively
	takes electricity consumption into consideration under instruction	takes electricity consumption into consideration	calculates required electricity consumption
Post-production tools	uses a sound and editing workstation under instruction	uses a sound and editing workstation diversely to create the agreed structure	uses a sound and editing workstation creatively and makes use of post-production methods to create an interesting dramaturgic structure
	does post-recording under instruction and chooses suitable formats for programme distribution under instruction.	performs post-recording independently chooses suitable formats for programme distribution.	performs post-recording independently and chooses suitable formats for programme distribution and files the programme according to instructions.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>3. Underpinning knowledge</b>	The student or candidate		
Use of terminology	understands basic professional terminology	understands and uses basic professional terminology	communicates using established professional terminology fluently
Language skills	recognises equipment-related English terms.	searches for instructions in an English manual when necessary.	uses equipment with the help of an English manual.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key skills for lifelong learning	The student or candidate		
Learning and problem solving	recognises problems and solves them under instruction	recognises and solves problems	solves problems independently and searches for information or solutions needed if necessary
	assesses his/her learning and development under instruction	looks for help if necessary and is able to assess and describe possible problems	assesses his/her learning and development as well as sets development targets for him-/herself and his/her vocational competence
assesses his/her learning and development			
Interaction and cooperation	works according to given instructions	accepts feedback on his/her image and sound solutions	discusses different image and sound solutions in a team
			helps and directs those appearing in the film if necessary
Vocational ethics	aims for as objective and truthful programme content as possible under instruction.	aims for as objective and truthful programme content as possible.	makes objective and realistic image and sound solutions for programme content.

### Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material except for Planning one's own work
- ◆ Underpinning knowledge entirely except for Language skills
- ◆ Key skills for lifelong learning entirely except for Vocational ethics.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.2.3 Sound production

### Vocational skills requirements

The student or candidate is able to

- ◆ describe sound as a physical phenomenon and understand acoustics related phenomena
- ◆ use means of sound narration in his/her forms of artistic expression
- ◆ make observations and acquire information about current phenomena
- ◆ work ethically when handling the material
- ◆ divide the main areas of the audio frequency band
- ◆ choose suitable recording technology, equipment and recording format for each situation
- ◆ use sound editing equipment
- ◆ connect different areas of signal routing and solve signal routing problems when necessary
- ◆ edit a recording ready for publishing at a sound workstation
- ◆ record, edit and make versions of the material according to technical quality requirements set
- ◆ use a production control system and make use of its advantages in broadcasting
- ◆ consider the different forms of entrepreneurship, opportunities and operating principles in the sound production sector.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>1. Mastering the work process</b>	The student or candidate		
Planning one's own work	plans his/her work under instruction	identifies the end result of his/her work and makes an understandable plan for the work	set technical and quality targets for his/her work and makes an understandable plan to reach those targets
Carrying out an assignment	works according to given instructions and does his/her work on schedule under instruction	works flexibly and develops the speed of his/her work and does his/her work on schedule	works spontaneously and develops his/her work methods as well as his/her work independently on schedule
Self-assessment	assesses his/her work under instruction.	assesses his/her work and justifies the solutions he/she has made.	analyses and assesses his/her work in relation to the entire production.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>2. Mastering the work methods, equipment and material</b>	The student or candidate		
Sound recording, acoustics and equipment choices	uses and assembles sound recording equipment under instruction	completes his/her assignment mainly independently and masters the equipment and material with the help of instructions	completes assignments independently
	leaves the effects of acoustics partially unnoticed in recording situations	takes the effects of acoustics on the quality of the recording into consideration in recording situations	considers the effects of background noise, sound reflection and distance on the quality of the recording and can justify his/her use of acoustics
	uses different kinds of sound devices under instruction	uses sound equipment in different kinds of situations	uses equipment independently and professionally
Editing and making versions of the recording	edits and makes versions of the recorded sound material for different distribution channels under instruction	edits and makes a structured version of the recorded sound material	does creative further processing on the material and makes it suitable for different publishing channels

Mastering essential equipment	routes the signal path under instruction and uses the essential operating principles of the editing equipment	routes the signal path and uses the essential operating principles of the editing equipment	routes the signal path independently and uses essential operation principles of the editing equipment creatively
	pays attention to recording settings and quality under instruction	defines the correct recording settings for the equipment and pays attention to the quality of recording	defines the correct recording settings for the equipment independently taking the quality requirements into consideration
	uses some of the essential tools of an editing application	uses a wide variety of editing application tools	makes comprehensive and flexible use of editing application tools
	uses sound narration elements under instruction when editing a programme.	uses sound narration elements when recording and editing.	makes use of dramaturgical and sound narration elements when recording and editing.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Acquisition and use of information	creates contents on a given subject under instruction	acquires information on a given subject independently	keeps track of local, national and global phenomena spontaneously
	produces content suitable for publication under instruction	produces current content suitable for publication	applies the information he/she has acquired and produces current content suitable for publication
			follows ethical principles, rules, norms, values and virtues when producing content
produces objective and truthful content taking the sources and targets of information into consideration under instruction	produces objective and truthful content taking the sources and targets of information into consideration	respects information sources and targets and their privacy	
Professional terminology and knowledge of expression and technology	uses essential professional terminology	is familiar with most professional terminology	uses the required professional terminology with ease
	recognises and uses the required equipment for recording under instruction	recognises and uses the required equipment in order to make quality recordings	is familiar with and uses required audio recording formats and different signal sources
	carries out assignments in a performance oriented way.	does assignments in a well-structured way.	looks for creative and personal solutions in the assignment.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key skills for lifelong learning	The student or candidate		
Interaction and cooperation	accepts feedback and cooperates with different kinds of people	accepts feedback and cooperates with ease with different kinds of people in a work community	accepts feedback and changes his/her actions accordingly makes appropriate improvement suggestions
Health, safety and ability to function	follows professional safety instructions, and uses work methods that promote health and the ability to function	follows professional safety instructions, works safely and ergonomically taking care of his/her health and the ability to function	follows professional safety instructions and assesses the operation principles of professional work safety develops his/her own safety, ergonomics and the ability to function
Vocational ethics	keeps to working hours and follows the professional operating principles of sustainable development under instruction.	keeps to working hours and acts as the situation requires as well as follows the professional operating principles of sustainable development.	keeps to working hours, acts as the situation requires, takes initiative in the work community and follows the professional operating principles of sustainable development.

### Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely except for Acquisition and use of knowledge
- ◆ Key skills for lifelong learning entirely except for Health, safety and ability to function.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.2.4 Studio and hall sound production

### Vocational skills requirements

The student or candidate is able to

- ◆ connect, place and use different recording systems and sound systems in different kinds of work environments
- ◆ connect and route the different areas of signal routing and solve signal routing problems if necessary
- ◆ use different kinds of sound processors in sound editing and routing
- ◆ make audio measurements and make use of their results when setting up sound systems
- ◆ use analogical and digital audio equipment concurrently
- ◆ record sound with different kinds of techniques according to the requirements and limitations of situations and circumstances
- ◆ act as a hall sound, studio sound and monitor sound mixer
- ◆ adjust the sound pressure suitable for the situation and take the effects of space acoustics into consideration
- ◆ do basic maintenance procedures for audio equipment
- ◆ take different music genres and the expressional approach into consideration in his/her work
- ◆ use sound editing software in the different work phases of post-editing
- ◆ make different sound quality versions for different purposes of use
- ◆ take the different entrepreneurial types, possibilities and operating principles of the audio industry into consideration
- ◆ manage technical and social problem situations.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning one's own work	plans his/her work assignment under instruction	perceives the end result of his/her work, and makes a comprehensible plan in order to reach that result	sets technical and quality targets for his/her work makes a systematic plan in order to reach those targets
Carrying out an assignment	works according to given instructions and completes the work on schedule under instruction	works flexibly, develops his/her work speed, and completes the work on schedule according to plan	works independently and creatively, and completes the work on schedule according to plan taking the customer needs into consideration when working
Self-assessment	assesses his/her work under instruction and received feedback.	assesses his/her work in relation to the plan and changes his/her actions on the basis of feedback.	assesses his/her work critically
			justifies his/her solutions and independently develops his/her work according to the feedback he/she receives.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Choice of work methods	chooses a suitable work method for the assignment under instruction	chooses a planned work method independently	chooses planned work methods independently and applies them to make his/her work easier
Choice of equipment	chooses suitable audio equipment for the purpose of use under instruction	chooses suitable audio equipment for the purpose of use taking their effects on the level of quality into consideration	chooses the most suitable audio equipment for the purpose independently and justifies his/her equipment choices
Choice of material	completes a work assignment according to plan under instruction	completes a given work assignment independently and according to plan	completes a given work assignment independently and according to plan, developing a more flexible work method for him-/herself
	fulfils the set quality criteria for the end result partially	fulfils the set quality criteria for the end result	exceeds the quality criteria for the end result set in parts



Equipment maintenance	does a basic maintenance for equipment and devices under instruction.	does basic maintenance on equipment and devices independently.	does basic maintenance on equipment and devices independently and knows where to get outside expert help when needed.
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TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
<b>3. Underpinning knowledge</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Professional terminology	understands basic professional terminology	understands and uses basic professional terminology	communicates using customary professional terminology fluently
Acquisition and use of professional information	searches for professional information and applies it in production work under instruction	searches for professional information and applies it in production work independently	searches for professional information and applies it in production work independently developing his/her work methods at the same time
Observing expression methods	carries out work assignments in a performance oriented way.	carries out work assignments vividly.	looks for creative and personal solutions for carrying out his/her assignment.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
<b>4. Key skills for lifelong learning</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Interaction skills	accepts feedback and cooperates with different kinds of people	accepts feedback and cooperates effortlessly with different kinds of people in the work community	accepts feedback and changes his/her actions accordingly and works in a customer oriented way
Health, safety and ability to function	is familiar with professional safety instructions and, under instruction, uses work methods in his/her work that keep up the ability to function	follows professional safety instructions and works ergonomically taking care of his/her ability to function	follows professional safety instructions and works ergonomically taking care of his/her ability to function maintains a work environment that is safe for him-/herself and the team
Vocational ethics	keeps to working hours, acts and dresses as the situation requires, and works as a part of a work community	keeps to working hours, acts and dresses as the situation requires, and works initiatively in his/her work community.	keeps to working hours, acts and dresses as the situation requires, and works initiatively and responsibly in his/her work community.

## Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely except for Acquisition and use of professional knowledge
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.2.5 Event technology production

### Vocational skills requirements

The student or candidate is able to

- ◆ assemble a functional entity out of event technological audio, lighting and projection equipment in various environments of use
- ◆ use special effects in performance situations
- ◆ make use of space, staging and decoration when constructing an event
- ◆ construct and arranges a safe performance environment
- ◆ use different kinds of hanging systems and equipment in changing conditions
- ◆ estimate and follow load calculations for hanging and lifting systems
- ◆ follow safety regulations and legislation when assembling event technology
- ◆ do basic equipment maintenance and repairs
- ◆ seek solutions for possible technical problems
- ◆ take the different entrepreneurial types, possibilities and operating principles of the audio and lighting industry into consideration.

## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>1. Mastering the work process</b>	The student or candidate		
Planning and doing one's own work	carries out a stagecraft assignment under instruction	plans a stagecraft assignment and carries out the plan	plans and carries out a stagecraft assignment systematically
			justifies his/her technical solutions and makes suggestions to improve the end result
Performance of a work assignment	works according to a given assignment and uses stagecraft equipment under instruction	works flexibly and consciously develops his/her competence	works spontaneously and actively as well as consciously develops his/her work methods
		uses stagecraft equipment and devices independently	uses different kinds of stagecraft equipment and devices independently and creatively
	reaches the objectives under instruction	reaches the objectives according to schedule	reaches the objectives independently and brings his/her own insight into the work
Self-assessment and feedback	assesses his/her work under instruction and accepts feedback.	assesses his/her work realistically and recognises possible needs for development in his/her actions.	assesses his/her competence critically and develops in his/her work based on feedback received.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>2. Mastering the work methods, equipment and material</b>	The student or candidate		
Equipment and work methods	chooses suitable equipment or devices for the work under instruction	chooses suitable equipment or devices for the work	chooses suitable equipment or devices for the work spontaneously, fairly and creatively
	sets up stagecraft equipment for the event	sets up stagecraft equipment for the event independently	sets up stagecraft equipment for the event independently, quickly, and nicely also taking the disassembling situation into consideration
		detects malfunctions and asks for help and repair assistance	prevents problem situations with his/her actions, solves problems, and fixes possible defects independently
Equipment maintenance	does basic repair procedures for stagecraft equipment under instruction.	does basic repair procedures for stagecraft equipment.	maintains stagecraft equipment carefully and detects possible equipment malfunctions
			acquires outside expert help if necessary to solve a problem situation.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>3. Underpinning knowledge</b>	The student or candidate		
Acquisition and use of professional information	searches knowledge applicable for stagecraft under instruction and uses it in his/her work under instruction	searches information on stagecraft independently and uses it in his/her work independently	searches information on stagecraft independently and applies and uses it diversely in his/her work
Professional legislation	observes professional legislation under instruction	observes professional legislation	observes professional legislation and makes sure others follow it as well
Professional terminology	uses some professional stagecraft terminology in his/her work	uses essential stagecraft terminology in his/her work and asks for specification in unclear situations	uses essential stagecraft terminology with ease and diversity in his/her work
Making use of IT and technologies	applies new technologies in his/her work under instruction.	applies and implements new technologies in his/her work.	applies and implements new technologies in his/her work and working methods
			makes use of technology flexibly and rationally.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key skills for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and cooperation	cooperates in a group with different kinds of people	cooperates fluently in a group, expresses him-/herself clearly	cooperates in a group, listens to others and takes responsibility for the actions of the entire group
Occupational safety	follows occupational safety instructions under instruction	follows occupational safety instructions	follows occupational safety instructions and promotes a safe work environment on his/her part
	lifts heavy equipment correctly, uses working methods which promote health and the ability to function in his/her work under instruction	lifts heavy equipment correctly, uses working methods which promote health and the ability to function in his/her work and works ergonomically	lifts heavy equipment correctly, uses working methods which promote health and the ability to function in his/her work, works ergonomically and takes care of his/her ability to function
Vocational ethics	keeps to working hours and uses professional sustainable development work methods under instruction	keeps to working hours and uses professional sustainable development work methods	keeps to working hours, works initiatively and responsibly, and applies professional sustainable development modes of operation
	acts and dresses according to instructions	acts and dresses as the situation requires	anticipates the nature of the event, acts and dresses up as the situation requires
Customer service	works in a customer service situation under instruction and is able to answer the customer's questions.	works in a customer service situation, discusses with the customer, expresses him-/herself clearly and is able to ask for help in problem situations.	works in a customer service situation, discusses with the customer, listens to the customer, expresses him-/herself clearly and builds trust.

### Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.2.6 Lighting production

### Vocational skills requirements

The student or candidate is able to

- ◆ make use of chromatics in lighting productions
- ◆ read and make light maps
- ◆ calculate light setting needs for electricity and hanging systems
- ◆ assemble and connect an appropriate lighting system for different environments
- ◆ use different parts of lighting systems
- ◆ make use of light and space dramaturgy in his/her work
- ◆ set up appropriate lighting for an event
- ◆ set up and take down lighting equipment cost-efficiently
- ◆ do basic maintenance procedures for lighting equipment
- ◆ take different kinds of safety aspects into consideration
- ◆ look for solutions to possible problems
- ◆ consider different forms of entrepreneurship, opportunities and operating principles of the audio and lighting sector.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
<b>1. Mastering the work process</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Planning	plans a stage lighting assignment under instruction	plans a stage lighting assignment	plans a stage lighting assignment flexibly and systematically
Performance of a work assignment	uses stage lighting equipment under instruction	uses stage lighting equipment independently	uses stage lighting equipment independently and creatively
Assessment, development	assesses his/her work.	assesses his/her work and notices possible needs for development in his/her actions.	assesses his/her work critically and develops his/her work.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
<b>2. Mastering the work methods, equipment and material</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Choice of equipment	chooses appropriate stage lighting equipment for the purpose of use under instruction	chooses appropriate stage lighting equipment for the purpose of use	chooses appropriate stage lighting equipment for the purpose of use spontaneously and rationally
Use of work methods and equipment	uses stage lighting equipment under instruction	uses stage lighting equipment spontaneously and independently	uses stage lighting equipment independently and creatively
Equipment maintenance	does a basic maintenance for lighting equipment under instruction.	does a basic maintenance for lighting equipment.	maintains lighting equipment carefully and detects possible equipment malfunctions.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
<b>3. Underpinning knowledge</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Acquisition and use of knowledge	searches for knowledge applicable for stage lighting and uses it under instruction	searches for knowledge applicable for stage lighting and uses it independently	searches for knowledge applicable for stage lighting independently and uses it diversely
Professional legislation	follows professional legislation under instruction	follows professional legislation	follows professional legislation and makes sure others follow it as well
Professional terminology	uses some professional stage lighting terminology in his/her work.	uses essential stage lighting terminology in his/her work.	uses professional stage lighting terminology in his/her work diversely.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key skills for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and cooperation	accepts feedback and cooperates with different kinds of people	accepts feedback and cooperates effortlessly with different kinds of people in a work community	accepts feedback and changes his/her actions accordingly makes suggestions for improvements appropriately
Health, safety and ability to function	follows occupational safety instructions and uses work methods which promote health and the ability to function in his/her work under instruction	follows occupational safety instructions and works safely and ergonomically taking care of his/her health and ability to function	follows occupational safety instructions as well as estimates and promotes the work safety methods of the vocational field
			develops his/her safety, ergonomics, and the ability to function
Vocational ethics	keeps to working hours and uses professional sustainable development work methods under instruction.	keeps to working hours and acts as the situation requires and uses professional sustainable development work methods.	keeps to working hours, acts as the situation requires, works spontaneously in a work community and uses professional sustainable development work methods.

### Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.



## 4.2.7 Photograph production

### Vocational skills requirements

The student or candidate is able to

- ◆ choose appropriate photography equipment for each work assignment
- ◆ use and take care of photography equipment correctly
- ◆ use photography equipment as the mediator of his/her artistic expression and narration
- ◆ adjust basic image settings according to the work phase
- ◆ process, save, print and archive photographs for media and other purposes of use
- ◆ take the rights of the photographer and his/her objects, necessary filming and publishing permits, and Vocational ethics into consideration
- ◆ light and take pictures of objects in various environments according to plan
- ◆ take occupational safety into consideration at all times and work without endangering him-/herself, others or the work environment
- ◆ calibrate digital workflow equipment
- ◆ make use of colour management in digital workflow
- ◆ work according to a customer's order.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Taking a picture	uses manual settings and camera modes under instruction	uses manual settings and camera modes	uses manual settings and camera modes creatively
Photo processing	processes photographs suitable for different kinds of usages under instruction	processes photographs suitable for different kinds of usages	processes photographs suitable for different kinds of usages showing creativity

Photo archiving and publishing	archives his/her photographs under instruction	archives his/her photographs	creates a suitable archiving system for the situation and archives the photographs
	delivers his/her photographs ready for publishing under instruction	delivers his/her photographs ready for publishing	delivers his/her photographs ready for publishing and takes the publisher's requirements into consideration

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using a camera	uses a camera and most common accessories under instruction	uses a camera and most common accessories	uses a camera and most common accessories creatively
	uses studio flash kits under instruction	uses studio flash kits	uses studio flash kits creatively
Use of photo processing equipment	uses different kinds of photo processing equipment under instruction	uses different kinds of photo processing equipment	uses different kinds of photo processing equipment creatively, choosing the most suitable equipment for the specific situation
Calibration and maintenance of equipment	calibrates and maintains the necessary equipment under instruction.	calibrates and maintains the necessary equipment independently.	recognizes calibration and maintenance needs as well as calibrates and maintains the equipment independently.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Acquisition and use of information	searches for professional for under instruction	searches for and finds for knowledge	searches for and makes use of professional for creatively
Visual expression	uses the communicational principles of image composition under instruction	uses the communicational principles of image composition	uses the communicational principles of image composition creatively
	pays attention to the importance of motion and reading direction in composition under instruction	pays attention to the importance of motion and reading direction in composition	plans and creates photographs taking the motion and reading direction of composition into consideration
	recognises art forms and their essential movements necessary for the work	makes use of various art forms and movements in his/her work	applies various art forms and movements in his/her work

Professional legislation and rights of the photographer	follows professional legislation under instruction and recognises the rights of the photographer and his/her objects	follows professional legislation and pays attention to the rights of the photographer and his/her objects	follows professional legislation and pays attention to the rights of the photographer and his/her objects and negotiates the further use of his/her photographs
	takes copyright issues into consideration under instruction.	recognises work situations which require knowledge of copyright issues.	follows principles of labour legislation, contract law, and copyrights.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>4. Key skills for lifelong learning</b>	The student or candidate		
Learning and problem solving	assesses his/her work methods and acquires work-related information under instruction	assesses his/her work methods and learning abilities as well as arvioi acquires work-related information	assesses his/her work methods and learning abilities realistically as well as takes initiative in acquiring information
Interaction and cooperation	accepts feedback and cooperates with different kinds of people	accepts feedback, changes his/her actions accordingly and cooperates effortlessly with different kinds of people in a work community	accepts feedback, changes his/her actions accordingly and makes suggestions for improvements appropriately
Vocational ethics	does the assignments he/she is responsible for under instruction	does the assignments he/she is responsible for carefully and asks for advice if necessary	works responsibly, cooperatively and spontaneously in a work community and asks for advice if necessary
Initiative and entrepreneurship	observes the key quality criteria for his/her work and works to achieve them under instruction.	knows the key quality criteria of his/her work and each assignment and works to achieve them under instruction.	pays attention to communicational objectives of the customer in his/her work
			knows the key quality criteria of his/her work and each assignment and cooperates with the customer in order to reach those criteria.

## Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely except for Acquisition and use of knowledge
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.2.8 Image processing

### Vocational skills requirements

The student or candidate is able to

- ◆ calibrate a workstation and other equipment related to the workflow
- ◆ make sure the work space lighting is done according to standards
- ◆ digitise and process image files for different purposes of use
- ◆ process images suitable for different processes of photo production
- ◆ use image files in graphics and layout software
- ◆ print the images for different media
- ◆ make image file changes required by post-production
- ◆ make use of colour management in digital workflow
- ◆ work ethically when editing images for different media
- ◆ make sure a work is delivered and the customer receives it
- ◆ take the work safety into consideration at all times without endangering him- / herself, others or the work environment
- ◆ work in an entrepreneurship oriented way.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>1. Mastering the work process</b>	The student or candidate		
Planning one's own work	plans his/her work a little	plans his/her work beforehand	plans his/her work in cooperation with the customer
Mastering of work phases	chooses necessary equipment for the work under instruction	chooses necessary equipment for the work independently	chooses necessary equipment for the work showing problem solving skills and creativity
End results of work	prepares a work according to instructions	makes a product independently and according to instructions	makes a product independently and according to instructions
	makes a technically and visually useful product.	makes a product according to technical and visual requirements.	makes a technically and visually exemplary product.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>2. Mastering the work methods, equipment and material</b>	The student or candidate		
Appropriate choice and use of equipment	chooses necessary equipment under instruction	chooses necessary equipment independently	examines equipment alternatives suitable for the assignment critically
Handling equipment	handles equipment under instruction	handles equipment independently	handles equipment carefully and proactively
Care and maintenance of equipment	maintains the equipment under instruction.	maintains the equipment independently.	maintains the equipment systematically and proactively.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>3. Underpinning knowledge</b>	The student or candidate		
Acquisition and use of knowledge	searches for professional knowledge under instruction	searches for and finds professional knowledge	searches for and creatively uses professional knowledge

Visual expression and technical knowledge	is familiar with the principles of visual narration	uses means of visual narration in his/her work	applies visual narration in his/her work and searches for creative and personal solutions
	uses essential terminology of the field and knows the central concepts of the AV sector	employs basic project working skills	makes use of project working skills
	recognises art forms and their most essential movements that are required for working in the audio-visual sector	uses art forms and their most essential movements that are required for working in the audio-visual sector	applies different art forms, movements and periods in his/her work
	applies the principles of visual composition in his/her work under instruction	considers the effect of economic and instrumental production resources on his/her work and the production process as a whole under instruction	notices procedures caused by communications regulation in his/her work observes actively and applies his/her observations for completing his/her assignments is familiar with most common production methods, modes, equipment and partners
Professional legislation and the rights of a photographer	follows professional legislation under instruction and is aware of the rights of a photographer	follows professional legislation and pays attention to the rights of the photographer and his/her objects	follows professional legislation and pays attention to the rights of the photographer and his/her objects as well as negotiates the further use of his/her photographs
	takes copyright issues into consideration under instruction.	recognises such work situations that require knowledge of copyrights.	follows the principles of labour, contract, and copyright laws.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key skills for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	assesses his/her work methods and learning ability	assesses his/her work methods and learning ability realistically	assesses his/her work methods and learning ability realistically and diversely
Interaction and cooperation	accepts feedback and cooperates with different kinds of people	accepts feedback, changes his/her actions accordingly and cooperates effortlessly with different kinds of people	accepts feedback and changes his/her actions accordingly as well as cooperates spontaneously with different kinds of people

Vocational ethics	completes the assignments he/she is responsible for, but needs guidance at times	completes the assignments he/she is responsible for carefully and asks for advice if necessary	works responsibly, cooperatively, and spontaneously in a work community and asks for advice if necessary
Health, safety and ability to function	pays attention to work safety under instruction	pays attention to work safety independently	pays attention to work safety in advance in everything he/she does
Initiative and entrepreneurship	produces a basic service according to customer needs	produces a basic service according to customer needs	produces a basic service according to customer needs and pays attention to other possible needs
			pays attention to the communicative objectives of the customer in his/her work
	pays attention to the central quality criteria of his/her work and works to reach them under instruction.	knows the central quality criteria for each of his/her work assignments and works to reach them	knows the central quality criteria for each of his/her work assignments and works independently to reach them
			works spontaneously, thoroughly and respecting his/her work.

## Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.2.9 Graphic production

### Vocational skills requirements

The student or candidate is able to

- ◆ plan and create a visual appearance for a graphic media product
- ◆ plan and create a visual appearance and structure for a graphic user interface
- ◆ use typography as communication and visual element in different kinds of publications
- ◆ acquire raw material and make drafts on the basis of the instructions given
- ◆ take customer needs and wishes into consideration and ask for further specification when needed
- ◆ relate the technical general conditions of visual planning
- ◆ take the general conditions, work methods, and special requirements of the next work stage into consideration
- ◆ compare the available resources in relation to the work and work in a group
- ◆ write in an expressional style for different kinds of publications
- ◆ edit small-scale visual presentations
- ◆ transfer and save his/her material to information and editing systems
- ◆ ask and receive feedback from a customer
- ◆ work ethically when processing and publishing materials.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.



TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>1. Mastering the work process</b>	The student or candidate		
Customer-oriented planning	takes the customer needs and wishes into consideration and follows instructions	takes the customer needs and wishes into consideration and asks for further specifications	takes the customer needs and wishes as well as the schedule and cost factors into consideration and asks for further specifications
		is able to make targeted media products	defines target groups for a media product and takes their different kinds of requirements into consideration
	makes comprehensible drafts	makes visual drafts with graphic applications	makes visual drafts and alternative methods of implementation with graphic applications
Making a graphic media product	works as a member of a production team under instruction	works as a member of a production team	works as a member of a production team and sees the end result as a sum of different parts
		reserves enough time for the different work phases	assumes responsibility for the work and its quality and justifies his/her expressional solutions
	chooses some of the most appropriate alternatives for the work under instruction	chooses some of the most appropriate alternatives for the work	chooses and justifies the most appropriate alternatives for the work
Feedback	accepts feedback and develops his/her work under instruction.	accepts feedback and develops his/her work and its quality accordingly.	asks for feedback spontaneously
			assesses his/her work in relation to the feedback and is able to discuss work-related differences of opinion if necessary.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>2. Mastering the work methods, equipment and material</b>	The student or candidate		
Use of colours, typography and composition	uses some font-related terms	uses font-related terminology	uses font-related terminology fluently
	chooses the most suitable typographical style in terms of artistic expression and purpose of use under instruction	chooses the most suitable typographical style in terms of artistic expression and purpose of use as well as uses different kinds of fonts for the same purpose of use under instruction	chooses the most suitable typographical style according to artistic expression and purpose of use as well as uses different kinds of fonts appropriately for the same purpose of use
	completes a graphic design assignment using visual expression methods	has new ideas and does graphic design assignments using visual expression methods	has new ideas and does graphic design assignments independently and personally using visual expression methods
Using graphics sector software	uses photo processing, graphics, layout and editor applications as well as uses them partially together under instruction	uses photo processing, graphics, layout and editor applications as well as combines their use at times	uses fluently photo processing, graphics, layout and editor applications together with others
		is aware of the possibilities and limitations of graphics applications	is aware of the possibilities and limitations of graphics applications concerning his/her work
	carries out a graphic communications assignment out of the given raw materials using professional applications under instruction	acquires raw materials and carries out some graphic communications assignments using professional applications	carries out graphic communications assignments independently using professional applications and produces the missing raw materials him-/herself if necessary

Processing files	pays attention to printing technology requirements and electronic publishing requirements of a graphic media product under instruction	pays attention to printing technology requirements and electronic publishing requirements of a graphic media product	pays attention to printing technology requirements and electronic publishing requirements of a graphic media product and is able to optimise files
	pays attention to the general conditions required by further processing throughout the work process under instruction	considers and foresees the requirements set by further processing throughout the work process	considers and foresees the requirements set by further processing throughout the work process
	is able to save files for archiving, further processing and publishing.	is able to choose the correct file formats for archiving, further processing and publishing.	is able to choose the correct file formats for archiving, further processing and publishing as well as digitises and makes versions of different graphic materials.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
<b>3. Underpinning knowledge</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Principles of marketing communication	knows how to use means of advertising in his/her work under instruction	knows how to partially employ the principles of advertising and marketing communication in his/her work	knows how to apply the principles of advertising and marketing communication in his/her work
	uses expression methods of graphic communication when creating a public image under instruction	uses expression methods of graphic communication when creating a public image	uses and applies expression methods of graphic communication when creating and marketing a public image
Visual expression	creates a visual entity of a message	aims to create an appropriate and visually attractive message	simplifies the message into an appropriate and visually attractive entity
Verbal expression	proposes text content ideas for different media.	creates text almost suitable for publishing for different media.	creates almost flawless text for different media taking their characteristics into consideration.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
<b>4. Key skills for lifelong learning</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Vocational ethics	uses professional operation methods of sustainable development in the product or service under instruction	uses professional operation methods of sustainable development in the product or service	uses professional operation methods of sustainable development in the product or service and develops them

Health, safety and ability to function	uses work methods which promote health and the ability to function in his/her work.	works safely and ergonomically taking care of his/her health and ability to function.	develops his/her safety, ergonomics and the ability to function.
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### Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.2.10 Web service production

### Vocational skills requirements

The student or candidate is able to

- ◆ design the appearance for a website, web service and a multimedia product
- ◆ prepare the necessary planning documents for the work
- ◆ make a website that meets modern standards
- ◆ make use of programming principles and different kinds of page description languages as well as use a website editor and content management systems
- ◆ produce interactive multimedia elements and presentations
- ◆ optimise the search engine visibility of websites
- ◆ process and optimise web-suitable visual, text, video, and audio material
- ◆ prepare materials according to the quality requirements of the publication channel and work ethically when preparing materials

- ♦ take the principles of usability and unlimited access into consideration when planning and working
- ♦ use the most common distribution methods of media
- ♦ search for instructions in case of technical problems
- ♦ optimise website loading times and functionality in different operating environments
- ♦ take customer needs into consideration when publishing and producing a work
- ♦ work ethically when processing and publishing materials.

## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>1. Mastering the work process</b>	The student or candidate		
Planning and mastering the work entity	plans his/her work under instruction and keeps to working hours	plans his/her work and keeps to working hours	makes a feasible work plan and keeps to working hours
	proceeds from one work phase to another under instruction and works according to objectives	proceeds from a work stage to another with ease, follows given instructions and works according to objectives	proceeds from a work stage to another systematically adapting his/her work to the working environment and works according to objectives
Economic and equipment resources	takes the importance of economic and equipment resources into consideration in his/her work under instruction	takes the effect of economic and equipment resources on his/her work into consideration	considers the effect of economic and equipment resources on his/her work and on the entire work and production process
Self-assessment	assesses his/her work under instruction.	assesses his/her work and notices possible needs for development in his/her actions .	assesses his/her work independently and notices possible needs for development in his/her actions as well as makes suggestions for improvements.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Mastering the working methods	chooses the equipment and software under instruction as well as uses them in all work phases under instruction	chooses the equipment and uses equipment in all work phases	chooses suitable equipment and software programmes as well as uses them independently and applies them in all work phases
Page description languages, editors and multimedia	uses page description languages under instruction and uses editors for different parts of websites	uses page description languages and editors for different parts of websites	uses appropriate page description languages and editors for different parts of websites
	creates websites and multimedia elements under instruction	creates functional websites with embedded multimedia elements	creates websites according to standards and uses interactive multimedia elements creatively
Usability and optimisation	tests the functionality of a website.	tests the functionality of a website in different environments.	tests the functionality of a website in different environments and optimises the website loading time and usability.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Professional key terminology	uses professional terminology in his/her work variably	uses customary professional terminology in his/her work	uses professional terminology in his/her work fluently
Knowledge of expression and technology	considers copyright issues in his/her work under instruction	recognises work situations that require knowledge of copyright issues	follows the principles of labour, contract, and copyright laws
	uses communication principles of image composition under instruction	uses communication principles of image composition	uses communication principles of image composition creatively
	pays attention to motion and reading direction in website composition under instruction.	pays attention to motion and reading direction in website composition.	plans and creates a website composition taking the motion and reading direction into consideration.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key skills for lifelong learning	The student or candidate		
Learning and problem solving	assesses his/her work methods and learning ability as well as acquires work-related information needing instruction at times	assesses his/her work methods and learning ability realistically as well as acquires information according to instructions	assesses his/her work methods and learning ability realistically and diversely as well as works spontaneously when acquiring information
Interaction and cooperation	accepts feedback and cooperates with different kinds of people	accepts feedback, changes his/her actions accordingly and cooperates effortlessly with different kinds of people in a work community	accepts feedback, changes his/her actions accordingly and makes appropriate suggestions for improvement
Vocational ethics	does the assignments he/she is responsible for, but needs guidance at times.	does the assignments he/she is responsible for carefully and asks for advice if necessary.	works responsibly, cooperatively and spontaneously in a work community and asks for advice if necessary.

### Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.2.11 Animation and effect production

### Vocational skills requirements

The student or candidate is able to

- ◆ use professional terminology
- ◆ make graphic models and visualise objects on the basis of plans
- ◆ create textures for objects according to plan
- ◆ light 3D views using virtual lighting techniques
- ◆ animate objects using different kinds of methods
- ◆ work and test the movements of animated figures cost-efficiently
- ◆ optimise the technical stages of the work process
- ◆ render image material into different formats and make versions of work files for different applications
- ◆ make adjustments and special effects to image material
- ◆ embed image material using chroma and layer keying and composite image layers from separate sources
- ◆ apply the main principles of animation for different purposes of use
- ◆ make use of the potential of speech, music and sound effects in the work
- ◆ publish animations and make special effects to different media formats.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Planning	plans and makes schedules for his/her work under instruction	plans and makes schedules for his/her work	plans and makes schedules for his/her work independently and keeps track of his/her and the team's use of time



Creating objects, environments, and effects	creates simple objects, environments and special effects under instruction	plans and creates suitable objects, environments, and special effects	plans and creates suitable objects, environments, and special effects with many different kinds of techniques
Optimising and publishing	saves and delivers a finished product for the next work stage or for publishing under instruction	saves and delivers a finished product for further processing or publishing	saves and delivers a finished and optimized product for further processing or publishing
Self-assessment	assesses his/her work under instruction.	assesses his/her work and sees possible needs for development in it.	assesses his/her work independently and suggests ways for developing it.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
		The student or candidate	
Graphic modelling, lighting and texture mapping	chooses useful software programmes, equipment and methods for creating objects, environments and special effects under instruction	uses appropriate software programmes, equipment and methods for creating objects, environments and special effects	combines different kinds of programmes, equipment and methods for creating objects, environments and special effects independently
Animation	uses different kinds of animation methods	uses appropriate animation methods	uses different kinds of animation methods creatively
	renders image material into different formats under instruction	renders image material into different formats according to instructions	renders image material into appropriate formats and uses rendering special effects creatively works cost-efficiently animating only what is necessary
Editing and use of effects	edits a product out of the given material according to plan under instruction	edits a product out of different materials according to plan	combines different materials and methods in order to create a product according to plan
	makes adjustments and special effects for the image material under instruction.	makes the necessary adjustments and special effects for the image material .	makes necessary adjustments and special effects to image material and creates special effects according to plan pays special attention to format choices and optimises the technical phases of the work process independently.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Terminology	uses basic common professional terminology	uses basic common professional terminology and customary work methods	uses common professional terminology uses and applies established working methods creatively according to situation
Visual narration	is aware of the basic principles of animation and aims to pay attention to them when creating movements	uses some of the basic principles of animation when creating movements	applies several basic principles of animation successfully when constructing movements
	makes trajectories and movements of animated figures under instruction.	tests trajectories and movements of animated figures.	finishes trajectories and movements of animated figures.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key skills for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and cooperation skills	works as a member of a team and accepts feedback	works as a member of a team as well as accepts and gives feedback	works as a member of a team and develops his/her work according to feedback as well as develops the actions of the team
Problem solving and application skills	tests solutions and applies knowledge in problem situations under instruction	tests different kinds of solution methods and applies his/her knowledge in problem situations	tests different kinds of solution methods independently and applies his/her knowledge in problem situations
			changes his/her work methods according to the requirements of a problem situation
Initiative and customer oriented activity	pays attention to the key quality criteria of his/her work and works in order to reach them under instruction.	is aware of the quality criteria of his/her work and each assignment and works in order to reach them.	pays attention to the communication objectives of the customer in his/her work
			is aware of the quality criteria of his/her work and each assignment and cooperates with a customer in order to reach them.

## **Ways of demonstrating vocational skills**

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

### **4.2.12 Gaming production**

#### **Vocational skills requirements**

The student or candidate is able to

- ◆ work as part of the gaming production process in his/her own area of responsibility
- ◆ take the other work phases of the gaming production process into consideration in his/her own work
- ◆ communicate and work with other members of the work group
- ◆ use essential professional terminology in English
- ◆ classify game-related ethical issues
- ◆ perceive the development, genres and gaming mechanics of games
- ◆ use the necessary tools of gaming production extensively
- ◆ produce audio-visual material for the needs of a gaming production
- ◆ take finished objects into the game engine
- ◆ test the functionality of games
- ◆ take the different application possibilities of games into consideration
- ◆ keep track of the technical development of gaming devices
- ◆ make a work sample portfolio and promote his/her competence with it.

## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module in vocational upper secondary education and training.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning	makes a simple work plan and schedule or follows a given plan and schedule	makes a rational work plan and schedules his/her work or follows a given plan and schedule precisely	makes a comprehensive work plan and is able to make a precise assignment schedule or follows a given plan precisely and independently
Production	uses software necessary for the work and carries out an assignment according to plan under instruction	chooses the appropriate software for the work	chooses the appropriate software for the work independently and masters their use
		carries out an assignment according to plan on schedule	carries out an assignment according to plan and schedule
Project management	is aware of the effects of his/her work on the entire team and on the end result of the product.	plans and carries out his/her work taking the needs of the entire team and product into consideration.	plans and carries out his/her work taking the needs of the entire team and the product into consideration and develops his/her work by following the progress of the project.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Producing content	creates simple game content with given software and instructions	plans and creates game content with available software and instructions	plans and creates game content as well as searches for new methods, software and instructions for content production
Use of equipment	uses given equipment and software for the work	uses appropriate equipment and software in his/her work independently	uses appropriate equipment and software as well as adopts and makes use of new equipment in his/her work

Handling material	uses given materials for his/her work.	uses available materials, instructions and reference for his/her work.	uses, searches for and creates necessary materials, instructions and reference for his/her work.
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TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Game genres and game mechanics	makes a simple plan for a game	makes a plan for a game taking different genres and game mechanics into consideration	makes a plan for a game taking different genres and game mechanics into consideration and knows how to apply them if necessary
Game development cycle	knows about the development cycle of games and gaming devices.	knows about the development cycle, requirements and limitations of different games and gaming devices.	knows about the development cycle, requirements, and limitations of different games and gaming devices as well as takes the target group and market areas into consideration.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key skills for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and cooperation skills	works as a part of a team and accepts feedback	works as a part of a team, and receives and gives feedback	works as a member of a team, develops his/her actions according to feedback and develops the actions of the team
Problem solving and application skills	tests different kinds of solutions under instruction	tests different kinds of solutions	tests different kinds of solutions and applies his/her knowledge in problem situations
Initiative and customer oriented activity	pays attention to the key quality criteria of his/her work and works in order to reach them under instruction.	pays attention to the key quality criteria of his/her work and works in accordingly under instruction	pays attention to the quality criteria of each assignment in his/her work and acts accordingly
		works spontaneously and is respectful of his/her work.	works spontaneously, carefully, and innovatively as well as respects and takes responsibility of his/her work pays attention to customer needs and wishes in his/her work.

## Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in an assignment that meets the vocational skills requirements. The work is to be done extensively enough, so that the vocational skills can be said to meet the vocational skills requirements.

The vocational skills demonstration is to include

- ◆ Mastering the work process entirely
- ◆ Mastering the work methods, equipment and material entirely
- ◆ Underpinning knowledge entirely
- ◆ Key skills for lifelong learning entirely.

If the vocational skills requirements of a module cannot be shown in full in either the vocational skills demonstration or the competence test, they will be completed with such other assessment of competence as interviews, assignments and other reliable methods.

### 4.2.13 Modules from vocational upper secondary qualifications

Modules from another vocational upper secondary qualification can be individually included in a vocational qualification in audio-visual communication up to a total scope of 0–20 credits.

In a competence-based qualification system, the qualification committee in charge of the qualification in question always issues the certificate and the qualification committee responsible for the upper secondary qualification in audio-visual communication approves the module in question as a part of a vocational qualification in audio-visual communication on the basis of the certificate.

### 4.2.14 Module from further vocational qualifications

Modules from further vocational qualifications can be included in a vocational upper secondary qualification in audio-visual communication.

The education provider must have a valid contract for arranging the further vocational qualification in question or the education provider can buy the tests from an education provider with a contract for arranging qualifications.

In vocational upper secondary education and training, a certificate for completing a module in a further vocational qualifications is always issued by the qualification committee in charge of the further qualification in question and the education provider approves that further vocational qualification module for the qualification certificate of the student.

In the competence-based qualification system, the certificate for completing a module from further vocational qualifications is always issued by the qualification committee in charge of the qualification in question. Audio-visual communication qualification committee approves the module in question as a part of the upper secondary qualification in audio-visual communication on the basis of a certificate.

#### **4.2.14 Module from specialist vocational qualifications**

Modules from specialist vocational qualifications can be included in a vocational upper secondary qualification in audio-visual communication.

The education provider must have a valid contract for arranging the specialist vocational qualification in question or the education provider can buy the tests from an education provider with a contract for arranging qualifications.

In vocational upper secondary education and training, a certificate for completing a module in a specialist vocational qualification is always issued by the qualification committee in charge of the specialist vocational qualification in question and the education provider approves that specialist vocational qualification module for the qualification certificate of the student.

In a competence-based qualification system, the certificate for completing a module in specialist vocational qualifications is always issued by the qualification committee in charge of the qualification in question. Audio-visual communication qualification committee approves the module in question as a part of the upper secondary qualification in audio-visual communication on the basis of a certificate.

#### **4.2.15 Locally offered modules**

In its approved curriculum, the education provider offers modules that include vocational skills requirements based on the needs of local and regional working life. The module names must reflect the integrated activities in working life. Skills requirements and assessment criteria must be drawn up for them as well as ways to demonstrate vocational skills in line with Chapter 9.3 in the appendices under “Vocational skills requirements, targets of assessment and general assessment criteria”.

