



FINNISH NATIONAL
BOARD OF EDUCATION

Requirements for Vocational Qualifications

VOCATIONAL QUALIFICATION IN HOTEL, RESTAURANT AND CATERING SERVICES 2010

Study Programme/Specialisation in Customer Services
Waiter/Waitress

Study Programme/Specialisation in Hotel Services
Hotel Receptionist

Study Programme/Specialisation in Cookery
Cook

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

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is based:

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Decree 811/1998, Section 10 (12)

Act 631/1998 13, Section (2)

Repeals National Board of Education Regulations

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1.8.2001 no. 42/011/2001

19.6.2002 no. 34/011/2002

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Amends National Board of Education Regulation

REQUIREMENTS FOR VOCATIONAL QUALIFICATIONS

Vocational Qualification in Hotel, Restaurant and Catering Services –

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 Hotel, Restaurant and Catering Services accordance with the annexe.

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 17.2.2000 no. 18/011/2000, 17.2.2000 no. 19/011/2000, 30.6.2003 no. 29/011/2003, 19.6.2006 no. 35/011/2006 and no. 36/011/2006 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

Counsellor of Education

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CONTENTS

	INTRODUCTION	7
1	OBJECTIVES AND STRUCTURE OF THE VOCATIONAL QUALIFICATION IN HOTEL, RESTAURANT AND CATERING SERVICES	8
	1.1 Objectives of the Vocational Qualification in Hotel, Restaurant and Catering Services	8
	1.2 The structure of the Vocational Qualification in Hotel, Restaurant and Catering Services	10
	1.3 Key competences for lifelong learning	13
	1.4 Eligibility for further studies	16
2	IMPLEMENTATION OF NATIONAL REQUIREMENTS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING	17
	2.1 Design and contents of the curriculum	17
	2.1.1 Common part of the curriculum	18
	2.1.2 Qualification specific part of the curriculum	18
	2.1.3 Individual study plan	19
3	COMPLETING A VOCATIONAL QUALIFICATION AS A COMPETENCE-BASED QUALIFICATION	20
	3.1 General on competence-based qualification system	20
	3.2 Arranging competence-based qualifications	20
	3.3 Completing a competence-based qualification	21
	3.4 Requirements of competence-based qualifications	21
	3.5 Individualisation in competence-based qualifications	22
	3.6 Assessment of vocational skills in a competence-based qualification	22
	3.7 Certificates	23
	3.8 Preparatory training for competence-based qualifications	24
4	VOCATION MODULES, VOCATIONAL SKILLS REQUIREMENTS AND ASSESSMENT OF THE VOCATIONAL QUALIFICATION IN HOTEL, RESTAURANT AND CATERING SERVICES	25
	4.1 Compulsory module for all	25
	4.1.1 Working in accommodation and food preparation services	25
	4.2 Study Programme/Specialisation in Customer Services, Waiter/Waitress	30
	4.2.1 Customer service and sales	30
	4.2.2 Serving meals and beverages	36
	4.3 Study Programme/Specialisation in Hotel Services, Hotel receptionist	43
	4.3.1 Customer service and sales	43
	4.3.2 Reception customer service	48
	4.4 Study Programme/Specialisation in Cookery, Cook	54
	4.4.1 Preparation of lunch dishes	54
	4.4.2 Preparation of dishes	59
	4.5 Optional modules for all	65
	4.5.1 À la carte food preparation	65
	4.5.2 À la carte service	69
	4.5.3 Selling and serving beverages	75

4.5.4	Cafeteria services	80
4.5.5	Conference services	85
4.5.6	Accommodation unit reservation functions	90
4.5.7	Service and distribution kitchen functions	95
4.5.8	Fast food services	100
4.5.9	Institutional kitchen food production	104
4.5.10	Preparation of catered and banquet dishes	110
4.5.11	Catering and banquet service	114
4.5.12	Ship catering services	119
	4.5.12.1 Vocational Qualification in Seafaring	124
	4.5.12.2 Serving alcoholic beverages and qualification for a duty manager in licensed premises	124
4.5.13	Modules from vocational upper secondary qualifications	125
4.5.14	Module from further vocational qualifications	126
4.5.15	Module from specialist vocational qualifications	126
4.5.16	Locally offered modules	127
4.6	Other optional modules in vocational upper secondary education and training	127
4.6.1	Entrepreneurship	128
4.6.2	Workplace Instructor Training	133
4.6.3	In-depth and enhancing vocational modules	136
4.6.4	Core subjects	136
4.6.5	General upper secondary studies	136
4.7	Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification)	137
4.7.1	Business Operations	137
4.7.2	Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications)	141
4.7.3	Locally offered modules providing in-depth vocational competence in curriculum-based vocational education and training	143
4.8	Final Project in curriculum-based vocational education and training	143

5

	THE OBJECTIVES AND ASSESSMENT OF CORE SUBJECTS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING	144
5.1	Compulsory modules	144
5.1.1	Mother tongue	144
	5.1.1.1 Mother tongue, Finnish	144
	5.1.1.2 Mother tongue, Swedish	147
	5.1.1.3 Mother tongue, Saami	147
	5.1.1.4 Mother tongue, sign language	150
	5.1.1.5 Mother tongue, one's own mother tongue for foreign language users	152
	5.1.1.6 Mother tongue, Finnish as a second language	154
	5.1.1.7 Mother tongue, Swedish as a second language	157
	5.1.1.8 Mother tongue, Finnish or Swedish for sign language users	157
	5.1.1.9 Mother tongue, Romany	159
5.1.2	Second national language	160
	5.1.2.1 Second national language, Swedish	160
	5.1.2.2 Second national language, Finnish	162
5.1.3	Foreign language	164
	5.1.3.1 Foreign language, A language	164
	5.1.3.2 Foreign language, B language	166

5.1.4	Mathematics	167
5.1.5	Physics and chemistry	169
5.1.6	Social, business and labour-market subjects	171
5.1.7	Physical education	173
5.1.8	Health education	174
5.1.9	Arts and culture	176
5.2	Optional modules	178
5.2.1	Optional additional modules to compulsory core subjects	178
5.2.2	Environmental studies	178
5.2.3	Information and communications technology	180
5.2.4	Ethics	182
5.2.5	Cultural knowledge	184
5.2.6	Psychology	185
5.2.7	Entrepreneurship	188
6	FREE CHOICE MODULES IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING	191
7	STUDENT ASSESSMENT IN CURRICULUM-BASED VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING	192
7.1	Tasks and objectives of assessment	192
7.2	Informing about assessment	192
7.3	Recognition and validation of a student's prior learning	193
7.4	Assessment of learning and competence	195
7.5	Deciding on the grade	197
7.6	Storing assessment material	198
7.7	Reassessment and improving the grade	198
7.8	Rectification of assessment	198
7.9	Certificates	198
7.10	Assessment in special education	202
7.11	Assessing immigrant students and those representing different languages and cultures	203
8	OTHER REGULATIONS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING	205
8.1	Guidance and counselling and personal study plan	205
8.2	On-the-job learning and working safety	207
8.3	Vocational special education	208
8.4	Teaching immigrants and representatives of different language and cultural groups	210
8.5	Apprenticeship training	213
8.6	Cooperation between home and educational institution	214
8.7	Student welfare services	214
9	APPENDIX	216
9.1	Description and basic values of the hotel, restaurant and catering sector	216
9.2	Qualification specific health requirements in vocational upper secondary education and training	219
9.3	Vocational skills requirements, targets of assessment and general assessment criteria	221

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 HOTEL, RESTAURANT AND CATERING SERVICES

1.1 OBJECTIVES OF THE VOCATIONAL QUALIFICATION IN HOTEL, RESTAURANT AND CATERING SERVICES

Students earning their Vocational Qualification in Hotel, Restaurant and Catering Services will possess a wide range of fundamental skills for the sector. They will be serving Finnish and foreign customers and be able to work in hotel and foodservice capacities for a wide variety of companies and places of business. The objective of the Vocational Qualification is to bring service-minded, responsible, reliable and co-operative employees with self-initiative to the sector. Those holding a Vocational Qualification will enjoy excellent employee status and a strong understanding of the workplace. They will abide by contracts, regulations and social responsibilities. They will be well-mannered, tolerant and respectful of co-workers and customers with different cultural backgrounds.

Those holding a Vocational Qualification in Hotel, Restaurant and Catering Services will perform their duties in a customer-oriented, profitable and effective manner, ensuring product quality requirements, safety, health and aesthetics. They will have an appreciation for Finnish cooking and traditions and promote them through their actions. They will provide the customer with a wide variety of services and ensure customer satisfaction. They will know how their establishment generates profits and how they can influence it. They will begin to develop a strong professional identity, be interested in the continuous development of their vocational skills, and keep up with sector trends.

Students earning their Vocational Qualification will know how to plan their work, act in accordance with set guidelines and assess their own performance. They will take care of and maintain work-related tools and know how to use the necessary machines and equipment. They will ensure the ethicalness of the services they provide and act in accordance with a sustainable operating method. They will use information technology and vocational language skills in their work. They will act in a manner that promotes health, maintain their working and operating capacity, and apply the principles of ergonomics in their work. They will understand the importance of their own work as part of the greater service chain and make a posi-

tive contribution to customer satisfaction and workplace operations through their actions.

The hotel, restaurant and catering sector is an international field, which requires a command of trade vocabularies in foreign languages as well as knowledge of foreign cultures.

Students earning their Vocational Qualification will have a command of the basic sector requirements and specialise in customer service, hotel service or food preparation assignments.

Waiters/waitresses earning a Vocational Qualification in the Study Programme/Specialisation in Customer Services know how to function in customer service assignments at restaurants or public sector workplaces operating under various business ideas or concepts. Workplaces include cafes, restaurants, staff restaurants, transport terminals, fast food, catering or tourist establishments, and institutional foodservice facilities. A waiter/waitress maintains customer facilities and displays products available for sale as well as presents, sells and serves the customer products and services. They serve individual customers and customer groups. They work in co-operation with other employees toward promoting customer comfort, safety and well-being. They work in accordance with the requirements for sustainability and hygiene, and observe all applicable license regulations and other sector agreements and statutes.

Hotel receptionists earning a Vocational Qualification in the Study Programme/Specialisation in Hotel Services know how to function in customer service assignments at hospitality establishments operating under various business ideas and various establishments and workplaces providing tourism, conference and convention, spa, health and well-being services. Hotel receptionists make customer room reservations and perform check-in and check-out functions. They also present and sell other establishment products and services as well as guide customers in the use of local tourism services. In their capacity as a hotel receptionist, they ensure the safety and well-being of the customers. They work in accordance with the requirements for sustainability and hygiene, and observe all applicable license regulations and other sector agreements and statutes.

Cooks earning a Vocational Qualification in the Study Programme/Specialisation in Cookery know how to function in food preparation assignments at restaurants or public sector workplaces operating under various business ideas or concepts. Workplaces include cafes, staff restaurants, restaurants, catering firms, institutional kitchens, banquet catering firms and cargo and passenger ships. Cooks have a command of foods and ingredients. They prepare delicious, nutritious and healthy foods, also for customers with special dietary needs, and can serve it to large groups at a sitting or individual servings as in à la carte service. In preparing food and providing customer service, they work in co-operation with other employees toward promoting customer safety

and well-being. They work in accordance with the requirements for sustainability and hygiene, and observe all applicable license regulations and other sector agreements and statutes.

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 HOTEL, RESTAURANT AND CATERING SERVICES

VOCATIONAL QUALIFICATION IN HOTEL, RESTAURANT AND CATERING SERVICES, 120 CREDITS	
IN VOCATIONAL UPPER SECONDARY EDUCATION	IN COMPETENCE-BASED QUALIFICATION
4. Vocational modules, 90 credits	4. Vocational modules
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 module for all	4.1 Compulsory module for all
4.1.1 Working in accommodation and food preparation services, 20 cr	4.1.1 Working in accommodation and food preparation services
4.2 Study Programme in Customer Service, waiter/waitress	4.2 Specialisation in Customer Service, Waiter/waitress
4.2.1 Customer service and sales, 20 cr	4.2.1 Customer service and sales
4.2.2 Serving meals and beverages, 20 cr	4.2.2 Serving meals and beverages
4.3 Study Programme in Hotel Services, Hotel receptionist	4.3 Specialisation in Hotel Services, Hotel receptionist
4.3.1 Customer service and sales, 20 cr	4.3.1 Customer service and sales
4.3.2 Reception customer service, 20 cr	4.3.2 Reception customer service
4.4 Study Programme in Cookery, Cook	4.4 Specialisation in Cookery, Cook
4.4.1 Preparation of lunch dishes, 20 cr	4.4.1 Preparation of lunch dishes
4.4.2 Preparation of dishes, 20 cr	4.4.2 Preparation of dishes

IN VOCATIONAL UPPER SECONDARY EDUCATION	IN COMPETENCE-BASED QUALIFICATION
<p>4.5 Optional modules for all A total of 30 credits are to be chosen from modules 4.5.1–4.6.5</p> <p>4.5.1 À la carte food preparation, 10 cr 4.5.2 À la carte service, 10 cr 4.5.3 Selling and serving beverages ,10 cr 4.5.4 Cafeteria services, 10 cr 4.5.5 Conference services, 10 cr 4.5.6 Accommodation unit reservation functions, 10 cr 4.5.7 Service and distribution kitchen functions, 10 cr 4.5.8 Fast food services, 10 cr 4.5.9 Institutional kitchen food production, 10 cr 4.5.10 Preparation of catered and banquet dishes, 10 cr 4.5.11 Catering and banquet service, 10 cr 4.5.12 Ship catering services, 10 cr 4.5.13 Modules from vocational upper secondary qualifications, 10 cr 4.5.14 Module from further vocational qualifications 4.5.15 Module from specialist vocational qualifications 4.5.16 Locally offered modules, 5–10 cr</p>	<p>4.5 Optional modules for all Three modules are to be chosen from 4.5.1–4.5.15</p> <p>4.5.1 À la carte food preparation 4.5.2 À la carte service 4.5.3 Selling and serving beverages 4.5.4 Cafeteria services 4.5.5 Conference services 4.5.6 Accommodation unit reservation functions 4.5.7 Service and distribution kitchen functions 4.5.8 Fast food services 4.5.9 Institutional kitchen food production 4.5.10 Preparation of catered and banquet dishes 4.5.11 Catering and banquet service 4.5.12 Ship catering services 4.5.13 Modules from vocational upper secondary qualifications 4.5.14 Module from further vocational qualifications 4.5.15 Module from specialist vocational qualifications</p>
<p>4.6 Other optional modules in vocational upper secondary education and training, 0–10 credits</p> <p>4.6.1 Entrepreneurship, 10 cr 4.6.2 Workplace instructor training, 2 cr 4.6.3 In-depth and enhancing vocational modules, 5–10 cr 4.6.4 Core subjects, 0–10 cr 4.6.5. General upper secondary studies, 0–10 cr</p>	

4.7	Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification)	4.7	Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification)
4.7.1	Business operations, 10 cr	4.7.1	Business operations
4.7.2	Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications)	4.7.2	Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications)
4.7.3	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	Compulsory	Optional
5.1.1	Mother tongue	4 credits	0–4 credits
5.1.2	Second national language	1 credit	0–4 credits
	5.1.2.1 Second national language, Swedish	1 credit	
	5.1.2.2 Second national language, Finnish	2 credits	
5.1.3	Foreign language	2 credits	0–4 credits
5.1.4	Mathematics	3 credits	0–4 credits
5.1.5	Physics and chemistry	2 credits	0–4 credits
5.1.6	Social, business and labour-market subjects	1 credit	0–4 credits
5.1.7	Physical education	1 credit	0–4 credits
5.1.8	Health education	1 credit	0–4 credits
5.1.9	Arts and culture	1 credit	0–4 credits
5.2	Optional modules		
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

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.

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.

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 Hotel, Restaurant and Catering Services.

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, 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

VOCATION MODULES, VOCATIONAL SKILLS REQUIREMENTS AND ASSESSMENT OF THE VOCATIONAL QUALIFICATION IN HOTEL, RESTAURANT AND CATERING SERVICES

4.1 COMPULSORY MODULE FOR ALL

4.1.1 Working in accommodation and food preparation services

Vocational skills requirements

The student or candidate

- ◆ maintains customer and work facilities
- ◆ prepares or produces workplace products and services for sale
- ◆ ensures the quality and availability of products for sale
- ◆ serves customers
- ◆ sells products or services and registers sales
- ◆ organises and tidies customer and work facilities and/or maintains guest rooms in accommodation units
- ◆ performs dishware maintenance tasks
- ◆ cleans utensils/tools, machines and equipment as well as customer and work facilities
- ◆ observes the in-house control plan.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Work shift performance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance
	observes working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours
	plans and schedules assignments for their work shift under supervision	plans and schedules assignments for their work shift according to set guidelines	plans and schedules work shift on his/her own initiative according to set guidelines
	maintains customer and work facilities in the prescribed manner and/or guest rooms for customer use together with another person	maintains customer and work facilities and/or guest rooms for customer use according to set guidelines	independently maintains customer and work facilities and/or guest rooms for customer use on his/her own initiative according to set guidelines
Customer service and food preparation performance	functions in standard service situations and is comfortable in communicating with customers	functions in service situations in a friendly manner	functions in a customer-oriented and friendly manner in a variety of service situations
	under supervision, participates in preparation work, the preparation of breakfast and lunch dishes, and avoids generating waste	in accordance with set guidelines, participates in preparation work, the preparation of breakfast and lunch dishes, and avoids generating waste	participates in preparation work, the preparation of breakfast and lunch dishes, and avoids generating waste on his/her own initiative
	functions in product presentation, service, customer service, sales and cashier assignments together with another person	functions in product presentation, service, customer service, sales and cashier assignments in accordance with set guidelines	functions in product presentation, service, customer service, sales and cashier assignments on his/her own initiative
High quality performance and acting in accordance with the principles of sustainable development	ensures the quality and availability of products for sale together with another person	ensures the quality and availability of products for sale in accordance with set guidelines	ensures the quality and availability of products for sale independently and in a responsible manner
	functions in dishware maintenance assignments and tidies dishware maintenance facilities	functions in various phases of dishware maintenance and tidies dishware maintenance facilities	functions in various phases of dishware maintenance independently and actively, and maintains cleanliness and order while working
	sorts waste in accordance with set guidelines	sorts waste unpromptly	sorts waste unpromptly and comprehensively

	tidies and organises work and customer facilities together with another person.	tidies and organises work and customer facilities in accordance with set guidelines.	tidies and organises work and customer facilities unpromptly and keeps them tidy and in order while working.
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TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	The student or candidate		
Breakfast or lunch food preparation and customer service	together with another person prepares breakfast or lunch dishes with various ingredients, using applicable food preparation methods or maintains sales lines	in accordance with set guidelines, prepares breakfast or lunch dishes with various ingredients using applicable food preparation methods or maintains sales lines	independently prepares breakfast or lunch dishes with various ingredients using applicable food preparation methods or maintains sales lines
	serves customers under supervision	serves customers in accordance with set guidelines	serves customers independently
Use of work-related tools and methods	in accordance with user instructions, safely uses tools, machines and equipment, protective gear and methods necessary for the given assignment	in accordance with user instructions safely and properly uses tools, machines and equipment, protective gear and methods necessary for the given assignment	in accordance with user instructions safely, carefully and economically uses tools, machines and equipment, protective gear and methods necessary for the given assignment
		notifies their supervisor of faulty equipment	maintains machines, equipment and tools and notifies their supervisor of faulty equipment
Cleaning customer and work facilities, machines and equipment	cleans machines and equipment under supervision	cleans machines and equipment in accordance with cleaning guidelines	cleans machines and equipment on his/her own initiative
	under supervision, assembles, disassembles and cleans dishwashers	assembles, disassembles and cleans dishwashers in accordance with instructions	assembles, disassembles and cleans dishwashers independently
	cleans accommodations or other facilities under supervision, using the appropriate work order, cleaning materials and methods	cleans accommodations or other facilities in accordance with set guidelines, using the appropriate work order, cleaning materials and methods	cleans accommodations or other facilities independently, using the appropriate work order, cleaning materials and methods
Registering sales	uses the cash register or cashier system to register sales in familiar work situations under supervision.	uses the cash register or cashier system to register sales in familiar work situations in accordance with set guidelines.	uses the cash register or cashier system to register sales in familiar work situations independently and with ease.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Knowledge of the field	is familiar with local accommodation and catering establishments to the extent that they can name accommodation units, restaurants and various places of business	is familiar with regional accommodation and catering establishments to the extent that they can name accommodation units, restaurants and various places of business as well as present their products and services	is familiar with national and regional accommodation and catering establishments accommodation units, restaurants and various places of business as well as their products and services to the extent that they can compare them
Knowledge of ingredients	is familiar with the more common ingredients or products related to their assignment and can judge their quality before and during use, under supervision	is familiar with the more common ingredients or products related to their assignment and can judge their quality sensorily	is familiar with the more common ingredients or products related to their assignment, can judge their quality sensorily and report any deviations in quality on his/her own initiative
	is familiar with special diets (lactose-free, non-dairy, gluten-free) to the extent that under supervision, they can reliably explain to the customer what products are suitable for them	is familiar with special diets to the extent that, in accordance with set guidelines, they can reliably explain to the customer what products are suitable for them	is familiar with special diets to the extent that they can reliably explain to the customer what products are suitable for them
Performance at work and on the staff	under supervision, is familiar with staff regulations and operating methods concerning the work being performed and acts in accordance with them.	in accordance with set guidelines, is familiar with staff regulations and operating methods concerning the work being performed and acts in accordance with them.	on his/her own initiative, is familiar with staff regulations and operating methods concerning the work being performed and acts in accordance with them.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	requires guidance in assessing the success of their own work performance and is able to receive feedback	assesses the success of their own work performance and is able to receive feedback	assesses their own work performance and is able to explain their assessment as well as change their working habits, if necessary

Interaction and co-operation	is able to work with a variety of people on the staff and in their group, and can ask for help from others when necessary	works with a variety of people on the staff and in their group	works co-operatively and equally with different people as a member of the staff and group
	seeks help with their work from other staff members	works adeptly in interaction with other members of the staff	works as an active member of the staff
Health, safety and ability to function	observes set guidelines and does not cause danger through their actions	observes set guidelines and does not cause danger through their actions	in a responsible manner, observes set guidelines and does not cause danger through their actions
	under supervision, maintains their functional and working capacity in their work	maintains their functional and working capacity in their work	actively maintains their functional and working capacity in their work
	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
Vocational ethics	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour and changing situations
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or a candidate demonstrates his or her vocational skills by serving as a member of a workgroup on individual assignments at an establishment or establishment in the accommodation or restaurant sector. They maintain customer and work facilities and/or guest room accommodations, prepare products or services, serve the customer and ensure the tidiness and pleasantness of customer and work facilities. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge: knowledge of ingredients and performance at work and on the staff
- ◆ key competences for lifelong learning in their entirety.

