



Period of validity:

**effective 1 Aug. 2012 until further notice**

Provisions on which the competence to issue the Regulation is based:

**Act 630/1998, Section 13(2)**

**Decree 811/1998, Sections 10 and 12**

**Act 631/1998, Section 13(2)**

## REQUIREMENTS FOR VOCATIONAL QUALIFICATIONS

Vocational Qualification in Audio-Visual Communication  
Amendments

Repeals National Board of Education Regulation(s)

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Amends National Board of Education Regulation(s):

**No. 32/011/2010 of 10 Mar. 2010**

The Finnish National Board of Education has decided on the Qualification Requirements (the National Core Curriculum and the Requirements of the Competence-based Qualification) for the Vocational Qualification in Audio-Visual Communication in accordance with Annexes 1–3.

- Chapter 1 - The name of the study programme/specialisation and its qualification title included in the Decree on Upper Secondary Vocational Qualifications are added to the Qualification Requirements.
- Section 1.2 - The structure of the qualification is amended to allow completion of the media recordings production module and a module from polytechnic studies as optional modules in the Study Programme in Audio-Visual Communication within curriculum-based upper secondary vocational education and training and the media recordings production module as an optional module in the Specialisation in Audio-Visual Communication as part of a competence-based qualification.
- Section 4.2 - A new qualification module, 4.2.17 Media recordings production, is added to the qualification.
- Section 4.2 - A new qualification module, 4.2.18 Module from polytechnic studies, is added to the qualification.

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 2012. All education and training and competence-based qualifications started prior to entry into force of this Regulation may be completed by 31 July 2022 in compliance with Regulation No. 32/011/2010 dated 10 March 2010, subject to other statutes and regulations.

In curriculum-based education and training, the education provider must draw up and approve a curriculum in compliance with the provisions of these Qualification Requirements.

In providing training leading to a competence-based qualification, the education provider determines the educational content and provision in accordance with the Qualification Requirements. Those participating in preparatory training must be provided with an opportunity to complete the competence-based qualification as part of the training.

The education provider, the competence test organiser and the Qualification Committee shall comply with the provisions of this Regulation and shall not deviate from it in any way.

Director General AULIS PITKÄLÄ  
Aulis Pitkälä

Chief Engineer KATI LOUNEMA  
Kati Lounema

- ANNEXES 1 Chapter 1: Objectives and structure of the qualification  
2 Section 4.2: The media recordings production module  
3 Section 4.2: A module from polytechnic studies

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Vocational Qualification  
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13 June 2012

This regulation changes the regulation No 32/011/2010  
of 10 Mars 2010 of Finnish National Board of Education

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24/011/2012

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1  
OBJECTIVES AND STRUCTURE OF THE VOCATIONAL QUALIFICATION  
IN AUDIO-VISUAL COMMUNICATION, MEDIA ASSISTANT

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1.2  
STRUCTURE OF THE VOCATIONAL QUALIFICATION IN AUDIO-VISUAL  
COMMUNICATION

VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION,  
MEDIA ASSISTANT, 120 CREDITS  
IN UPPER SECONDARY VOCATIONAL EDUCATION AND TRAINING  
STUDY PROGRAMME IN AUDIO-VISUAL COMMUNICATION

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4.2.17 Media recordings production, 20 cr.  
4.2.18 Module from polytechnic studies

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VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION,  
MEDIA ASSISTANT  
IN A COMPETENCE-BASED QUALIFICATION  
SPECIALISATION IN AUDIO-VISUAL COMMUNICATION

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4.2.17 Media recordings production

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4  
VOCATIONAL MODULES, VOCATIONAL SKILLS REQUIREMENTS  
AND ASSESSMENT OF THE VOCATIONAL QUALIFICATION  
IN AUDIO-VISUAL COMMUNICATION

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**4.2.17 Media recordings production**

Vocational skills requirements

The student or candidate is able to:

- record text, images, audio, video and three-dimensional models according to quality standards;
- handle all types of materials in an ethically correct manner, ranging from various documents to unique materials and those of cultural and historical value;
- take account of copyrights related to digitisation and distribution;
- pre-process, digitise, post-process, record and distribute recorded products;
- use, calibrate and maintain analogical and digital reproduction and recording equipment;
- receive image, audio and video recordings, improve their quality and find suitable technology and equipment to create archive-quality recordings;
- process material, make versions of it and record file copies and accessible copies according to the quality criteria and instructions provided;
- apply the organisation's instructions to long-term digital storage of recordings;
- identify, collect and use descriptive, technical, structural and administrative metadata.

Assessment

The table comprises the assessment targets and the assessment criteria for three levels of competence. In upper secondary vocational 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
<b>1. Mastering the work process</b>	The student or candidate		
Planning the recording process	plans a recording process under instruction	perceives the recording process as a whole and prepares an understandable plan to implement it	masters the recording process as a whole, sets customer-oriented, technical or qualitative objectives for his/her work and prepares a clear plan to achieve them
Implementing the recording process	complies with instructions provided, carrying out the recording process under instruction to a schedule provided	acts flexibly, developing the recording process and performing his/her work according to the schedule	acts proactively, developing the recording process, and performs his/her work independently according to the schedule
Assessing the recording process	assesses the recording process under instruction.	assesses the recording process and justifies his/her solutions.	assesses the recording process in relation to the production as a whole.