## 4.3 OTHER OPTIONAL MODULES IN VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING

In its approved curriculum, the education provider offers optional modules, which can be advanced or enhancing optional modules, core subjects or general upper secondary studies. Advanced or enhancing vocational modules may include modules with contents based on needs of local or regional working life, modules from other vocational qualifications as well as competence acquired at work. The modules must have a name and their skills requirements, objectives and assessment criteria listed, as well as the ways of demonstrating the skills described for vocational modules.

As to offering other optional modules, the education provider may work together with working life and other education providers. The student can also choose these modules from modules offered by other education providers.

The scope of core subjects and general upper secondary studies must not exceed 10 credits in optional modules.

### 4.3.1 Entrepreneurship

#### Skills requirements

As part of a team, a student will be able to

- ◆ assess productization opportunities
- ◆ assess the operating opportunities of a planned business
- ◆ specify a financially profitable business idea and develop a mission statement
- ◆ find a working partner company
- ◆ draw up a preliminary business and financial plan
- ◆ present the business and financial plans to business consultants and financiers
- ◆ negotiate on the company's operating opportunities and financing required to set it up
- ◆ set up a business
- ◆ plan and start business operations
- ◆ work in the business and carry out its core tasks
- ◆ work with providers of business support services
- ◆ terminate the business activities on completion of studies or continue them as part of his/her Business Operations studies (10 credits) aiming at setting up a business of his/her own.



## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>1. Mastering the work process</b>	Student		
Planning one's own work	contributes to planning business operations and works as a team member	plans business operations and works spontaneously and responsibly as a team member	plans business operations innovatively and works spontaneously, responsibly and supportively as a team member
	assumes responsibility for his/her work as agreed	assumes joint responsibility for the tasks agreed	assumes responsibility for the activities of the whole team for completing the tasks agreed under joint responsibility
Mastering the work entity	proceeds systematically in his/her work under instructions	proceeds systematically and fluently in his/her work	advances systematically and fluently in his/her work adjusting it to the activities of the team
	participates in agreed meetings with the partner networks	acquires partners and acts in partner networks	acquires partners and makes use of partner networks to develop operations
High-quality operations	works in accordance with quality objectives set for his/her work and changes his/her own activities based on given feedback	works in accordance with the quality objectives set together and assesses his/her own activities in reaching them	works in accordance with the quality objectives set together and develops his/her activities to reach them
	works in a service oriented manner.	works in a service oriented manner and promotes customer satisfaction.	works in a service oriented manner and promotes customer satisfaction.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>2. Mastering the work method, equipment and material</b>	Student		
	uses the most common company tools, such as equipment and machinery, computers and applications	uses company tools, such as equipment and machinery, computers and applications	uses the company tools, such as equipment and machinery, computers and applications independently
	observes the principles of information security.	observes the principles of information security.	observes the principles of information security.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>3. Underpinning knowledge</b>	Student		
Assessing productizing and operating opportunities	makes use of the business opportunities in productizing offered by his/or her own field or other fields in cooperation with the team	makes use of the business opportunities in productizing, offered by his/or her own field or other fields in cooperation with the team	makes use of the business opportunities in productizing, offered by his/or her own field or other fields in cooperation with the team
		searches information available in different networks	makes use of information available in different networks
	surveys businesses operating in the field and finds information on acting as an entrepreneur in the field, working under instructions in a team	surveys businesses operating in the field and finds information on acting as an entrepreneur in the field, working in a team	surveys businesses operating in the field and finds information on acting as an entrepreneur in the field, working in a team
	follows development in the field from business point of view, working under instructions in a team	follows development in the field from business point of view working in a team	follows development and outlook in the field from business point of view working in a team
	assesses his/her own possibilities as an entrepreneur, working under guidance in a team	assesses his/her own possibilities as an entrepreneur working in a team	assesses independently his/her possibilities as an entrepreneur and sets personal development objectives
Refining the business plan	finds out about the operating opportunities of the enterprise to be set up, working under guidance in a team	finds out about and reports on the operating opportunities of the enterprise to be set up in cooperation with the team	finds out about and reports on the operating opportunities of the enterprise to be set up in cooperation with the team
	selects form of enterprise and draws up the documents needed for setting up a business, working under instructions in a team	selects form of enterprise and draws up the documents needed for setting up a business, working in a team	selects form of enterprise and draws up the documents needed for setting up a business, working in a team
		takes part in acquiring information from key authorities	acquires information from key authorities independently

Planning business operations and working in the company	takes part in search for information needed when planning operations, e.g. how a product or service is produced and sold and how finances are taken care of, working under instructions in a team	takes part in search for information needed when planning operations, e.g. how a product or service is produced and sold and how finances are taken care of, working in a team	makes use of information needed when planning operations on how a product or service is produced and sold and how finances are taken care of, working in a team
	takes part in search for information needed when planning company logistics working under guidance in a team	takes part in search for information needed when planning company logistics, working in a team	makes use of information needed when planning company logistics, working in a team
	working in a team, acquires information on support services available when setting up a business and running it, e.g. accounting office services	working in a team, acquires information on support services available when setting up a business and running it, e.g. accounting office services	working in a team, acquires information on support services available when setting up a business and running it, e.g. accounting office services
	applies the underpinning knowledge needed to complete agreed tasks, working under instructions	applies the underpinning knowledge needed to run the business	independently applies the underpinning knowledge needed to run the business
	finds out under guidance what legislation requires bookkeeping	finds out what legislation requires bookkeeping	finds out what legislation requires bookkeeping and why
	keeps the receipts and vouchers needed for bookkeeping, working under instructions.	keeps the receipts and vouchers needed for bookkeeping	keeps the receipts and vouchers needed for bookkeeping
		interprets the business's profit and loss account and balance sheet e.g. with the help of an accounting firm.	interprets business's profit and loss account and balance sheet e.g. with the help of an accounting firm.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	Student		
Learning and problem solving	acquires under instructions information on key regulations related to products, services and contracts	finds information on key legislation and other statutes concerning products, services and contracts	applies key legislation and other statutes concerning products, services and contracts

Interaction and cooperation	participates in preparing choices and decisions in the team	makes proposals, choices and decisions in the team	makes justified proposals, choices and decisions in the team to develop business operations
	assesses his/her own activities and progress made under guidance	assesses his/her own activities and progress made	assesses his/her own activities and progress made in his/her work and business operations
	participates in cooperation negotiations with team members and stakeholders	negotiates on cooperation with team members and participates in negotiations with stakeholders	negotiates on cooperation with team members and stakeholders
Vocational ethics	observes financial, social and sustainable development related values in business operations under instructions	observes financial, social and sustainable development related values in business operations	observes financial, social and sustainable development related values in business operations
Health, safety and ability to take action	follows occupational safety regulations in the field in his/her activities and customer service situations	follows occupational safety regulations in the field in his/her activities and customer service situations	follows occupational safety regulations in the field in his/her activities and customer service situations
	protects him-/herself from work and working environment related dangers under guidance	protects him-/herself from work and working environment related dangers	protects him-/herself from work and working environment related dangers
	ensures his/her own safety and that of the colleagues and customers in familiar situations under guidance.	ensures his/her own safety and that of the colleagues and customers in different situations as instructed.	ensures his/her own safety and that of the colleagues and customers in different situations  develops the safety of his/her team and ability to work by developing own working practices and environment instructs others to act in a healthy and safe way when working as a team member.

### Ways of demonstrating vocational skills

Student demonstrates his/her vocational skills by working in cooperation with team members, representatives of partner companies, stakeholders or other parties in practice enterprises and the like.

A skills demonstration must cover completely

- ◆ mastering the work processes
- ◆ mastering the work methods, equipment and material
- ◆ underpinning knowledge
- ◆ mastering key competences for lifelong learning.

If the vocational skills required in the module cannot be shown in a skills demonstration in full, it is completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.3.2 Workplace instructor training

### Skills requirements

Student is able to

- ◆ recognise the tasks at the workplace suited to on-the-job learning or skills demonstrations and finds out about their targets of assessment and assessment criteria
- ◆ negotiate on implementation of on-the-job learning and skills demonstrations in the work community
- ◆ prepare on-the-job learning and skills demonstration plans in cooperation with the teacher and workplace instructor
- ◆ instruct other students on the working tasks, customs and rules at the workplace or at school
- ◆ present the training and working opportunities in the field e.g. to students in an introductory period
- ◆ have guidance discussions, develop own activities based on feedback and arbitrate differences of opinion
- ◆ work with different learners and colleagues
- ◆ receive and give constructive feedback
- ◆ self-assess on-the-job learning and skills demonstration in accordance with the targets of assessment and assessment criteria agreed earlier
- ◆ assess occupational safety risks in his/her work and know how to act and also instruct others to act in accordance with the occupational safety instructions.

## Assessment

The table comprises the targets of assessment and assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training, the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	Student		
Planning one's own work and drawing up plans	prepares on-the-job learning and skills demonstration plans under instructions	prepares on-the-job learning and skills demonstration plans as instructed	prepares on-the-job learning and skills demonstration plans independently and proactively
Mastering the work entity	needs instructions at times.	completes given tasks independently.	proceeds fluently in his/her work adjusting it to the activities of the working environment.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	Student		
Guiding a student	guides other students under instructions	guides other students as instructed and holds guidance discussions	instructs other students, acts flexibly with different people and arbitrates differences of opinion
Assessing a student	accepts and gives feedback on a tasks under instructions as well as, under instructions, self-assesses on-the-job learning and skills demonstrations based on targets of assessment and assessment criteria agreed beforehand.	accepts and gives feedback on a task as well as self-assesses on-the-job learning and skills demonstrations based on targets of assessment and assessment criteria agreed beforehand.	holds constructive feedback discussions and self-assesses on-the-job learning and skills demonstrations based on targets of assessment and assessment criteria agreed beforehand.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of working life and training opportunities in one's own field	presents some of the working and training opportunities in the field	presents working and training opportunities in the field	presents independently and variedly working and training opportunities in the field
Knowledge of curricula	recognises, under instructions, the subject matter to be learnt during on-the-job learning and the competence to be assessed in skills demonstration.	recognizes, as instructed, the subject matter to be learnt during on-the-job learning and the competence to be assessed in skills demonstration.	recognizes independently the subject matter to be learnt during on-the-job learning and the competence to be assessed in skills demonstration.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	Student		
Health, safety and ability to function	assesses occupational safety risks involved and follows the occupational safety instructions given.	assesses occupational safety risks involved and follows the occupational safety instructions given.	assesses occupational safety risks involved, follows and also instructs others to follow the occupational safety instructions given.

### Ways of demonstrating vocational skills

Student demonstrates his/her vocational skills by preparing an on-the-job learning or skills demonstration plan. He/She studies the activities, tasks, working culture and rules of the work community and assesses the occupational safety risks and ergonomics issues involved from his/her own work point of view. Student examines the opportunities of arranging his/her on-the-job learning and skills demonstration assessments at the workplace.

The skills demonstration is mainly given in connection with another skills demonstration.

A skills demonstration is to comprise at least

- ◆ mastering the work process
- ◆ mastering the work methods, equipment and materials: the guidance of the student, the assessment of learning and competence
- ◆ underpinning knowledge: the knowledge of the requirements of vocational qualifications
- ◆ mastering the key competences for lifelong learning: health, safety and ability to function.

If the vocational skills required in the module cannot be shown in a skills demonstration in full, it is completed with such other assessment of competence as interviews, assignments and other reliable methods.

### 4.3.3 In-depth and enhancing vocational modules

In its approved curriculum, the education provider offers advanced or enhancing vocational modules the contents of which are based on the needs of local or regional working life. The module names must reflect the integrated activities in working life and their skills requirements, objectives and assessment criteria must be drawn up as well as the ways of demonstrating the skills in line with what is said in Chapter 9.3 in the appendices under “Vocational skills requirements, targets of assessment and general assessment criteria”. As to offering other optional modules, the education provider can work together with working life and other education providers.

### 4.3.4 Core subjects

In its curriculum, the education provider offers core subjects which increase the student’s opportunities of choosing core subjects listed in Chapter 5. The modules can be optional supplements to the compulsory ones (see the qualification requirements Chapter 5.2.1). The education provider determines the objectives, core contents and assessment for these modules. The modules may also be optional modules from core subjects presented in the qualification requirements in Chapters 5.2.2–5.2.7. The education provider may also offer them in cooperation with other education providers. The student can also choose these studies from modules offered by other education providers.

### 4.3.5 General upper secondary studies

In its curriculum, the education provider offers a student an opportunity to include in his/her qualification general upper secondary studies arranged by general upper secondary schools in accordance with the general upper secondary school curriculum and for which the general upper secondary school awards a certificate. The education provider may also offer them in cooperation with other education providers. The education provider can also decide that a student can choose general upper secondary studies (e.g. e-learning) from the spectrum offered by different general upper secondary education providers.



## 4.4 **MODULES PROVIDING INDIVIDUAL IN-DEPTH VOCATIONAL COMPETENCE (MODULES THAT EXPAND THE SCOPE OF A VOCATIONAL UPPER SECONDARY QUALIFICATION)**

The student or candidate may individually include in his/her vocational upper secondary qualification more modules, when it is necessary from the point of view of field-specific or local skills requirements or strengthening the vocational skills of the candidate. Modules providing advanced individual vocational competence should be implemented as widely as possible in workplaces with working life.

### 4.4.1 **Business Operations**

#### **Skills requirements**

The student or candidate is able to

- ◆ assess the possibilities of productization of his/her own competence (product or service)
- ◆ study the business operations environment of the company to be established
- ◆ identify and acquire cooperation businesses and partners
- ◆ find, recognise and assess the company's operating potential
- ◆ select a financially profitable business idea and develop a mission statement
- ◆ draw up a business plan for the enterprise
- ◆ make a management plan for the company's accounts and finance and find out about the resources required to run it
- ◆ present the business and financial plans to business consultants and financiers
- ◆ negotiate on company's operating potential and financing
- ◆ plan the manufacturing of the company's products and provision of its services
- ◆ prepare a marketing plan and report on it as well as decide on marketing activities
- ◆ make the logistics decisions needed
- ◆ prepare a company risk analysis
- ◆ plan the implementation and key tasks of profitable business operations
- ◆ select the form of enterprise, establish a business and close it down.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training, the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
		The student or candidate	
Planning one's own work and drawing up plans	plans business operations under guidance	plans the operations of his/her enterprise and acts independently and responsibly	plans the operations of his/her enterprise innovatively and acts independently, responsibly and supportively
Managing the work entity	proceeds systematically in his/her work under guidance	proceeds systematically and fluently in his/her work	proceeds systematically and fluently in his/her work
	acquires a partner company under guidance	acquires partners and acts in partner networks	acquires partners, makes use of partner networks to develop operations
High-quality operations	works in accordance with quality objectives set for his/her work and changes own activities based on given feedback	acts in accordance with quality objectives set and assesses own activities in reaching them	acts in accordance with quality objectives set and develops own activities to reach them
	works in a service oriented manner.	works in a service oriented manner and promotes customer satisfaction.	works in a service oriented manner and promotes customer satisfaction.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
		The student or candidate	
Technology and information technology	uses customary tools such as equipment and machinery, computer and software needed when setting up his/her business	uses tools such as equipment and machinery, computer and software needed when setting up his/her business	uses independently tools such as equipment and machinery, computer and software needed when setting up his/her business
	acts in accordance with the principles of information security.	acts in accordance with the principles of information security.	acts in accordance with the principles of information security.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
<b>3. Underpinning knowledge</b>	The student or candidate		
Assessment of productization opportunities	makes use, under guidance, of the business opportunities in productization	makes use of the business opportunities in productization	makes use of the business opportunities in productization
	searches information available in different networks under guidance	searches information available in different networks	makes use of information available in different networks
	identifies companies operating in the field and finds information on acting as an entrepreneur in the field under instructions	identifies companies operating in the field and finds information on acting as an entrepreneur in the field	identifies companies operating in the field and finds information on acting as an entrepreneur in the field
Looking into the business environment	follows, under instructions, development in the field from the point of view of starting business operations	follows development in the field from the point of view of starting business operations	follows development and outlook in the field from the point of view of starting business operations
	assesses his/her chances as an entrepreneur under guidance	assesses his/her chances as an entrepreneur	assesses independently his/her chances as an entrepreneur and sets personal development objectives
Choosing business idea	finds out about the business opportunities of the enterprise to be established under guidance	finds out about and reports on the business opportunities of the enterprise to be established	finds out about and reports on the business opportunities of the enterprise to be established
	acquires information from key authorities under instructions	acquires information from key authorities	acquires information from key authorities independently
	acquires under instructions information needed in planning business operations like how a product is made or service provided, sold and how accounting and finances are taken care of	acquires information needed in planning his/her business operations like how a product is made or service provided, sold and how accounting and finances are taken care of	makes use of information needed in planning his/her business operations like how a product is made or service provided, sold and how accounting and finances are taken care of

Drawing up a business plan	acquires under instructions information needed in planning company logistics	acquires information needed in planning company logistics	makes use of information needed in planning company logistics
	uses under instructions information needed in company risk analysis	uses information needed in company risk analysis	applies information needed in company risk analysis
	acquires under instructions information on support services available when setting up a business and running it, e.g. accounting office services	acquires information on support services available when setting up a business and running it, e.g. accounting office services	acquires information on support services available when setting up a business and running it, e.g. accounting office services
	acquires under instructions information on the entrepreneur's role in book-keeping and profit and loss analysis	acquires information on the entrepreneur's role in book-keeping and profit and loss analysis	acquires information on the entrepreneur's role in book-keeping and analysing the profit and loss account and balance sheet
	acquires under instructions information on key statutes related to products, services and contracts	acquires information on key legislation and statutes concerning products, services and contracts	applies key legislation and other statutes concerning products, services and contracts
Choosing form of enterprise, setting it up and closing it down	chooses under instructions form of enterprise and draws up the documents needed when setting up and closing down a business.	chooses form of enterprise and draws up the documents needed when setting up and closing down a business.	chooses form of enterprise and draws up the documents needed when setting up and closing down a business.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Learning and problem solving	<p>makes decisions under instructions</p> <p>assesses his/her own activities and progress made under guidance</p>	<p>makes choices and decisions</p> <p>assesses his/her own activities and progress made</p>	<p>makes valid proposals, choices and decisions to develop company operations</p> <p>assesses his/her own activities independently and progress in his/her work and company operations</p>
Interaction and cooperation	negotiates under guidance on cooperation with stakeholders	negotiates on cooperation with stakeholders	negotiates innovatively on cooperation with stakeholders
Vocational ethics	observes under instructions the financial, social and sustainable development values agreed when planning business operations	observes the financial, social and sustainable development values agreed when planning business operations	observes the financial, social and sustainable development values when planning business operations

Health, safety and ability to function	prepares under instructions plans on observance of occupational safety regulations in his/her business	prepares plans on observance of occupational safety regulations in his/her business	prepares independently plans on observance of occupational safety regulations in his/her business
	prepares under instructions plans on how to protect oneself against work and working environment related dangers.	prepares plans on how to protect oneself against dangers related to the work done and the working environment.	prepares spontaneously plans on how to prepare against dangers related to the work done and the working environment.

## Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by planning the operations of his/her own enterprise and acting in cooperation with different stakeholders.

Skills demonstration is to cover completely

- ◆ mastering the work processes
- ◆ mastering the work method, equipment and material
- ◆ underpinning knowledge
- ◆ key competences for lifelong learning.

If the vocational skills required in the module cannot be shown in a skills demonstration in full, it is to be completed with such other assessment of competence as interviews, assignments and other reliable methods.

## 4.4.2 Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications)

### 1. Modules from another vocational upper secondary qualifications

Modules from another vocational upper secondary qualification can be individually included in a vocational upper secondary qualification in Audio-visual Communication up to a total scope of 0–20 credits.

In the competence-based qualification system, a certificate of a completed upper secondary module is always awarded by the committee in charge of the upper secondary qualification concerned. The Qualification Committee responsible for the specialisation of the qualification concerned accepts the module in question as part of the Vocational Qualification in Audio-visual Communication based on the certificate.

## 2. Modules from further vocational qualifications

Modules from further vocational qualifications can be included in a Vocational Qualification in Audio-visual Communication.

The education provider must have a valid contract for arranging competence-based qualification in question or the education provider can buy the competence tests from an education provider with a contract.

In vocational upper secondary education, a certificate of a completed further qualification module is always awarded by the committee in charge of the further qualification concerned and education provider accepts the module into student's qualification certificate.

In the competence-based qualification system, a certificate of a completed further qualification module is always awarded by the Qualification Committee in charge of the further qualification concerned. The Qualification Committee of the Vocational Qualification in Audio-visual Communication accepts the module in question as part of the Vocational Qualification in Audio-visual Communication based on the certificate.

## 3. Modules from specialist vocational qualifications

Modules from specialist vocational qualifications can be included in a Vocational Qualification in Audio-visual Communication.

The education provider must have a valid contract for arranging competence-based qualification in question or the education provider can buy the competence tests from an education provider with a contract.

In vocational upper secondary education, a certificate of a completed specialist vocational qualification module is always awarded by the Qualification Committee of the specialist vocational qualification concerned and education provider accepts the module into student's qualification certificate.

In the competence-based qualification system, a certificate of the completed module of specialist vocational qualification is always awarded by the committee in charge of the specialist vocational qualification concerned. The Qualification Committee of the Vocational Qualification in Audio-visual Communication accepts the module of specialist vocational qualification in question as part of the Vocational Qualification in Audio-visual Communication based on the certificate.

### **4.4.3 Locally offered modules providing in-depth vocational competence in curriculum-based vocational education and training**

The education provider can provide in its approved curriculum the student with a chance to take individually vocational in-depth modules that correspond with local or regional working life skills requirements together with the student's need for deeper vocational skills. The modules must be named and their skills requirements, assessment criteria and ways of demonstrating vocational skills must be determined.

## **4.5 FINAL PROJECT IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING**

The student will plan and complete a Final Project that will demonstrate his/her competence. It can be, for example, a product, demonstration of skill, portfolio or performance. The student recognises his/her vocational key strengths and develops his/her creativity, innovativeness and promotes personal professional growth while completing the Final Project. He/she presents and assesses his/her Final Project as well as its planning process and realisation. With the Final Project, the student promotes his/her own employment. With the Final Project, the student promotes his/her own employment.

The education provider decides how the Final Project is carried out.