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

4.2 STUDY PROGRAMME/SPECIALISATION IN CUSTOMER SERVICES, WAITER/WAITRESS

4.2.1 Customer service and sales

Vocational skills requirements

The student or candidate

- ◆ maintains and stocks customer and work facilities
- ◆ serves customers in accordance with the business idea or operating guidelines of the establishment
- ◆ utilises sector-specific language skills in customer service
- ◆ sells food, drinks and, if necessary, accommodation services to customers or customer groups
- ◆ participates in check-in and check-out functions, wherever necessary
- ◆ functions in the sale and service of alcoholic beverages
- ◆ registers sales and bills customers
- ◆ tidies and organises customer and work facilities
- ◆ observes the in-house control plan
- ◆ ensures customer satisfaction.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Work shift performance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with the establishment's policy
	plans and schedules assignments for their work shift according to set guidelines	plans and schedules assignments for their work shift	plans and schedules assignments for their work shift based on given needs
	works according to the set schedule, but occasionally requires assistance	works according to the set schedule	works efficiently and according to the set schedule
Maintenance of customer and work facilities	maintains and stocks customer and work facilities	maintains and stocks customer and work facilities in accordance with reservations made	maintains and stocks customer and work facilities in accordance with reservations made and given situations
Working in customer service and sales	notes the customer's arrival and serves them politely as a representative of the establishment, but occasionally requires assistance	notes the customer's arrival and serves them politely as a representative of the establishment in accordance with set guidelines	notes the customer's arrival and serves them politely and on his/her own initiative as a representative of the establishment
	takes care of food service on the buffet or line	takes care of food service on the buffet or line	takes care of food service on the buffet or line
	sells and offers services and products at the establishment	effectively sells and offers services and products at the establishment	effectively and independently sells and offers services and products at the establishment
	ensures the quality and availability of products for sale	independently ensures the quality and availability of products for sale	ensures the quality and availability of products for sale on his/her own initiative and in a responsible manner
	if necessary, participates in the booking of customers for an accommodation unit under supervision	if necessary, participates in the booking of customers for an accommodation unit, in accordance with set guidelines	if necessary, participates in the booking of customers for an accommodation unit, in some cases independently

	tidies and organises customer and work facilities and sorts waste	tidies and organises customer and work facilities and sorts waste independently	independently tidies and organises customer and work facilities when not performing other duties and thoroughly sorts waste
Ensuring customer satisfaction	receives customer feedback on services or products and thanks the customer.	receives customer feedback on services or products, thanks the customer, and forwards the feedback to their supervisors.	actively solicits feedback on services or products, thanks the customer, and forwards the feedback to their supervisors.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Maintaining the line or buffet	sets out line or buffet equipment and supplements it in accordance with set guidelines	sets out line or buffet equipment and supplements it	independently sets out line or buffet equipment and supplements it
	sets out line or buffet foods and drinks	sets out line or buffet foods and drinks	independently sets out line or buffet foods and drinks
Serving drinks	under supervision, observes serving temperatures, methods and equipment for the drink selection on offer	observes serving temperatures, methods and equipment for the drink selection on offer	independently observes serving temperatures, methods and equipment for the drink selection on offer
Working with reservations	works in accordance with work orders or reservations together with another person	works in accordance with work orders or reservations	works flexibly in accordance with work orders or reservations
Registration of sales and billing	under supervision, uses the cash register or cashier system, registers sales, and bills customers using standard payment methods.	in accordance with set guidelines, uses the cash register or cashier system, registers sales, and bills customers using standard payment methods.	effectively and independently uses the cash register or cashier system, registers sales, and bills customers using standard payment methods.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Functioning in accordance with the business idea	is familiar with the business idea of their own establishment to the extent that they can present key products and services under supervision	is familiar with the business idea of their own establishment to the extent that they can present key products and services	is familiar with the business idea of their own establishment to the extent that they can present key products and services as well as partners

	works in accordance with quality requirements, under supervision	in accordance with set guidelines, is familiar with work-related quality requirements and works in accordance with them	is familiar with work-related quality requirements and works in accordance with them
	knows the pricing system for key products and bills customers, under supervision	knows the pricing system for products and bills customers, in accordance with set guidelines	knows the pricing system for products and bills customers independently
Product and nutrition knowledge	is familiar with special diets and food and beverage products belonging to the product range to the extent that they can, under supervision, reliably explain the suitability of products to people with special dietary needs	is familiar with special diets and food and beverage products belonging to the product range to the extent that they can, in accordance with set guidelines, reliably explain the suitability of products to people with special dietary needs	is familiar with special diets and food and beverage products belonging to the product range to the extent that they can reliably explain the suitability of products to people with special dietary needs
	in accordance with set guidelines, can explain the origin of ingredients used in products	can explain the origin of ingredients used in products	can fluently and adeptly explain the origin of ingredients used in products
	is familiar with the principles of healthy eating habits and diet to the extent that they can explain, under supervision, the nutritional and health benefits of the products for sale	is familiar with the principles of healthy eating habits and diet to the extent that they can explain the nutritional and health benefits of the products for sale	is familiar with the principles of healthy eating habits and diet to the extent that they can explain the nutritional and health benefits of the products for sale as well as recommend suitable products to the customer
Working with alcoholic beverages	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines
	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and manages service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language

Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other domestic language	serves customers in Finnish or Swedish and manages service situations fluently in the other domestic language and in one foreign language
Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language.	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language.	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	can act in accordance with set guidelines in work situations	acts in a responsible manner in work situations and adapts their approach in accordance with set guidelines	acts in a responsible manner in work situations and independently adapts their approach based on feedback given
Interaction and co-operation	works as a member of the workgroup performs tasks within their job description, but occasionally requires guidance	works as a member of the workgroup performs tasks within their job description thoroughly and takes the next shift into consideration in their work	works as an independent member of the workgroup acts in a responsible manner, assists others and takes the next shift into consideration in their work
Health, safety and ability to function	observes the in-house control plan acts in accordance with the principles of occupational safety and ergonomics in their work assignments observes all safety guidelines and regulations at their establishment	observes the in-house control plan acts in accordance with the principles of occupational safety and ergonomics in their work assignments observes all safety guidelines and regulations at their establishment	observes the in-house control plan acts independently in accordance with the principles of occupational safety and ergonomics in their work assignments in a responsible manner, observes all safety guidelines and regulations at their establishment

Vocational ethics	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment
	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour and changing situations
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on customer service assignments in co-operation with other employees at their establishment. They maintain customer and work facilities, sell and serve establishment products and services, register sales, and bill customers and sell and serve alcoholic beverages. If necessary, they participate in providing customer accommodations. The student or candidate demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning: learning and problem solving, interaction and co-operation, and health, safety and ability to function.

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

4.2.2 Serving meals and beverages

Vocational skills requirements

The student or candidate

- ◆ maintains customer and work facilities
- ◆ receives customers and serves them for the duration of the service process
- ◆ knows the products being sold and their quality requirements
- ◆ presents, sells and serves meals and beverages to customers and customer groups
- ◆ utilises sector-specific language skills in customer service
- ◆ sells and serves alcoholic beverages
- ◆ registers sales and bills customers
- ◆ tidies and organises customer and work facilities
- ◆ uses basic gastronomic terms
- ◆ ensures customer satisfaction
- ◆ assesses their own work and performance

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Work shift performance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with the establishment's policy

	plans and schedules assignments for their work shift	plans and schedules assignments for their work shift	plans and schedules assignments for their work shift on their own initiative and according to given needs
Serving customers	maintains, tidies and organises customer and work facilities	maintains customer and work facilities and keeps them tidy for the duration of their shift	independently maintains customer and work facilities according to reservations made and given needs as well as keeps facilities tidy for the duration of their shift
	receives customers in a friendly manner in accordance with the establishment's service standards	receives customers in a friendly manner in accordance with the establishment's service standards	receives customers in a friendly manner in accordance with the establishment's service standards and based on any given situation
	presents, sells and serves food and beverages to customers and customer groups	presents, sells and serves food and beverages to customers and customer groups	expertly presents, sells and serves food and beverages to customers and customer groups, taking their needs into consideration
	observes working order and schedules in accordance with set guidelines	observes working order and scheduling independently	observes working order and scheduling smoothly in accordance with customer orders and needs
Ensuring customer satisfaction	receives customer feedback on services or products, thanks the customer and welcomes them to return	receives customer feedback on services or products, thanks the customer, welcomes them to return and forwards the feedback to their supervisors	actively solicits feedback on services or products, thanks the customer, welcomes them to return and forwards the feedback to their supervisors
Preparing for shift changes	under supervision, performs shift change tasks in accordance with the establishment operating standards	in accordance with set guidelines, performs shift change tasks in accordance with the establishment operating standards	independently performs most shift change tasks in accordance with the establishment operating standards
Performance self-assessment	assesses the strengths and weaknesses of their own performance.	assesses the strengths of their own performance and opportunities to work professionally.	independently assesses the strengths of their own performance and opportunities to work professionally.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2.Mastering working methods, tools and materials	The student or candidate		
Use of food and beverage service methods and techniques	is familiar with the products for sale, recommendation lists, orders and knows how to use the appropriate serving techniques	is familiar with the products for sale, recommendation lists, orders and serving techniques	has independently familiarised themselves with the products for sale, recommendation lists, orders and serving techniques
	sets customer tables in accordance with establishment guidelines and handles serving ware and silverware hygienically	sets customer tables in accordance with establishment guidelines and given needs as well as handles serving ware and silverware hygienically	independently sets customer tables in accordance with establishment guidelines and given needs as well as handles serving ware and silverware hygienically and carefully
	uses serving ware appropriate to the dishes, beverages and serving techniques being used	independently uses serving ware appropriate to the dishes, beverages and serving techniques being used	adeptly uses serving ware appropriate to the dishes, beverages and serving techniques being used
	serves plated dishes or provides silver service under supervision	serves plated dishes or provides silver service	serves plated dishes or provides silver service in cooperation with kitchen staff according to need
	under supervision, observes serving temperatures, methods and equipment for the drink selection on offer	observes serving temperatures, methods and equipment for the drink selection on offer	independently observes serving temperatures, methods and equipment for the drink selection on offer
	uses a serving tray	uses a serving tray independently according to need	adeptly and smoothly uses a serving tray according to need
	Registering sales and keeping accounts	registers sales and bills customers	adeptly registers sales and bills customers
keeps sales accounts, under supervision.		keeps sales accounts, in accordance with set guidelines.	keeps sales accounts independently.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Presenting food and beverages	is familiar with the food and beverage products being sold and recommendations to the extent that they can present them to the customers for each dining situation and recommend suitable beverages for any given food as well as explain the origin of the products	is familiar with the food and beverage products being sold and recommendations to the extent that they can adeptly present them to the customers for each dining situation and recommend suitable beverages for any given food as well as explain the origin of the products	is familiar with the food and beverage products being sold and recommendations to the extent that they can actively present them to the customers for each dining situation and recommend suitable beverages for any given food as well as comprehensively explain the origin of the products
	in accordance with guidelines, is familiar with fundamental gastronomic terms to the extent that they can interpret menu items for the customer	is familiar with fundamental gastronomic terms to the extent that they can interpret menu items for the customer	is familiar with fundamental gastronomic terms to the extent that they can fluently interpret menu items for the customer
	can explain the suitability of food and beverage products to customers with special dietary needs more commonly encountered	can adeptly explain the suitability of food and beverage products to customers with special dietary needs more commonly encountered	can recommend the appropriate alternatives for customers with special dietary needs more commonly encountered as well as combine food and beverage products to form meals
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	Serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language
Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language

Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language
Knowledge of culinary traditions and customs	observes the appropriate food culture and customs for a given event	observes the appropriate food culture and custom for a given event	observes the appropriate food culture and custom for a given event
Working with alcoholic beverages	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines
	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act
Cost-effective and profitable performance	under supervision, takes time usage and other resources into consideration in the performance of their duties	in accordance with set guidelines, takes time usage and other resources into consideration in the performance of their duties	independently takes time usage and other resources into consideration in the performance of their duties toward promoting the profitability of their organisation
	is familiar with the sector cost structure and works in a cost-effective manner under supervision	is familiar with the sector cost structure and works in a cost-effective manner	is familiar with the sector cost structure and works in a cost-effective and productive manner
Acting in accordance with the principles of sustainable development	observes workplace operating methods that are compliant with the principles of sustainable development.	observes workplace operating methods that are compliant with the principles of sustainable development.	in a responsible manner. observes workplace operating methods that are compliant with the principles of sustainable development.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Learning and problem solving	The student or candidate plans their work and receives feedback	plans their own work, receives feedback and acts upon it	plans their own work, receives feedback and acts upon it
	requires supervision in new situations or when changes occur in the operating environment	adapts to new situations or when changes occur in the operating environment, in accordance with set guidelines	when changes occur in work, knows how to act independently according to the given situation and, if necessary, can adapt their working habits

Interaction and co-operation	functions as a member of a workgroup in foodservice customer service assignments	functions actively as a member of a workgroup in foodservice customer service assignments	functions actively and positively as a member of a workgroup in foodservice customer service assignments
	assists others in workstation assignments, upon request	assists others in workstation assignments	assists others in workstation assignments upon observing a need in accordance with work situations
	informs other employees of changes and wishes, under supervision	informs other employees of changes and wishes, in accordance with set guidelines	promotes the quality of the service offering through their own work by providing information and working in co-operation with other employees
Health, safety and ability to function	maintains the safety and ergonomics of the working environment in familiar situations	maintains the safety and ergonomics of the working environment	independently maintains the safety and ergonomics of the working environment
	maintains their functional and working capacity in their work	on his/her own initiative, their functional and working capacity in their work	actively maintains their functional and working capacity in their work
	observes safety regulations and guidelines	observes workplace safety regulations and guidelines	in a responsible manner, observes safety regulations and guidelines, and reports any hazards or risks discovered
	knows what to do in emergency first aid situations	knows what to do in emergency first aid situations	knows what to do in emergency first aid situations
Vocational ethics	serves all customers equally, taking cultural differences or other background characteristics into consideration	serves all customers equally, taking cultural differences or other background characteristics into consideration	serves all customers equally and tactfully, taking cultural differences or other background characteristics into consideration
	handles customer-specific needs and constraints in their own work, under supervision	handles customer-specific needs and constraints in their own work	independently handles customer-specific needs and constraints in their own work
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on customer service assignments at restaurants, staff restaurants or for institutional kitchen customers in co-operation with other employees at the workplace. They maintain customer and work facilities, present, sell and serve á la carte and catered dishes and beverages, serve alcoholic beverages, register and keep account of sales, and bill customers. The student or candidate demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge: presenting food and beverages, acting in accordance with the principles of sustainable development, cost-effective and profitable performance, working with alcoholic beverages and a command of sector-specific language skills (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning in their entirety.