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TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Recording a media document, editing a recording and selecting equipment for work	uses and assembles the tools and materials used for the document recording process under instruction	can manage the recording process independently, referring to instructions for equipment and materials	performs recording production assignments independently, developing the work process
Quality assurance in media recordings production	requires separate quality assurance for the recording process	is capable of independent quality assurance of the recording process	connects quality assurance in media recordings production to the quality criteria applied to recording processes
Using recordings production media, hardware and software	uses recording process media, hardware and software under instruction	uses recording process media and hardware independently in different media recordings production assignments	uses and chooses recordings production media, hardware and software in a professional manner, developing recording processes
Using recordings production media and materials	uses recordings production media and materials under instruction in order to perform a task according to the plan	performs a task assigned to him/her independently and uses recordings production media and materials according to the plan	optimises the use of recordings production media and materials according to the plan provided, while also developing his/her own way of working
Quality assurance in the recording process	determines the recording settings required for the quality of the recording process under instruction	independently determines recording settings according to quality requirements	determines quality criteria for media recordings production and is able to apply them to the recording process
Assuring the quality of the end product	works under instruction to ensure that the end product fulfils the quality criteria set for the work	works to ensure that the end product fulfils the quality criteria set for the work	works to ensure that the end product is appropriate and that its quality can be reproduced
Mastering and maintaining equipment required at work	implements basic maintenance of recording equipment under instruction and is able to ask for external assistance.	implements basic maintenance of recording equipment independently and knows when to call for external assistance.	implements basic maintenance of recording equipment on his/her own initiative and is able to acquire external assistance as required.
TARGET OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Acquiring and using information	searches for occupational information under instruction and applies it to recording work	searches for occupational information and independently applies it to recording work	searches for occupational information and independently applies it to recording work, while also developing his/her working methods

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Knowledge of professional terminology and technology	is familiar with key terminology used in media recordings production	uses professional terminology required in media recordings production	fluently uses professional terminology required in media recordings production
Using hardware and software	uses hardware and software required in media recordings production	uses hardware and software required in media recordings production according to each assignment	applies media recordings production hardware and software to varying work situations
Carrying out work assignments	carries out work assignments under instruction and with focus on performance	carries out work assignments in an independent and structured manner	carries out work assignments competently and systematically
Considering cultural frames of reference	identifies methods typical of a certain period under instruction.	identifies methods typical of a certain period.	identifies and applies methods typical of a certain period.
<b>TARGET OF ASSESSMENT</b>	<b>ASSESSMENT CRITERIA</b>		
<b>4. Key skills for lifelong learning</b>	<b>Satisfactory 1</b>	<b>Good 2</b>	<b>Excellent 3</b>
	The student or candidate		
Interaction and cooperation skills	cooperates sufficiently for the purpose of the work assignment	aims to promote effective operations through cooperation	actively promotes achievement of the common goal in his/her work and supports others when necessary
Vocational ethics	identifies the codes of ethics governing the field, issues relating to information security and copyrights as well as workplace rules and work instructions	applies the codes of ethics governing the field, practices relating to information security and copyrights as well as workplace rules and work instructions	has internalised and promotes the codes of ethics governing the field, information security and due consideration for copyrights as well as compliance with workplace rules and work instructions in his/her work
Learning and problem solving	tries different solutions under instruction	tries different solutions	tries different solutions and applies his/her knowledge to problem situations
Health, safety and ability to function	identifies factors affecting health, safety and ability to function at work and is able to avoid risks at work.	acts in a way that promotes health, safety and ability to function.	takes an active and proactive role to promote health, safety and ability to function.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by performing work assignments according to the vocational skills requirements of the media recordings production field. Work is performed to such an extent that vocational skills may be deemed to meet the vocational skills requirements.

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The vocational skills demonstration is to include

- Mastering the work process entirely (planning, developing and defining the topic, time management and scheduling)
- Mastering the work methods, equipment and material entirely
- Underpinning knowledge entirely
- Key skills for lifelong learning entirely.

If the vocational skills required for the module cannot be fully demonstrated in a vocational skills demonstration or a competence test, it is to be supplemented by other types of assessment of competence, such as interviews, work assignments and other methods.

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4.2.18 Module from polytechnic studies

One professional module may be included in the Vocational Qualification in Audio-Visual Communication from the following polytechnic degrees in accordance with the student's individual study plan:

- Bachelor of Culture and Arts;
- Bachelor of Business Administration;
- Bachelor of Engineering.

The provider of upper secondary education and training for the Vocational Qualification in Audio-Visual Communication approves the studies in question as part of the Vocational Qualification in Audio-Visual Communication. Vocational skills demonstrations are not required for polytechnic studies.

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