# 5

## THE OBJECTIVES AND ASSESSMENT OF CORE SUBJECTS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING, 20 CREDITS

### 5.1 COMPULSORY MODULES

#### 5.1.1 Mother tongue, 4 credits

##### 5.1.1.1 MOTHER TONGUE, FINNISH

#### Objectives

Student

- ◆ communicates and acts in an interactive situation so that he/she can practice the profession, contribute to working life, be an active citizen and pursue further studies
- ◆ possesses the text skills needed in the sector in working life like e.g. different clarifications, documentations as well as the business correspondence needed in business
- ◆ knows how to act in a multi-cultural and lingual environment
- ◆ understands the key concepts, contents and meaning in such texts related to the vocational sector as work descriptions, work plans and instructions of use
- ◆ acquires information from different sources in different ways and conveys it in speech and in writing
- ◆ interprets different text types and fiction
- ◆ assesses his/her skills in mother tongue and develops them continuously
- ◆ knows how to act in different interaction situations in the sector like for example in customer service situations
- ◆ masters the various spoken communication situations in the vocational sector, like for instance presenting a work process and the final project in crafts and design
- ◆ knows how to draw up the most common written documents in the vocation or working community
- ◆ knows how to behave in a job hunting situation and how to draw up related documents



- ◆ makes use of professional papers and other media in the field
- ◆ is critical in his/her use of media and knows the principles of the use of sources
- ◆ develops his/her communication and interaction skills and contributes to the development of communication at work.

## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	acquires information essential to his/her vocational field from clear texts under instruction	acquires information related to his/her vocational field from different sources and uses reliable texts	acquires information from different sources and from even difficult texts and assesses their reliability
Comprehension of texts	understands the core meaning of the text from vocation point of view and knows how to combine its information to his/her own experiences and knowledge	understands the meaning and main contents of the text and also knows how to combine and compare its details to his/her own experiences and knowledge	understands both the meaning and message of the text as well as the meaning of the details, draws conclusions and evaluates the contents and the way of expression used in the text
Written communications	writes under instruction texts that are vital to vocational skills	writes texts that are vital to one's vocational skills	writes target oriented and processes his/her texts based his/her own evaluation and feedback
	knows the basics of spelling	uses fluent phrase and sentence structure and breaks text into paragraphs	masters the basic norms of language use and also improves the wording and layout of the written text
	compiles documents under guidance following a model	draws up appropriate documents	draws up appropriate documents and knows how to use document templates
	observes the requirements of the text type following a model	observes the requirements of the text and uses his/her knowledge of other text types	applies text type requirements in his/her own texts

Interaction and acting in working life language situations	acts appropriately in interactive situations, like when applying for a job	acts appropriately and politely in interactive situations, like when applying for a job	is customer-orientated, flexible and convincing in different interactive situations
	participates in conversation making statements	participates in a conversation and takes it forward towards the target	participates in the conversation in an active and constructive way and is partly responsible for the communication atmosphere
	validates his/her own opinions	gives a variety of grounds for his/her opinions and claims	gives a variety of grounds for his/her own views and also assesses the points made
	knows how to give a short presentation	creates contact to his/her listeners as he/she speaks and knows how to construct his/her statement in a way that it is easy to follow	can maintain interaction while speaking, knows how to exemplify his/her presentation and how to construct its contents logically
Media competence	knows the central media in the vocational field	uses key communication tools and assesses media texts	makes versatile use of communication tools and assesses media texts critically
	observes copyrights under guidance	sees copyrights as rights and obligations and observes them by citing his/her sources	knows how to cite the sources used and asks permission to use them if necessary
Knowledge of language and culture	recognizes the meaning of his/her own language and the meaning of cross-cultural communication	takes into account the cross-cultural communication in his/her own interactive situations	applies cross-cultural communications and his/her own cultural skills and acts liberally
	uses literature and other art forms to acquire experiences.	knows how to construe literature and other art forms.	knows how to analyze and interpret literature and other art forms.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 7. Aesthetics, 8. Communications and media skills, 10. Technology and information technology, 11. Active citizenship and different cultures

In validation of prior learning general upper secondary school courses *Language, texts and interaction* (ÄIS1), *Structures and meanings of texts* (ÄIS2) *Means of influence* (ÄIS4) and one of the following *Literary texts* (ÄIS3), *Text, style and context* (ÄIS5), *Language, literature and identity* (ÄIS6) or *Oral communication* (ÄIS7) compensate for *Mother tongue, Finnish* studies in core subjects.

### 5.1.1.2 MOTHER TONGUE, SWEDISH

In education and training provided in Swedish, the objectives and assessment criteria for mother tongue studies are the same as when the studies are in Finnish.

### 5.1.1.3 MOTHER TONGUE, SAAMI

#### Objectives

Student

- ◆ acquires versatile experiences in Saami both oral and literal
- ◆ understands his/her lingual roots and the development of his/her own lingual identity
- ◆ recognizes the meaning of language and culture to the work community
- ◆ familiarizes him/herself with Saami story telling tradition and its meaning to the Saami language and culture
- ◆ acquires information from different Saami language sources and also passes it on both in speech and in writing
- ◆ expands experience and work environment to other Saami language professionals in music, who live in Nordic countries and in Russia
- ◆ understands the meaning of multiculturalism and multilingualism and also develops lingual and cultural tolerance
- ◆ draws up the most common crafts and design sector written work in Saami
- ◆ writes a report and job applications in Saami
- ◆ knows how to act when applying for a job and in other oral communication situations in the music sector
- ◆ knows how to act in Saami in different plastic and interactive situations in the field
- ◆ knows how to communicate and interact in Saami so that he/she can participate in working life, be an active citizen and pursue further studies
- ◆ evaluates the his/her own mother tongue skills.

#### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of language and culture	knows the basic features of Saami culture	knows the background of national Saami language and culture formation	strengthens and develops his/her own lingual identity
	uses Saami story telling tradition under instruction	know Saami culture and familiarises himself/herself with its unique character, e.g. story telling tradition	uses Saami story telling tradition and knows the history of Saami people through it
	recognizes the variety and significance of languages and cultures	takes into account the meaning of different cultures and languages in communication situations in his/activities	recognizes the common roots of Saami and Finnish languages
Acquiring information and media competence	makes use of professional papers and other media in the field under instruction	uses the key communication tools in the field	acquires and analyses enriching experiences by making use of the various communications tools
	knows the key media used in the vocational field	recognizes the different influences of the media and evaluates them	makes versatile use of the key media contents in the field and interprets them objectively
Understanding texts	understands the core of the Saami language text and knows how to combine its information with his/her own experiences and knowledge	understands the meaning of the text and its core content in Saami language and knows how to combine and compare its details to his/her own experiences and knowledge	understands the meaning of the text as well as the meaning of its message, draws conclusions and evaluates the content and the way the text is written
Written communication	knows the basics of Saami language spelling	uses fluent phrase and sentence structure and breaks the text into paragraphs	plans his/her writing according to the objective and also improves his/her text according based on his/her own assessment as well as that of the others
	writes in full sentences and uses information technology	compiles a text that is valid in contents and layout and matches the title and the meaning of the text	compiles a text, that is both diverse in contents and fluent and coherent in structure
		communicates in writing according to the situation	compiles written documents for use in the vocational field as well as the community

Interaction and acting in working life language situations	acts correctly in interactive situations	acts correctly and politely in interactive situations	acts flexibly and convincingly in interactive situations
	participates in conversation making statements	participates in the conversation and directs the it towards desired end result	participates in the conversation in an active and constructive way
	gives a short presentation.	creates contact with his/her listeners when speaking and knows how to construct his/her speech in a way that it is easy to follow.	maintains interaction while speaking, knows how to exemplify his/her presentation and how to construct its contents logically.

**Key competences for lifelong learning:** 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

In validation of prior learning general upper secondary school courses *Language, texts and interaction* (ÄIS1), *Structures and meanings of texts* (ÄIS2) *Means of influence* (ÄIS4) and one of the following *Literary texts* (ÄIS3), *Text, style and context* (ÄIS5), *Language, literature and identity* (ÄIS6) or *Oral communication* (ÄIS7) compensate for *Mother tongue, Saami studies* in core subjects.

#### 5.1.1.4 MOTHER TONGUE, SIGN LANGUAGE

##### Objectives

Student

- ◆ knows how to practise skills in future profession and other related skills in the field
- ◆ appreciates the sign language skills as a part of his/her identity
- ◆ acts in sign language in interactive situations that require both spoken and written language
- ◆ knows how to communicate and interact in sign language in working life, as an active citizen and a further education student
- ◆ knows how to communicate in a way that makes social interaction, learning and working life success possible.

## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of language and culture	understands the stature of sign language community in multilingual Finnish society	compares the communication used by signed and spoken language cultures	knows the background of the sign language community and knows how to represent the minority culture in the prevailing multilingual culture
	recognizes the core characteristics of signed and spoken language	makes use of the characteristics of signed and spoken languages	strengthens and develops his/her own lingual identity and the vocational field signs
Knowledge of sign language linguistics	knows the core structure of the sign language	lists basic features in his/her mother tongue and analyses his/her own language use in relation to others	masters the basic structure of sign language
	uses sign language dictionaries under instruction	uses sign language dictionaries independently	searches for diverse information in sign language dictionaries and textbooks
	recognizes the different forms of sign language (general and spoken language situations)	ponders the objective contents of sign language texts	knows the linguistic characteristics of sign language

Interaction and acting in working life language situations	uses vocation related signs under instruction	knows general set of signs and vocation related sign set	knows vocation related sign set well and the linguistic features related to professional identity
	acts correctly in interactive situations	participates in the conversation and directs the it towards desired end result	uses sign language that is structurally fluent and rich in expression
	reads signed (videoed) texts	explains professional things in sign language in presentations and in instructions prepared for others	reads texts written in sign language objectively and utilises the newly acquired information
	produces and understands sign language	produces short presentations in sign language and uses sign language in conversations	maintains interaction while speaking and produces presentations in sign language, in which he/she makes use of the ways of expression and presentation ways used in the sign language culture
	gives a short presentation in sign language	acts in different environments with people, who use sign language and with those who can hear	
Use of learning skills and means of help	knows how to use a sign language interpreter in one-on-one conversations	knows how and when to use an interpreter	knows how to use a sign language interpreter fluently in various situations
	uses the professional literature and work manuals with the help of sign language under instruction	uses information search fluently and searches information independently from different sources	interprets the information gathered from different points of view and forwards it using sign language
	uses memory techniques in work assignments under instruction	uses different learning strategies in sign language studies	utilises different learning strategies in his/her sign language studies
	masters the basics of communication technology and information search skills.	produces simple presentations with communication tools.	uses communication tools variedly when producing presentations in sign language.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communication and media skills.

In validation of prior learning general upper secondary school courses *Language, texts and interaction* (ÄIV1), *Structures and meanings of texts* (ÄIV2), *Texts and influence* (ÄIV4), and one of the following *Devices and influence of literature* (ÄIV3), *Text, style and context* (ÄIV5), *Language, literature and identity* (ÄIV6) or *Advanced Oral communication* (ÄIV7) compensate for *Mother tongue*, *Sign language studies* in core subjects.

### 5.1.1.5 MOTHER TONGUE, ONE'S OWN MOTHER TONGUE FOR FOREIGN LANGUAGE USERS

#### Objectives

Student

- ◆ reads, writes and expresses himself/herself in his/her mother tongue
- ◆ understands the lingual roots and the development of his/her own identity
- ◆ uses his/her own mother tongue and Finnish in different connections
- ◆ acquires information in various ways from different sources and also forwards it orally and in writing
- ◆ knows how to communicate and to interact so that he/she can participate in working life, be an active citizen and pursue further studies
- ◆ knows how to act in a multi-cultural society and in situations related to the crafts and design sector appreciating his/her own language and Finnish identity at the same.

#### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of language and culture	perceives the writing methods of his/her own language	reads and writes short texts in his/her own language	reads variable texts in his/her own language and writes text for different purposes
	knows how to tell about main characteristics of his/her language environment and culture	pursues practical studies into the literature his/her own language and cultural circle	knows the structure and grammar of his/her own mother tongue
	can name the cultural roots of his/her language	knows the cultural roots of his/her own language and its family of languages	achieves strong cultural identity and preserves cultural bindings in the environment he/she has grown up in
		knows the ways of use of his/her mother tongue and its varieties in his/her region	is interested in his/her mother tongue and language background and is motivated to develop his/her mother tongue skills



Acquiring information and media skills	knows the most important communication channels of his/her own language	acquires information in his/her own mother tongue utilising different communication tools (for example dictionaries, data networks)	acquires information in his/her own mother tongue utilising different communication tools and compares different sources objectively
Interaction and acting in working life language situations	knows how to give a short presentation in his/her mother tongue	knows how to communicate coherently in his/her own mother tongue in professional matters	compiles different texts observing the communication traditions of his/her own culture and uses oral skills actively
	knows the forms of oral expressions in his/her own and in Finnish culture	compares the use of his/her own language and Finnish	compares the communication of people who speak the same language and Finnish speaking people
	expresses himself/herself orally in the most common language situations in his/her cultural circle.	uses the key terms of his/her own vocational field and participates in conversations in his/her own language region	knows how to act in a similar profession in his/her own culture
		understands the meaning of bilingualism to his/her own work.	expands his/her vocational vocabulary and develops his/her vocational skills in his/her own language if needed.

**Key competences for lifelong learning:** 2. Interaction and cooperation, 8. Communication and media skills, 10. Technology and information technology, 11. Active citizenship and different cultures

In validation of prior learning general upper secondary school courses *One's own mother tongue and its use Language, texts and interaction* (ÄIM1) and *Culture in the language area* (ÄIM3), *Communication and society* (ÄIM4), *World of information* (ÄIM6) compensate for *Mother tongue, one's own mother tongue for foreign language students* studies in core subjects.

### 5.1.1.6 MOTHER TONGUE, FINNISH AS A SECOND LANGUAGE

#### Objectives

##### Student

- ◆ possesses such communication and interactive skills that he/she has adequate recourses for working life, active citizenship and further studies
- ◆ understand the key contents of Finnish language spoken communication e.g. in customer service situations and follows without difficulty the subject matter dealt with in studies and is able to contribute to the work
- ◆ understands the key contents of written study material and is able to use it to make progress his/her studies
- ◆ acquires inspirations and experiences when studying crafts and design literature and different text types in Finnish and in his/her mother tongue when possible
- ◆ writes texts needed in the vocational field in addition to other texts
- ◆ masters the key structures of Finnish language as well as professional glossary and sayings in the field
- ◆ knows how to act in his/her profession observing the main procedures of Finnish working life and society
- ◆ searches information from different sources, uses dictionaries and makes notes independently and also uses material from literal and network sources to develop his/her language skills and further his/her studies.

#### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	acquires information essential to his/her vocational field from clear texts under instruction	acquires information related to his/her vocational field from different sources and uses reliable texts	acquires information from different sources, even difficult texts, and assesses their reliability

Comprehension of texts	understands short practical texts, key words and important details and also texts, whose contents are professionally relevant	understands professional texts on his/her own field or on general topics and also texts that need little more inference, knows how to search and combine information from several different texts a few pages long	also understands texts independently on abstract topics that can be related to his/her own field of work and occupational safety, quickly perceives the contents and importance of the text and applies it to different assignments
Written communication	writes short structured text on familiar topics in most common written communication contexts and also possesses the vocabulary and structures needed to create general and professional texts	writes texts on familiar abstract as well as vocational field related topics, uses vocabulary and sentence structures that are needed for variable writing and also writes understandable and practically flawless language	writes fluent and detailed texts also on abstract topics and work assignments, combines or summarises information from different sources to his/her text, commands a vast vocabulary and demanding sentence structures and has the language skills to write fluent structured text
Interaction and acting in working life language situations	understands a speech on studying or his/her vocational field and a conversation containing general vocabulary	understands conversations that cover general topics and factual matters or are related to his/her vocational field and masters the vocabulary	understands concrete and abstract spoken language also when it is related to his/her vocational field, recognises different styles of speech and knows how to summarize key elements and important details from what he/she has heard
	speaks about familiar things and manages unofficial conversations and also communicates in different vocational situations	speaks about ordinary concrete topics and explains matters related to his/her work and also communicates using an vast vocabulary , variable structures and complicated sentences	communicates clearly in situations related to his/her experience and vocational field as well as in most practical and social situations and formal conversations, uses language structures and a fairly extensive vocabulary
Knowledge of language and culture	knows about Finnish society and culture and understands the importance of cross-cultural communication	understands the norms of Finnish society and the procedures of working life and also takes into account the cross-cultural communication in his/her interaction	applies the information on Finnish social norms and working life procedures and also applies cross-cultural communication and his/her own cultural skills

Language studies	knows different ways of studying languages and the principles of using dictionaries and other information sources.	applies different ways of studying languages and uses dictionaries and other information sources to facilitate understanding.	applies different language studying strategies in his/her studies and also uses dictionaries and other information sources to complete assignments.
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**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

When defining the objectives of Finnish studies, the description scale of the common European framework of reference for languages: learning, teaching and assessment is applied, level B2.1 of which (basic level of independent language skills) describes in the main a student's excellent skills at the end of the studies. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school courses *Mastering the basics* (S21), *Putting language into action* (S22), *Advanced textual skills* (S24) and *Getting to know Finnish culture* (S25) compensate for *Mother tongue, Finnish as a second language* in core subjects.

### 5.1.1.7 MOTHER TONGUE, SWEDISH AS A SECOND LANGUAGE

In education and training provided in Swedish the objectives and assessment criteria for *Mother tongue, Swedish as a second language* are the same as when the studies are in Finnish for *Mother tongue, Finnish as a second language*.

## 5.1.1.8 MOTHER TONGUE, FINNISH OR SWEDISH FOR SIGN LANGUAGE USERS

### Objectives

Student

- ◆ acquires and passes on information according to his/her individual starting points and communicates in Finnish or Swedish in different situations
- ◆ is able to consider the connection with working life requirements and the culture and history of the deaf in the texts used
- ◆ produces texts needed in the vocational field
- ◆ uses professional Finnish or Swedish and his/her other language skills when interacting with those who can hear
- ◆ compares the forms of expression and grammar between sign language and spoken or written language
- ◆ knows how to work actively in communities and vocational situations where Finnish or Swedish is used.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	acquires information in Finnish or Swedish under guidance	uses Finnish or Swedish in information gathering in his/her professional field	acquires information independently from written and digital sources and assesses them objectively
Comprehension of text	understands the key contents of a general or professional text	understands the contents and style of a general text and compares literary, general and colloquial texts	understands without difficulty both general and professionally oriented written texts

Written communication	writes about general topics and uses understandable language	compiles short written abstract from a general text	writes fluently understandable, articulate and precise general language and also masters spelling and punctuation rules
	draws up appropriate job applications under instruction and following an example	draws up appropriate job applications	draws up appropriate job applications identifying the applicant's skills
	writes general language so he/she copes with familiar communication situations	makes an understandable input in written communication	conveys and explains written texts in sign language comments on texts and information sources objectively
Interaction and acting in working life language situations	reads professional, cultural and private life text examples	reacts appropriately to different messages and asks for more information when needed	conveys orders and messages and is able to complete assignments in Finnish or Swedish
	acts cooperatively at work using helpful tools if needed	works cooperatively as a member of a team and knows how to convey messages	works in a team and communicates professionally and responsibly with people who can hear as well as the deaf
Media skills	recognizes and observes the changing media environment	observes and assesses objectively the contents and ways of expression used in the media	uses glossaries and electronic databases flexibly to understand text
Knowing the grammar features of sign language and spoken language	knows the key differences of sign language and written language.	compares the typical spoken language structures to those in sign language.	knows the principles and form of spoken Finnish or Swedish and compares them to the ones in sign language.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communication and media skills.

In validation of prior learning general upper secondary school courses *Language, texts and interaction* (V21), *Text structures and meanings* (V22), *Texts and making an impact* (V24) and one of the following: *Means and interpretation of literature* (V23), *Text, style and context* (V25), *Language, literature and identity* (V26) or *In-depth course in oral communication* compensate for *Mother tongue, Finnish for sign language users* studies in core subjects.

### 5.1.1.9 MOTHER TONGUE, ROMANY

#### Objectives

Student

- ◆ uses Romany language and cultural heritage as a tool for interaction and thinking in Romany community and in professional connections
- ◆ acquires information from different Romany language sources
- ◆ masters such communication and interaction skills that he/she can participate in working life, act as an active citizen and apply for further studies
- ◆ acts in different interactive situations in the vocational field in Romany
- ◆ masters the spoken communication situations in the vocational field
- ◆ masters the key structures of Romany as well as the professional vocabulary and sayings in the field.

#### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of language and culture	knows the key features of Romany culture and analyses his/her own language use compared to others	knows the background and culture of the national Romany language and also strengthens and develops his/her own lingual identity	understands for his/her own part the meaning of lingual identity and acts according to the Romany culture
Acquiring information	searches for information from clear Romany texts under guidance	searches for many kinds of information from clear Romany texts	masters the sources and materials that exist in Romany language and uses them in his/her writing
Comprehension of texts	understands the essence of a Romany text and knows how to combine its information with his/her own experiences and knowledge	understands the main idea of a Romany factual text and writes different kinds of texts in Romany	understands both the meaning and message of the text, draws conclusions and assesses the content and the way of expression

Interaction and acting in working life language situations	participates understandably in written and oral communication at work	communicates in Romany orally and literally according to the situation	communicates in Romany in speech and in writing according to the situation and develops his/her skills based on feedback
		reacts appropriately to different messages and asks for more information when needed	manages him-/herself naturally in different situations in Romany
Knowledge of Romany linguistics	has a sufficient vocabulary on familiar things in Romany.	is quite confident in his/her use of language forms in both oral and written communication.	uses fluent Romany clause and sentence structure.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 11. Active citizenship and different cultures.

In validation of prior learning general upper secondary school courses *Strengthening the linguistic foundation* (ÄIR1) and *Expanding language skills beyond family and friends* (ÄIR2), *The Romany language and culture in modern society* (ÄIR6) and one of the following: *Oral and written Romany traditions* (ÄIR3), *History and distribution of the Romany language and culture* (ÄIR4), *Romany literature and other arts* (ÄIR5) or *Romany discourse skills and culture* compensate for *Mother tongue, Romany studies* in core subjects.