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

4.3 STUDY PROGRAMME/SPECIALISATION IN HOTEL SERVICES, HOTEL RECEPTIONIST

4.3.1 Customer service and sales

Vocational skills requirements

The student or candidate

- ◆ maintains and stocks customer and work facilities
- ◆ serves customers in accordance with the business idea or operating guidelines of the establishment
- ◆ utilises sector-specific language skills in customer service
- ◆ sells food, drinks and, if necessary, accommodation services to customers or customer groups
- ◆ participates in check-in and check-out functions, wherever necessary
- ◆ functions in the sale and service of alcoholic beverages
- ◆ registers sales and bills customers
- ◆ tidies and organises customer and work facilities
- ◆ observes the in-house control plan
- ◆ ensures customer satisfaction.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Work shift performance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance

	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with the establishment's policy
	plans and schedules work shift assignments according to set guidelines	plans and schedules work shift assignments	plans and schedules work shift assignments based on given needs
	works according to the set schedule, but occasionally requires assistance	works according to the set schedule	works efficiently and according to the set schedule
Maintenance of customer and work facilities	maintains and stocks customer and work facilities	maintains and stocks customer and work facilities in accordance with reservations made	maintains and stocks customer and work facilities in accordance with reservations made and given situations
Working in customer service and sales	notes the customer's arrival and greets them politely as a representative of the establishment, but occasionally requires assistance	notes the customer's arrival and serves them politely as a representative of the establishment in accordance with set guidelines	notes the customer's arrival and serves them politely and independently as a representative of the establishment
	takes care of food service on the buffet or line	takes care of food service on the buffet or line	takes care of food service on the buffet or line
	sells and offers services and products at the establishment	effectively sells and offers services and products at the establishment	effectively and independently sells and offers services and products at the establishment
	ensures the quality and availability of products for sale	independently ensures the quality and availability of products for sale	independently and in a responsible manner ensures the quality and availability of products for sale
	if necessary, participates in the booking of customers for an accommodation unit with another person	if necessary, participates in the booking of customers for an accommodation unit, in accordance with set guidelines	if necessary, participates in the booking of customers for an accommodation unit, in some cases independently
	tidies and organises customer and work facilities and sorts waste	tidies and organises customer and work facilities and sorts waste on his/her own initiative	independently tidies and organises customer and work facilities when not performing other duties and thoroughly sorts waste
Ensuring customer satisfaction	receives customer feedback on services or products and thanks the customer.	receives customer feedback on services or products, thanks the customer and forwards the feedback to their supervisors.	actively solicits feedback on services or products, thanks the customer and forwards the feedback to their supervisors.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Maintaining the line or buffet	sets out line or buffet equipment and supplements it in accordance with guidelines	sets out line or buffet equipment and supplements it	independently sets out line or buffet equipment and supplements it
	sets out line or buffet foods and drinks	sets out line or buffet foods and drinks	independently sets out line or buffet foods and drinks
Serving drinks	under supervision, observes serving temperatures, methods and equipment for the drink selection on offer	observes serving temperatures, methods and equipment for the drink selection on offer	independently observes serving temperatures, methods and equipment for the drink selection on offer
Working with reservations	works in accordance with work orders or reservations together with another person	works in accordance with work orders or reservations	works flexibly in accordance with work orders or reservations
Registration of sales and billing	under supervision, uses the cash register or cashier system, registers sales, and bills customers using standard payment methods.	in accordance with set guidelines, uses the cash register or cashier system, registers sales and, bills customers using standard payment methods.	effectively and independently uses the cash register or cashier system, registers sales and bills, customers using standard payment methods.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Functioning in accordance with the business idea	is familiar with the business idea of their own establishment to the extent that they can present key products and services under supervision	is familiar with the business idea of their own establishment to the extent that they can present key products and services	is familiar with the business idea of their own establishment to the extent that they can present key products and services as well as partners
	works in accordance with quality requirements under supervision	in accordance with set guidelines, is familiar with work-related quality requirements and works in accordance with them	is familiar with work-related quality requirements and works in accordance with them
	knows the pricing system for key products and bills customers, under supervision	knows the pricing system for products and bills customers, in accordance with set guidelines	knows the pricing system for products and bills customers independently

Product and nutrition knowledge	is familiar with special diets and food and beverage products belonging to the product range to the extent that they can, under supervision, reliably explain the suitability of products for people with special dietary needs	is familiar with special diets and food and beverage products belonging to the product range to the extent that they can, in accordance with set guidelines, reliably explain the suitability of products for people with special dietary needs	is familiar with special diets and food and beverage products belonging to the product range to the extent that they can reliably explain the suitability of products for people with special dietary needs
	in accordance with set guidelines, can explain the origin of ingredients used in products in accordance with set guidelines	can explain the origin of ingredients used in products	can fluently and adeptly explain the origin of ingredients used in products
	is familiar with the principles of healthy eating habits and diet to the extent that they can explain, under supervision, the nutritional and health benefits of the products for sale	is familiar with the principles of healthy eating habits and diet to the extent that they can explain the nutritional and health benefits of the products for sale	is familiar with the principles of healthy eating habits and diet to the extent that they can explain the nutritional and health benefits of the products for sale as well as recommend suitable products to the customer
Working with alcoholic beverages	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines
	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language
Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language

Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language.	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language.	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language.
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TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	can act in accordance with set guidelines in work situations	acts in a responsible manner in work situations and adapts their approach in accordance with set guidelines	acts in a responsible manner in work situations and independently adapts their approach based on feedback given
Interaction and co-operation	works as a member of a workgroup	works as a member of a workgroup	works as an independent member of a workgroup
	performs tasks within their job description, but occasionally requires guidance	performs tasks within their job description thoroughly and takes the next shift into consideration in their work	acts in a responsible manner, assists others and takes the next shift into consideration in their work
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	acts in accordance with the principles of occupational safety and ergonomics in their work assignments	acts in accordance with the principles of occupational safety and ergonomics in their work assignments	acts independently in accordance with the principles of occupational safety and ergonomics in their work assignments
	observes all safety guidelines and regulations at their establishment	observes all safety guidelines and regulations at their establishment	in a responsible manner, observes all safety guidelines and regulations at their establishment
Vocational ethics	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment
	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour and changing situations
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on customer service assignments in co-operation with other employees at their establishment. They maintain customer and work facilities, sell and serve establishment products and services, register sales and bill customers and sell and serve alcoholic beverages. If necessary, they participate in providing customer accommodations. The student or candidate demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning, learning and problem solving, interaction and co-operation, and health, safety and ability to function.

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

4.3.2 Reception customer service

Vocational skills requirements

The student or candidate

- ◆ tidies and organises customer and work facilities
- ◆ sells and presents accommodation unit products and services
- ◆ receives customers and checks them in
- ◆ ensures the availability of information and sales products
- ◆ serves both foreign and domestic accommodation unit customers
- ◆ utilises sector-specific language skills in customer service
- ◆ guides and advises customers
- ◆ if necessary, maintains guest rooms for customers
- ◆ checks customers out

- ◆ ensures customer satisfaction
- ◆ performs shift change tasks
- ◆ assesses their own work and performance.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Work shift performance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with the establishment's policy
	plans and schedules work shift assignments	plans and schedules work shift assignments	plans and schedules assignments for their work shift independently and according to given needs
Performing reception customer service duties	orders, reserves and sells services for customers or performs other customer service related tasks, under supervision	orders, reserves and sells services for customers or performs other customer service related tasks, in accordance with set guidelines	independently orders, reserves and sells services for customers or performs other customer service related tasks
	tidies and organises customer and work facilities	tidies and organises customer and work facilities	independently tidies and organises customer and work facilities, and maintains tidiness for the duration of their shift
	if necessary, prepares guest rooms for customers, in accordance with set guidelines	if necessary, prepares guest rooms for customers	if necessary, independently prepares guest rooms for customers

Ensuring customer satisfaction	receives customer feedback on services or products, thanks the customer and welcomes them to return	receives customer feedback on services or products, thanks the customer, welcomes them to return and forwards the feedback to their supervisors	actively solicits feedback on services or products, thanks the customer, welcomes them to return and forwards the feedback to their supervisors
Preparing for shift changes	under supervision, performs shift change tasks in accordance with the establishment operating standards	in accordance with set guidelines, performs shift change tasks in accordance with the establishment operating standards	independently performs most shift change tasks in accordance with the establishment operating standards
Performance self-assessment	self-assesses the strengths and weaknesses of their own performance.	assesses the strengths of their own performance and opportunities to work professionally.	independently assesses the strengths of their own performance and opportunities to work professionally.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Use of the accommodation unit information and reservation system	under supervision, uses the information and reservation system and required communications equipment in room sales and customer service	in accordance with set guidelines, uses the information and reservation system and required communications equipment in room sales and customer service	uses their workplace information and reservation system and required communications equipment in room sales and customer service
	in accordance with set guidelines, keeps abreast of the room availability, room status and list of customers checking in and out	independently keeps abreast of the room availability, room status and list of customers checking in and out	independently and thoroughly keeps abreast of the room availability, room status and list of customers checking in and out
Registering room reservations	receives room reservations and enters them into the system, under supervision	receives room reservations and enters them into the hotel system, in accordance with set guidelines	receives room reservations and thoroughly enters them and any changes to them or cancellations into the hotel system
Receiving customers	receives customers in a friendly manner, checks individual customer reservations, in accordance with set guidelines, opens a guest account and enters the customer(s) as checked in	receives customers in a friendly manner, checks individual and group reservations, in accordance with set guidelines, opens a guest account and enters the customer(s) as checked in	receives customers in a friendly manner, independently checks individual and group reservations, in accordance with set guidelines, opens a guest account and enters the customer(s) as checked in

Use of the payment terminal system	under supervision, checks out and bills individual customers	in accordance with set guidelines and fully prepared, handles common customer check-out procedures, and bills customers	fully prepared, handles various customer check-out procedures independently, bills customers, and ensures continuity of the customer relationship
	under supervision, uses the establishment's hotel and payment terminal system	in accordance with set guidelines, uses the establishment's hotel and payment terminal system for common procedures, but occasionally requires supervision	independently uses the establishment's hotel and payment terminal system in common procedures
	can manage the processing of cash and credit payments.	has a command of cash and credit payment processing and verification procedures.	has a mastery of cash and credit payment processing and verification procedures and ensures that the hotel guest's invoice is correct.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Cost-effective and profitable performance	under supervision, takes time usage and other resources into consideration in the performance of their duties	in accordance with set guidelines, takes time usage and other resources into consideration in the performance of their duties	independently takes time usage and other resources into consideration in the performance of their duties toward promoting the profitability of their organization
	is familiar with the sector cost structure and works in a cost-effective manner under supervision	is familiar with the sector cost structure and works in a cost-effective manner	is familiar with the sector cost structure and works in a cost-effective and productive manner
Presenting products and services	presents accommodation unit rooms and common restaurant products, in accordance with set guidelines	upon request, presents the various guest rooms, amenities, restaurant food and beverage products and other auxiliary services of the accommodation unit	on his/her own initiative, presents the accommodation unit: room types, amenities, restaurant food and beverage products, and other auxiliary services
	is familiar with key local tourist services to the extent that they can present them, under supervision	is familiar with key local tourist services to the extent that they can present them, in accordance with set guidelines	is familiar with local tourist services to the extent that they can present them independently
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language

Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language
Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language
Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language	in addition to the training language, serves customers in Finnish or Swedish and manages service situations in one other language
Acting in accordance with the principles of sustainable development	observes workplace operating methods that are compliant with the principles of sustainable development.	observes workplace operating methods that are compliant with the principles of sustainable development.	in a responsible manner, observes workplace operating methods that are compliant with the principles of sustainable development.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Learning and problem solving	The student or candidate plans their work and receives feedback	plans their own work, receives feedback and acts upon it	plans their own work, receives feedback and acts upon it
	requires supervision in new situations or when changes occur in the operating environment	adapts to new situations or when changes occur in the operating environment, in accordance with set guidelines	when changes occur in work, knows how to act independently according to the given situation and, if necessary, can adapt their working habits
Interaction and co-operation	functions as a member of a workgroup in accommodation unit customer service assignments	functions as an active member of a workgroup in accommodation unit customer service assignments	functions as an active and positive member of a workgroup in accommodation unit customer service assignments
	assists others in workstation assignments, upon request	assists others in workstation assignments	assists others in workstation assignments upon observing a need, in accordance with work situations

	informs other employees of changes and wishes, under supervision	informs other employees of changes and wishes, in accordance with set guidelines	promotes the quality of the service offering through their own work by providing information and working in co-operation with other employees
Health, safety and ability to function	maintains the safety and ergonomics of the working environment in familiar situations	maintains the safety and ergonomics of the working environment	independently maintains the safety and ergonomics of the working environment
	maintains their functional and working capacity in their work	on his/her own initiative, maintains their functional and working capacity in their work	actively maintains their functional and working capacity in their work
	observes accommodation unit safety regulations and guidelines	observes accommodation unit safety regulations and guidelines	in a responsible manner, observes accommodation unit safety regulations and guidelines, identifies and reports any hazards or risks discovered
	knows what to do in emergency first aid situations	knows what to do in emergency first aid situations	knows what to do in emergency first aid situations
Vocational ethics	serves all customers equally, taking cultural differences or other background characteristics into consideration	serves all customers equally, taking cultural differences or other background characteristics into consideration	serves all customers equally and tactfully, taking cultural differences or other background characteristics into consideration
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on customer service assignments in co-operation with other employees at the reception of an accommodation unit. They order and sell products and services, receive and bill customers using the reservation system and payment terminal system. He/she demonstrate his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety (if necessary, room maintenance)
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning in their entirety.

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

4.4 STUDY PROGRAMME/SPECIALISATION IN COOKERY, COOK

4.4.1 Preparation of lunch dishes

Vocational skills requirements

The student or candidate

- ◆ receives, stocks and stores ingredients and other supplies
- ◆ handles and uses foodstuffs at different degrees of processing
- ◆ prepares lunch dishes and baked goods in accordance with basic recipes and preparation methods
- ◆ can increase and decrease recipe quantities
- ◆ adapts dishes to meet customer or customer group needs
- ◆ if necessary, participates in menu planning
- ◆ schedules their daily work assignment
- ◆ lays out dishes
- ◆ participates in customer service compliant with the workplace business idea
- ◆ tidies and organises work and customer facilities
- ◆ observes the in-house control plan.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Work shift performance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with the establishment's policy
	plans their shift assignments according to the number of orders and estimated customer volume, under supervision	plans and schedules their shift assignments according to the number of orders and estimated customer volume, in accordance with set guidelines	on his/her own initiative, plans and schedules their shift assignments according to the number of orders and estimated customer volume
	schedules and phases their work as a member of a workgroup	schedules and phases their work as a member of a workgroup, in accordance with set guidelines, and stays on schedule	independently schedules and phases their work and work order as a member of workgroup, and stays on schedule
Preparation of lunch dishes and customer service	receives, stocks, and stores ingredients and other supplies, in accordance with set guidelines	receives, stocks, and stores ingredients and other supplies	independently receives, stocks, and stores raw ingredients and other supplies
	prepares delicious, nutritious and healthy lunch dishes, under supervision	prepares delicious, nutritious and healthy lunch dishes	on his/her own initiative, prepares delicious, nutritious and healthy lunch dishes, in accordance with set recipes
	lays out lunch dishes, in accordance with set guidelines	lays out lunch dishes and ensures their sufficiency	independently lays out lunch dishes with attention to detail and ensures their sufficiency
	prepares sample dishes in accordance with nutritional recommendations, in accordance with set guidelines	prepares sample dishes in accordance with nutritional recommendations	independently prepares sample dishes in accordance with nutritional recommendations
	serves customers in a friendly manner in accordance with the establishment's service standards, but occasionally needs supervision	serves customers in a friendly manner in accordance with the establishment's service standards	serves customers in a friendly, customer-oriented manner in accordance with the establishment's service standards

Maintaining the tidiness and order of the working environment	tidies and organises the working environment	independently tidies and organises the working environment	thoroughly tidies and organises the working environment when not performing other duties
	performs dishware maintenance and sorts waste.	on his/her own initiative, performs dishware maintenance and sorts waste.	if necessary, performs dishware maintenance when not performing other duties and sorts waste.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
Handling raw ingredients	is familiar with the more common ingredients used at their workplace and judges their freshness and quality sensorily	is familiar with the ingredients used at their workplace and judges their freshness and quality sensorily	is familiar with the ingredients used at their workplace, can judge their freshness and quality sensorily, and reports any deviations
	selects, prepares and uses lunch dish ingredients, in accordance with set guidelines and avoiding waste	selects, prepares and uses lunch dish ingredients, avoiding waste	independently selects, prepares and uses lunch dish ingredients and prepares delicious servings with them, avoiding waste
Use of food preparation and baking utensils, equipment and methods	uses machines, equipment and utensils necessary in the preparation of lunch dishes and baking, and cleans them	independently uses machines, equipment and utensils necessary in the preparation of lunch dishes and baking, and cleans them	adeptly and independently uses machines, equipment and utensils necessary in the preparation of lunch dishes and baking, and cleans them
	prepares lunch dishes and baked goods using the most common methods, using basic recipes or recipe guidelines	prepares lunch dishes and baked goods using the most common methods, using basic recipes or recipe guidelines	independently prepares lunch dishes and baked goods using the most common methods, using basic recipes or recipe guidelines
	in accordance with set guidelines, stores ingredients and foods at the correct temperatures, also during food service	stores ingredients and foods at the correct temperatures, also during food service	independently stores ingredients and foods at the correct temperatures, also during food service
	safely uses protective equipment, utensils and methods, in accordance with set guidelines.	safely uses protective equipment, utensils and methods, in accordance with set guidelines.	safely uses protective equipment, utensils and methods, in accordance with set guidelines
			maintains machines, equipment and utensils and notifies their supervisor of faulty equipment.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Functioning in accordance with the business idea	is familiar with the business idea of their own establishment to the extent that they can present key products and services under supervision	is familiar with the business idea of their own establishment to the extent that they can present key products and services	is familiar with the business idea of their own establishment to the extent that they can present key products and services and partners
High quality performance and acting in accordance with the principles of sustainable development	works in accordance with quality requirements under supervision	in accordance with set guidelines, is familiar with work-related quality requirements and works in accordance with them	is familiar with work-related quality requirements and works in a responsible manner in accordance with them
Knowledge of ingredients and dishes	is familiar with dishes and ingredients to the extent that they can explain, under supervision, the establishment's dishes and ingredients and their origins	is familiar with dishes and ingredients to the extent that they can explain, in accordance with set guidelines, the establishment's dishes and ingredients and their origins	is familiar with dishes and ingredients to the extent that they can explain, comprehensively, the establishment's dishes and ingredients and their origins
Observing nutritional recommendations	is familiar with the fundamental principles of a healthy diet to the extent that they can prepare, under supervision, delicious, healthy and nourishing lunch food	is familiar with the fundamental principles of a healthy diet to the extent that they can prepare delicious, healthy and nourishing lunch food	is familiar with the fundamental principles of a healthy diet to the extent that they can independently prepare delicious, healthy and nourishing lunch food from recipes
Preparing special-needs dishes	under supervision, is familiar with vegetarian and special-needs diets and can interpret product information to the extent that they are capable of preparing more common lunch dishes in accordance with special-needs diets with the help of someone else	is familiar with vegetarian and special-needs diets and can interpret product information to the extent that they are capable of preparing more common lunch dishes in accordance with special-needs diets	is familiar with vegetarian and special-needs diets and can interpret product information to the extent that they are capable of independently preparing more common lunch dishes in accordance with special-needs diets
Adapting recipes	increases, decreases and adapts recipes, in accordance with set guidelines, using sector recipe software	increases, decreases and adapts recipes using sector recipe software	knows the customer group-specific portion size and increases, decreases, and adapts recipes independently, using sector recipe software

Menu planning	is familiar with the principles of menu planning to the extent that they are capable of presenting the dishes comprising the establishment lunch menu and, if necessary, participates in the planning of the menu, under supervision.	knows the principles of menu planning and, if necessary, plans the lunch menu, in accordance with set guidelines.	knows the principles of menu planning and, if necessary, independently plans the lunch menu, in accordance with set guidelines.
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TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	can act in accordance with set guidelines in work situations	acts in a responsible manner in work situations and adapts their approach in accordance with set guidelines	acts in a responsible manner in work situations and independently adapts their approach based on feedback given
Interaction and co-operation	works as a member of a workgroup	works as a member of a workgroup	works as an independent member of a workgroup
	performs tasks within their job description, but occasionally requires guidance	thoroughly performs the tasks within their job description	acts in a responsible manner, assists others, and takes the next shift and employee into consideration in their work
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	observes all safety guidelines and regulations at their establishment	observes all safety guidelines and regulations at their establishment	in a responsible manner, observes all safety guidelines and regulations at their establishment
Vocational ethics	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment
	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour and changing situations
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on food preparation and customer service assignments at restaurants or for institutional kitchen customers in co-operation with other employees at the workplace. He/she receives and handles raw ingredients and other products, prepares and presents lunch dishes and conducts in-house control checks. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration it to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge: functioning in accordance with the business idea, high quality performance and acting in accordance with the principles of sustainable development, knowledge of ingredients and dishes, preparing special-needs dishes, adapting recipes, and menu planning
- ◆ key competences for lifelong learning: learning and problem solving, health, safety and ability to function.

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

4.4.2 Preparation of dishes

Vocational skills requirements

The student or candidate

- ◆ schedules their daily work assignment
- ◆ adapts dishes to meet customer or customer group needs
- ◆ prepares à la carte dishes and catered foods as well as baked goods
- ◆ lays out and presents dishes
- ◆ participates in customer service compliant with the workplace business idea
- ◆ tidies and organises work and customer facilities
- ◆ observes the in-house control plan
- ◆ observes the fundamental principles of gastronomy
- ◆ ensures customer satisfaction
- ◆ assesses their own work and performance

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Work shift performance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with the establishment's policy
	plans and schedules work shift assignments	plans and schedules work shift assignments according to customer volume and orders placed	independently plans and schedules work shift assignments according to customer volume and orders placed
Preparation of dishes	prepares dishes, occasionally requiring supervision	prepares dishes independently, in accordance with set guidelines	prepares dishes independently, in accordance with establishment recipes
	lays out dishes, observing portion sizes	lays out dishes nicely and with attention to detail, observing portion sizes	lays out dishes, observing portion sizes based on the nature of an event, with attention to detail, consistently and in accordance with the set service technique
High quality performance and acting in accordance with the principles of sustainable development	maintaining the tidiness and order of the working environment	maintaining the tidiness and order of the working environment	maintaining the tidiness and order of the working environment
	performs dishware maintenance and sorts waste	performs dishware maintenance independently and sorts waste	performs dishware maintenance independently when not performing other tasks, and sorts waste
Ensuring customer satisfaction	receives customer feedback on services or products, under supervision, and thanks the customer	receives customer feedback on services or products, thanks the customer and forwards the feedback to their supervisors	actively solicits feedback on services or products, thanks the customer and forwards the feedback to their supervisors

	works in accordance with the business idea of the establishment in customer service tasks, under supervision	works in accordance with the business idea of the establishment in customer service tasks	adeptly works in accordance with the business idea of the establishment in customer service tasks
Preparing for shift changes or the next work day	under supervision, performs tasks related to the shift change or next work day in accordance with the establishment operating guidelines	in accordance with set guidelines, performs tasks related to the shift change or next work day in accordance with establishment operating guidelines	independently performs most tasks related to the shift change or next work day in accordance with establishment operating guidelines
Safe and responsible performance	observes establishment safety regulations and does not pose a danger to themselves or others	observes establishment safety regulations and takes workgroup, member, customer and their own safety into consideration in their work	observes establishment safety regulations and takes the safety of the workgroup, member, customer and themselves into consideration in their work
			identifies and reports any hazards and risks discovered
Performance self-assessment	self-assesses the strengths and weaknesses of their own performance.	assesses the strengths of their own performance and opportunities to work professionally.	independently assesses the strengths of their own performance and opportunities to work professionally.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Use of ingredients	selects and uses ingredients for dishes and catered foods and assesses their quality	independently selects and uses ingredients for dishes and catered foods and assesses their quality	independently selects and uses ingredients for dishes and catered foods and assesses their quality
Use of food preparation methods and utensils	using different methods, prepares delicious, nutritious and consistent dishes for various customer groups	using different methods, prepares delicious, nutritious and consistent dishes, in accordance with the recipe or set guidelines, for various customer groups	using different methods, independently prepares delicious, nutritious and consistent dishes, in accordance with the recipe or set guidelines, for various customer groups
	works profitably and economically in accordance with set guidelines and takes waste into consideration	works profitably and economically and takes waste into consideration	works profitably and economically and anticipates waste

	uses the establishment's machines, equipment and utensils for the preparation of dishes	independently uses the establishment's machines, equipment and utensils for the preparation of dishes	independently uses the establishment's machines, equipment and utensils for the preparation of dishes
	cleans machines, equipment and utensils needed for food preparation.	independently cleans machines, equipment and utensils needed for food preparation.	independently cleans machines, equipment and utensils needed for food preparation.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Application of gastronomic knowledge	in accordance with set guidelines, prepares dishes observing the more common gastronomic principles	prepares dishes observing the more common gastronomic principles	independently prepares dishes observing the more common gastronomic principles
	under supervision, prepares portions, giving attention to the flavour, colour, consistency, portion size and presentation of products	prepares portions, giving attention to the flavour, colour, consistency, portion size and presentation of products	independently prepares portions, giving attention to the flavour, colour, consistency, portion size and presentation of products
Observing nutritional recommendations and preparing foods for special-needs diets	prepares dishes in accordance with nutritional recommendations	prepares dishes in accordance with nutritional recommendations	prepares dishes in accordance with nutritional recommendations
	adapts and prepares dishes for special-needs diets in accordance with customer needs	adapts and prepares dishes for special-needs diets in accordance with customer needs	independently adapts and prepares dishes for special-needs diets in accordance with customer needs
Cost-effective and profitable performance	under supervision, takes time usage and other resources into consideration in the performance of their duties	in accordance with set guidelines, takes time usage and other resources into consideration in the performance of their duties	independently takes time usage and other resources into consideration in the performance of their duties toward promoting the profitability of their organisation
	is familiar with the sector cost structure and works in a cost-effective manner, under supervision	is familiar with the sector cost structure and works in a cost-effective manner	is familiar with the sector cost structure and works in a cost-effective and productive manner
Acting in accordance with the principles of sustainable development	observes workplace operating methods that are compliant with the principles of sustainable development.	observes workplace operating methods that are compliant with the principles of sustainable development.	in a responsible manner, observes workplace operating methods that are compliant with the principles of sustainable development.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	plans their work and receives feedback	plans their own work, receives feedback and acts upon it	plans their own work, receives feedback and acts upon it
	requires supervision in new situations or when changes occur in the operating environment	adapts to new situations or when changes occur in the operating environment, in accordance with set guidelines	when changes occur in work, knows how to act independently according to the given situation and, if necessary, can adapt their working habits
Interaction and co-operation	functions as the member of a workgroup in food preparation assignments	functions as an active member of a workgroup in food preparation assignments	functions as an active and positive member of a workgroup in food preparation assignments
	assists others in workstation assignments, upon request	assists others in workstation assignments	assists others in workstation assignments upon observing a need in accordance with the work situation
	informs other employees of changes and wishes, under supervision	informs other employees of changes and wishes, in accordance with set guidelines	promotes the quality of the service offering through their own work by providing information and working in co-operation with other employees
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
		maintains the safety and ergonomics of the working environment	independently maintains the safety and ergonomics of the working environment
	maintains their functional and working capacity in their work	on his/her own initiative, their functional and working capacity in their work	actively maintains their functional and working capacity in their work
	observes safety regulations and guidelines	observes workplace safety regulations and guidelines	in a responsible manner, observes safety regulations and guidelines, identifies and reports any hazards and risks discovered
	knows what to do in emergency first aid situations	knows what to do in emergency first aid situations	knows what to do in emergency first aid situations
Vocational ethics	serves all customers equally, taking cultural differences or other background characteristics into consideration	serves all customers equally, taking cultural differences or other background characteristics into consideration	serves all customers equally and tactfully, taking cultural differences or other background characteristics into consideration

	handles customer-specific needs in their own work, under supervision	handles customer-specific needs and constraints in their own work, in accordance with set guidelines	independently handles customer-specific needs in their own work
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on customer service assignments at restaurants, staff restaurants or for institutional kitchen customers in co-operation with other employees at the workplace. He/she prepares and presents dishes, plans and schedules their work assignments, observes the in-house control plan, and maintains the tidiness and pleasantness of customer and work facilities. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration must comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge: observing nutritional recommendations and preparing foods for special-needs diets, cost-effective and profitable performance and acting in accordance with the principles of sustainable development
- ◆ key competences for lifelong learning in their entirety.

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

4.5 OPTIONAL MODULES FOR ALL

4.5.1 À la carte food preparation

Vocational skills requirements

The student or candidate

- ◆ plans their daily work assignment and phasing
- ◆ prepares the restaurant à la carte menu dishes, side orders and desserts in accordance with recipes
- ◆ makes versatile use of ingredients and food preparation methods
- ◆ finishes and lays out dishes for service
- ◆ works in co-operation with the wait staff in customer service
- ◆ prepares à la carte dishes for customers with special dietary needs
- ◆ tidies and organises the working environment
- ◆ applies gastronomic principles in the preparation and assembly of dishes
- ◆ observes the in-house control plan.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Planning of work shift assignments	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with establishment policy

	plans and schedules their shift assignments according to the number of orders and estimated customer volume, in accordance with set guidelines	plans and schedules their shift assignments according to the number of orders and estimated customer volume	plans and schedules their shift assignments according to the number of orders and estimated customer volume independently and according to given needs
Preparation and presentation of à la carte dishes	does preparation work	does preparation work independently	does preparation work independently to the extent that products remain first-rate
	prepares appetisers, main courses and desserts on the establishment menu according to recipes, but occasionally requires supervision	prepares appetisers, main courses and desserts on the establishment menu according to recipes	prepares appetisers, main courses and desserts on the establishment menu according to recipes, ensuring that the end outcome is of the highest quality and delicious
	acts in accordance with customer orders	acts adeptly in accordance with customer orders	independently and efficiently schedules food preparation assignments in accordance with customer orders
	lays out dishes nicely, observing portion sizes	lays out dishes nicely and aesthetically, observing portion sizes	independently lays out dishes nicely and aesthetically, observing portion sizes
Performing food preparation follow-up work and shift change tasks	cleans work facilities, utensils, machines and equipment, and organises supplies.	independently cleans work facilities, utensils, machines and equipment, and organises supplies	independently cleans work facilities, utensils, machines and equipment, and adeptly organises supplies
		prepares products needed for the next shift, in accordance with set guidelines.	independently prepares products needed for the next shift and provides information about them.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
Selecting and handling ingredients	knows, selects and handles the ingredients used in menu dishes	independently knows, selects and handles the ingredients used in menu dishes	knows, selects and handles the ingredients used in menu dishes comprehensively in varying work situations

Use of food preparation utensils, machines and equipment	uses and cleans machines, equipment and utensils required in the preparation of à la carte dishes, in accordance with set guidelines	uses and cleans machines, equipment and utensils required in the preparation of à la carte dishes	independently uses and cleans machines, equipment and utensils required in the preparation of à la carte dishes
Use of food preparation methods	prepares à la carte dishes using establishment machines, equipment and utensils	prepares à la carte dishes with methods prescribed for them, using establishment machines, equipment and utensils	on his/her own initiative, prepares à la carte dishes with methods prescribed for them, using establishment machines, equipment and utensils
	prepares à la carte dishes profitably and economically	prepares à la carte dishes, in accordance with recipes or set guidelines, profitably and economically, and takes waste into consideration	independently prepares à la carte dishes, in accordance with recipes or set guidelines, profitably and economically, and takes waste into consideration
	prepares individual catered dishes.	prepares a few catered dishes simultaneously.	prepares several catered dishes simultaneously and shifts easily from one task to another, even in unexpected circumstances.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Acting in accordance with the business idea	under supervision, acts in accordance with the establishment business idea	acts in accordance with the establishment business idea	acts in accordance with the establishment business idea
Application of gastronomic knowledge	knows the more common gastronomic dishes and can use gastronomic vocabulary	knows gastronomic dishes and uses gastronomic vocabulary fluently	possesses a comprehensive knowledge of gastronomic dishes and uses gastronomic vocabulary fluently
	is familiar with gastronomy to the extent that they can, under supervision, apply the more common gastronomic principles in the planning, preparation and assembly of dishes	is familiar with gastronomy to the extent that they can apply the more common gastronomic principles in the planning, preparation and assembly of dishes	is familiar with gastronomy to the extent that they can independently apply the more common gastronomic principles in the planning, preparation and assembly of dishes
Applying knowledge of dishes	is familiar with national and international ingredients, products and dishes to the extent that they can present the establishment's à la carte menu offering	is familiar with national and international ingredients, products and dishes to the extent that they can present the establishment's à la carte menu offering as well as the origin of ingredients	is familiar with national and international ingredients, products and dishes to the extent that they can present the establishment's à la carte menu offering as well as the origin of ingredients

	prepares national or international à la carte meals, in accordance with set guidelines	on his/her own initiative, prepares national or international à la carte meals	independently prepares national or international à la carte meals
Preparing dishes for customers with special diet needs	adapts and prepares à la carte dishes for customers with special dietary needs, in accordance with set guidelines	on his/her own initiative, adapts and prepares à la carte dishes for customers with special dietary needs, in accordance with set guidelines	independently and in a responsible manner adapts and prepares à la carte dishes for customers with special dietary needs
Pricing dishes	under supervision, calculates the cost and sales price in accordance with the target margin.	in accordance with set guidelines, calculates the cost and sales price in accordance with the target margin.	independently calculates the cost and sales price in accordance with the target margin.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning	The student or candidate		
Learning and problem solving	plans their work, but requires supervision in new situations or when changes occur in the operating environment	plans their own work and can function in new situations or when changes occur in the working environment, in accordance with set guidelines	independently plans assignments within their purview and can function adeptly in new situations or when changes occur in the working environment
	assesses their work performance and receives feedback	assesses their work performance while working, receives feedback and acts upon it	assesses their own work performance, explains their assessment and develops their work approaches based on feedback received
Interaction and co-operation	functions as a member of a workgroup in restaurant assignments	functions as a member of a workgroup and in co-operation with the wait staff in restaurant assignments	actively and positively functions as a member of a workgroup and in co-operation with the wait staff in restaurant assignments
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	maintains the safety and ergonomics of the working environment in familiar situations	maintains the safety and ergonomics of the working environment	in a responsible manner maintains the safety and ergonomics of the working environment
	observes all safety guidelines and regulations at their place of business	observes all safety guidelines and regulations at their place of business	observes all safety guidelines and regulations at their place of business

Vocational ethics	under supervision, ensures that customer-specific needs are met in the preparation of dishes	in accordance with set guidelines, ensures that customer-specific needs are met in the preparation of dishes	independently ensures that customer-specific needs are met in the preparation of dishes
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines and exercises tact.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on food preparation assignments at restaurants, in co-operation with other employees. He/she prepares and presents **à la carte dishes on the menu, using recipes**. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge: application of gastronomic knowledge, applying knowledge of dishes and preparing dishes for customers with special dietary needs
- ◆ key competences for lifelong learning in their entirety.

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

4.5.2 À la carte service

Vocational skills requirements

The student or candidate

- ◆ plans their daily work assignment and scheduling
- ◆ maintains and stocks customer and work facilities
- ◆ receives and serves customers in an à la carte restaurant
- ◆ presents, recommends and sells dishes and multi-course meals as well as the suitable beverages for dining occasions

- ◆ serves food and beverages in the appropriate manner
- ◆ serves à la carte dishes in accordance with the requirements of customers with special dietary needs
- ◆ uses gastronomic terms
- ◆ utilises sector-specific language skills in customer service
- ◆ participates in table-side food preparation
- ◆ registers sales and bills customers
- ◆ determines service transactions and ensures customer satisfaction
- ◆ keeps wait staff accounts
- ◆ tidies customer and work facilities
- ◆ works in co-operation with the kitchen staff.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning of work shift assignments	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with the establishment's policy
	plans their work shift assignments, taking the estimated customer volume and orders placed into consideration	plans their work shift assignments, taking the estimated customer volume, orders placed and kitchen guidelines into consideration	plans their work shift assignments, taking the estimated customer volume, orders placed and kitchen guidelines into consideration, and anticipates changes

	maintains and stocks customer and work facilities in accordance with reservations made	maintains customer and work facilities in accordance with the reservations made and according to the situation	independently maintains customer and work facilities in accordance with reservations made and according to the situation
Sale and service of á la carte dishes and beverages	receives customers in a friendly manner in accordance with the establishment's service standards	receives customers in a friendly manner in accordance with the establishment's service standards	receives customers in a friendly manner in accordance with the company service standards and based on any given situation
	presents, recommends and sells food and beverages	presents, recommends and sells food and beverages, and makes additional sales in accordance with set guidelines	independently presents, recommends and sells food and beverages, and makes additional sales in accordance with set guidelines
	registers sales and bills customers, but occasionally requires supervision	registers sales and bills customers, in accordance with set guidelines	independently registers sales and bills customers, in accordance with the establishment operating guidelines
	participates in keeping wait staff accounts	keeps wait staff accounts, in accordance with set guidelines	independently keeps wait staff accounts
	tidies and organises customer and work facilities	tidies and organises customer and work facilities	tidies and organises customer and work facilities
Ensuring customer satisfaction	in accordance with set guidelines, solicits feedback on services and products in accordance with the establishment's service model	solicits feedback on services and products in accordance with the establishment's service model and forwards the feedback	ensures customer satisfaction in service and products and forwards feedback
	thanks customers and welcomes them to return	thanks customers and welcomes them to return	thanks customers and welcomes them to return
Performing shift change tasks	under supervision, informs the incoming employee of the customer and sales situation.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	The student or candidate		
Use of service methods and utensils for á la carte dishes and beverages	handles serving ware hygienically and carefully	handles serving ware hygienically and carefully	handles serving ware hygienically and carefully
	serves food and beverages and gives attention to their presentation methods	serves food and beverages and gives attention to their appropriate presentation methods	independently serves food and beverages and gives attention to their appropriate presentation methods
	selects utensils appropriate to the serving methods	selects utensils appropriate to the serving methods	independently selects utensils appropriate to the serving methods
	serves food and beverages using the appropriate serving methods	serves food, beverages and combinations of them using the appropriate serving methods	adeptly serves food, beverages and combinations of them using the appropriate serving methods
	uses a serving tray	uses a serving tray in situations requiring them	uses a serving tray in situations requiring them
	serves plated dishes using the appropriate carrying techniques and serves or portions food, under supervision	serves plated dishes using the appropriate carrying techniques and serves or portions food, in accordance with set guidelines	adeptly serves plated dishes according to each situation and serves or portions food
	participates in table-side food preparation, together with another person	in accordance with set guidelines, performs table-side food preparation tasks	performs table-side food preparation as part of the waiter/waitress assignment
	Registering sales and keeping accounts	registers sales and bills customers using different payment methods	registers sales and bills customers using different payment methods
keeps wait staff accounts, but occasionally requires supervision.		keeps wait staff accounts, in accordance with set guidelines.	independently keeps wait staff accounts.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	The student or candidate		
Applying product knowledge	is familiar with beverage serving recommendations, preparation methods and serving techniques to the extent that they can explain food and beverage products and their origins to customers, in accordance with set guidelines	is familiar with beverage serving recommendations, preparation methods and serving techniques to the extent that they can explain food and beverage products and their origins to customers on their own initiative	is familiar with beverage serving recommendations, preparation methods and serving techniques to the extent that they can adeptly and easily explain food and beverage products and their origins to customers, in accordance with set guidelines

	recommends suitable beverages for dishes	recommends suitable beverages for dishes and occasions	independently recommends suitable beverages for dishes and occasions
	can explain the suitability of food and beverage products to customers with special dietary needs more commonly encountered	can explain the suitability of food and beverage products to customers with special dietary needs	can explain the suitability of food and beverage products and recommend suitable product combinations to customers
Use of gastronomic terms	is familiar with gastronomy and, under supervision, interprets gastronomic terms and dish names on the à la carte menu to customers	is familiar with gastronomy and, in accordance with set guidelines, interprets gastronomic terms and dish names on the à la carte menu to customers	is familiar with gastronomy and interprets gastronomic terms and dish names on the à la carte menu to customers
Applying knowledge of dishes	is familiar with national and international ingredients, products and dishes to the extent that they can present customers the establishment's à la carte menu offering	is familiar with national and international ingredients, products and dishes to the extent that they can present customers the establishment's à la carte menu offering and the origin of ingredients	is familiar with national and international ingredients, products and dishes to the extent that they can present customers the establishment's à la carte menu offering and the origin of ingredients on their own initiative
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language
Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language
Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language

Working with alcoholic beverages	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines
	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act
Acting in accordance with service etiquette	works in accordance with set guidelines.	works in accordance with set guidelines and service etiquette.	works in accordance with operating guidelines and service etiquette.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	plans their work, but requires supervision in new situations or when changes occur in the operating environment	plans their own work and can function in new situations or when changes occur in the working environment, in accordance with set guidelines	independently plans assignments within their purview and can function adeptly in new situations or when changes occur in the working environment
	assesses their work performance and receives feedback	assesses their work performance while working, receives feedback and acts upon it	assesses their own work performance, explains their assessment and develops their work approaches based on feedback received
Interaction and co-operation	functions as a member of a workgroup in restaurant assignments	functions as a member of a workgroup and in co-operation with kitchen staff in restaurant assignments	actively functions as a member of a workgroup and in co-operation with kitchen staff in restaurant assignments
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	works ergonomically	works ergonomically	works ergonomically
	takes safety and health issues into consideration in planning their own work and maintains working environment safety	takes safety and health issues into consideration in planning their own work and maintains working environment safety	independently takes safety and health issues into consideration in planning their own work and applies what they have learned even in unexpected circumstances
Vocational ethics	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon
	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour and based on any given situation

	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.
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Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on customer service and alcoholic beverage service assignments at restaurants, in co-operation with other employees. He/she presents, recommends, sells and serves establishment à la carte dishes and beverages, registers and bills sales, and keeps wait staff accounts. The student or candidate demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge: applying product knowledge, use of gastronomic terms, applying knowledge of dishes, working with alcoholic beverages and a command of sector-specific language skills (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning in their entirety.