## 5.1.2 Second national language

### 5.1.2.1 SECOND NATIONAL LANGUAGE, SWEDISH, 1 CREDIT

#### Objectives

- ◆ Student manages routine work assignments in the field and everyday situations in the second national language
- ◆ understands the significance of the both national languages and cultures in a multi-cultural Finland.



## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	knows the basic principles of using dictionaries and other information sources	uses dictionaries and also other, for example electronic information sources	uses dictionaries, electronic and other sources to acquire further information from simple foreign language instructions in his/her own vocational field
Comprehension of text and written communication	understands the contents of short and simple written messages related to his/her own work and work safety, using helpful tools	writes such short work related texts as work and safety instructions following an example	writes short work related notes, instructions or order forms
Interaction and acting in working life language situations	tells about himself/herself in few words or about familiar things in his/her work	manages routine day-to-day conversation situations, if the other person talks slowly and uses simple, basic vocabulary	acts in common communication situations both face-to-face and on the phone and asks for elaboration or clarification if needed
Significance of language and culture	is aware of the significance of Swedish language and culture	understands the meaning of Swedish language and culture when meeting people from the Nordic countries	understands the position of Swedish language and culture in multi-cultural Finland
Language studies	recognizes his/her own learning strategies.	recognizes the strengths and weaknesses of his/her own learning strategies.	tries new strategies and ways of learning.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

Grade Good 2 equals listening and text comprehension language skill level A1.3–A2.1 and speaking and writing skill level A1.3–A2.1 on the description scale of the common European framework of reference for languages: learning, teaching and assessment (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Translated into Finnish by Irma Hutunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school courses *Everyday living in the Nordic countries* (RUA1) or *School and leisure* (RUB1) compensate for *Second national language, Swedish* studies in core subjects.

### 5.1.2.2 SECOND NATIONAL LANGUAGE, FINNISH, 2 CREDITS

#### Objectives

The student possesses such communication and interaction skills that he/she can manage work assignments in their vocational field in Finnish and understands the significance of Finnish in his/her work and private life.

#### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	knows the basic principles of using dictionaries and other information sources	uses professional dictionaries and Finnish language databases	uses dictionaries, manuals, reference books and Finnish websites to gather information
Comprehension of text and written communication	understands the contents of simple work or everyday life related instructions or notices in Finnish	understands the contents of work or everyday life related instructions or notices in Finnish	reads easily and understands various professional texts and manuals in Finnish and follows professionally relevant events from Finnish professional publications and social events in Finnish media
	writes short notices, fills in forms and writes short reviews in Finnish using tools	writes notices, letters and even longer reviews or minutes in Finnish, using tools if needed	fills in forms, writes orders, letters and reports and also answers to inquiries in writing in Finnish

Interaction and acting in working life language situations	understands simple, work or everyday life related instructions and orders and is able to acceptably address a customer or co-worker in Finnish and understand questions made to him/her	understands clear instructions and spoken language in normal tempo at work or on the phone, knows how to interact and understand a customer or a co-worker and also follows professional and social events in the media	understands various instructions and professionally related conversation even when spoken in fast tempo, interacts with Finnish speaking customers naturally and understands their ways and wishes
	attends to Finnish speaking customers satisfactorily, copes with everyday situations and handles the most important work assignments in Finnish	attends to Finnish speaking customers well, answers questions and handles work assignments on the phone and also participates in routine Finnish language conversations at work	discusses his/her work assignments in Finnish without difficulty, knows how to describe processes and details and starts and carries on conversations in Finnish using variable speaking tempo
Significance of language and culture	understands the significance of mastering Finnish in everyday interaction as well as in the Finnish work community	works well in a Finnish work community and strives to improve his/her professional language skills	plays an active role in the Finnish work community and shows interest in the Finnish culture
Language studies	recognizes his/her own learning strategy.	recognizes the strengths and weaknesses of his/her own learning strategy.	tries new strategies and ways of learning.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

Grade Good 2 equals listening and text comprehension language skill level B1.2 and speaking and writing skill level B1.1 on the description scale of the common European framework of reference for languages: learning, teaching and assessment (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school courses *Everyday life and leisure* (FINA1) and one of the following: *Nature and the environment* (FINA2) *Commerce, technology and communications* (FINA3), *Society and the media* (FINA4), *Education, occupational and economic life* (FINA5) or *Finnish culture and literature* (FINA6) compensate for *Second national language, Finnish* studies in core subjects.

## 5.1.3 Foreign language

### 5.1.3.1 FOREIGN LANGUAGE, A LANGUAGE, 2 CREDITS

#### Objectives

Student

- ◆ communicates and acts in interactive situations in a way that he/she can work in his/her profession, contribute to working life, be an active citizen and pursue further studies
- ◆ possesses the language skills required in the vocational field
- ◆ knows how to act in a multicultural and multilingual environment.

#### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	searches for information in work related materials and instructions under instruction and using dictionaries	searches for professionally relevant information using dictionaries and also other, for example electronic information sources	searches for professionally relevant information in various ways, applies his/her knowledge and skills and justifies his/her decisions
Comprehension of text and written communication	understands short and simple written messages that are related to his/her vocational field	understands written instructions that are related to his/her work, products and processes using tools, asks detailed questions and knows how to act according to the answers given	understands written instructions that are related to his/her work, products and processes and the feedback given
	writes simple and short work related texts under instruction	writes simple and short work related texts following an example	writes usual personal messages and short texts and fills in simple work related documents

Interaction and acting in working life language situations	understands short and simple oral messages related to his/her vocational field and knows how to act according to them	understands the most common oral instructions related to his/her work, products and processes and knows how to act according to them	understands the main idea of ordinary speech in normal tempo and acts accordingly
	tells briefly about himself/herself and about tasks in his/her vocational field by answering the questions asked in foreseeable and familiar work situations	tells about himself/herself and his/her duties in a way that he/she is understood and participates in the conversation if the partner talks slowly and uses simple structures	tells in familiar situations about his/her workplace and duties and about related norms and customs, finds out about the similar things in other countries and acquires further instructions on the duties if needed
Knowledge of language and culture	is aware of the significance of the language studied as well as the culture it represents	understands the significance of the language studied as well as the culture it represents	applies his/her knowledge and skills of the foreign language and culture
Language studies	recognizes his/her own learning strategies.	assesses the strengths and weaknesses of his/her own learning strategies.	strengthens his/her learning by trying new strategies and ways of learning.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

Grade Good 2 equals listening and text comprehension language skill level A2.2 and speaking and writing skill level A2.1 on the description scale of the common European framework of reference for languages: learning, teaching and assessment (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school A Language courses *Young people and their world* and *Study and work* compensate for *Foreign language, A language studies* in core subjects.

### 5.1.3.2 FOREIGN LANGUAGE, B LANGUAGE, 2 CREDITS

#### Objectives

Student

- ◆ copes with everyday situations
- ◆ knows how to act in foreseeable and recurring working life communication situations using foreign language.

#### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	knows the principles of using dictionaries and other information sources	uses dictionaries and other information sources, also electronic, to help him/her to understand	uses dictionaries and other information sources, also electronic, to help him/her produce texts
Understanding texts and written communication	writes under guidance and using helpful tools simple texts, e. g. instructions, adverts or lists from familiar topics	writes texts that consist of short and, using helpful tools, simple sayings and sentences, such as instructions, adverts or lists that are related to well known topics	writes, among other things, texts that consist of short and, using helpful tools, simple sayings and sentences, such as instructions, adverts or lists that are related to familiar topics in both private- and in working life
Interaction and functioning in language situations in working life	can tell about himself/herself and his/her work in few words, e. g. recognizes tools, titles and assignments	asks simple questions and answers accordingly when the discussion is about immediate, concrete environment and himself/herself, when the conversation partner talks slowly and clearly	asks simple questions and answers them when the discussion is about immediate, concrete environment and himself/herself, when the conversation partner talks clearly and also asks for clarification – if needed
			communicates orally e. g. when introducing himself/herself in everyday or working life familiar situations

Knowledge of language and culture	recognizes and differs new sounds and signs	writes new signs and produces new sounds	advances the learning of the new language by comparing it to other languages he/she already masters
Language studies	recognizes his/her own study strategies.	evaluates the strengths and weaknesses of his/her own study strategies.	strengthens his/her learning by trying out new strategies and ways of learning.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation.

Grade Good 2 equals listening and text comprehension language skill level A1.1 and speaking and writing skill level A1.1 on the description scale of the common European framework of reference for languages: learning, teaching and assessment (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school B1 courses *Young people and their world* and *Study, work and society* compensate for *Foreign language, B language studies* in core subjects.

## 5.1.4 Mathematics, 3 credits

### Objectives

Student

- ◆ masters basic mathematics, percentage calculations and unit variations and uses them, among other things, to define material needs and to make raw material mixtures
- ◆ counts areas and volumes and also applies geometry to the extent that is needed in the plastic and rubber technology assignments
- ◆ uses appropriate mathematical solutions to solve problems in the vocational field, e.g. methods of geometry in the different phases of making and manufacture
- ◆ expresses dependencies of variables with mathematical expressions
- ◆ forms and draws up equations, functions, tables and charts as well as solves mathematical problems occurring at work using functions, deduction, descriptors and assesses the correctness of the results related to the vocational field
- ◆ uses a calculator, computer and other mathematical tools to help solve problems when needed.

## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Basic mathematical calculations, percentage calculations and unit variations as well as mathematical key concepts and ways of expression	completes routine work-related calculations and knows mathematical key concepts and ways of expression	completes profession related calculations proficiently and uses, to some extent, mathematical concepts and ways of expression in his/her presentation	applies calculations that are needed in his/her profession and assesses the accuracy of the results and masters the mathematical concepts and ways of presentation that are needed in his/her profession
Mathematical procedures, problem solving and result assessment	solves basic, work-related mathematical problems, either by deduction, graphic expression or calculating and also knows how to assess the scale of the results	solves profession related problems using mathematical procedures and assesses the correctness of the results	applies mathematical procedures in solving and forming profession related problems and assesses the reliability and precision of the methods
Using a calculator and computer	uses a calculator and computer to help solve work-related mathematical basic assignments	uses a calculator and computer efficiently to help solve work-related mathematical problems	uses a calculator and computer innovatively to help solve profession related mathematical problems
Processing, analyzing and producing numeric data	uses statistics, charts and graphical presentations as information sources	uses statistics, charts and graphical presentations to solve profession related problems	applies statistics, charts and graphical presentations to solve profession related problems and also presents the mathematical results as statistics, charts and graphic presentations
	calculates under instruction mathematical averages of material presented.	calculates essential statistical key figures.	calculates or defines statistical key figures on the material given.

**Key competences for lifelong learning:** 1. Learning and problem solving, 9. Mathematics and natural sciences.

In validation of prior learning general upper secondary school courses *Expressions and equations* (MAB1) and *Geometry* (MAB2) or *Functions and equations* (MAA1) compensate for *Mathematics* studies in core subjects.



## 5.1.5 Physics and chemistry, 2 credits

### Objectives

#### Student

- ◆ applies the most common physical and chemical phenomena, concepts and laws relevant in the vocational field
- ◆ knows how to take into account the laws of nature in his/her work and other activities and act observing them to save the environment and energy
- ◆ addresses basic environmental problems from a scientific point of view
- ◆ applies the basic laws and concepts of physics for the vocational field
- ◆ knows the key concepts and phenomena in mechanics, thermal physics and electricity from the point of view of his/her vocational field to such an extent that he/she can handle the equipment and systems needed safely and economically as well as to work ergonomically
- ◆ considers environmentally and professionally relevant central chemical phenomena, which requires him/her to know the chemical properties of the most common elements and inorganic and organic compounds
- ◆ stores, uses correctly and disposes appropriately of the substances needed in the field as well as calculates contents and concentrations
- ◆ is able to interpret factors affecting health and safety from product markings as well as to consider the special properties of substances in a way that does not endanger his/her own safety or that of the environment
- ◆ observes and measures professionally relevant physical and chemical phenomena
- ◆ gathers, processes and analyses the observations and measurements made.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowing the laws of thermal physics, mechanics and electricity and taking them into consideration at work	knows the laws of physics well enough to take into account the relevant related phenomena but needs guidance at times	takes into account the laws of physics in his/her work assignments	knows how to apply the laws of physics in his/her work independently
Knowing chemical substances and compounds as well as their properties and taking them into consideration at work	handles, stores and disposes correctly of the chemicals he/she uses at work and takes into account the properties and environmental risks of different substances but needs guidance at times	handles, stores and disposes correctly of the chemicals he/she uses at work and takes into account the properties and environmental risks of different substances in familiar work situations	handles, stores and disposes correctly of the chemicals he/she uses at work and takes into account the properties and environmental risks of different substances in changing work situations
	interprets the most common product markings but needs guidance at times	interprets the most common product markings	interprets independently different product markings in the field
	calculates concentrations and substance quantities under guidance as well as searches for information in chemical safety data sheets under instruction	calculates concentrations and substance quantities as well as searches for information in material safety data sheets	calculates concentrations and substance quantities flexibly in different work situations using the information he/she has obtained from different sources
Observation and measurement	carries out measurements using the most common methods and equipment in a guided work situation	carries out measurements using the most common methods and equipment independently and knows how to assess the reliability of the results	uses the most suitable measurement methods and equipment professionally, takes measurements in an organized and cautious way and knows how to assess the precision and reliability of the observations and measurements
	documents the measurements and observations made according to instructions and presents them as tables and graphs and calculates results if needed but needs guidance in certain areas	knows how to analyze the measurements and observations as well as to draw conclusions on the results	knows how to report and present results as well as how to assess the precision and reliability of the results and conclusions
Working safely and ergonomically	works according to safety instructions but needs guidance for ergonomic working.	works ergonomically and observing safety instructions.	works ergonomically and observing safety instructions and takes into account the risk factors in the working environment independently.

**Key competences for lifelong learning:** 1. Learning and problem solving, 4. Health, safety and ability to function, 6. Sustainable development 9. Mathematics and natural sciences, 10. Technology and information technology.

In validation of prior learning general upper secondary school courses *Physics as a natural science* (FY1) and *The chemistry of man and of the living environment* (KE1) compensate for *Physics and chemistry* studies in core subjects.

## 5.1.6 Social, business and labour-market subjects, 1 credit

### Objectives

Student

- ◆ contributes to the management of common affairs at school and in the on-the-job training place
- ◆ assesses his/her abilities to be an active citizen and consumer
- ◆ knows how to use the services society offers
- ◆ draws up a plan on how to take care of his/her own finances
- ◆ assesses the significance of entrepreneurship to Finnish national economy
- ◆ searches for information on workplaces in his/her vocational field as well as information on the European Union and its citizens.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Participation at school and in the on-the-job training organization	participates in the management of common affairs under guidance	participates in the management of common affairs as agreed and knows the social decision making process	participates in the management of common affairs independently and knows the social decision making process

Assessing the opportunities to act	assesses his/her abilities to act as a citizen and consumer under guidance	assesses his/her opportunities to function as a citizen and consumer	assesses his/her opportunities to function as an active citizen and as a consumer
	knows the rights, obligations and ways to influence as a student	knows the rights, privileges, obligations and key ways to influence as a student and citizen	knows the rights, privileges, obligations and key democratic ways to influence as a student and citizen
	searches for information on the basic rights and responsibilities of a consumer	knows the basic rights and responsibilities of a consumer	knows the basic rights and responsibilities of a consumer
Using the services of society	uses the services a student needs and understands the citizens' role in financing them	uses the services society offers and understands the citizens' role in financing them	uses the services society offers independently and understands the citizens' role in financing them
Taking care of one's own finances	draws up a plan for his/her expenditure and finances under guidance	draws up a plan for his/her expenditure and finances	draws up a plan for his/her expenditure and finances
	searches for information on financing options and their costs under guidance	searches for information on financing options and their costs	searches for information about financing sources and compares their costs
Assessing the key factors affecting national economy	assesses the key impact of entrepreneurship on employment	assesses the impact of entrepreneurship and business operations on employment	assesses the impact of entrepreneurship and business operations on employment independently
Searching for information vacancies in the vocational field and the European Union	searches for information on vacancies in the vocational field locally	searches for information on vacancies in the vocational field regionally and nationally	searches for information on vacancies in the vocational field regionally, nationally and in other EU countries
	searches for information on EU citizens under guidance.	searches for information on the EU and its citizens.	searches for comparative information on the EU and its citizens.

**Key competences for lifelong learning:** 2. Interaction and cooperation, 5. Initiative and entrepreneurship, 11. Active citizenship and different cultures.

In validation of prior learning general upper secondary school courses *Politics and society* (YH1) and *Economics* (YH2) compensate for *Social, business and labour-market* studies in core subjects.

## 5.1.7 Physical education, 1 credit

### Objectives

Student

- ◆ promotes a healthy and active lifestyle through physical education while understanding the benefits of physical education to one's ability to function and work
- ◆ gets familiar with physical exercise that benefits health, mental vitality and endurance variedly
- ◆ keeps up his/her ability to function through exercise
- ◆ exercises and acts responsibly both alone and in group
- ◆ promotes the functioning and safety of the group with his/her actions.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Supporting and strengthening physical ability to function	uses the basic skills needed for physical exercise	uses the basic skills needed for physical exercise variedly	uses the basic skills needed for physical exercise and sport specific skills variedly
	keeps up his/her physical ability to function under guidance	keeps up his/her physical ability to function	monitors, assesses and keeps up his/her physical ability to function
Keeping up and promoting physical, psychological and social wellbeing with the help of physical exercise	understands the meaning of exercise to physical, psychological and social wellbeing under guidance	understands the meaning of exercise to his/her physical, psychological and social wellbeing	understands the meaning of exercise to physical, psychological and social wellbeing
Interaction and cooperation	takes part in physical exercise following the instructions given and observes the principles of fair play	takes an active part in physical exercise observing the principles of fair play	takes an active part in physical exercise promoting the principles of fair play
Considering health, safety and ability to function	usually observes safety in sports.	acts safely when taking physical exercise both independently and in a group.	promotes group safety with his/her actions.

**Key competences for lifelong learning:** 2. Interaction and cooperation, 4. Health, safety and ability to function.

In validation of prior learning general upper secondary school courses *Skill and condition* (LI1) or *Individual and group training* (LI2) compensate for *Physical education* studies in core subjects.

## 5.1.8 Health education, 1 credit

### Objectives

Student

- ◆ displays the aspiration and ability to maintain and promote health with his/her actions and knowledge
- ◆ understands in his/her own lifestyle and environment the factors that impact physical, mental and social ability to function
- ◆ knows the meaning of mental health, sexual health and human relations to one's wellbeing
- ◆ knows the harms of smoking and intoxicants and knows how to prevent health damaging factors
- ◆ knows about lifestyles and habits that benefit health
- ◆ *understands the links between exercise, nutrition, rest, sleep, recreation, human relations and health and takes them into account in his/her actions*
- ◆ *recognizes the basic factors that burden health and ability to work in the vocational field and knows how to develop his/her working methods, the safety and healthiness of his/her working environment in cooperation with others*
- ◆ knows how to prevent injuries typical of the vocational field when working, copes with the most common first aid situations and how to get help as well as how to act ergonomically
- ◆ knows about the health differences of the population and the risk factors of the most common national diseases and how to prevent them
- ◆ recognizes the factors that influence his/her endurance and knows how to work to promote it
- ◆ knows how to use student and other healthcare services, engage in health enhancing physical activity and understands their significance to maintaining his/her ability to function.

## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Maintaining and promoting physical, psychological and social health and wellbeing	takes into account, under instruction, the most common lifestyles and habits that benefit health (such as physical exercise, nutrition, rest, sleep, recreation, mental health, human relations, sexual health) and is willing to promote his/her own health and endurance	takes into account the most common lifestyles and habits that benefit health, participates in activities that promote them and his/her own endurance	acts in a way that promotes his/her health, wellbeing and endurance, prevents factors that are harmful to health and justifies his/her actions with research data and experience that link together lifestyle and health
Following the method of operation that promote physical, psychological and social health and safety of the operating environment	follows the methods of operation of the organization that promote health and security but needs guidance in new situations	takes into account the factors that burden health and his/her ability to function and wants to promote healthiness and safety in his/her actions and the operating environment	considers factors that impact health and safety from different points of view and promotes the wellbeing of the community with his/her own actions
Making use of health enhancing physical activity and health care services	plans and engages in health promoting exercise under guidance and knows how to search for help from healthcare services when necessary	engages in health promoting exercise following a programme made and uses healthcare services when necessary	makes use of the possibilities of health enhancing physical activity independently to help keep up his/her ability to function and knows how to use the health care services accordingly
Prevention of injuries, first aid and ergonomic activity	recognizes possible injury risks, knows how to get and give first aid in most common situations requiring first aid and also follows ergonomic procedures in familiar situations	prevents injuries with his/her actions, knows how to get and give first aid and also follows ergonomic procedures	acts carefully and prevents injuries, knows how to get and give first aid and also follows ergonomic procedures and saving him-/herself

Possessing the knowledge base of factors promoting physical, psychological and social health and ability to function and factors preventing national diseases and harming health as well as the adverse effects of the profession	knows about the most common health hazards (such as smoking and substance abuse) and also about the most common factors that burden health and condition and about national diseases but needs guidance to search for information on health promotion	makes use of knowledge base that promotes health and ability to function in his/her activities, knows the factors harmful to one's health as well as health hazards due to unhealthy lifestyle and is aware of possible occupational health issues	utilises information that promotes health and ability to function in his/her activities variedly and searches for information on possible occupational health issues independently
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**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 3. Vocational ethics, 4. Health, safety and ability to function, 6. Sustainable development, 8. Communications and media skills, 10. Technology and information technology

In validation of prior learning general upper secondary school courses *Foundations of health* (TE1) compensates for *Health education* studies in core subjects.

## 5.1.9 Arts and culture, 1 credit

### Objectives

Student

- ◆ understands the meaning of arts and culture in his/her own life and uses their various forms in a multi-cultural community
- ◆ participates in art and culture events, develops culture in the school community and maintains its aesthetic looks
- ◆ expresses ideas, experiences and feelings e. g. through music, dance, theatre, literature or visual arts and appreciates the ways of expression and visions of others
- ◆ observes the principles of sustainable development in his/her choice of materials and in work.



## Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Making use of arts and culture	participates in art and culture events	fosters the culture of the school community by maintaining its aesthetic looks	renews the culture of the school community by developing its aesthetic looks
Creating a production	plans and creates a product that displays his/her thoughts, experiences and emotions under guidance, in the way that best suits him/her	plans and creates a product that displays his/her thoughts, experiences and emotions in a way that best suits him/her	plans and creates a product, production or performance that portrays and displays his/her thoughts, experiences and emotions in a way that best suits him/her
	takes into account, according to the instructions saving energy and conserving nature in use of material and in his/her work	acts in a way that conserves nature and saves energy when using materials and working	chooses the materials for his/her work in a way that it conserves nature and saves energy
Appreciation of the expression and views of the others	tells about the cultural characteristics that he/she has recognized in the expressions of the others.	gives constructive feedback on the expression and views of the others.	develops his/her own expression by appreciating the views of the others.

**Key competences for lifelong learning:** 2. Interaction and cooperation, 6. Sustainable development, 7. Aesthetics.

In validation of prior learning general upper secondary school courses *Me, visual images and culture* (KU1), *Environment, place and space* (KU2), *Music and me* (MU1) or *A polyphonic Finland* (MU2) compensate for *Arts and culture* studies in core subjects.

## 5.2 OPTIONAL MODULES

### 5.2.1 Optional additional modules to compulsory core subjects

Core subjects listed in Section 5.1 can be chosen as Optional additional modules to core subjects. The education provider defines their objectives, basic contents and assessment.

### 5.2.2 Environmental studies, 4 credits

#### Objectives

Student

- ♦ observes ways of working and acting that comply with the principles of sustainable development in a way they help him/her achieve and complement vocational skills
- ♦ works in an energy saving way
- ♦ prevents waste and sorts waste appropriately and also knows the lifespan of vocationally relevant products
- ♦ works in a way that minimizes environmental risks and preserves cultural heritage.

#### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowing the most important global, regional and local environmental problems and their proposed solutions as well as how to act according to the principles of sustainable development and responsible activity	knows the basic principles of sustainable development in his/her work	knows the challenges of sustainable development and how he/she can try to observe the principles of sustainable development at work	knows the basics of circulation of matter and flow of energy on the earth knows challenges of sustainable development and suggested solutions as well as how to act according to the principles of sustainable development in his/her work
Knowledge of vocationally essential waste management and prevention of waste	knows how to prevent waste and how to sort waste under guidance in ordinary duties	knows how to prevent waste and sorts waste according to instructions	knows how to prevent waste when designing and acquiring products and packaging and sorts waste independently
Preservation of cultural heritage in a way that complements vocational skills	recognizes the basics and significance of cultural heritage under instruction	knows how to preserve cultural heritage in his/her profession	is active in the preservation of the cultural heritage in his immediate environment and promotes it in his/her profession
Choosing eco-efficient working methods and materials as well as recognizing the life span of the key products from the point of view of vocational skills	chooses tools and materials that promote eco-efficiency under instruction	chooses tools and methods that promote eco-efficiency	chooses tools and methods that promote eco-efficiency and also recognizes their impact on the lifespan
Observing environmental legislation and acting according to environmental quality systems	work under instruction observing the essential environmental regulations in the profession	works according to the environmental regulations	acts according to the environmental regulations and foresees future changes
	work under instruction observing environmental quality system	works according to the environmental quality systems in his/her profession	participates actively in the drawing up and/or development of the environmental quality system at the workplace
Obtaining and using information sources essential from the point of view of acquiring vocational skills	searches under instruction for environmental information from different sources and modifies it to suit vocational needs.	sorts, compares and analyses gathered environmental information and modifies it to suit vocational needs.	sorts, compares and analyses gathered environmental information, modifies it independently and applies it in his/her work.

**Key competences for lifelong learning:** 1. Learning and problem solving, 3. Vocational ethics, 6. Sustainable development, 8. Communications and media skills, 10. Technology and information technology

In validation of prior learning general upper secondary school course *Environmental ecology* (B13), compensates for 1 credit of *Environmental studies* in core subjects.

## 5.2.3 Information and communications technology, 4 credits

### Objectives

Student

- ◆ uses IT tools and systems needed in work assignments to gather, process, modify, save and present data
- ◆ adopts and applies new IT peripherals, processes and programs (if needed using helpdesk)
- ◆ works using efficient methods and procedures, such as touch typing and different mouse techniques
- ◆ uses operating systems software and makes use of applications software, such as word processing, spreadsheet, email, presentation graphics and calendar software to produce, edit and present information needed in work assignments
- ◆ manages the files produced by the applications software used in work assignments and searches for information needed at work using different search engines and applications
- ◆ uses the needed network communications methods and applications to send and share information in work assignments
- ◆ observes copyright, information security and confidentiality instructions and regulations
- ◆ uses ergonomically correct working postures.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring and processing information	searches, saves and copies files needed for work assignments and also searches for information needed for work assignments from online services	knows how to use professionally relevant files and web search engines appropriately and efficiently	takes into account the technical limitations and possibilities in file management applies professionally relevant web search engines case-by-case and situation-by-situation and uses them actively and also assesses the reliability and suitability of the information gathered
Information processing and editing	uses application software in his/her work assignments, such as word processing, spreadsheet, email, presentation graphics and calendar software	uses application software efficiently to produce and edit work related data	uses application software variedly to produce and edit information according to different working situations and circumstances
Sending and sharing of information	uses web communications methods in work assignments	uses different web communications methods efficiently to send and share work related information	applies the alternatives offered web communications to the different work related situations and needs, as well as takes into account the responsibility and safety aspects concerned
Observing copyrights, information security, confidentiality and ergonomics	acts according to copyright, information and data security and ergonomics instructions and regulations.	uses ergonomically recommended ways of working.	foresees and considers information and data security risks and develops his/her working environment and methods with information and data security and ergonomics objectives in mind.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 9. Mathematics and natural sciences, 10. Technology and information technology

The qualification requirements for general upper secondary schools do not include a course that would compensate for the *Information and communications technology* studies in vocational upper secondary education.

## 5.2.4 Ethics, 4 credits

### Objectives

#### Student

- ◆ ponders the meaning of values, norms and views in his/her life, personal relationships and in work
- ◆ justifies his/her choices and is able to assess their impact on human dignity, justice and sustainable development
- ◆ shows honesty and responsibility in his/her actions, respects other people and also shows good manners in his/her work and human relationships
- ◆ ponders ethical questions and problems that relate to his/her own life, relationships, society, environment and working life
- ◆ knows how to solve both alone and with other people working life related value and norm contradictions in his/her own vocational field in an ethically acceptable way
- ◆ considers ethical questions and problems concerning life, human relations, society, environment and working life
- ◆ has the readiness to participate in the development of value basis and ethic principles in his/her own vocational field
- ◆ gathers information on the vocation ethic value basis of his/her own and other vocational fields and understands and uses it as a vocational resource at work
- ◆ observes and recognizes ethic problems in his/her vocational field, processes them and presents justified views on them.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Pondering ethical questions	discusses values related to his/her own life and relationships under instruction and talks about ethical and world view questions	discusses ethical, world view questions as well as questions and values related to his/her own life and human relations	ponders the significance of values, norms and different world views in his/her own life, in relationships between other people and in working life and society as a whole
Ethical actions	observes good manners and responsibilities at work and in its problem situations but need support and instruction in new situations	acts responsibly and ethically at work and in working life contradiction and crisis situations	acts independently, responsibly and ethically in work and working life contradiction and crisis situations and knows how to justify his/her actions
Acquiring information and using ethic knowledge base at work	searches for information on ethical questions in his/her vocational field under instruction and uses knowledge base in familiar situations	searches for information on vocationally ethical knowledge base of his/her own and other fields and uses it in his/her own life and work	actively acquires information on vocationally ethical knowledge base of his/her own and other fields and uses it as a professional resource
			justifies his/her choices and wants to participate in the development of the ethical principles and value basis his/her own field
Processing value and norm contradictions at work	knows how to detect ethical problem situations in his/her profession and solves work related value and norm contradictions ethically together with members of the community.	recognizes ethical problem situations in his/her profession and searches for solutions to these problems together with others and also assesses the impact of the solution from the point-of-view of the key parties.	recognizes independently the ethical problem situations in working life and in his/her own vocational field, knows how to solve them ethically and assess their impact on the basis of human dignity, justice and sustainable development.

**Key competences for lifelong learning:** 1. Learning and problem solving, 3. Vocational ethics, 6. Sustainable development, 8. Communications and media skills, 10. Technology and information technology

In validation of prior learning general upper secondary school courses *Introduction into philosophical thinking* (FI1) and one of the following entities a) *Nature and significance of religion* (UE1), *The church, culture and society* (UE2) and *Human life and ethics* (UE3), or b) *The Orthodox world* (UO1), *Dogmatics and ethics* (UO2), and *Biblical studies* (UO3) or c) *A good life* (ET1), *The world view* (ET2) and *Individual and community* (ET3) compensate for *Ethics* studies in core subjects.

## 5.2.5 Cultural knowledge, 4 credits

### Objectives

#### Student

- ◆ gets along with people representing different cultures
- ◆ knows how to greet and receive visitors and talk to them
- ◆ is able to observe the limits of appropriateness in his/her activities, the different roles of men and women, the instructions on dressing and behaviour as well as the unwritten rules and procedures
- ◆ recognizes cultural differences in workplace behaviour, hierarchy and in work related public relations and behaves accordingly in normal work situations, especially in customer service
- ◆ describes his/her country's common cultural features to representatives of other cultures: such as essential history, sights, arts, sports achievements and entertainment and also his/her craftsmanship, working methods and innovations
- ◆ ponders the interpretations of historical events in different countries and scales the meaningful events and eras of his/her native region and home country against the history of the neighbouring countries and the world
- ◆ compares the key cultural flows and icons in his/her country and Europe
- ◆ recognizes his/her special features in other countries in his/her vocational field.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.



TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Taking into account the most common cultural features	recognises general features of other cultures	recognizes cultural differences in other people's activities	takes into account the cultural background of the people he/she meets
Behaviour and dress code in different situations and meeting different people	recognises cultural differences in people's day-to-day activities in Finland and elsewhere	works together with other people despite cultural differences	meets foreign co-workers, clients and visitors without cultural conflicts
Taking into account the special features in one's vocational field	recognizes the features of services and products in his/her field in different countries	compares the features of his/her culture to those in other cultures	takes into account the features of other cultures in his/her actions
Behaving according to organisation environment and duties	recognizes the key factors in his/her work	tells foreign visitors essential things about Finland and his/her work	develops his/her own organisation based on the experiences he/she received from others
Taking essential cultural history and present situation of the immigrants and other minority cultures into account	searches for information on the backgrounds of immigrants and other minority cultures	takes others into account while working despite their ethnic background, language, disability or age	takes others into account while planning his/her work and working despite their ethnic background, language, disability or age
Making use of language skills and cultural knowledge	uses the language skills acquired in familiar situations.	uses the language skills acquired in international interaction situations.	works in international connections using his/her language skills.

**Key competences for lifelong learning:** 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

The qualification requirements for general upper secondary schools do not include a course that would compensate for the *Cultural knowledge* studies in vocational upper secondary education.

## 5.2.6 Psychology, 4 credits

### Objectives

#### Student

- ♦ observes and understands widely man and the factors affecting his activities
- ♦ recognizes, acknowledges and processes psychic phenomena with the help of psychological knowledge and concepts
- ♦ applies psychological knowledge to *working in his/her vocational field*
- ♦ applies the psychology of learning to his/her own studies
- ♦ knows how to observe and think critically
- ♦ knows how to observe the impact of feelings in different interaction and group situations
- ♦ explains his/her behaviour and that of others using psychological and social psychological knowledge
- ♦ knows how to act in a way that promotes his/her psychological wellbeing and coping with duties in the vocational field
- ♦ performs well in work related customer service, group work and networking situations.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of psychological concepts and explaining and understanding human behaviour	knows the common concepts of psychology and understands their connection to human behaviour	uses psychological information to explain human behaviour in common everyday and working life situations	is able to apply his/her knowledge of cognitive psychology and personality psychology to common working life situations and is able to explain his/her behaviour and the behaviour of others through them

Knowledge of the development of human psyche	knows the psychological, biological and social factors that form the basis for individual psychological development	understands the inter-relations of the factors forming the foundations for psychological development in different phases of life and at different ages	understands the possible problems of psychological development and understands the development can be influenced
Learning and self-awareness	knows key factors that affect the learning situation	assesses his/her own learning, under instruction relying on psychological knowledge	understands the learning process through psychological knowledge and applies it in his/her studies
Understanding the effect of motivation, feelings and commitment on his/her work performance and that of others	takes the significance of motivation, feelings and commitment into account in his/her own performance	works with different people in his/her work and study community and understands the significance of motivation and commitment on performance	applies basic psychological knowledge of human thinking, observation, personality features, feelings and other mechanisms regulating behaviour
		understands the impacts of committing to work and indentifying oneself with the group on work performances and coping at work	uses psychological knowledge to improve his/her self-knowledge and self-image
			acknowledges his/her own feelings and those of others and also controls his/her feelings and attitude in working life accordingly
Maintaining psychological capability to work and functioning	promotes his/her psychological capability to work and function under instruction	knows how to maintain psychological well-being and contributes to the well-being of the workplace	acknowledges the psychological factors that affect his/her own endurance and stress management and also knows how to influence them in a way that promotes his/her endurance
		understands the complexity of defining mental health	knows how to get help in his/her own mental health questions or those of persons in his/her immediate family
Acting in human relationship and interactive situations in the workplace	applies the most essential psychological knowledge when acting in common workplace customer service and interactive situations	knows the significance of social interaction and culture in psychological human behaviour and recognizes different methods of leadership and their influence on the work culture	works cooperatively in different roles and understands the meaning of leadership
Knowledge of the social aspect of socio- psychological information	knows the key concepts of social psychology.	understands the effect of the roles, norms and group dynamics in different social groups.	understands the behaviour of people from different social and cultural backgrounds through social psychology.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 3. Health, safety and ability to function.

In validation of prior learning general upper secondary school courses *Mental activity, learning and interaction* (PS1) compensates for one credit of *Psychology* studies in core subjects. If the student has also completed *Human psychological development* (PS2), *Motivation, emotions and higher-level cognitive activity* (PS4) and *Personality and mental health* (PS5), they compensate for *Psychology* studies in core subjects.

## 5.2.7 Entrepreneurship, 4 credits

### Objectives

Student

- ◆ develops business idea or productises his/her own knowhow into entrepreneurship
- ◆ assesses the development needs based on changes in operating environment, customers needs, competition, working environment and his/her own expertise
- ◆ follows the principles of profitable business operations in his/her entrepreneurship and also takes into account the cost structure of the operation and the impact his/her own work input has on profitability.

### Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Developing a business idea or productising one's own skills	develops a business idea as a member of a group or productises his/her own expertise under instruction	develops a business idea as a member of a group or productises his/her own expertise	develops a business idea independently or productises his/her own expertise making use of the expertise in the working community
	defines procedures, central services or products related to his/her business operations under instruction	finds out about operational or business ideas related to his/her business operations and key services and products working in a group	finds out about the operational or business ideas of different companies or organisations and key services and products related to business activities
	acquires under instruction information on product or service development needs based on e.g. changes in operating environment, customer needs, competition or company expertise	acquires information on product or service development needs based on e.g. changes in operating environment, customer needs, competition or company expertise working in a group	acquires independently information on product or service development needs based on e.g. changes in operating environment, customer needs, competition or company expertise
	surveys different alternative solutions under instruction	surveys different alternative solutions	surveys different alternative solutions independently
	compares different options under instruction	in his/her work compares options and sets quality and cost objectives that take sustainable development into account	in his/her work compares options and sets quality and cost objectives that take sustainable development into account
		presents the alternatives to e. g. an expert, the foreman or clients	presents the alternatives he/she considers the best e. g. to an expert, the foreman or clients and negotiates on them
Planning business activities	chooses the alternative to be carried out under instruction and draws up an operation plan for it that contains the key information on execution	chooses the option that is to be executed cooperatively and derives an operation plan for it that contains the basic information about the execution	chooses or agrees on the viable alternative and draws up an operation plan for it that contains the key information on execution
	talks about the plan and makes the changes agreed on	presents the plan and changes it based on feedback received	presents the plan and develops it based on feedback received

Executing development projects or business activities	executes the operation plan drawn up under instruction	executes the operation plan drawn up	executes independently the operation plan drawn up
	adopts usual working methods, tools and materials required for the operation plan under instruction using information technology	adopts usual working methods, tools and materials required for the operation plan using information technology	uses work methods, tools and materials required for the operation plan in interaction with his/her working community using information technology
	works with experts under instruction in different stages of the activities	works with experts in different stages of the activities	uses expert networks in different stages of the activities
Assessment of the execution of one's own activities, projects or business operations	works in the enterprise observing safety instructions and agreed principles of sustainable development	works in the corporation observing safety instructions and agreed principles of sustainable development	works in the corporation observing safety instructions and especially the principles of quality and sustainable development
	assesses the progress of his/her own activities and business operations under instruction	assesses the progress of his/her own activities and business operations	assesses the progress of his/her own activities and business operations against the objectives set
Presenting of a development project or business operations	makes the changes agreed on	agrees on possible changes	makes justified change or improvement suggestions and agrees on their execution
	presents the execution phase and its results under instruction	presents the execution phase and its results	presents his/her whole development project or business operations and its results in a way that fits the nature of the project
Success and overall profitability of activities	works under instruction in his/her work or business activities observing profitability	works or runs his/her business operations observing profitability	works, acts in a working community or runs his/her business operations observing profitability
	calculates the share of the cost accumulated by his/her own work input.	calculates the costs of the activities and the share accumulated by his/her own work input.	works cost-efficiently while considering time and other available resources and also calculates the costs of the operation and the share accumulated by his/her own work input.

**Key competences for lifelong learning:** 1. Learning and problem solving, 2. Interaction and cooperation, 5. Initiative and entrepreneurship, 6. Sustainable development, 10. Technology and information technology

The qualification requirements for general upper secondary schools do not include a course that would compensate for *Entrepreneurship* studies in vocational upper secondary education.



# 6

## FREE CHOICE MODULES IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING, 10 CREDITS

A student is to include 10 credits of free choice modules into his/her studies, the objectives and assessment of which are to be included in the student's personal study plan.

Free choice modules can be vocational studies in one's own or other vocational fields, or core subjects, general upper secondary studies or studies preparing for the matriculation examination or further studies, working experience or guided hobbies, which support the general and vocational training objectives and the growth of the student's personality.

# 7

## STUDENT ASSESSMENT IN CURRICULUM-BASED VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING

### 7.1 TASKS AND OBJECTIVES OF ASSESSMENT

In addition to what the Act on Changing the Act on Vocational Education and Training (Act 601/2005, section 25) stipulates, assessment is used to guide, motivate and encourage a student to reach the objectives and support him/her to develop a positive self-image and grow as a professional. In addition to guiding and supporting, the student assessment is to produce information on students' competence for the student him-/herself, the teacher and employer as well as for possible applying for further studies.

### 7.2 INFORMING ABOUT ASSESSMENT

The implementation of student assessment forms an entity, in which the education provider must include in its curriculum a plan on how to assess the various qualification modules. It includes a plan on the implementation and assessment of skills demonstrations approved by the local board for vocational skills demonstrations (Act 601/2005, section 25 a).

Before the studies begin, the students and all those taking part in the assessment process must be informed of the assessment principles and how they are to be applied (Decree 603/2005, section 3). The matters to be informed are at least the tasks and objectives of assessment, recognition and validation of prior learning, assessment of learning and competence including on-the-job learning and skills demonstrations, targets and criteria of assessment, deciding on the grade, reassessment process and improving the grades, rectification of assessment and receiving a qualification certificate.



## 7.3 RECOGNITION AND VALIDATION OF A STUDENT'S PRIOR LEARNING

The education provider is to inform the student of what kind of material and documents must be presented for the recognition of prior learning and when the student must apply for recognition of prior learning (Decree 603/2005, section 3).

### **Recognition of prior learning**

In addition to what the Government Decree on amending the Decree on Vocational Education and Training (Decree 603/ 2005, section 10 (1) stipulates, a student's competence must be assessed as early as at the beginning of the studies. The student's competence and its level must be investigated for the identification of his/her strengths and for the recognition of prior learning. Recognition of prior learning forms the basis when setting his/her personal objectives, but also to be able to determine the amount of guidance and support needed.

Recognition of prior learning calls for an assessment discussion in which the student and teacher or teachers participate. To promote recognition of prior learning different facilitating assessment methods must be developed.

### **Validation of prior learning**

In addition to what the Act on Amending the Act on Vocational Education and Training and the Decree on Amending the Decree on Vocational Education and Training stipulate (Act 601/2005, section 30, Decree 603/ 2005, section 12 a), recognition on prior learning is to prevent overlapping studies and shorten the study time.

If the recognition process shows that the objectives set for the module in question, or part thereof, have been reached, such prior learning is validated. Validation of prior learning is recorded in the student's personal study plan. More detailed information on personal study plan in Chapter 8.1.

Validation of prior learning is part of student assessment and it is subject to the same statutes as other forms of assessment (Act 601/2005, sections 25, 25a and 25c). Studies in the qualification to be completed can be substituted or accredited by validation of prior learning. The modules substituted by the validation of prior learning are marked in the qualification certificate (Chapter 7.9). The teacher or teachers in charge of the studies in question decide on the validation of prior learning. No general time limit can be set before which the acquired competence could not be validated, but the validity of the competence can be checked. If necessary the

student must demonstrate the correspondence of his/her competence with the skills requirements and objectives of the qualification concerned.

The studies assessed in another qualification certificate or general upper secondary school certificate compensate for corresponding core subjects as well as free choice modules and the optional modules included in vocational modules, a total of 40 credits at most. Recognition of individual general upper secondary school courses into core subjects is regulated in Chapter 5.

If there is no grade for the competence that covers a complete module and has been achieved through earlier studies or in another way, such competence must be demonstrated to receive a grade for the qualification certificate. Skills demonstrations are used to show evidence of competence in vocational qualification modules. In further and specialist vocational qualifications the grade “approved” awarded by the qualification committee is marked in the qualification certificate for the recognised module.

The grades of qualification modules which are substituted through recognition and validation can be raised during training. After the training is completed such improvement of grades is done as a private student.