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

4.5.3 Selling and serving beverages

Vocational skills requirements

The student or candidate

- ◆ stocks and maintains sales, work and customer facilities
- ◆ recommends, sells and serves beverages and other products
- ◆ works in a customer service capacity
- ◆ utilises sector-specific language skills in customer service
- ◆ prepares and serves the more popular cocktails

- ◆ serves alcoholic beverages in compliance with licensing regulations
- ◆ registers sales and bills customers
- ◆ keeps a shift account and performs other shift change tasks
- ◆ tidies and organises customer and work facilities and ensures that the premises have a pleasant ambience
- ◆ works in co-operation with other staff.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Planning of work shift assignments	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	plans and schedules work shift assignments	plans and schedules work shift assignments	independently plans and schedules work shift assignments
	in accordance with set guidelines, maintains and stocks customer, work and sales facilities at the establishment together with another person	in accordance with set guidelines, maintains and stocks customer, work and sales facilities at the establishment	on his/her own initiative, maintains and stocks customer, work and sales facilities at the establishment, in accordance with set guidelines
Serving and selling beverages	notes the customer's arrival and behaves in accordance with the establishment's service standards	notes the customer's arrival, behaves in accordance with the establishment's service standards and interacts with the customer	notes the customer's arrival, serves them immediately in accordance with the establishment's service standards and makes every effort to ensure their satisfaction for the duration of the service process
	presents and sells beverages and other products	presents, recommends and sells beverages and other products	presents, recommends and sells other products independently and strives to increase sales

	registers sales, bills customers using different payment methods and participates in keeping wait staff accounts, under supervision	registers sales, bills customers using different payment methods and keeps wait staff accounts, in accordance with set guidelines	independently thoroughly registers sales, bills customers using different payment methods and keeps wait staff accounts
Preparation of cocktails	under supervision, prepares the more popular cocktails	in accordance with set guidelines, prepares the more popular cocktails	in accordance with set guidelines, adeptly prepares the more popular cocktails
Customer- and employee-safe work approaches	taking safety risks into consideration, works without jeopardising their own safety or that of others, in accordance with establishment guidelines	taking safety risks into consideration, works without jeopardising their own safety or that of others, in accordance with establishment guidelines	taking safety risks into consideration, works without jeopardising their own safety or that of others, in accordance with establishment guidelines
			anticipates safety risks and reports them in accordance with establishment guidelines
Ensuring customer satisfaction	in accordance with set guidelines, solicits feedback on services and products	solicits feedback on services and products and forwards the feedback	independently solicits feedback on services and products and forwards the feedback
	thanks customers and welcomes them to return	thanks customers and welcomes them to return	thanks customers and welcomes them to return
Performing shift change tasks	tidies and organises customer, work and sales facilities	tidies and organises customer, work and sales facilities on his/her own initiative	independently and effectively tidies and organises customer, work and sales facilities
	under supervision, informs the incoming employee of the customer and sales situation.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Storage, preparation and serving of beverages	stores beverages, in accordance with set guidelines	stores beverages on his/her own initiative	independently stores beverages
	in accordance with set guidelines, serves beverages at the correct temperature in the correct glasses	serves beverages at the correct temperature in the correct glasses	on his/her initiative, serves beverages at the correct temperature in the correct glasses

	prepares and serves the more popular cocktails, under supervision	prepares and serves the more popular cocktails, in accordance with set guidelines, using the appropriate methods	independently prepares and serves the more popular cocktails, using the appropriate methods
Use and cleaning of utensils and equipment	uses and cleans utensils and equipment used in the preparation and serving of beverages, in accordance with set guidelines.	on his/her own initiative, uses and cleans utensils and equipment used in the preparation and serving of beverages.	independently uses utensils and equipment used in the preparation and serving of beverages and cleans them when not performing other duties.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Working with alcoholic beverages	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines
	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act
Applying product knowledge	presents the applications and prices for more popular products	presents the applications, prices and preparation methods for more popular products	comprehensively and expertly presents applications, prices and preparation methods for products
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language
Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language

Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language.	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language.	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language.
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TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Learning and problem solving	The student or candidate plans their work, but requires supervision in new situations or when changes occur in the operating environment	plans their own work and can function in new situations or when changes occur in the working environment, in accordance with set guidelines	independently plans assignments within their purview and can function adeptly in new situations or when changes occur in the working environment
	assesses their work performance and receives feedback	assesses their work performance while working, receives feedback and acts upon it	assesses their own work performance, explains their assessment and develops their work approaches based on feedback received
Interaction and co-operation	functions as a member of a workgroup in serving alcoholic beverages at a licensed restaurant	functions as a member of a workgroup in serving alcoholic beverages at a licensed restaurant	actively functions as a member of a workgroup in serving alcoholic beverages at a licensed restaurant
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	ensures the safety of the working environment	ensures the safety of the working environment and maintains it	in a responsible manner, ensures the safety of the working environment
		knows their own role in maintaining safety	knows their own role in maintaining safety
	works ergonomically	works ergonomically	works ergonomically
Vocational ethics	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon
	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour and based on any given situation
	observes confidentiality guidelines	observes confidentiality guidelines	observes confidentiality guidelines
	sorts in accordance with the principles of sustainable development.	sorts in accordance with the principles of sustainable development.	sorts in accordance with the principles of sustainable development.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on customer service assignments at a licensed restaurant in accordance with the establishment business idea and in co-operation with other employees. He/she makes recommendations, sells, prepares and serves beverages and other products to establishments serving alcoholic beverages in compliance with licensing regulations and other guidelines. He/she registers and bills sales and ensures customer and employee safety. He/she demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning in their entirety.

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

4.5.4 Cafeteria services

Vocational skills requirements

The student or candidate

- ◆ maintains customer and work facilities
- ◆ prepares and lays out cafeteria products and ensures their quality
- ◆ uses and cleans cafeteria machines and equipment
- ◆ makes recommendations, sells and serves cafeteria food and beverage products
- ◆ registers sales and bills customers
- ◆ works in a customer service capacity
- ◆ utilises sector-specific language skills in customer service
- ◆ tidies and organises customer and work facilities

- ♦ observes the in-house control plan
- ♦ ensures customer satisfaction.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Planning of work shift assignments	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with company policy
	plans and schedules work shift assignments, in accordance with set guidelines	plans and schedules work shift assignments	plans and schedules assignments for their work shift independently and according to given needs
Maintenance of customer and work facilities	maintains café customer and work facilities, together with another person	maintains customer and work facilities, in accordance with set guidelines	on his/her own initiative, maintains customer and work facilities in accordance with any given situation
	tidies and organises customer and work facilities, together with another person	tidies and organises customer and work facilities, in accordance with set guidelines	independently tidies and organises customer and work facilities
Preparation of café products and serving customers	prepares and lays out cafeteria products, in accordance with set guidelines	prepares and lays out cafeteria products on his/her own initiative	independently prepares and lays out cafeteria products, in accordance with the business idea

	notes the customer's arrival, is polite and does not hesitate to communicate with them in a service situation	notes the customer's arrival, is polite and communicates with them in a service-oriented manner	notes the customer's arrival, serves them immediately and makes every effort to ensure their satisfaction for the duration of the service process
	recommends and sells cafeteria products	recommends and sells cafeteria products on his/her own initiative	recommends and sells cafeteria products and makes every effort to increase sales
	thanks the customers and solicits their feedback on services or products	thanks the customers, solicits their feedback on services or products and forwards the feedback to their supervisors	thanks the customers, independently ensures customer satisfaction in services and products and forwards feedback to their supervisors
Performing shift change tasks	under supervision, informs the incoming employee of the customer and sales situation.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Preparation and presentation of cafeteria products	prepares cafeteria products using establishment machines and equipment	prepares cafeteria products using establishment machines and equipment	independently prepares cafeteria products, in accordance with set guidelines, using establishment machines and equipment
	prepares cafeteria foods and beverages using ingredients at various degrees of processing, assisting another	prepares cafeteria foods and beverages using ingredients at various degrees of processing, in accordance with set guidelines	on his/her own initiative, prepares cafeteria foods and beverages using ingredients at various degrees of processing
	stocks glass cases or the service line	stocks glass cases or the service line	independently stocks glass cases or the service line
	ensures the availability of products for sale	ensures the availability of products for sale, in accordance with set guidelines	ensures the availability and quality of products for sale on his/her own initiative
Use of the cashier system and coffee-making equipment	under supervision, uses cash registers or the cashier system and securely receives and processes the more common means of payment	adeptly uses cash registers or the cashier system and securely receives and processes the more common means of payment	has a command of the various cashiering functions, even during rush times, and independently processes various means of payment and cashier duties in a responsible manner

	refills dispensers as needed, in accordance with set guidelines	refills dispensers as needed	refills dispensers as needed and knows how to anticipate need
	cleans establishment machines or equipment.	cleans establishment machines or equipment on his/her own initiative.	on his/her own initiative, ensures the cleanliness of establishment machines or equipment and cleans as needed.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	The student or candidate		
Applying product knowledge	presents the main ingredients and prices of the more popular establishment products and, under supervision, recommends suitable products (lactose-free, non-dairy and gluten-free) for customers with special dietary needs	presents the main ingredients and prices of the more popular establishment products and recommends suitable products for customers with special dietary needs commonly encountered	comprehensively presents the main ingredients and prices of the more popular establishment products and recommends suitable products for customers with special dietary needs commonly encountered
Preparation, use and serving techniques of beverage products	is familiar with the preparation, use and serving techniques of beverages, under supervision, to the extent that they can prepare them according to the customer's wishes	is familiar with the preparation, use and serving techniques of beverages, in accordance with set guidelines, to the extent that they can prepare them according to the customer's wishes	on his/her own initiative, is familiar with the preparation, use and serving techniques of beverages to the extent that they can prepare them according to the customer's wishes
Product pricing	marks product prices, in accordance with set guidelines	using a pricing schedule, searches for the correct product price and marks it, in accordance with set guidelines	using a pricing schedule, independently searches for the correct product price and marks it
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language

Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language
Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language.	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language.	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	plans their work, but requires supervision in new situations	plans their own work and can function in new situations, in accordance with set guidelines	independently plans assignments within their purview and can function adeptly in new situations
Interaction and co-operation	functions as a member of a workgroup in cafeteria assignments	functions as a member of a workgroup in cafeteria assignments	functions actively and positively as a member of a workgroup in cafeteria assignments
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	works ergonomically	works ergonomically	works ergonomically
	observes establishment safety guidelines and regulations, and does not jeopardise their own safety or that of others	observes establishment safety regulations and takes workgroup, member, customer and their own safety into consideration in their work	observes establishment safety regulations and takes workgroup, member, customer and their own safety into consideration in their work identifies and reports any hazards and risks discovered
Vocational ethics	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon
	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour and based on any given situation
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on cafeteria work assignments in co-operation with other employees. He/she maintains customer and work facilities, prepares products or services, registers sales and ensures the tidiness and pleasantness of customer and work facilities. The student or candidate demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ♦ mastering the work process in its entirety
- ♦ mastering the work method, equipment and material in their entirety
- ♦ underpinning knowledge in its entirety (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ♦ key competences for lifelong learning: learning and problem solving, interaction and co-operation, and health, safety and ability to function.

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

4.5.5 Conference services

Vocational skills requirements

The student or candidate

- ♦ maintains and stocks conference, customer and work facilities
- ♦ functions in conference service assignments
- ♦ ensures the proper function of conference equipment and, if necessary, instructs customers in their use
- ♦ receives conference customers, provides instruction and advice on the use of conference services
- ♦ handles conference service tasks
- ♦ works in co-operation with other necessary personnel
- ♦ utilises sector-specific language skills in customer service

- ♦ tidies and organises customer and work facilities and ensures that the premises have a pleasant ambience
- ♦ ensures customer satisfaction.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Planning of work shift assignments	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with company policy
	plans and schedules work shift assignments, in accordance with set guidelines	plans and schedules work shift assignments	plans and schedules work shift assignments on his/her own initiative
Providing conference services	is familiar with orders, event instructions, required service method and other details, under supervision	is familiar with orders, event instructions, required service method and other details, in accordance with set guidelines	is familiar with orders, event instructions, required service method and other details on his/her own initiative
	maintains and stocks conference facilities and tests conference equipment, under supervision	maintains and stocks conference facilities and tests conference equipment, in accordance with set guidelines	maintains and stocks conference facilities and tests conference equipment mostly independently, in accordance with the customer's wishes
	receives the client ordering the conference services and, if necessary, provides instruction on the use of conference equipment	receives the client ordering the conference services and, if necessary, provides instruction on the use of conference equipment and services	independently receives the client ordering the conference services and, if necessary, provides instruction on the use of conference equipment and services

	receives the conference customers in a friendly manner and, upon request, provides instruction on the use of conference services	receives the conference customers in a friendly manner and, if necessary, provides instruction on the use of conference services	receives the conference customers in a friendly manner and actively provides instruction on the use of conference services
	serves conference beverages and food	serves conference beverages and food on his/her own initiative	adeptly and independently serves conference beverages and food
	tidies and organises customer and conference facilities for the duration that conference services are being provided and after the conference, together with another person	tidies and organises customer and conference facilities for the duration that conference services are being provided and after the conference, in accordance with set guidelines	on his/her own initiative, tidies and organises customer and conference facilities for the duration that conference services are being provided and after the conference
	solicits feedback from customers about conference services, in accordance with set guidelines	solicits feedback from customers about conference services	ensures customer satisfaction with conference services and forwards feedback
	thanks customers and welcomes them to return	thanks customers and welcomes them to return	thanks customers and welcomes them to return
Performing shift change tasks	puts conference facility furniture into the necessary arrangement following the event, under supervision	puts conference facility furniture into the necessary arrangement following the event, in accordance with set guidelines	independently puts conference facility furniture into the necessary arrangement following the event
	under supervision, informs the incoming employee of the customer and sales situation.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Use of conference equipment	checks the function of standard conference tools and equipment, but requires supervision	checks the function of standard conference tools and equipment in repetitive work situations	checks the function of standard conference tools and equipment on his/her own initiative
Acting in accordance with purchase orders	verifies the content of the purchase order and the details of services ordered, under supervision	if necessary, verifies the content of the purchase order and the details of services ordered, together with the customer	if necessary, verifies the content of the purchase order and the details of services ordered, together with the customer

Providing food and beverage service for conferences	with another person, provides food and beverage service for the conference in accordance with the conference schedule	provides food and beverage service for the conference in accordance with the conference schedule, in accordance with set guidelines	on his/her own initiative, provides food and beverage service for the conference in accordance with the conference schedule
	reports any deviations or changes, under supervision.	reports any deviations or changes, in accordance with set guidelines.	reports any deviations or changes on his/her own initiative.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Stocking conference facilities and verifying the order	arranges the conference table(s) in a manner appropriate to the event, together with another person	arranges the conference table(s) in a manner appropriate to the event, in accordance with set guidelines	arranges the conference table(s) in a manner appropriate to the event on his/her own initiative
	knows the establishment conference service product to the extent that they are capable of explaining the content of the product ordered to the customer	knows the establishment conference service product to the extent that they are capable of explaining the content of the product ordered to the customer, in accordance with set guidelines	knows the establishment conference service products comprehensively to the extent that they are capable of explaining the content of the product ordered to the customer and, if necessary, suggesting changes or soliciting additional products
Managing the conference service process according to schedule	under supervision, functions in accordance with the conference schedule	functions in accordance with the conference schedule and understands the importance of their own contribution to making the event a success	functions in accordance with the conference schedule, understands the importance of their own contribution to making the event a success and anticipates how the event will progress
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language

Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language
Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language
Knowledge of safety guidelines	in accordance with set guidelines, provides instruction on the observance of conference venue safety guidelines and shows emergency exit routes.	provides instruction on the observance of conference venue safety guidelines and shows emergency exit routes.	provides instruction on the observance of conference venue safety guidelines and shows emergency exit routes.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and improving one's own performance	can act in accordance with set guidelines in work situations	acts in a responsible manner in work situations and adapts their approach in accordance with set guidelines	acts in a responsible manner in work situations and, on his/her own initiative, adapts their approach based on feedback given
Interaction and co-operation	functions in an assistive capacity as a member of a workgroup in conference service assignments for accommodation or restaurant establishments	functions as a member of a workgroup in conference service assignments for accommodation or restaurant establishments	functions as an active member of a workgroup in conference service assignments for accommodation or restaurant establishments
Health, safety and ability to function	works ergonomically	works ergonomically	works ergonomically
	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
Vocational ethics	observes mutually agreed guidelines and rules	observes all mutually agreed guidelines and rules and is committed to establishment operations	observes all mutually agreed guidelines and rules and is committed to establishment operations
	acts appropriately and in accordance with the principles of good behaviour	acts appropriately and in accordance with the principles of good behaviour	acts appropriately, in accordance with the principles of good behaviour and based on any given situation
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on conference service assignments at accommodation or restaurant establishments in co-operation with other employees. He/she maintains conference and work facilities, ensures the function of conference equipment, and sets and serves conference food and beverages in accordance with the purchase order. He/she demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge: stocking conference facilities and verifying the order, managing the conference service process according to the schedule and a command of the sector-specific language (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning in their entirety.

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

4.5.6 Accommodation unit reservation functions

Vocational skills requirements

The student or candidate

- ◆ maintains customer and work facilities
- ◆ prepares for sales by monitoring the room availability
- ◆ works in a customer service capacity
- ◆ utilises sector-specific language skills in customer service
- ◆ presents and sells hotel products and services
- ◆ uses various reservation system functions and enters reservations
- ◆ informs other departments in the accommodation unit of the room availability
- ◆ uses loyal customer registers as a sales tool
- ◆ works in co-operation with other tourism retailers and other interest groups

- ◆ participates in communications and marketing functions
- ◆ observes the in-house control plan
- ◆ ensures customer satisfaction.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Planning of work shift assignments	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with company policy
	plans and schedules work shift assignments	plans and schedules work shift assignments	plans and schedules assignments for their work shift on his/her own initiative and according to given needs
	prepares for sales by monitoring the room availability, in accordance with set guidelines	prepares for sales by monitoring the room availability	prepares for sales by regularly monitoring the room availability
Working in sales functions	locates in the system the service packages and prices for more common sales transactions	locates in the system the service packages and prices for sales transactions	independently locates in the system the packages and prices for sales transactions
	upon request, presents products and services to customers	presents alternative products and services to customers on his/her own initiative	presents and markets alternative products and services on a customer-specific basis

	in accordance with set guidelines, sells the more common service packages based on room availability	sells the more common service packages based on the room availability and addresses order details	for the most part, independently sells service packages according to the room availability and operational flow for the day where both the customer and establishment are concerned
	if necessary, informs customers about the reservation and cancellation policies	if necessary, informs customers about the reservation and cancellation policies	if necessary, informs customers about the reservation and cancellation policies
	tidies and organises customer and work facilities	tidies and organises customer and work facilities	tidies and organises customer and work facilities on his/her own initiative
Participating in marketing functions	if necessary, makes purchase orders and, in accordance with set guidelines, informs other employees of reservations	if necessary, makes purchase orders and informs other employees of reservations	if necessary, makes purchase orders and, on his/her own initiative, informs other employees of reservations
	in accordance with set guidelines, participates in marketing assignments for the accommodation unit	participates in marketing assignments for the accommodation unit	actively participates in marketing assignments for the accommodation unit
Ensuring customer satisfaction	solicits customer feedback on services or products	solicits customer feedback on services or products and forwards the feedback to supervisors	ensures customer satisfaction in services and products and forwards feedback to supervisors
	thanks customers and welcomes them to return	thanks customers and welcomes them to return	thanks customers and welcomes them to return
Performing shift change tasks	under supervision, informs the incoming employee about the customer and sales situation.	informs the incoming employee about the customer and sales situation, in accordance with the establishment operating guidelines.	informs the incoming employee about the customer and sales situation, in accordance with the establishment operating guidelines.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Use of the reservations system	in accordance with set guidelines, enters reservations in the system and makes changes to them, under supervision	in accordance with set guidelines, enters reservations in the system and makes changes to them	for the most part, independently enters reservations in the system and makes the necessary changes to them

	searches the system for the more commonly sold products, ready-made service packages and their prices	searches the system for various products, service packages and their prices	searches the system for various products, service packages and their prices, and knows how to combine them in accordance with the customer's wishes
Using the loyal customer register	under supervision, uses the loyal customer register as a sales tool.	in accordance with set guidelines, uses the loyal customer register as a sales tool.	for the most part, independently uses the loyal customer register as a sales tool.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	The student or candidate		
Presenting products and services	presents to customers the more common accommodation unit products and services	comprehensively presents to customers the more common accommodation unit products and services	comprehensively presents to customers and recommends the more common accommodation unit products and services
	if necessary, explains the prices for more common products and services as well as the factors used in setting them	if necessary, explains the prices for products and services as well as the factors used in setting them	if necessary, thoroughly explains the prices for products and services as well as the factors used in setting them
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and fluently manages service situations in one foreign language
Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and fluently manages service situations in the other official language of Finland and one foreign language

Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language	in addition to the training language, serves customers in Finnish or Swedish and fluently manages service situations in one other language
Working in a co-operative network	knows the area tourism sector operators and other interest groups that work in partnership with their establishment and presents the services they offer to customers, under supervision.	knows the area tourism sector operators and other interest groups that work in partnership with their establishment and presents the services they offer to customers, in accordance with set guidelines.	knows the area tourism sector operators and other interest groups that work in partnership with their establishment and, on his/her own initiative, presents the services they offer to customers.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	plans their work, but requires supervision in new situations	plans their own work and assess their performance while on the job	independently plans their assignments, assesses their own performance and provides an explanation for their assessment
	assesses their work performance and receives feedback	receives feedback and acts on it	improves their performance based on feedback received
Interaction and co-operation	functions as a member of a workgroup and reports any changes to other employees and departments	functions as an active member of a workgroup and reports any changes to other employees and departments	functions as an active member of a workgroup and reports any changes to other employees and departments
			promotes the success of a given service entity through their own efforts
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	works ergonomically	works ergonomically	works ergonomically
	observes all safety guidelines and regulations at their place of business	observes all safety guidelines and regulations at their place of business	observes all safety guidelines and regulations at their place of business
Vocational ethics	serves all customers equally, taking cultural differences or other background characteristics into consideration	serves all customers equally, taking cultural differences or other background characteristics into consideration	serves all customers equally and tactfully, taking cultural differences or other background characteristics into consideration
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on customer service assignments in sales and reservations at an accommodation unit. He/she presents and sells products and services to individual and group customers using the reservations system and loyal customer register, and participates in marketing communications. He/she demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ work methods, equipment and materials in their entirety
- ◆ underpinning knowledge: presenting products and services and command of the sector-specific language (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning: learning and problem solving, interaction and co-operation, vocational ethics.