### Conversion of grades

The grade scale is valid in a way that is stipulated in the Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 10). A student is assessed based on the assessment practices prevailing in the institute, where he/she currently pursues his/her studies. If the grade scales differ from one institute to another, the institute performing the recognition must convert the grades and determine their correspondence in the student’s favour. The grades are to be converted as follows:

GRADE SCALE		
1–3	1–5	5–10
excellent 3	excellent 5	excellent 10
		excellent 9
good 2	good 4	good 8
	good 3	satisfactory 7
satisfactory 1	satisfactory 2	fair 6
	satisfactory 1	pass 5

## 7.4 ASSESSMENT OF LEARNING AND COMPETENCE

Student assessment is criteria based, which is to say that a student's learning and competence is always compared to either the skills requirements of vocational qualification modules or the objectives of core subjects as well as the assessment criteria based on them.

A student has the right to learn before the competence described in the skills requirements and the learning objectives are assessed to obtain a grade in the qualification certificate.

### **Assessment of learning**

The objective of assessment of learning is that the student knows what he/she knows and what there is still to learn. When performing assessment of learning, the teacher and workplace instructor must use methods that motivate and activate the student. They are used to support and motivate the student to reach the skills requirements or objectives as well as to develop his/her self-assessment skills. The student assesses his/her learning based on the skills requirements, objectives and assessment criteria of the module.

Learning is assessed during the whole training period or duration of studies by giving the student oral or written feedback on the progress of learning. Numerical assessment is not needed when assessing learning. Feedback is used to support and guide the student to achieve the best possible performance by bringing out the student's strengths. Assessment of learning is used as a basis to make the necessary changes in the student's tuition and learning support. The changes are recorded in the personal study plan.

### **Assessment of competence**

The student receives the grades shown in the qualification certificate based on assessment of competence using the assessment scale prescribed in the valid Decree on Vocational Education and Training.

When competence is being assessed, the assessment methods are chosen so that they measure reaching the skills requirements and objectives set, suit the study methods used and support the student's learning process. The students must have an opportunity to show his/her competence in various ways and also assess his/her competence him-/herself.

Skills in vocational modules are assessed using a skills demonstration and other ways of assessing competence. A skills demonstration is used to assess the competence determined in vocational skills requirements as widely as possible but at least what the qualification requirements state. If necessary, other forms of competence assessment supplements the competence necessitated by skills requirements. The education provider decides on the other methods to assess competence in its assessment implementation plan.

## Skills demonstrations

In addition to what the Act on Amending the Act on Vocational Education and Training and Decree on Amending the Decree on Vocational Education and Training (Act 601/2005, sections 25, 25a and 25b, Decree 603/2005, section 5) stipulate on skills demonstrations, local board for vocational skills demonstrations, assessment and assessors, quality of skills demonstration venues and occupational safety, the skills demonstrations are planned, implemented and assessed in cooperation between the institute and the workplace based on the qualification requirements.

In a skills demonstration the skills requirements of vocational qualification modules are demonstrated as stated in Chapter 4. A skills demonstration is given in all the vocational qualification modules, optional modules included, if they are vocational modules. In core subjects and free choice modules skills demonstrations are not arranged. However, the education provider can decide that a skills demonstration is arranged in free choice modules if they are vocational modules.

A grade for a skills demonstration is given for all the vocational modules. A skills demonstration can be given in one or more modules at a time. If competence in more than one module is assessed in one and the same skills demonstration, a separate grade must be given for each module as per target of assessment set. If a skills demonstration for a qualification module is given in more than one parts, a grade is given for each part as per target of assessment, but an overall grade is not formed until all the parts have been completed.

Skills demonstrations are placed along the duration of the studies. The student must have an opportunity to acquire the competence to be assessed in the skills demonstration before the demonstration is arranged and improve his/her performance based on the feedback received on the demonstrations. The principles of coordinating on-the-job learning and skills demonstrations are listed in the skills demonstration implementation and assessment plan, which the local board for vocational skills demonstrations approves.

A student is also allowed to give skills demonstrations abroad, which must be agreed on in advance.

The education provider ensures that the student receives sufficient support and guidance to give a skills demonstration. Support and guidance are given before skills demonstrations, during them as well as in the form of constructive feedback after them.

## **Targets and criteria of assessment**

The targets of assessment (what is assessed) and assessment criteria (level of competence) are stated in the qualification requirements module by module for levels: Satisfactory 1, Good 2 and Excellent 3. Assessment focuses on

- ◆ mastering the work process
- ◆ mastering the work methods, equipment and material
- ◆ underpinning knowledge
- ◆ mastering the key competences for lifelong learning.

Key competences for lifelong learning are learning and problem solving, interaction and cooperation, vocational ethics, health, safety and ability to function, initiative and entrepreneurship, sustainable development, aesthetics, communication and media skills, mathematics and natural sciences, technology and information technology, active citizenship and different cultures.

In the targets of assessment Key competences for lifelong learning, the following four key competences are assessed: learning and problem solving, interaction and cooperation, vocational ethics together with health, safety and ability to function. Other key competences are assessed in connection with the work process, work methods, equipment and material or underpinning knowledge.

Education provider draws up the assessment criteria based on the general assessment criteria given in Chapter 9.3 for the optional modules for which they have not been prescribed in the qualification requirements.

## **7.5 DECIDING ON THE GRADE**

In addition to what the Act on Amending the Act on Vocational Education and Training and Decree on Amending the Decree on Vocational Education and Training stipulate (Act 601/2005, section 25 b, Decree 603/2005, section 11, Decree 488/2008, sections 10 and 13) stipulate, grades must be given on all the modules

in compliance with the qualification requirements, including the other optional modules and vocational competence enhancing modules included in the vocational studies (90 credits).

The grade to be awarded for a module is decided based on assessment of competence. If there have been several teachers assessing the competence, a decision is taken during an assessment discussion. A skills demonstration grade is mainly decided by teachers and working life representatives together according to the decision taken by the local board for vocational skills demonstrations. The grounds for assessment must always be recorded.

## 7.6 STORING ASSESSMENT MATERIAL

In addition to what the Decree on Amending the Decree on Vocational Education and Training (Decree 603/2005, section 11a) stipulates on storing assessment material, the grade given on a skills demonstration is stored as per target of assessment. If the skills demonstration taken by the student covers only a part of the module, the material on which the assessment of each part is based, must be stored so that it is possible to decide on a skills demonstration grade for the whole module.

## 7.7 REASSESSMENT AND IMPROVING THE GRADE

The Decree on Amending the Decree on Vocational Education and Training (Decree 603/2005, section 12) stipulates on reassessment and improving of grades.

## 7.8 RECTIFICATION OF ASSESSMENT

The Act on Amending the Act on Vocational Education and Training (Decree 601/2005, section 25c) stipulates on rectification of assessment.

## 7.9 CERTIFICATES

### **Qualification certificates**

A qualification certificate is an official document, whose contents are to follow the qualification requirements. The Decree on Amending the Decree on Vocational

Education and Training stipulates on awarding a qualification certificate (Decree 488/2008, section 13). A qualification certificate must be awarded in apprenticeship training arranged as vocational upper secondary education and training.

A qualification certificate is an entity that comprises a vocational upper secondary certificate and skills demonstration certificate. A vocational upper secondary certificate contains grades on all the modules the qualification comprises. In the vocational upper secondary certificate The Driver Certificate of Professional Competence Driver CPC) certifying the initial qualification in transport sector is marked as: See skills demonstration certificate. Only free choice modules can be left without a grade at student's option. In the vocational upper secondary certificate the module grades are based on assessment of the skills demonstration and other competence. Skills demonstrations must be passed in order for a grade to be given on the module for the vocational upper secondary certificate.

Separate grades are given for the core subjects determined by the Government. Competence achieved by core subjects included in vocational modules is assessed as vocational module skills requirements.

The Final Project is assessed in connection with the modules it is included in. Its scope and name are marked in the vocational upper secondary certificate, no separate grade is given. As to on-the-job learning the vocational upper secondary certificate gives its extent but no separate grade is given, because the competence acquired during on-the-job learning is assessed with skills demonstrations.

Studies compensating for a module or competence acquired in some other way are marked in the student's vocational upper secondary certificate with their grades. If the grade scales differ the conversion table given in Chapter 7.3 is used. For a module recognised from a further or specialist vocational qualification the grade to be marked in the certificate is "approved" and a footnote is used to show that it was completed as a competence-based qualification, for which the qualification committee concerned has awarded a certificate.

Skills demonstrations covering a whole module given previously are marked with their grades and short descriptions in the skills demonstration certificate. The certificate is also to provide the name of the institute that performed the assessment.

If recognition of prior learning is done for studies in a qualification that has not included skills demonstrations, the skills demonstration certificate is to bear the name and scope of the module together with a footnote to state that prior learning has been recognised from a qualification that has not included skills demonstrations. When prior learning is recognised from further or specialist vocational qualifications, the skills demonstration certificate is to bear the name and scope of the qualification together with a footnote to state that prior learning has been recogn-

ised from further or specialist vocational qualification X, for which the qualification committee in question has awarded a certificate.

When vocational modules (90 credits) include core subjects or general upper secondary studies in compliance with Government resolution (216/2001), the skills demonstration certificate is to bear the footnote: "Student has included x credits of core subjects, which are not assessed with skills demonstrations".

The qualification certificate must show that it consists of the vocational upper secondary certificate and skills demonstration certificate. The qualification certificate must also bear the name of the education provider or the institute awarding the certificate or both. A vocational upper secondary certificate is signed by the education provider and a skills demonstration certificate by the chairman of the local board for vocational skills demonstrations (Decree 488/2008).

**Vocational upper secondary certificate is to provide the following information:**

- ◆ student's name and personal identity code
- ◆ name of qualification and its scope 120 credits /3 years
- ◆ name of study programme
- ◆ qualification title according to Ministry of Education Decree
- ◆ modules completed grouped into vocational modules (90 credits), core subjects (20 credits) and free choice modules (10 credits), their scope and grades
- ◆ name and scope of Final Project
- ◆ scope of on-the-job learning
- ◆ date and signatures
- ◆ stamp of education provider or school.

**Skills demonstration certificate is to provide the following information:**

- ◆ student's name and personal identity code
- ◆ name of qualification and its scope 120 credits /3 years
- ◆ name of study programme
- ◆ qualification title
- ◆ skills demonstrations completed by module (name and scope of module, short description of skills demonstration completed, name of skills demonstration venue, grade on skills demonstration or for special needs students a short description of student's vocational competence and skills shown in the skills demonstration.)
- ◆ date and signature (chairman of the local board for vocational skills demonstrations)
- ◆ stamp of education provider of school.



**Qualification certificate is also to provide the following information:**

- ◆ contact information of the education provider or institute awarding the certificate
- ◆ name of education provider or institute if not mentioned earlier
- ◆ authorization to provide education the Ministry of Education has granted
- ◆ legislation the training is based on
- ◆ mention that training has been arranged in accordance with the qualification requirements decided by National Board of Education (date of regulation and register number)
- ◆ mention that the qualification is approved by the Ministry of Education (date and number of the Government Decree in force at the time training begins)
- ◆ prerequisites for admission and national level of qualification
- ◆ eligibility for further studies the qualification provides
- ◆ definition of scope of qualification, academic year and credit
- ◆ assessment scale
- ◆ special regulations related to practising the profession

**Certificate on completed training**

Government Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 13) stipulates the contents of a certificate on training completed.

**A certificate of completed training, qualification modules or skills demonstrations**

In addition to what the Government Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 13) stipulates on awarding certificates, a student is awarded a certificate on completed modules and studies, skills demonstrations and prior learning. In addition to the grades achieved the certificate must also list participation in modules that the student has not been given a grade yet as well as information of what the student must complete to receive a qualification certificate.

When a student enters working life after completing a module or modules, the certificate is to include a supplement describing the vocational competence achieved by completing the modules in question.

### **Certificate of resignation**

Government Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 13) stipulates on the contents of a certificate of resignation.

### **Qualification certificate or certificate supplement for international use**

Government Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 13) stipulates on issuing a qualification certificate or certificate supplement for international use.

### **The Driver Certificate of Professional Competence (Driver CPC) certifying the initial qualification in transport sector**

The instructions given in Ministry of Education letter (12.6.2007 No. 146/530/2007) are in force concerning Driver CPC certifying the initial qualification in transport sector.

## **7.10 ASSESSMENT IN SPECIAL EDUCATION**

The same principles are to be applied in assessing special needs students as to other students. If a student does not reach in a module the Satisfactory 1 level objectives set in the qualification requirements, the training can be adjusted. When the skills requirements or objectives of a qualification have been adjusted based on the Act on Vocational Education and Training 630/1998, sections 20 and 21 (2 and 3), an entry must be made in the certificate. A student must receive a qualification certificate even if qualification objectives have been adjusted.

A footnote must be made in the vocational upper secondary certificate as well as the skills demonstration certificate of adjusted skills requirements or objectives. Assessment must be implemented in proportion to the adjusted skills requirements or objectives, which means assessment criteria must be drawn up for them. The education provider draws up adjusted skills requirements or objectives for the module based on the Government Decree on Vocational Education and Training 811/1998, section 8. The grade scale must be the same as the one in general use. According to Section 10 of Government Decree on Amending the Decree on Vocational Educa-

tion and Training 603/2005, when training is arranged as special education, skills demonstrations can also be assessed verbally. A student must know that training completed in accordance to adjusted skills requirements or objectives may affect application for further studies and success in them.

If a student's competence level falls considerably short of the skills requirements and objectives set, a certificate of studies completed must be awarded instead of a qualification certificate. An appendix must be issued stating what the student knows best.

## **7.11 ASSESSING IMMIGRANT STUDENTS AND THOSE REPRESENTING DIFFERENT LANGUAGES AND CULTURES**

The competence of immigrant students and those representing different languages and cultures is to be assessed in the same way as that of other students. Competence is to be assessed by using methods which allow assessing competence despite possible lacking language skills.

A student, whose mother tongue is other than the teaching language of the institute, must have, before taking a skills demonstration, such language skills that he/she understands the instructions and orders related to the work to be completed as the skills demonstration. The need for support must be identified and support activities based on the need must be planned in cooperation with the training institute, representatives of working life and the student. If necessary persons arranging and assessing a skills demonstration must receive instruction on how cultural factors affect communication between individuals. Persons arranging and assessing the skills demonstration must also be instructed to speak clearly when giving instructions.

### **Assessing mother tongue**

If Finnish or Swedish is not the student's mother tongue, his/her Finnish or Swedish skills must be assessed according to the objectives of Finnish or Swedish as second language, also in the case that he/she has not received separate Finnish or Swedish as second language tuition. If both the teacher and the student consider the student's Finnish or Swedish skills to be of the Finnish or Swedish, mother tongue level, competence must be assessed against Finnish or Swedish, mother tongue objectives. Vocational upper secondary certificate must state which objectives the assessment of competence is based on, however, on the scale 1–3. Student's individual study plan,

including assessment, can include both mother tongue studies above (see Chapter 8.4).

The Finnish or Swedish skills of student who use sign language are assessed based on the objectives set in Finnish or Swedish for sign language users.

### **Assessing second national language**

If the student has not studied Swedish or Finnish as a second national language, the vocational upper secondary certificate must state what he/she has studied instead. Teaching arrangements that affect assessment are determined in Chapter 8.4.

## OTHER REGULATIONS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING

### 8.1 GUIDANCE AND COUNSELLING AND PERSONAL STUDY PLAN

#### **Objectives for guidance and counselling**

The objective of guidance and counselling is that the student receives enough information on his/her education and training before it starts and during it. The student is to know the modules included in the qualification, the studies and the options available. Another objective is that the student knows how to act in the educational institute community, knows how to develop his/her learning and interaction skills and self-knowledge as well as to assess his/her own activities and productions. He/She is able to plan his/her studies, draw up a personal study plan together with the teacher and assume responsibility for the studies. He/She knows how to follow the accumulation of credits and search for help to plan his/her studies.

The student is able to make choices and decisions concerning studies and life career. He/She recognizes possible problems related to his/her studies and life situation and know where to find support in them. He/She knows how to use the student social services society offers as well as other counselling, advice and information services. Reaching the objectives is supported by the education provider's obligation to inform the guardians of a minor student on vocational education and the progress of the student's studies.

#### **Student's right to student counselling**

The qualification comprises a minimum of 1.5 credits of student counselling (Government resolution 213/1999). Counselling activities are to support the student comprehensively in the different phases of the studies. Every student has the right to receive personal and other student counselling. The student has the right to receive the support services he/she may need in studies or life situation changes.

## Arranging student counselling

The objective of student counselling is to promote educational, ethnic and gender equality. Objectives also include increasing students' well-being, preventing drop-outs, promoting employment and supporting application for further studies. Education provider must pay special attention the counselling of those students who have studying or learning difficulties (e.g. dyslexia), frequent absenteeism or life management difficulties.

As part of its curriculum the education provider is to draw up a student counselling plan, which determines the tasks and division of work for those involved in the counselling process. The plan serves as a development tool for the whole institute. It states how and what kind of support a student receives by those involved in counselling. The plan presents how cooperation with different education providers has been arranged in order that the student can choose modules and studies from different study programmes and qualifications as well as plan completing more than one qualification. It also determines other cooperation outside specialists and guardians. Student welfare plan is part of the counselling plan.

All the teachers of the institute and other persons responsible for counselling take part in the counselling process. Student counsellor has the main responsibility for arranging student counselling as well as for planning and implementing the counselling entity. A teacher's task is to guide and motivate the student to complete the qualification and planning the studies. The teacher's task is also to help the student find his/her strengths and develop his/her learning skills.

Student counselling is arranged as studies related, personal, group counselling and other guidance. Student receives counselling to support his/her studies and to make choices so that he/she is able to plan the contents and structure of his/her studies in accordance with his/her resources. Student counselling promotes students' community spirit throughout the training. The students' studies and well-being are monitored and supported in cooperation with the guardians.

The education provider is to inform the pupils of comprehensive school, their guardians, student counsellors and teachers of vocational education and training and how to apply. The education provider is to direct informing and counselling especially to those young people who have not managed to secure a training place after completed basic education and to their guardians.

The education provider is to develop its career and recruitment services in cooperation with business life and employment services as well as to promote and support students finding employment and getting access to further studies.

## Individual study plan

An individual study plan supports a student's career planning and develops his/her skills in self-assessment. It is based on the student planning his/her own studies, individual choices, progressing in studies and assessing learning. A student is instructed in drawing up an individual study plan and monitoring its implementation. It is a plan the student is committed and motivated to implement throughout the training.

An individual study plan is drawn up through negotiation by the student, teacher or teachers and student counsellor when needed. The plan determines the learning objectives, completing the studies, methods used and timing together with assessment of the studies. When drawing up the plan the different learning styles are considered. Possible factors that prevent learning are recognized and the student's self-direction and vocational growth are supported.

The implementation of individual study plan and the progress of studies are monitored and if necessary the student is given remedial teaching. The student and teachers assess the possible barriers to implementing the individual study plan. The student is guided to make decisions concerning his/her learning as well as redefine and change the plan as studies advance if necessary.

An individual study plan comprises the student's individual choices, advancing in studies, assessment of learning, recognition and validation of prior learning, on-the-job learning places and times together with skills demonstrations.

## 8.2 ON-THE-JOB LEARNING AND WORKING SAFETY

In addition to what the Decree on Vocational Education and Training (Decree 811/1998, section 5, Government Decree Amendment 603/2005, sections 3 and 5) stipulate, the following is to be considered in on-the-job learning:

On-the-job learning is part of vocational education and training. It is a mode of arranging vocational education and training, in which qualification objectives are learnt at a workplace. On-the-job learning is objective oriented, guided and assessed training that takes place in a genuine working environment. On-the-job learning periods must be sufficiently long and versatile from the point of view of mastering the profession. Only in exceptional cases a student can complete on-the-job learning at a training institution in a practice enterprise or with similar arrangements.

Cooperation between workplaces and the education provider ensures that on-the-job learning and other training corresponds with the working life, is of quality and up-to-date. The education provider's responsibility is to take care that all the

partners in the area have the same view on arranging on-the-job learning. The education provider must see that the student receives sufficient counselling and training during on-the-job learning and that the teacher and other staff members have the resources to cooperate with working life. The education provider and teachers must together with working and business life ensure the quality of on-the-job learning so that the student achieves the skills requirements given in the qualification requirements.

The education provider is responsible for the implementation of on-the-job learning. Implementation includes planning, student counselling and assessment. The education provider must also see to the teachers' working life competence and training as well as training workplace instructors. At the workplace special attention is paid to guiding the student and giving feedback.

Usually the student does not sign a contract of employment with the employer for an on-the-job learning period and he/she is not paid wages or a salary. During an on-the-job learning period a student is entitled to receiving student financial aid and student social benefits in accordance with separate instructions. When on-the-job learning is arranged abroad, local regulations are also taken into consideration.

In addition to what the Act on Vocational Education and Training (Act 630/1998, sections 19 and 28) and the working safety regulations in force stipulate, the following is to be considered in working safety questions:

The agreement on training and skills demonstrations to be arranged at the workplace in connection with practical work assignments is to include the responsibilities related to safety, injuries and damages and insurances. Before starting the work, the employer and education provider ensure together that the student has the resources to do the work in question safely and without risking his/her health and by following the instructions given.

The regulations concerning the employer according to the Occupational Safety and Health Act Section 4 (1) are applied to the education provider when the work takes place at the institute or otherwise in the way determined by the education provider.

Student assessment during on-the-job learning period is described in Chapter 7.

### 8.3 VOCATIONAL SPECIAL EDUCATION

For equality in education to come true each student must have equal opportunities to pursue vocational studies and find employment after training and assume the role of an independent citizen in society disregarding their different learning capabilities.



The vocational education and training of a special needs student must be arranged in view of the equality principle primarily in ordinary vocational institutes in the same study groups with other students. Education and training can also be provided partly or completely in special groups. Vocational special education institutions primarily provide training for severely handicapped as well as preparatory and rehabilitative training and counselling. They are also to offer expert help to other training institutions. Vocational special education can also be provided as apprenticeship training.

Students who are in need of special teaching arrangements or student social services due to disability, illness, delayed development, emotional disorder or some other reason must receive special education. It ensures learning that is based on individual resources, self development and growth as a person. If necessary other support services and rehabilitation in cooperation with rehabilitation service suppliers are added to special education.