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

4.5.7 Service and distribution kitchen functions

Vocational skills requirements

The student or candidate

- ◆ places orders for the central production kitchen
- ◆ receives ingredients, foodstuffs and supplies
- ◆ if necessary, heats or prepares dishes or garnishes
- ◆ if necessary, advises and provides instruction in customer nutritional habits and customs
- ◆ lays out and presents dishes
- ◆ works in a customer service capacity
- ◆ tidies and organises the working environment
- ◆ performs dishware maintenance tasks

- ◆ observes the in-house control plan
- ◆ ensures customer satisfaction.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Planning of work shift assignments	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with company policy
	plans and schedules work shift assignments, in accordance with set guidelines	plans and schedules work shift assignments	plans and schedules work shift assignments
Maintenance of customer and work facilities	maintains facilities, in accordance with set guidelines	maintains facilities on his/her own initiative	on his/her own initiative, maintains facilities, taking customer needs into consideration
	organises products and utensils in their appropriate places	organises products and utensils in their appropriate places, as prescribed	organises products and utensils in their appropriate places, as prescribed, and ensures their availability
	places food orders, in accordance with set guidelines	places food orders on his/her own initiative	on his/her own initiative, places food orders and based on the customer situation
Managing food service	receives incoming food and supply shipments and checks their temperature, under supervision	receives incoming food and supply shipments and checks their temperature, in accordance with set guidelines	on his/her own initiative, receives incoming food and supply shipments and checks their temperature

	if necessary, heats foods	if necessary, heats or cooks foods, in accordance with set guidelines	if necessary, heats or cooks foods
	if necessary, sets out or serves foods at the distribution point	if necessary, sets out or serves foods at the distribution point, in accordance with given instructions	if necessary, sets out or serves foods at the distribution point on his/her own initiative
			ensures the appearance and quality of foods
Performing customer service duties	is polite and communicates with customers in service situations	is polite and communicates with customers in a service-oriented manner	is polite and functions as an active customer service representative
	under supervision, presents the suitability of products for special dietary needs more commonly encountered	presents the suitability of products for special dietary needs more commonly encountered	presents the suitability of products for special dietary needs more commonly encountered
	in accordance with set guidelines, solicits customer feedback on services or products	solicits customer feedback on services or products and forwards the feedback to supervisors	ensures customer satisfaction in services and products and forwards feedback to their supervisors
Maintaining the tidiness and order of the working environment	tidies and organises the working environment and performs dishware maintenance, in accordance with set guidelines.	tidies and organises the working environment and performs dishware maintenance on his/her own initiative.	tidies and organises the working environment and performs dishware maintenance on his/her own initiative and in a responsible manner.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Use of food preparation methods	processes ingredients and, if necessary, prepares breakfast or snack products, garnishes or baked goods, in accordance with set guidelines	processes ingredients and, if necessary, prepares breakfast or snack products, garnishes or baked goods	on his/her own initiative, processes ingredients and, if necessary, prepares breakfast or snack products, garnishes or baked goods
Use of service kitchen machines, equipment and utensils	uses key service kitchen machines, equipment, utensils and distribution equipment, and cleans them after use	on his/her own initiative ,uses service kitchen machines, equipment, utensils and distribution equipment, and cleans them after use	independently uses service kitchen machines, equipment, utensils and distribution equipment, and cleans them after use

	cleans carrying containers, in accordance with set guidelines.	cleans carrying containers on his/her own initiative.	cleans carrying containers on his/her own initiative and in a responsible manner.
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TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Working in accordance with the business idea	functions in accordance with the establishment business idea, together with someone else	functions in accordance with the establishment business idea	functions in accordance with the establishment business idea and works on his/her own initiative, taking into consideration the special needs of the service kitchen customer group in their work
Promoting culinary tradition, customs and nutrition	knows culinary traditions, customs and nutritional recommendations to the extent that they can, in accordance with set guidelines, present products and, if necessary, explain Finnish culinary traditions and customs as well as gives tips on enjoying healthy dining to customers	knows culinary traditions, customs and nutritional recommendations to the extent that they can present products and, if necessary, explain Finnish culinary traditions and customs as well as gives tips on enjoying healthy dining to customers	knows culinary traditions, customs and nutritional recommendations to the extent that they can present products on their own initiative and, if necessary, explain Finnish culinary traditions and customs as well as gives tips on enjoying healthy dining to customers
Knowledge of special dietary needs	checks special diet dishes, in accordance with set guidelines	checks special diet dishes	checks special diet dishes, based on orders placed
	correctly delivers individual customer dishes, in accordance with set guidelines.	correctly delivers individual customer dishes.	delivers individual customer dishes correctly and on his/her own initiative.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	can act in accordance with set guidelines in work situations	acts in a responsible manner in work situations and adapts their approach in accordance with set guidelines	acts in a responsible manner in work situations and, on his/her own initiative, adapts their approach based on feedback given
Interaction and co-operation	is able to work with different people and in groups	works in co-operation with a variety of people on the staff and in their group	works actively, positively, co-operatively and equally with different people as a member of the staff and group

Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	works ergonomically	works ergonomically	works ergonomically
	observes all safety guidelines and regulations at their place of business	observes all safety guidelines and regulations at their place of business	observes all safety guidelines and regulations at their place of business
Vocational ethics	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment
	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour in any given situation
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working on customer service assignments in service or distribution kitchen functions. He/she receives and prepares products or services, or, if necessary, heats and prepares parts of meals being served, serves dishes or distributes food to customers. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety, working in accordance with the business idea and a command of special dietary needs
- ◆ key competences for lifelong learning, Learning and problem solving, interaction and co-operation, and health, safety and functional capacity.

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

4.5.8 Fast food services

Vocational skills requirements

The student or candidate

- ◆ maintains sales, work and customer facilities
- ◆ prepares establishment fast food products
- ◆ ensures the quality and availability of products for sale
- ◆ recommends, sells and packs fast food and beverage products, taking special dietary needs into consideration
- ◆ works in a customer service capacity
- ◆ utilises sector-specific language skills in customer service
- ◆ registers sales and bills customers
- ◆ tidies and organises customer and work facilities and ensures that the premises have a pleasant ambience
- ◆ observes the in-house control plan.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Work shift performance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours
	plans and schedules work shift assignments, in accordance with set guidelines	plans and schedules work shift assignments	plans and schedules work shift assignments on his/her own initiative

Preparation of fast food products and customer service	maintains customer and work facilities	maintains customer and work facilities, according to operational needs	on his/her own initiative, maintains customer and work facilities in accordance with any given situation
	prepares fast food products or services, in accordance with set guidelines	prepares fast food products or services	independently prepares fast food products or services, in accordance with the business idea
	in accordance with set guidelines, prepares products that meet special dietary needs	prepares products that meet special dietary needs	independently prepares products that meet special dietary needs
	notes the customer's arrival, is polite and does not hesitate to communicate with them in a service situation	notes the customer's arrival, is polite and communicates with them in a service-oriented manner	notes the customer's arrival, serves them immediately and makes every effort to ensure their satisfaction for the duration of the service process
	sells fast food establishment products	recommends and sells fast food establishment products	recommends and sells fast food establishment products and makes every effort to increase sales
	in accordance with set guidelines, solicits customer feedback on services and thanks them	solicits their feedback on services or products, thanks them, and forwards the feedback to supervisors	independently ensures customer satisfaction in services and products, forwards feedback to supervisors, and thanks customers
	tidies and organises customer and work facilities, in accordance with set guidelines	tidies and organises customer and work facilities on his/her own initiative	independently tidies and organises customer and work facilities
Performing shift change tasks	under supervision, informs the incoming employee of the customer and sales situation.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.	informs the incoming employee of the customer and sales situation, in accordance with the establishment operating guidelines.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Preparation of fast food products and use of machines	prepares the more common fast food establishment products, using the establishment's machines and equipment	prepares fast food establishment products, using the establishment's machines and equipment	prepares fast food establishment products, independently using the establishment's machines and equipment

	stocks the sales counter with the appropriate products, ingredients, and supplies	stocks the sales counter with the appropriate products, ingredients, and supplies on his/her own initiative	independently stocks the sales counter with the appropriate products, ingredients, and supplies
	ensures the availability of products	ensures the availability and quality of products	independently ensures the availability and quality of products
	cleans machines and equipment, in accordance with set guidelines	cleans machines and equipment	ensures the cleanliness of establishment machines or equipment and cleans as needed on his/her own initiative
Use of the cashier system	under supervision, uses cash registers or the cashier system and securely receives and processes means of payment	adeptly uses cash registers or the cashier system and securely receives and processes means of payment	has a command of the various cashiering functions, even during rush times, and independently processes various means of payment and cashier duties in a responsible manner
	refills dispensers as needed, in accordance with set guidelines.	refills dispensers as needed.	refills dispensers as needed and knows how to anticipate need.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Applying product knowledge	presents the names, main ingredients and prices of the more popular establishment products and, under supervision, recommends suitable products (lactose-free, non-dairy and gluten-free) for customers with special dietary requirements	presents the names, main ingredients and prices of the more popular establishment products and recommends suitable products for customers with special dietary requirements commonly encountered	presents the names, main ingredients and prices of the more popular establishment products in a versatile manner and recommends suitable products for customers with special dietary requirements commonly encountered
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language

Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language
Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language.	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language.	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	requires guidance in assessing the success of their own work performance and is able to receive feedback	assesses the success of their own work performance and is able to receive feedback	assesses their own work performance and is able to explain their assessment as well as change their working habits, if necessary
Interaction and co-operation	is able to work with a variety of people on the staff and in their group, and can ask for help from others when necessary	works with a variety of people on the staff and in their group	works co-operatively and equally with different people as a member of the staff and group
Health, safety and ability to function	observes the establishment occupational safety guidelines and regulations and does not jeopardise their own safety or that of others	observes establishment safety regulations and takes workgroup, member, customer and their own safety into consideration in their work	observes establishment safety regulations and takes workgroup, member, customer and their own safety into consideration in their work
	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	works ergonomically	works ergonomically	works ergonomically
Vocational ethics	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour
	observes confidentiality guidelines	observes confidentiality guidelines	observes confidentiality guidelines
	acts in accordance with the principles of sustainable development.	acts in accordance with the principles of sustainable development.	acts in accordance with the principles of sustainable development.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in accordance with the business idea of a fast food establishment on customer service assignments in co-operation with other employees. He/she maintains customer and work facilities, stocks the sales counter, prepares products or services, registers sales and ensures the tidiness and pleasantness of customer and work facilities. He/she demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning: learning and problem solving, interaction and co-operation, and health, safety and ability to function.

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

4.5.9 Institutional kitchen food production

Vocational skills requirements

The student or candidate

- ◆ adapts recipes to suit the actual number of customers
- ◆ observes nutritional recommendations
- ◆ plans food preparation phases, scheduling and phasing
- ◆ prepares dishes and baked goods in accordance with standardised recipes
- ◆ adapts recipes to meet special dietary needs, according to customers or customer groups
- ◆ prepares dishes using institutional kitchen machines and equipment
- ◆ lays out dishes and, if necessary, packages them for delivery
- ◆ participates in customer service compliant with the business idea

- ◆ if necessary, provides advice and guidance on nutritional habits
- ◆ makes preparations for the next day
- ◆ tidies and organises customer and work facilities
- ◆ observes the in-house control plan.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Work shift performance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with company policy
Working in institutional kitchen food preparation	works in accordance with a set plan	plans and schedules food preparation phases, work assignment order and serial work, in accordance with set guidelines	on his/her own initiative, plans food preparation phases and serial work as well as work assignment order to form a smooth, functional entity
	takes safety into consideration in planning their own work and maintains the safety and ergonomics of the working environment in familiar situations	takes safety into consideration in planning their own work and maintains the safety and ergonomics of the working environment	on his/her own initiative, takes safety and health issues into consideration in planning their own work and applies what they have learned even in unexpected circumstances
	prepares more common foods and baked goods using standardised recipes	prepares foods and baked goods using standardised recipes	independently prepares foods and baked goods using standardised recipes

	prepares nutritious and delicious dishes, in accordance with set guidelines	prepares nutritious and delicious dishes	prepares nutritious and delicious dishes on his/her own initiative
Ensuring food quality	tastes and seasons foods to enhance flavour, in accordance with set guidelines	tastes and seasons foods to enhance flavour, and checks food temperature	on his/her own initiative, tastes and seasons foods to enhance flavour, and checks food appearance, flavour, consistency and temperature
Presentation and packaging	lays out foods and, if necessary, packages and sends the foods and supplies for delivery	lays out foods and, if necessary, packages and sends the foods and supplies to be delivered in accordance with purchase orders and set guidelines	on his/her own initiative, lays out foods and, if necessary, packages and sends the foods and supplies for delivery in accordance with purchase orders
Performing customer service duties	if necessary, performs customer service duties, together with someone else	if necessary, performs customer service duties	if necessary, performs customer service duties on his/her own initiative
	is polite and communicates with customers in service situations	is polite and communicates with customers in a service oriented manner	is polite and functions as an active customer service representative
	if necessary, puts together a sample plate, based on nutritional recommendations, in accordance with set guidelines	if necessary, puts together a sample plate, based on nutritional recommendation, in accordance with set guidelines	if necessary, independently puts together a sample plate, based on nutritional recommendations
	if necessary, advises customers on eating a healthy meal compliant with nutritional recommendations and Finnish culinary traditions and customs, in accordance with set guidelines	if necessary, advises customers on eating a healthy meal compliant with nutritional recommendations and Finnish culinary traditions and customs	actively advises customers on eating a healthy meal compliant with nutritional recommendations and Finnish culinary traditions and customs
Preparation for the next day or work shift	does preparation work, under supervision	checks menus for the next day or shift and does preparation work as a member of a workgroup, in accordance with set guidelines	on his/her own initiative, checks menus for the next day or shift and does preparation work as a member of a workgroup
Maintaining the tidiness and order of the working environment	tidies and organises work and customer facilities, in accordance with set guidelines	tidies and organises work and customer facilities	on his/her own initiative, tidies and organises work and customer facilities for the duration of their shift
	if necessary, performs dish-ware maintenance tasks	if necessary, performs dish-ware maintenance tasks	if necessary, performs dish-ware maintenance tasks on his/her own initiative
	if necessary, cleans carrying containers, in accordance with set guidelines.	if necessary, cleans carrying containers.	if necessary, cleans carrying containers on his/her own initiative.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Use of institutional kitchen machines and equipment	uses key institutional kitchen machines and equipment economically and safely	independently uses key institutional kitchen machines and equipment economically and safely	independently uses key institutional kitchen machines, equipment economically, safely and in a versatile manner
		in accordance with set guidelines, phases food preparation tasks, taking kitchen equipment capacity into consideration	phases food preparation tasks, taking kitchen equipment capacity into consideration
Use of ingredients	uses institutional kitchen ingredients and components appropriately	uses institutional kitchen ingredients and components appropriately and avoids generating waste	independently uses institutional kitchen ingredients and components appropriately and avoids generating waste
			uses substitutes for missing ingredients, in accordance with set guidelines
			compares how the food quantity corresponds with the given recipe
Use of food preparation methods	prepares large quantities using applicable methods, in accordance with set guidelines.	prepares large quantities using applicable methods.	independently prepares large quantities using applicable methods.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Knowledge of the sector, culinary traditions and customs	acts in accordance with the needs of institutional customer groups and in observance of culinary traditions and customs, in accordance with set guidelines	acts in accordance with the needs of institutional customer groups and in observance of culinary traditions and customs	independently acts in accordance with the needs of institutional customer groups and in observance of culinary traditions and customs
Adapting recipes	increases and decreases recipes using sector recipe guidelines	in accordance with set guidelines, increases and decreases recipes using sector recipe guidelines	independently increases and decreases recipes using sector recipe guidelines

Observing nutritional recommendations	knows the nutritional recommendations for their own establishment's customer group to the extent that they can prepare food that is delicious, healthy and in accordance with nutritional recommendations	knows the nutritional recommendations for their own establishment's customer group and is familiar with recommendations for other customer groups to the extent that they can prepare food that is delicious, healthy and in accordance with nutritional recommendations	knows the nutritional recommendations for their own establishment's customer group and is familiar with recommendations for other customer groups to the extent that they can independently prepare food that is delicious, healthy and in accordance with nutritional recommendations for a variety of customer groups
Knowledge of special dietary needs	is familiar with recipes and adapts them to suit special dietary needs, under supervision	is familiar with recipes and adapts them to suit special dietary needs, in accordance with set guidelines	is familiar with recipes and independently adapts them to suit special dietary needs
	interprets ingredient and processed food product information, so that the appropriate ingredients will be used in the preparation of foods for customers with special dietary needs.	interprets ingredient and processed food product information, so that the appropriate ingredients will be used in the preparation of foods for customers with special dietary needs.	independently interprets ingredient and processed food product information, so that the appropriate ingredients will be used in the preparation of foods for customers with special dietary needs.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	can act in accordance with set guidelines in work situations	acts responsibly in work situations and adapts their approach in accordance with set guidelines	acts responsibly in work situations and independently adapts their approach based on feedback given
Interaction and co-operation	functions as a member of a workgroup in institutional kitchen food preparation assignments and together with partners	functions as a member of a workgroup in institutional kitchen food preparation assignments and together with partners	actively and positively functions as a member of a workgroup in institutional kitchen food preparation assignments and together with partners
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	works ergonomically	works ergonomically	works ergonomically

Vocational ethics	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon, and is committed to the operation of their establishment
	acts appropriately and in accordance with the principles of good behaviour	acts appropriately and in accordance with the principles of good behaviour	acts appropriately, in accordance with the principles of good behaviour any given situation
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in food preparation assignments at institutional kitchens in co-operation with other employees. He/she prepares and presents menu food items and baked goods, taking into consideration the needs and nutritional recommendations of the customer or customer group. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety, adaptation of recipes, observance of nutritional recommendations and knowledge of special dietary needs
- ◆ key competences for lifelong learning in their entirety.

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

4.5.10 Preparation of catered and banquet dishes

Vocational skills requirements

The student or candidate

- ◆ familiarises themselves with the purchase order and determines the nature of the occasion
- ◆ plans food preparation phases, scheduling and phasing
- ◆ prepares catered and banquet foods
- ◆ uses the appropriate machines, equipment and utensils
- ◆ prepares foods and baked goods for occasions pre-ordered by a customer
- ◆ if necessary, packages foods for delivery
- ◆ lays out and presents foods, ensures that there is a sufficient quantity of products and that serving dishes are restocked
- ◆ works in co-operation with other necessary personnel
- ◆ if necessary, performs customer service duties
- ◆ tidies and organises the working environment and participates in dishware maintenance
- ◆ observes the in-house control plan.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
Planning of work shift assignments	The student or candidate arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance

	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with company policy
	plans and schedules work shift assignments, in accordance with set guidelines	plans and schedules work shift assignments	plans and schedules work shift assignments
	familiarises themselves with the purchase order and plans the execution of an individual assignment as a member of a workgroup	familiarises themselves with the purchase order, plans their own work and the presentation of foods as a member of a workgroup	familiarises themselves with the purchase order, plans their own work and the total quantity and presentation of foods as a member of a workgroup
	takes safety into consideration in planning their own work and maintains the safety and ergonomics of the working environment in familiar situations	takes safety into consideration in planning their own work and maintains the safety and ergonomics of the working environment	independently takes safety and health issues into consideration in planning their own work and applies what they have learned even in unexpected circumstances
Preparation of catered and banquet dishes	prepares special dietary needs foods ordered for the occasion, in accordance with set guidelines	prepares special dietary needs foods ordered for the occasion	independently prepares special dietary needs foods ordered for the occasion
	does preparation work, in accordance with set guidelines	schedules and does preparation work independently	schedules and does preparation work independently to the extent that products remain first-rate
	prepares foods as a member of a workgroup	prepares high-quality and delicious foods as a member of a workgroup	independently prepares high-quality and delicious foods as a member of a workgroup
	organises their work and stays on schedule	organises set food preparation duties in accordance with the schedule for the occasion	organises and schedules set food preparation duties independently and efficiently in accordance with the schedule for the occasion, and can easily move from one assignment to another, even in unexpected circumstances
High-quality and profitable performance	if necessary, packages foods and supplies for delivery	if necessary, packages foods and supplies for delivery as a member of a workgroup, in accordance with the purchase order	if necessary, independently packages foods and supplies for delivery as a member of a workgroup, in accordance with the purchase order

	finishes and sets out foods for the occasion as a member of a workgroup, in accordance with the set schedule	finishes and sets out foods for the occasion as a member of a workgroup, in accordance with the set schedule and, if necessary, assists in serving	finishes and sets out foods for the occasion, in accordance with the set schedule, moves easily from one assignment to another and, if necessary, assists in serving
	in accordance with set guidelines, ensures that there is a sufficient quantity of food, supplementing foods being served	independently ensures that there is a sufficient quantity of food, supplementing foods being served	independently ensures that there is a sufficient quantity of food, actively supplementing foods being served
	requires supervision in applying set portion sizes in food preparation and presentation	prepares foods in accordance with set price and quality targets	independently prepares foods in accordance with set price and quality targets, and stays within budget
Performing customer service duties	serves customers in accordance with the establishment's service standards	serves customers in accordance with the establishment's service standards	serves customers in accordance with the establishment's service standards
Maintaining the tidiness and order of the working environment	tidies and organises the working environment	independently tidies and organises the working environment	tidies and organises the working environment for the duration of their shift
	if necessary, performs dishware maintenance tasks	if necessary, performs dishware maintenance tasks	if necessary, independently performs dishware maintenance tasks
	cleans carrying containers, in accordance with set guidelines.	independently cleans carrying containers, in accordance with set guidelines.	independently and responsibly cleans carrying containers.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Use of food preparation methods and equipment	prepares the more common foods and baked goods in accordance with recipes, using the appropriate methods and equipment	prepares foods and baked goods in accordance with recipes, using the appropriate methods and equipment	independently prepares foods and baked goods in accordance with recipes, using the appropriate methods and equipment
Use of ingredients	uses ingredients or components for catered foods.	uses ingredients or components for catered foods in the appropriate manner.	independently uses ingredients or components for catered foods in the appropriate manner.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Knowledge of culinary traditions and customs	applies their knowledge of culinary traditions and customs to the extent that they can prepare foods for more common occasions and function at occasions in accordance with applicable customs	applies their knowledge of culinary traditions and customs to the extent that they can independently prepare foods for various occasions and function at occasions in accordance with applicable customs	applies their knowledge of culinary traditions and customs to the extent that they can independently prepare foods various occasions and function at occasions in accordance with applicable customs
Preparing dishes for special dietary needs and applying product knowledge	in accordance with set guidelines, adapts dishes to suit special dietary needs	in accordance with set guidelines, adapts dishes to suit special dietary needs	independently adapts dishes to suit special dietary needs
	in accordance with set guidelines, interprets product information to ensure that the product is used in the correct manner in preparing dishes for special dietary needs.	interprets product information to ensure that the product is used in the correct manner in preparing dishes for special dietary needs.	independently interprets product information to ensure that the product is used in the correct manner in preparing dishes for special dietary needs.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	can act in accordance with set guidelines in work situations	acts responsibly in work situations and adapts their approach in accordance with set guidelines	acts responsibly in work situations and independently adapts their approach based on feedback given
Interaction and co-operation	functions as a member of a workgroup and with other employees on catered food preparation assignments	functions as a member of a workgroup and with other employees on catered food preparation assignments	actively and positively functions as a member of a workgroup and with other employees on catered food preparation assignments
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	works ergonomically	works ergonomically	works ergonomically
Vocational ethics	observes mutually agreed guidelines and rules	observes all mutually agreed guidelines and rules and is committed to establishment operations	observes all mutually agreed guidelines and rules and is committed to establishment operations
	acts appropriately and in accordance with the principles of good behaviour	acts appropriately and in accordance with the principles of good behaviour	acts appropriately, in accordance with the principles of good behaviour in any given situation
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines and exercises tact.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in food preparation assignments for pre-ordered catered and banquet occasions at restaurants or catering firms in co-operation with other employees. He/she prepares and presents catered and banquet dishes for groups. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety
- ◆ key competences for lifelong learning in their entirety.

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

4.5.11 Catering and banquet service

Vocational skills requirements

The student or candidate

- ◆ has familiarised themselves with the advance order information and determines the nature of the occasion
- ◆ maintains and stocks the venue's customer and working environment in accordance with the nature of the occasion
- ◆ adeptly applies serving techniques appropriate to the occasion
- ◆ works in co-operation with the kitchen and other necessary personnel
- ◆ works in a customer service capacity
- ◆ utilises sector-specific language skills in customer service
- ◆ observes the in-house control plan and licensing regulations
- ◆ tidies and organises the venue's customer and working environment and ensures that the premises have a pleasant ambience.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Preparing for occasion or banquet customer service	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and takes care of their appearance	arrives to work dressed in the required manner and is particular about their appearance
	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours	observes working hours and, if necessary, makes arrangements for any deviations from set working hours in accordance with company policy
	familiarises themselves with the advance order information, instructions, serving technique and other details, in accordance with set guidelines	familiarises themselves with the advance order information, instructions, serving technique and other details	independently familiarises themselves with the advance order information, instructions, serving technique and other details
	maintains and stocks customer and work facilities, in accordance with set guidelines	independently maintains customer and work facilities	independently maintains customer and work facilities in accordance with the nature of the occasion
	takes safety into consideration in planning their own work and maintains the safety and ergonomics of the working environment in familiar situations	takes safety into consideration in planning their own work and maintains the safety and ergonomics of the working environment	independently takes safety and health issues into consideration in planning their own work and applies what they have learned even in unexpected circumstances
	Performing customer service duties	receives customers in a friendly manner	receives customers in a friendly manner
serves beverages and food, in accordance with set guidelines		serves beverages and food in a manner appropriate to the occasion	serves beverages and food in a manner appropriate to the occasion
tidies and organises customer and work facilities		tidies and organises customer and work facilities	independently tidies and organises customer and work facilities

Ensuring customer satisfaction	in accordance with set guidelines, solicits feedback on services or products in ways appropriate to the nature of the occasion	solicits feedback on services or products in ways appropriate to the nature of the occasion, and forwards the feedback	independently solicits feedback on services or products in ways appropriate to the nature of the occasion, and forwards the feedback
	sees customers off in a friendly manner.	sees customers off in a friendly manner.	sees customers off in a friendly manner and in accordance with the nature of the occasion.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Use of food and beverage serving techniques	handles serving ware hygienically and carefully	handles serving ware hygienically and carefully	handles serving ware hygienically and carefully
	serves plates of food and serves, dishes out and lifts portions	serves plates of food and serves, dishes out and lifts portions in accordance with the nature of the occasion	adeptly and easily serves plates of food and serves, dishes out and lifts portions in accordance with the nature of the occasion
	serves beverages for the occasion in an appropriate manner	serves beverages for the occasion in an appropriate manner	independently serves beverages for the occasion in an appropriate manner
Use of serving utensils and ensuring their proper function	chooses key utensils and equipment appropriate to the serving techniques being used, and ensures their proper function.	chooses key utensils and equipment appropriate to the serving techniques being used, and independently ensures their proper function.	chooses key utensils and equipment appropriate to the serving techniques being used, and uses them in varying work situations.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Acting in accordance with culinary traditions and customs	works in observance of the rules of etiquette	works in observance of the rules of etiquette and in accordance with the nature of the occasion	adeptly works in observance of the rules of etiquette and in accordance with the nature of the occasion
	observes culinary traditions and customs in accordance with the occasion and stays on schedule, in accordance with set guidelines	observes culinary traditions and customs in accordance with the occasion and stays on schedule	comfortably observes culinary traditions and customs in accordance with the occasion and independently stays on schedule

Working with alcoholic beverages	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines	works with alcoholic beverages in customer service and sales in accordance with statutory regulations and set guidelines
	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act	is familiar with current legislation under the Alcohol Act
Applying product knowledge	in accordance with the nature of the occasion, explains dishes and beverages to customers as well as their suitability for customers with more common special dietary needs	in accordance with the nature of the occasion, explains dishes and beverages to customers as well as their suitability for customers with more common special dietary needs	in accordance with the nature of the occasion, independently explains dishes and beverages to customers as well as their suitability for customers with more common special dietary needs
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language
Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language
Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language.	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language.	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	is capable of working in accordance with set guidelines	acts responsibly in work situations and adapts their approach in accordance with set guidelines	acts responsibly in work situations and independently adapts their approach based on feedback given
Interaction and co-operation	functions as a member of a workgroup	functions as a member of a workgroup and in co-operation with other personnel attending to the occasion	actively functions as a member of a workgroup and in co-operation with other personnel attending to the occasion
Health, safety and ability to function	observes the in-house control plan	observes the in-house control plan	observes the in-house control plan
	works ergonomically	works ergonomically	works ergonomically
Vocational ethics	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon	observes all guidelines and rules specified in the collective agreement and otherwise mutually agreed upon
	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour	acts in accordance with the principles of good behaviour in any given situation
	observes confidentiality guidelines.	observes confidentiality guidelines.	observes confidentiality guidelines.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in food preparation assignments in customer service for pre-ordered catered and banquet occasions at restaurants or catering firms in co-operation with other employees. He/she maintains customer and work facilities, serves food and beverage products and ensures that customer and work facilities are kept tidy and pleasant. He/she demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning in their entirety.

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

4.5.12 Ship catering services

Vocational skills requirements

The student or candidate

- ◆ works on ship catering assignments in a maritime business and shipboard operating environment
- ◆ plans their daily work assignment and phasing in ship operations
- ◆ maintains and stocks pantries and the ship's mess for food service
- ◆ works on customer service assignments for crew and passengers
- ◆ utilises sector-specific language skills in customer service
- ◆ tidies crew and passenger quarters, the ship's mess, lounges and other common areas, and ensures a pleasant ambience
- ◆ performs dishware maintenance duties
- ◆ participates in galley food preparation and stocking duties with other ship catering crew members
- ◆ observes the in-house control plan.

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.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Working on a ship crew	knows their work assignment and works on the ship catering crew, under supervision, in accordance with the vessel type operating method and rotation system	knows their work assignment and works on the ship catering crew in accordance with the vessel type operating method and rotation system	knows their work assignment and works independently on the ship catering crew in accordance with the vessel type operating method and rotation system
Planning of work shift assignments	under supervision, plans their shift assignments, taking into consideration functions to be carried out upon arrival, while at port, upon departure and while at sea.	plans their shift assignments, taking into consideration functions to be carried out upon arrival, while at port, upon departure and while at sea.	independently plans their shift assignments, taking into consideration functions to be carried out upon arrival, while at port, upon departure and while at sea, and anticipates changing situations
Performing customer service duties	handles ship crew food service, in accordance with set guidelines	handles ship crew food service on his/her own initiative	independently handles ship crew food service
	participates in passenger customer service, under supervision	participates in passenger customer service	independently participates in passenger customer service
	is polite and does not hesitate to communicate with passengers and ship crew	is polite and communicates with passengers and ship crew	is polite and serves as an active customer service representative with passengers and ship crew
Maintaining the tidiness and order of the ship	tidies and organises facilities, in accordance with set guidelines	tidies and organises facilities on his/her own initiative	independently tidies and organises facilities
	performs dishware maintenance duties, in accordance with set guidelines	independently performs dishware maintenance	independently performs dishware maintenance duties
Working in galley food preparation and stocking	participates in set food preparation and stocking duties, under supervision.	participates in set food preparation and stocking duties, in accordance with set guidelines.	independently participates in set food preparation and stocking duties.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Maintaining and stocking facilities	maintains and stocks the ship's mess, pantry, quarters and common areas, and reserves the necessary ingredients, cleaning agents and equipment, in accordance with set guidelines	maintains and stocks the ship's mess, pantry, quarters and common areas, and reserves the necessary ingredients, cleaning agents and equipment	independently maintains and stocks the ship's mess, pantry, quarters and common areas, and reserves the necessary ingredients, cleaning agents and equipment
Use of ship catering machines, equipment and utensils	uses and cleans machines, equipment and utensils, in accordance with set guidelines.	uses and cleans machines, equipment and utensils.	independently uses and cleans machines, equipment and utensils.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Acting in accordance with the maritime and shipboard business idea	knows the fundamentals of maritime and ship operations, but requires supervision in the performance of their duties	knows the fundamentals of maritime and ship operations and works with a positive attitude	knows the fundamentals of maritime and ship operations and works independently with a positive attitude
	knows the operational methods for the vessel type in question and works in accordance with a rotation system	knows the operational methods for the vessel type in question and works in accordance with a rotation system	knows the operational methods for the vessel type in question and works in accordance with a rotation system
	uses ship catering terminology, under supervision	uses ship catering terminology comprehensively	uses ship catering terminology expertly
Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and handle service situations in one foreign language	serves customers in Finnish and Swedish and manages service situations fluently in one foreign language

Sector-specific language skills for speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish and one foreign language as well as manages service situations tolerably well in the other official language of Finland	serves customers in Finnish or Swedish and manages service situations fluently in the other official language of Finland and one foreign language
Sector-specific language skills in foreign-language training	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in service situations in one other language	in addition to the training language, manages service situations in Finnish or Swedish as well as in one other language	in addition to the training language, serves customers in Finnish or Swedish and manages service situations fluently in one other language
Applying product knowledge	uses the necessary foodstuffs and cleaning agents, in accordance with set guidelines.	independently uses the necessary foodstuffs and cleaning agents.	independently uses the necessary foodstuffs and cleaning agents in varying working conditions.

TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	acts in accordance with set guidelines in work situations and adapts their approach based on feedback, under supervision	acts responsibly in work situations and adapts their approach in accordance with set guidelines	acts responsibly in work situations and independently adapts their approach based on feedback given
Interaction and co-operation	functions as a member of the ship crew, is able to work in co-operation with other crew members and understands the social culture of a ship's crew	positively functions as a member of the ship crew, is able to work in co-operation with other crew members and has internalised the social culture of a ship's crew	actively and positively functions as a member of the ship crew, is able to work in co-operation with other crew members and has internalised the social culture of a ship's crew
Health, safety and ability to function	acts in accordance with hygiene requirements and works ergonomically	acts in accordance with hygiene requirements and works ergonomically	acts in accordance with hygiene requirements and works ergonomically
	observes the in-house control plan and international agreements and regulations concerning ship catering	observes the in-house control plan and international agreements and regulations concerning ship catering	independently observes the in-house control plan and international agreements and regulations concerning ship catering
	observes ship safety regulations and guidelines, and participates in emergency rescue and fire drills, in accordance with set guidelines	observes ship safety regulations and guidelines, and participates in emergency rescue and fire drills	observes ship safety regulations and guidelines, and actively participates in emergency rescue and fire drills

	observes occupational safety in ship catering and is prepared to deal with variable working conditions while at sea, under supervision	observes occupational safety in ship catering and is prepared to deal with variable working conditions while at sea, in accordance with set guidelines	observes and anticipates occupational safety in ship catering and is prepared to deal with variable working conditions while at sea
Vocational ethics	observes confidentiality guidelines	observes confidentiality guidelines	observes confidentiality guidelines
	acts in accordance with the principles of proper crew behaviour and adheres to work times	acts in accordance with the principles of proper crew behaviour, adheres to work times and, if necessary, can adjust to deviations	acts in accordance with the principles of proper crew behaviour, adheres to work times and, if necessary, can adjust to deviations
	serves ship crew members and passengers equally, and makes every effort to take their various cultural backgrounds into consideration.	serves ship crew members and passengers equally, and takes their various cultural backgrounds into consideration.	serves ship crew members and passengers equally and enthusiastically, and takes their various cultural backgrounds into consideration.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in ship catering, cleaning and customer service assignments as well as participating in food preparation for crew and passengers. He/she demonstrates his/her language skills in customer service situations in accordance with one of the targets of assessment listed in the table above. The student or candidate maintains and stocks crew and passenger quarters and customer and work facilities, prepares products or services, and ensures the tidiness and pleasant ambience of customer and work facilities. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least:

- ◆ mastering the work process in its entirety
- ◆ mastering the work method, equipment and material in their entirety
- ◆ underpinning knowledge in its entirety (sector-specific language skills are demonstrated in accordance with the language background of the individual)
- ◆ key competences for lifelong learning in their entirety.

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

4.5.12.1 VOCATIONAL QUALIFICATION IN SEAFARING

In accordance with the Decree on the Safe Manning of Ships, Standards of Certification and Watchkeeping for Seafarers (1256/97), the vocational qualification for ship catering assistant may be earned by completing the compulsory module (4.1.1 Working in accommodation and food preparation services) of the Vocational Qualification in Hotel, Restaurant and Catering Services in addition to the optional module Ship Catering Services as well as the vocational skills requirements for emergency procedures (STCW Code A-VI/1-1, A-VI/1-2, A-VI/1-3 and A-VI/1-4 as well as A-VI/ 2-1) in accordance with the Vocational skills requirements, targets of assessment and assessment criteria for the Vocational Qualification in Seafaring. The vocational qualification for ship cook may be earned by completing the above-mentioned modules in addition to the compulsory modules for the Study programme/Specialisation in Cookery, Cook (4.4.1 Preparation of lunch dishes and 4.4.2 Preparation of dishes).

4.5.12.2 SERVING ALCOHOLIC BEVERAGES AND QUALIFICATION FOR A DUTY MANAGER IN LICENSED PREMISES

Students 16 years of age may engage in the serving of alcoholic beverages in accordance with the principles of their vocational qualification only under the supervision of a trainer/workplace instructor no less than 20 years of age (Alcohol Act 27(2)). Under the Act, the serving of alcoholic beverages in accordance with the principles of the vocational qualification must occur either in the educational institution restaurant or at a workplace during an apprenticeship under the supervision and guidance of a trainer/workplace instructor.

The duty manager and their assistants must be suitable for the assignment and possess sufficient vocational skills, which have been obtained through study or experience. Sufficient vocational skill obtained through study requires one year of full-time study, at minimum, in a catering study programme, provided that the study programme included instruction in the serving of alcoholic beverages (Decree of the Ministry of Social Affairs and Health on professional requirements for the duty manager and his/her assistants in licensed premises (1371/2002 (1)) and practical experience in the serving of alcoholic beverages for one month, at minimum.

In the Vocational Qualification in Hotel, Restaurant and Catering Services, the qualification for duty manager in licensed premises is earned in a compulsory module in the Study Programmes/Specialisation in Customer Service and Hotel Services, or Customer Service and Sales, in which the student shall have at least one

month of on-the-job learning in licensed premises in addition to qualification in the serving of alcoholic beverages. Qualification in the serving of alcoholic beverages can be augmented in the modules: Serving food and beverages, Selling and serving beverages, and Catering and banquet service

In the Study Programme/Specialisation in Cookery, the Cook qualification in the serving of alcoholic beverages and for a duty manager in licensed premises can be earned in the optional module, Selling and Serving Beverages, or in a locally offered module at a specific institution. In these cases, the module should include at least one month of on-the-job learning in licensed premises in addition to the qualification in the serving of alcoholic beverages.