The education provider determines the principles of special education: objectives, implementation, teaching methods, support and special services, expert services, social partners and responsibilities. The institution must reserve sufficient resources for special education. Promoting special needs students' learning is everyone's task in the institution.

Need for special education must be determined based on the Act on Vocational Education and Training Section 20 and qualification requirements for each student individually. Reaching the objectives must be supported with the help of an individually designed and guided learning process and different support activities.

### **Individual educational plan (IEP)**

A written individual educational plan (IEP) must always be drawn up for a student in need of special education (Act 630/1998, section 20). The plan is to include (Decree 811/1998, section 8)

- ◆ qualification to be completed
- ◆ qualification requirements used in teaching
- ◆ scope of qualification
- ◆ individual study plan drawn up for the student
- ◆ special teaching and student social services the student receives
- ◆ other personal services and support activities as well as
- ◆ criteria for special education

An IEP is to be drawn up together with the student, when necessary his/her guardian, representatives of previous school as well as teachers and student service specialists.

If vocational skills requirements have been adjusted, the personal study plan is to include a personal curriculum, which determines the student's learning objectives. They are based on the requirements of the qualification the student aim for. Vocational special education must be planned so that the student reaches as extensively as possible the same competence as in other vocational education. The objectives can be adjusted according to the student's resources either so that all the learning objectives are adjusted or only those of one or more modules. Teaching must focus on supporting the student's strengths so that he/she is ensured good opportunities to find employment. Special attention must be paid to achieving working confidence during on-the-job learning periods. The student must be explained how he/she can get the special services required after the training has been completed.

Student's progress must be monitored during training and the personal objectives and support activities changed as needed. Regulations on assessing special needs students are to be found in Chapter 7.10.

## 8.4 TEACHING IMMIGRANTS AND REPRESENTATIVES OF DIFFERENT LANGUAGE AND CULTURAL GROUPS

### General

The skills requirements for immigrant students and students belonging to other language and culture groups, such as Saami, Romany and sign language students, are in the main the same as for other students. The requirements for vocational upper secondary qualification are applied to teaching.

Students, whose mother tongue is other than the language of teaching at the institution, must receive support particularly in language studies and through special teaching arrangements. If necessary the students' background, like mother tongue, culture and the language skills developing during the training, must be observed. Teaching arrangements are made to support students' own lingual identity along side with the majority language and culture. The education provider's curriculum is to comprise the implementation immigrants' and other language and culture group students' teaching arrangements.

## **Immigrants**

In this connection immigrants are taken to mean students who have moved to Finland or were born in Finland but have an immigrant background. If necessary the reason for immigration, time spent in the country and developing Finnish skills are taken into consideration in teaching. The studies support the student's growth into an active and balanced member of both his/her own language and cultural community and Finnish society.

## **Saami speakers**

Saami language teaching started in basic education is continued when possible in vocational education and training. Saami language training can be provided in Northern Sami, Inari Sami and Skolt Sami. Saami can be studied as mother tongue although education would not otherwise be provided in Saami.

## **Romanies**

Teaching Romanies is done taking in to consideration the position of Finnish Romanies as an ethnic and cultural minority. Romany culture is considered in teaching arrangements. Romany language training is arranged as possible in cooperation with other education providers.

## **Sign language users**

The requirements for vocational upper secondary qualification are applied to sign language culture and communication in sign language students' teaching and learning. Finnish or Swedish are used as reading and writing language alongside with sign language. Sign language teaching is planned so that it is possible for the student to act with an interpreter. Sign language users and hearing-impaired students' opportunities to communicate naturally are to be taken into consideration in learning environments.

## Language teaching arrangements

The following teaching arrangements, which are in compliance with Government resolution (VnP 213/1999), can be applied to immigrants', Saami and Romany speakers' and sign language users' language studies (mother tongue, second national language, foreign language), if their mother tongue is other than Finnish or Swedish.

### *Mother tongue*

If the student's mother tongue is other than Finnish or Swedish, the education provider can divide the compulsory modules in mother tongue and second national language differently from the stipulations of the Act on Vocational Education Section 12 (2).

The credits reserved for mother tongue and second national language (4 + 1 = 5 credits) can be combined and divided flexibly in possible student's own mother tongue studies, Finnish or Swedish as second language studies and second national language studies. Finnish or Swedish as second language means a language that has been learnt after the mother tongue in a Finnish language environment. A separate Finnish or Swedish for sign language user module (Chapter 5) has been drawn up for sign language students.

Students can study Finnish or Swedish either

- 1) in accordance with Finnish or Swedish as second language objectives (Chapter 5) or
- 2) in accordance with Mother tongue, Finnish or Swedish objectives (Chapter 5), if the student's Finnish or Swedish skills are assessed to be of mother tongue level.

A student, whose Finnish or Swedish skills are not of mother tongue level on all the area of language skills, studies according to Finnish or Swedish as second language objectives and contents. His/Her Finnish or Swedish language competence is assessed according to these objectives whether or not the education provider has offered Finnish or Swedish as second language teaching. Education provider can offer and student's study plan may include both of the above mentioned studies. A student can change in the middle of his/her Finnish or Swedish as second language studies over to studying Finnish or Swedish according to Mother tongue, Finnish or Swedish objectives.

A student must be offered his/her mother tongue studies when possible. As a mother tongue as student can choose to study also Romany, sign language or some other mother tongue (Act 630/1998, section 12 (3)). The immigrants' own mother tongue objectives are given in Chapter 5. A student can study his/her own mother tongue in accordance with the objectives of either Mother tongue, own mother tongue for foreign students (4 credits) or Foreign language (2 credits) or as free choice studies.

If a student studies his/her mother tongue according to the objectives of Own mother tongue for foreign students, his/her studies are to include Finnish or Swedish language studies.

### *Second national language*

The students' second national language (Swedish or Finnish) teaching is arranged in accordance with the objectives of second national language taking into consideration the level of the students' language skills.

Foreign students can also replace second national language studies with their own mother tongue or Finnish or Swedish language studies (5 credits), Chapter 5. If necessary the teaching can be arranged as basics in second national language depending on the needs of the student and the vocational field.

### *Foreign language*

A student's studies must also include foreign language studies. The foreign language of a student, whose mother tongue is other than Finnish or Swedish, can also be his/her mother tongue.

## **8.5 APPRENTICESHIP TRAINING**

Apprenticeship training is regulated by the stipulations of the Act on Vocational Education and Training (Act 630/1998, sections 8 and 17), the Decree on Vocational Education and Training (Decree 811/1998, sections 6 and 7) and the Act on the Financing of the Provision of Education and Culture (635/1998).

The valid qualification requirements (national core curriculum and qualification Requirements of competence-based qualifications) are applied to apprenticeship training arranged as curriculum-based vocational education and training.

The education provider issues a qualification certificate in accordance with the qualification requirements for a qualification taken in vocational upper secondary education in accordance with the regulations of Chapter 7.9.

## 8.6 COOPERATION BETWEEN HOME AND EDUCATIONAL INSTITUTION

In addition to what the Act on Vocational Education and Training (Act 630/1998, sections 5 and 14) stipulates, the following is to be observed when arranging cooperation between home and educational institution:

In education and training offered to the young the education provider and the educational institution must take the initiative and maintain cooperation with a student's parents or guardians. Cooperation between home and institution is arranged so that it enhances student's independence and responsibility, advances studies and offers support in matters related to student's health, security and wellbeing. The individual needs of special needs students and students with different language and cultural backgrounds are to be taken into consideration in the cooperation.

The education provider and the guardians must cooperate in student counselling both during and at the end of studies. Counselling must support the students' transition to working life or further studies and enhance students' life management skills.

The part of the curriculum dealing with cooperation between home and educational institution is to be drawn up in cooperation with the authorities in charge of the implementation of social and healthcare in the home municipality of the educational institution.

## 8.7 STUDENT WELFARE SERVICES

In addition to what the Act on Vocational Education and Training (Act 630/1998, Sections 14, 28 and 37 a) stipulates on implementation of student welfare services and student's right to a safe learning environment, the following is to be observed:

The objective of student welfare services is to create a safe and healthy learning environment and promote the community spirit of the educational institution, wellbeing and pleasantness. The objective is to support the student and maintain the institution community's ability to function in situations threatening physical and psychological safety. Student welfare services are to promote early recognition of learning difficulties and other problems and prevent school drop-outs. In the case of minor students the education provider must cooperate with the guardians.

The education provider is to ensure the achievement of the objectives of student welfare services by issuing in its curriculum operating instructions which promote students' health and safety together with prevention and early recognition of different problems. Education provider is to issue instructions on attending to such activities of the educational institution as student's participation in training, monitoring the progress of studies and staying at the school dormitory. Preventive instructions are to be issued on smoking, use of substances, school bullying and disturbing. The education provider must have a crisis plan and instructions in case of disturbing behaviour, violence, injuries, accidents and deaths.

The education provider must monitor the outcome of the student welfare services and take necessary action. Students are to be encouraged to take part in and contribute to promoting wellbeing in their own school community. All those working with the students in the school community are responsible for student welfare services. The duties of multi-professional student welfare staff include coordinating and developing student welfare services.

The part in the curriculum dealing with student welfare services is to be drawn up in cooperation with the authorities and other parties attending to the implementation of social and welfare matters in the municipality or municipalities the institution operates in. The stipulations of the Primary Health Care Act and the Child Welfare Act must be considered when arranging student welfare services. At the same time arrangements must be made to ensure social inclusion and expert services in student welfare and psycho-social support. Student feedback is to be used in developing the services.

During vocational education and training a student must be informed on the implementation of student counselling and welfare services, the services of different administrative sectors, local support networks and qualification specific health requirements. In addition to the student also the guardian of a minor student must be informed of matters related to occupational safety and labour protection during on-the-job learning.

The education provider must see that the students know the school rules that are in force in the institution. The student's own responsibility must be emphasized in the observance of the school rules and other instructions.

## 9.1 DESCRIPTION AND VALUE BASIS OF THE AUDIO-VISUAL COMMUNICATION SECTOR

Audio-visual media products and services are designed, manufactured and produced by publishing companies, journal publishers, video game and software developers, communication and advertising agencies, sound and photography studios as well as film, video, animation radio and television production units. A skilful worker of the audio-visual sector may also be employed by theatres and different kinds of culture and event technology productions. Here audio visual media products and services refer to such things as photographs, films, video/radio/television programs, games, software, digital film recordings, audio recordings, event technology services and also web and mobile services. The sizes of companies in the vocational field vary from one-man companies to international corporations. Media assistants participate in the designing and making of media products and services, mainly in basic-level assignments.

Knowledge of Internet and Internet-related applications and technologies has become more important than before in the field of audio-visual communications. People from all kinds of sectors communicate increasingly more via information networks. The phenomenon is not so much about the actual change-over from one communication device to another than about the fact that information networks have become an important addition alongside with earlier ways of communicating. Need for network competence in the audio-visual communication sector equals making versions of content elements, mastering network technologies, and understanding the nature of web communication. Language skills are needed, since communication and content is often in English in the Internet. The new requirements set by the gaming industry may be among new competences for a person aiming for a vocational upper secondary qualification in audio-visual communication.

Mastering the different technologies is the starting point for becoming a professional of the audio-visual sector; creative and aesthetic insight is built on top of that competence. The share of artistic expression and narration in assistant-level assignments cannot be fully separated from technical abilities, because understand-



ing artistic expression is also an essential and integral part of technical assignments. Going through the entire work process in the education and training of the sector is vitally important because it is increasingly more typical in the sector that one person performs a work process alone. Individual performances of team members become integrated in big productions, and therefore it is essential to be familiar with the entire work process. The sector has become more equal gender-wise, since the field of communications has become more technology-related and digitalised and the equipment has become lighter.

Also business activity skills are strongly present in the sector of audio-visual communication. Entrepreneurship is integrated in the vocational modules, in which it is manifested as customer-orientation and as a requirement for being familiar with the basic principles of business activities. A professional of audio-visual communication works in a customer-oriented way, is able to promote his/her competence, is able to schedule and price his/her work, and understands the meaning of his/her work as a part of a larger entity.

Media convergence – the interlinking of different media instruments and equipment – brings challenges to the audio-visual sector: how, for example, can the same information be shown and provided in different formats, with different equipment, and for different needs? This is partially the reason why predicting the development of the sector is challenging, and therefore the qualification structure must be modular. Because of this, it is possible to react to the quick changes in the field and formulate qualification modules on the basis of the requirements of the field. The increasing diversity of multimedia content and the merging of job descriptions require multidisciplinary competence of the qualification holders.

## **9.2 QUALIFICATION SPECIFIC HEALTH REQUIREMENTS IN VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING**

Guidelines for the admission of students into training leading to a vocational upper secondary qualification are set in Section 27 of the Act on Vocational Education and Training. A person whose illness or injury is likely to prevent him/her participating in training cannot be admitted as a student. Student admission into vocational education can only be limited when the illness, objectively assessed, prevents studies or would endanger the safety of the student or others. The practical problems an illness or injury causes to studies must primarily be solved using teaching arrangements and student welfare services. An applicant is to provide education provider such information on his/her health condition as the admission process requires.

Education provider must also make sure that the health condition of the person admitted is such that he/she can also cope with on-the-job training in a way that working in the tasks in the field and achieving the qualification skills requirements presuppose.

From the point of view of a student's legal protection it is justified that he/she is not admitted to a training programme the future working tasks of which his/her health would not allow. When deciding who is admitted the various tasks related to the professions and work must be taken into consideration. It is possible that there are modules in a qualification that presuppose different health requirements and thus allow a student to make individual decisions on how to complete the training.

For student admission to have the best possible result from the student's point of view, education provider must inform applicants of the requirements of the vocational upper secondary qualification or vocational field as well as of possible health risks in the Guide for Applicants and during student admission process. Applicant's own description of his/her health condition or treatment of illness is most often enough in the admission situation.

If the legislation on or special features of the training sector or qualification in question require a person admitted into the institution to present a doctor's certificate on his/her health, it is enough that the certificate states the student is suitable for the vocational field. Student admission is conditional until such a doctor's certificate has been presented.

Student's illness or injury must not stop his/her studies or lead to a rash decision to change of profession or training sector. The practical problems an illness or injury causes in training must primarily be solved using individual teaching arrangements and personalisation that meet the student's needs. Student counselling, student support, instructing on the use of ergonomic working methods and aids facilitate completing the training. When a student falls ill or is injured cooperation between student welfare services and occupational health care at workplaces is absolutely necessary.

In all the situations where personal data classified as delicate in the Personal Data Act is dealt with and stored, such as information concerning a student's health condition, education provider is to act with due caution and good practices to handle data as prescribed in the regulations.

In the audio-visual communication sector and its vocational education and training, the physical work load varies according to field, which those thinking of entering or already working there must take into consideration. A person must not have such illnesses which would endanger his/her own health or safety or those of others working close by.

### 9.3

## VOCATIONAL SKILLS REQUIREMENTS, TARGETS OF ASSESSMENT AND GENERAL ASSESSMENT CRITERIA

Determining the skills requirements as well as the targets of assessment and general assessment criteria are to help education providers when drawing up curricula for modules that are not determined in the national core curriculum.

Vocational modules are formed according to and named after work entities. Skills requirements are described as concrete work outputs. Assessment criteria are determined for three levels: Satisfactory 1, Good 2 and Excellent 3.

The following criteria are meant as guidelines so that they are applied according to the objectives of core subjects and the skills requirements set for vocational modules. The criteria proposed are always portrayed against the requirements of the qualification module in question, which is to say that the work described in the criteria always means work contained in the module concerned.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
	Satisfactory 1	Good 2	Excellent 3
<b>1. Mastering the work process</b>	Student		
Planning one's own work, self-assessment of performance and development of one's activities.	plans his/her work but need instruction in new situation or working environment changes	plans his/her own work	plans independently work assignments and tasks he/she is responsible for
	assesses the success of his/her performance	assesses the success of his/her performance while working and copes with new and changing situations without help	assesses the success of his/her performance, justifies the assessment and assesses and develops his/her work methods and environment

Performance, independence and responsibility of work package.	performs in familiar work assignments	considers the work entity while working (e-g- where to start, where to finish and what tools and equipment to use etc.)	considers the work entity in the working environment and his/her own work as part of it
	work so that the outcome can be accepted as fulfilling the work plan and quality objectives	works so that the outcome includes some of the special requirements of the work assignment	works according to the special requirements of the workplace so that the outcome is in accordance with the objectives set
	need occasional guidance to advance in work phases	advances fluently from one work phase to another	advances systematically and fluently in his/her work adjusting it to other activities in the working environment
	follows working instructions, working hours, agreements and negotiates on discrepancies	completes given assignments independently and takes care of his/her assignments from start to finish and assumes responsibility for his/her own part of the work	spontaneously completes duties other than those assigned in his/her area of responsibility

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
	Satisfactory 1	Good 2	Excellent 3
<b>2. Mastering the work method, equipment and material</b>	Student		
Choice and use of work method, equipment and materials that suit the assignment and work environment.	uses the most common work methods, equipment and materials related to his/her work in repeating work situations, but needs some instruction (procedures, equipment and materials are defined by qualification module)	uses work methods, equipment and materials related to his/her work independently in work situations	chooses the most suitable work methods, equipment and materials and uses them skilfully in various work situations



<p>Interaction and cooperation</p> <p>Actions in interactive situations and cooperative abilities.</p>	<p>abides given instructions on interactive situations in his/her own learning and working environment</p>	<p>considers the situation in his/her learning and working community in different interactive situations</p>	<p>expresses him-/herself clearly and brings forth different viewpoints constructively</p>
	<p>completes the work assignments he/she is responsible for but needs instruction from time to time</p>	<p>completes the work assignments he/she is responsible for spontaneously</p>	<p>acts responsibly, cooperatively and equally with different people as a member of a work community and group</p>
	<p>works in a familiar work community and group and asks for help from the others when needed</p>	<p>works with different people in a work community and group</p>	<p>supports and helps others and also takes into account the next work phase and employee in his/her work</p>
<p>Vocational ethics</p> <p>Activities based on vocational ethics, professional value basis and the agreements made.</p>	<p>abides the ethical instructions and timetables given</p>	<p>abides the given ethical instructions, agreements and decrees as well as timetables</p>	<p>acts according to the values in the work community, ethical instructions, agreements and regulations in variable situations and also keeps to timetables</p>
<p>Health, safety and ability to function</p> <p>Actions that maintain health and safe operations and maintain the ability to function.</p>	<p>abides the given safety instructions and does not endanger him- /herself or others</p>	<p>abides the work community's instructions and takes into account the safety of the members of the work community and working environment</p>	<p>abides the work community's instructions and takes into account the safety of the members of the work community and working environment</p>
	<p>ensures safety in accordance with instructions</p>	<p>ensures safety</p>	<p>ensures safety and reports on dangers and risks he/she observes</p>
	<p>uses safely protective equipment, tools and work methods as instructed</p>	<p>uses protective equipment, tools and work methods safely</p>	<p>uses protective equipment, tools and work methods safely</p>
	<p>works ergonomically in most situations</p>	<p>works ergonomically</p>	<p>uses safe, variable work methods, which do not cause excessive workload while taking ergonomics into account</p>
<p>Are included in the objectives and assessment criteria of the core subjects , Psychological education (1 credit) and Health education (1 credit). Respective skills requirements and assessment criteria for health, safety and ability to function are drawn up for every vocational qualification if needed.</p>			

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
4. b) Rest of the key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Initiative and entrepreneurship target-oriented, economic and productive operations and self management.	Student Are included in the objectives and assessment criteria of the core subjects , social, business and labour-market subjects (1 credit) and also in the skills requirements and assessment criteria of the entrepreneurship part that is included in the skills requirements of the vocational modules. In addition, when necessary, skills requirements and assessment criteria for the vocational modules of each qualification have been drawn up.		
Sustainable development Observing technological, economic, social and cultural principles.	works and acts taking sustainable development into account under instruction	works and acts taking sustainable development into account	works and acts independently taking sustainable development into account and takes up development needs
Aesthetics Taking aesthetics into account while working	works according to the aesthetic principles, pleasantness of work environment and other factors that affect the appearance of the end result under instruction	works according to the aesthetic principles, pleasantness of work environment and other factors that affect the appearance of the end result	makes versatile use of aesthetic principles in the field – works to promote the pleasantness of the working environment and other factors that impact the appearance of the end result
Communication and media skills Objective recognition, observation and interpretation of the media products and use of media and information technology	Are included in the objectives and assessment criteria of the core subjects Mother tongue (4 credits). In addition, when necessary, skills requirements and assessment criteria for communication and media skills in compliance with the requirements of each vocational field have been drawn up.		
Mathematics and natural sciences Numeracy required at work and knowledge of the laws of physics needed	Are included in the objectives and assessment criteria of the core subjects Mathematics (3 credits), Physics and chemistry (2 credits). In addition, skills requirements and assessment criteria for mathematics and natural sciences in compliance with the requirements of each vocational field have been drawn up.		

<p>Technology and information technology Use of technology and information technology in the vocational</p>	<p>uses common technical and information technical systems that are needed in his/her profession, in repeating work situations, but sometimes needs instruction</p>	<p>uses common technical and information technical systems that are needed in repeating work situations</p>	<p>uses common technical and information technical systems that are needed in repeating work situations variedly</p>
<p>field and taking into account the benefits, limitations and risks of</p>	<p>chooses the machinery and equipment needed, under instruction and recognises the risks</p>	<p>chooses the machinery and equipment needed and recognises the risks</p>	<p>chooses the machinery and equipment needed independently and recognises the limitations and risks</p>
<p>technology</p>	<p>Information technology is included in the objectives and assessment criteria of core subjects (social, business and labour-market subjects). In addition, skills requirements and assessment criteria for technology and information technology in compliance with the requirements of each vocational field have been drawn up.</p>		
<p>Active citizenship and different cultures Participating in community activities and decision making with people from different backgrounds and observing the rights and obligations as an employee and citizen and abiding equality regulations.</p>	<p>Are included in the objectives and assessment criteria of the core subjects social, business and labour-market subjects (1 credit) and also Mother tongue (4 credits). In addition, when necessary, the skills requirements and assessment criteria for this key skill have been drawn up considering the skills requirements of each qualification.</p>		



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