On the qualification certificate under "Special rules pertaining to the practice of professions" (Chapter 7.9 Certificates), the following entries shall be made:

- ◆ Vocational Qualification in Hotel, Restaurant and Catering Services
- ◆ Study Programme/Specialisation in Customer Services or
- ◆ Study Programme/Specialisation in Hotel Services, Hotel Receptionist

The qualification grants "sufficient vocational skills", as specified in section 21 b of the Alcohol Act for a duty manager in licensed premises.

4.5.13 Modules from vocational upper secondary qualifications

Modules from the following vocational upper secondary qualifications can be included in the Vocational Qualification in Hotel, Restaurant and Catering Services.

- ◆ Vocational Qualification in Food Production
- ◆ Vocational Qualification in Household and Cleaning Services
- ◆ Vocational Qualification in Natural and Environmental Protection
- ◆ Vocational Qualification in Business and Administration
- ◆ Vocational Qualification in the Tourism Industry
- ◆ Vocational Qualification in Seafaring

In the competence-based qualification system, the education provider must have a valid contract for arranging the vocational upper secondary qualification in question or the education provider can purchase the competence tests from an education provider with such a contract for arranging qualifications.

In a competence-based qualification system, a certificate of a completed module from vocational upper secondary qualifications is always issued by the qualification committee in charge of the qualification in question, and the qualification commit-

tee of Hotel, Restaurant and Catering Services approves the module in question as part of the Vocational Qualification in Hotel, Restaurant and Catering Services on the basis of the certificate.

4.5.14 **Module from further vocational qualifications**

One vocational module from further vocational qualifications in the tourism, catering and household sectors can be included in the Vocational Qualification in Hotel, Restaurant and Catering Services.

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

In vocational upper secondary education and training, a certificate of a completed module from further vocational qualifications is always issued by the qualification committee in charge of the further vocational qualification in question and the education provider accepts the further vocational qualification module into the qualification certificate of the student.

In a competence-based qualification system, a certificate of a completed module from further vocational qualifications is always issued by the qualification committee in charge of the qualification in question. The qualification committee in charge of Hotel, Restaurant and Catering Services approves the module from further vocational qualifications in question as part of the Vocational Qualification in Hotel, Restaurant and Catering Services on the basis of the certificate.

4.5.15 **Module from specialist vocational qualifications**

One vocational module from specialist vocational qualifications in the tourism, catering and household sectors can be included in the Vocational Qualification in Hotel, Restaurant and Catering Services.

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

In vocational upper secondary education and training, a certificate of a completed module from specialist vocational qualifications is always issued by the qualification committee in charge of the specialist vocational qualification in question

and the education provider accepts the specialist vocational qualification module into the qualification certificate of the student.

In a competence-based qualification system, a certificate of a completed module from specialist vocational qualifications is always issued by the qualification committee in charge of the qualification in question. The qualification committee in charge of Hotel, Restaurant and Catering Services approves the module from specialist vocational qualifications in question as part of the Vocational Qualification in Hotel, Restaurant and Catering Services on the basis of the certificate.

4.5.16 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”.

4.6 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.

4.6.1 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		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	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
	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		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
		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
	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
3. Underpinning knowledge	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 function	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.

4.6.2 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.

4.6.3 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.

4.6.4 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.

4.6.5 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.

4.7 **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.

4.7.1 **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
3. Underpinning knowledge	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.

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

1. Modules from vocational upper secondary qualifications

Modules from vocational upper secondary qualifications can be included in the Vocational Qualification in Hotel, Restaurant and Catering Service, in accordance with the student's or candidate's individual study plan.

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 Hotel, Restaurant and Catering Service based on the certificate.

2. Modules from further vocational qualifications

Modules from further vocational qualifications can be included in the Vocational Qualification in Hotel, Restaurant and Catering Service, in accordance with the student's or candidate's individual study plan.

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 Hotel, Restaurant and Catering Services accepts the module in question as part of the Vocational Qualification in Hotel, Restaurant and Catering Services based on the certificate.

3. Modules from specialist vocational qualifications

Modules from specialist vocational qualifications can be included in the Vocational Qualification in Hotel, Restaurant and Catering Services, in accordance with the student's or candidate's individual study plan.

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 Hotel, Restaurant and Catering Services accepts the module of specialist vocational qualification in question as part of the Vocational Qualification in Hotel, Restaurant and Catering Services based on the certificate.

4.7.3 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.

4.8 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 hotel, restaurant and catering companies or workplaces
- ◆ knows how to act in a multi-cultural and lingual environment
- ◆ understands the key concepts and contents as well as the meaning of texts related to the hotel, restaurant and catering business
- ◆ 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 interactive situations in the hotel, restaurant and catering business
- ◆ masters different oral situations in the field of hotel, restaurant and catering such as work and presenting his/her final project
- ◆ knows how to draw up the most common written documents in the field of hotel, restaurant and catering and its community
- ◆ knows how to behave in a job hunting situation and how to draw up applications with relevant references
- ◆ makes use of journals and newspapers and other media in the field of hotel, restaurant and catering

- ♦ 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 linguistic roots and the development of his/her own linguistic 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 the same vocational field, 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 vocational written work in Saami in the hotel, restaurant and catering field
- ◆ 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 hotel, restaurant and catering field
- ◆ knows how to act in Saami in different interactive situations in the hotel, restaurant and catering 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 the hotel, restaurant and catering field using sign language
- ◆ 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 linguistic roots and the development of his/her own identity
- ◆ uses his/her own mother tongue and Finnish or Swedish 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, be an active citizen and pursue further studies
- ◆ knows how to act in a multicultural society and in professional situations in the hotel, restaurant and catering field appreciating his/her own language and Finnish traditions

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
- ◆ understands the key contents of oral communication in Finnish, follows the topic studied easily in the hotel, restaurant and catering field and is able to participate in work
- ◆ understands the key contents of written study material in the hotel, restaurant and catering field and is able to use it to make progress his/her studies
- ◆ gets inspiration and experiences when studying literature and different text types in the hotel, restaurant and catering field in Finnish and if possible in his/her mother tongue
- ◆ writes documents and other texts for the hotel, restaurant and catering field
- ◆ masters the key structures of Finnish language as well as professional vocabulary and expressions in the hotel, restaurant and catering field
- ◆ knows how to act in his/her profession observing the main procedures of Finnish working life and society
- ◆ searches information about the hotel, restaurant and catering field from different sources, uses dictionaries and makes notes independently and also uses material from textual 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.

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 hotel, restaurant and catering field
- ◆ uses professional Finnish or Swedish in the hotel, restaurant and catering field 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 in the hotel, restaurant and catering field 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 with connections in the hotel, restaurant and catering field
- ◆ 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 hotel, restaurant and catering field in Romany
- ◆ masters spoken communication situations in the hotel, restaurant and catering field
- ◆ masters the key structures of Romany as well as the professional hotel, restaurant and catering vocabulary and expressions.

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 hotel, restaurant and catering 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 hotel, restaurant and catering 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 customer service situations in the hotel, restaurant and catering field using the 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 qualification 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 in the work of waiting staff, receptionist and cook involving calculations
- ◆ counts areas and volumes and also applies geometry to the extent required in the hotel, restaurant and catering field
- ◆ uses appropriate mathematical solutions to solve problems in the hotel, restaurant and catering field
- ◆ expresses dependencies of variables with mathematical expressions
- ◆ creates and forms equations, expressions, charts and drawings needed for the work in the hotel, restaurant and catering field and solves work-related mathematical assignments using equations, deduction and graphs and assesses the correctness of his/her results
- ◆ 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 to their work
- ◆ knows how to take into account the laws of nature in his/her work in the hotel, restaurant and catering field and other activities and act on them to save the environment and energy
- ◆ addresses basic environmental problems in the hotel, restaurant and catering field 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 for the hotel, restaurant and catering field so that he/she can use the equipment and system needed in their vocational field safely and economically and work ergonomically
- ◆ considers environmentally and professionally relevant central chemical phenomena in the hotel, restaurant and catering field, 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 hotel, restaurant and catering field, as well as calculates contents and concentrations
- ◆ is able to interpret factors affecting health and safety from product markings used in the hotel, restaurant and catering field, as well as to consider the special properties of substances such that he/she does not endanger his/her own safety, that of others 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 work in the hotel, restaurant and catering field
- ◆ recognizes the basic factors that burden health and ability to work in the hotel, restaurant and catering 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 in the hotel, restaurant and catering field
- ◆ works in an energy saving way
- ◆ prevents waste and sorts waste appropriately and also knows the lifespan of vocationally relevant products e.g. food, plastics, paper and metal
- ◆ works in a way that minimizes environmental risks in the hotel, restaurant and catering field 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 in the hotel, restaurant and catering field 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, spread sheet, email, presentation graphics and calendar software to produce, edit and present information needed in work assignments in the hotel, restaurant and catering field
- ◆ manages the files produced by the applications software used in the hotel, restaurant and catering field and searches for information using different search engines and applications for the hotel, restaurant and catering field
- ◆ uses network communications methods and applications to send and share information needed in the hotel, restaurant and catering field
- ◆ 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
- ◆ acts ethically in different contradictory and crisis situations in the hotel, restaurant and catering field
- ◆ has the readiness to participate in the development of value base and ethical principles in the hotel, restaurant and catering field
- ◆ gathers information on the vocation ethical value base of his/her own and other vocational fields and understands and uses it as a vocational resource at work
- ◆ observes and recognizes ethical problems in the hotel, restaurant and catering 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 the hotel, restaurant and catering field in workplace behaviour and hierarchy 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 skills, working practices and innovations in the hotel, restaurant and catering field
- ◆ 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 of his/her vocational field in other countries.

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 work assignments in the hotel, restaurant and catering 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 customer service and group work situations in the hotel, restaurant and catering 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 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-relationships 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 for the hotel, restaurant and catering field 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
	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
Assessment of the execution of one's own activities, projects or business operations	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
	makes the changes agreed on	agrees on possible changes	makes justified change or improvement suggestions and agrees on their execution

Presenting of a development project or business operations	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

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. (The qualification for a duty manager in licensed premises is to be listed according to chapter 4.5.12.2.)

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 BASIC VALUES OF THE HOTEL, RESTAURANT AND CATERING SECTOR

The prospects for the hotel, restaurant and catering sector are good, as tourist volume is on the rise and the demand for wellness services, among others, is experiencing dramatic growth. This increase in demand directly increases the need for accommodation and catering services. Internationalisation influences consumer behaviour, eating habits and the diversification of ingredients. On one hand customer needs are becoming more uniform, while on the other they are becoming more specialised.

Hotel, restaurant and catering sector services are used “from cradle to grave” and are needed every day of every year wherever people are found: at work, at play, on holiday, at events, at shopping centres, at transportation hubs, tourist centres, day care facilities, educational institutions, hospitals, in the military, etc.

Accommodation, restaurant and entertainment services are offered to Finnish and foreign leisure and business travellers at hotels and other accommodation units. Some hotels offer not only accommodation and catering services, but also conference/congress, spa, health and wellness services. Finland has privately-owned hotels as well as Finnish and international hotel chains. The position of hotel receptionist involves customer service, sales functions, and serving as a source of information. The job description is specific to each workplace:

Individual restaurants and restaurant chains operate in accordance with different business ideas. These ideas may place an emphasis on, for example: casual dining, fine dining or dining at a lunch setting; serving beer and other beverages; or providing entertainment, music or other entertainment. Some restaurants are ethnic, operated or run by people with immigrant backgrounds. Cafeterias, banquet or catering services, transportation hubs, and fast food restaurants are some additional examples of business ideas. The position of waiter/waitress involves customer service and sales functions as well as generally looking after the well-being of the customer. The job description is specific to each workplace:

In the catering sector, food services are provided daily for occasions outside the home as well as for banquets or special events. The largest consumer groups for daily

catering are schoolchildren and university students. Other consumer groups include day care centres, hospitals, nursing homes, clinics, the defence forces and customers patronising staff restaurants at various workplaces. Catering firms also provide banquet and catering services tailored specifically to meet the customer's wishes. These services are also provided by restaurants and hotel restaurants as another part of their operations. Meal services deliver meals to customer places of business, homes and various institutions.

At restaurants, the position of cook involves the preparation of foodstuffs and dishes for either a large sitting or on a single serving basis. The job description is specific to each workplace and in accordance with the business idea.

On passenger and cargo ships, ship catering is comparable to the hotel and restaurant sector. The ship catering crew is responsible for crew and passenger quarters and catering services as well as maintaining the cleanliness and pleasant ambience of the ship. Ship catering is regulated by national and international maritime statutes, which require that all crew members receive safety training.

Work in the hotel, restaurant and catering sector and the ship catering sector is often shift work, and parts of each sector are subject to major seasonal fluctuations. The sector is labour-intensive, and its growth prospects are bound to both success in the tourism sector and the financial situation of consumers in terms of domestic demand. Sector growth follows household purchasing power and gross production trends, with international anomalies having an immediate impact on growth in the tourism sector. An ageing population and sharp growth in the demand for caregiving services are especially evident in the increased demand for catering services.

Basic values of sector

The cornerstones of the hotel, restaurant and catering sector are meeting customer needs and expectations and providing experiences. The goal is to promote the customer's well-being and quality of life by offering services and recreation in a pleasant and safe environment. The goal is always a satisfied customer.

In customer service and business in the hotel, restaurant and catering sector, the key values are: customer-orientation; business profitability and productivity; the competitive price-to-quality ratio of products and services; safety; and health. Ensuring the job satisfaction of employees is another operational cornerstone.

The sector's ethically responsible service and business operations are based on sound business and competition principles, respect for humanity and different cultures, equality and tolerance, trustworthiness, and the observance of agreements, statutes, and social obligations. Product and customer safety and environmental-

friendliness are also operational cornerstones. Customers expect not only a good price-to-quality ratio, but also safe, healthy and ethical food services.

A sector professional is responsible, proactive, honest, tolerant, co-operative, service-minded and courteous. They respect national traditions and cultural diversity. They respect their own profession, their work and that of others, their workgroup and their working environment. They assume responsibility for the customer, safety and environment, and they are interested in their work and the continuous development of their vocational skills. A sector professional has a clearly defined professional identity.

Sector competence challenges

Work in the hotel, restaurant and catering sector requires a positive service attitude, the ability to co-operate and a command of key professional knowledge and skills. The sector places an emphasis on human interaction. Each individual functions as a link in the service chain and contributes to customer satisfaction and the workgroup. Key areas of competence are customer service expertise and skills in co-operation and teamwork.

In food preparation assignments, the emphasis is placed on excellent manual skills and a strong command of the food preparation process and hygiene. Various nutritional requirements and special dietary needs require a command of the fundamentals necessary for the preparation and service of foods in accordance with them. Meals are prepared for anywhere from one person to as many as a thousand people at a time. A strong command of products and ingredients as well as expertise in safe and ergonomic working methods are emphasised.

Customer consumption habits and expectations change. They are increasingly demanding and expect ever more personalised service and custom-tailored products. Improvement in the quality of Finnish foods, the promotion of locally produced and organic foods, and guidance in eating habits play a key role in the management of consumption habits. It is for these reasons that a willingness and ability to change as well as the desire to develop one's own vocational skills are needed. Skills are accumulated and the level of competence is increased through working.

In order for the sector and its businesses to grow and succeed, there needs to be an excellent business result. Each and every employee makes this happen. This emphasises the importance of identifying customer needs and an excellent command of sales skills. Each employee must understand what makes up the workplace performance and how it can be affected.

The fundamentals of entrepreneurship and its attendant skills, such as founding a business, business idea thinking and the basics of marketing, must be included among the basic skills possessed by everyone working in the sector.

Internationalisation can be seen in the cultural background and consumption habits of sector employees and customers. People with immigrant backgrounds work in a variety of professions within the sector. Internationalisation demands that employees possess excellent and diverse language skills, the ability to co-operate with people of different cultural backgrounds and an understanding of cultures.

The rapid technical development of the sector requires that each and every employee possess comprehensive skills in the use of information technologies. Information technology and the Internet form the foundation for reservations, sales and ordering practices in the hotel, restaurant and catering sector. Recipes, purchasing and logistics management are especially emphasised in the sector. Marketing and various reporting and oversight measures are also usually handled through electronic means of communication.

Preventing climate change is a common challenge that demands action in this sector as well. Environmentally-friendly operating methods and energy efficiency are emphasised in both the private and public sectors. All employees working in the operating environments of the sector have an impact on these things.

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 learning 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 study 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.

The legislation for the hotel, restaurant and catering field contains requirements on the health and clothing of the student or the person working in the field. The admission of a student is conditional until the student has presented a doctor's certificate.

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 work 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.

Hotel, restaurant and catering training requires each individual to be in such physical condition that they can cope with the demands of the work. The individual cannot have any illnesses that would jeopardise their own health or safety or that of other employees or customers. The suitability of the individual for various assignments may be considered based on the symptoms and limited function resulting from, among others, the following illnesses (among others):

- ◆ epilepsy and other disorders affecting balance
- ◆ impaired vision or hearing
- ◆ balance organ disorders
- ◆ musculoskeletal diseases
- ◆ allergies
- ◆ psychological disorders.

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		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	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
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	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

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	Student		
Possession and application of the knowledge needed at work	uses the knowledge that is the basis for the most common procedures, equipment and materials needed in repeating work situations (i.e. the procedures, equipment and materials that have been defined in section 2), but needs guidance in acquiring the knowledge and applying it	searches and uses independently information needed at work	searches and uses information independently in his/her work in various situations and justifies the work-related decisions on the basis of the information gathered

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning: a) The four key competences to be assessed in their own group in Point 4	Student		
Learning and problem solving Own competence as an employee and work development, problem solving as well as making choices and decisions.	searches for information under instruction	searches for information according to instructions	searches for information independently
	plans his/her work but needs instruction in new situations or when the work environment changes	plans his/her work and assesses its success while working	plans the assignments he/she is responsible for independently and assesses his/her competence and the success of the work and also justifies the assessment
			assesses and develops his/her work methods and work environment
	assesses the success of his/her work	accepts feedback and acts according to it	develops his/her actions on the basis of feedback
	copers with familiar situations but needs instruction and support in change and option situations	copers with change and option situations spontaneously	acts independently in different situations in a way that suits the situations and finds alternative procedures to his/her actions
Interaction and cooperation Actions in interactive situations and cooperative abilities.	abides given instructions on interactive situations in his/her own learning and working environment	considers the situation in his/her learning and working community in different interactive situations	expresses him-/herself clearly and brings forth different viewpoints constructively
	completes the work assignments he/she is responsible for but needs instruction from time to time	completes the work assignments he/she is responsible for spontaneously	acts responsibly, cooperatively and equally with different people as a member of a work community and group
	works in a familiar work community and group and asks for help from the others when needed	works with different people in a work community and group	supports and helps others and also takes into account the next work phase and employee in his/her work
Vocational ethics Activities based on vocational ethics, professional value basis and the agreements made.	abides the ethical instructions and timetables given	abides the given ethical instructions, agreements and decrees as well as timetables	acts according to the values in the work community, ethical instructions, agreements and regulations in variable situations and also keeps to timetables

Health, safety and ability to function Actions that maintain health and safe operations and maintain the ability to function.	abides the given safety instructions and does not endanger him- /herself or others	abides the work community's instructions and takes into account the safety of the members of the work community and working environment	abides the work community's instructions and takes into account the safety of the members of the work community and working environment
	ensures safety in accordance with instructions	ensures safety	ensures safety and reports on dangers and risks he/she observes
	uses safely protective equipment, tools and work methods as instructed	uses protective equipment, tools and work methods safely	uses protective equipment, tools and work methods safely
	works ergonomically in most situations	works ergonomically	uses safe, variable work methods, which do not cause excessive workload while taking ergonomics into account
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.			

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		
Initiative and entrepreneurship target-oriented, economic and productive operations and self management.	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

<p>Communication and media skills</p> <p>Objective recognition, observation and interpretation of the media products and use of media and information technology</p>	<p>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.</p>		
<p>Mathematics and natural sciences</p> <p>Numeracy required at work and knowledge of the laws of physics needed</p>	<p>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>		
<p>Technology and information technology</p> <p>Use of technology and information technology in the vocational field and taking into account the benefits, limitations and risks of technology</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>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>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</p> <p>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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