

Vocational Qualification in Business



FINNISH NATIONAL
AGENCY FOR EDUCATION

Vocational Qualification in Business

Vocational skills and competences required for completion of the qualification

Qualification holders have competencies in customer-oriented business management, communications and interaction, language and financial management. They work in different digital environments and network in a professional manner. They have the basic capabilities required for entrepreneurship and the capabilities to develop the skills needed to work in immediate supervisor positions. Qualification holders have the capabilities to develop new products, services, and customer experiences. Based on their choices, students can acquire competence, for example, in the following areas:

- customer service, sales and service design
- accounting, payroll, invoicing and ledger management
- working in library services
- working in a project and event production
- marketing communications and content production
- personnel support services and logistics services
- financial services and management of customer relationships
- planning business operation and working in an enterprise.

Range of occupations accessible to the holder of the certificate

People with business skills are required in all fields of work. Completion of the vocational qualification enables them to work in a myriad of tasks in a company or some other organisation. Qualification holders may work, for example, in customer services and sales, marketing communications, service design, finance, and office or library services tasks in different organisations.

Vocational Qualification in Business

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Vocational qualification in Business (331101)

Vocational Qualification in Business and Administration
(10059)

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1. Composition of the qualification

The scope of the vocational qualification in business is 180 competence points. The qualification is composed of vocational units (145 competence points) and common units (35 competence points). The qualification includes three compulsory units: Customer service, Productive operation, and Acting in a work community (55 competence points). Optional studies enable different study paths that may focus, for example, on customer service and sales skills, financial management skills, or library service skills. The qualification title produced by the vocational qualification in business is merkonomi.

VOCATIONAL UNITS 145 COMPETENCE POINT
Compulsory unit 55 Competence point
Customer service, 20 Competence point, C
Profitable operation, 20 Competence point, C
Acting in a work community, 15 Competence point, C
Optional units I 55-90 Competence point
Customer relationship management, 30 Competence point
Finance services, 30 Competence point
Personnel support services, 15 Competence point
Bookkeeping, 30 Competence point
Library information and guidance services, 30 Competence point
Working in library services, 30 Competence point
Invoicing and ledger management, 15 Competence point
Logistics services, 15 Competence point
Marketing communications and content production, 30 Competence point
Sales, 30 Competence point
Payroll administration, 30 Competence point
Service design, 15 Competence point
Working in a project, 15 Competence point
Event production, 15 Competence point
Closing entries, 15 Competence point
Planning a business, 15 Competence point
Working in a company, 15 Competence point
Optional units II 0-35 Competence point
Workplace instructor training, 5 Competence point
Working as a top expert, 15 Competence point
A unit from another vocational upper secondary qualification, further qualification or specialist qualification 5-15 Competence point
<i>A unit from another vocational upper secondary qualification, further qualification or specialist qualification may be included in the qualification. Regardless of the scope</i>

of the unit to be included in the qualification, its scope in this case is at maximum 15 competence points.

Higher education studies | 5-15 Competence point

The unit contains higher education studies that support vocational competence.

Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies | 1-25 Competence point

A unit based on local competence requirements | 5-15 Competence point

The unit contains competence that meets local labour market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the vocational competence requirements and the assessment of competence in a similar manner as for vocational units.

COMMON UNITS | 35 COMPETENCE POINT

The scope of communication and interaction competence is at least 11 competence points, the scope of mathematics and science competence at least 6 competence points, and the scope of citizenship and working life competence at least 9 competence points. The common units must also contain optional targeted learning outcomes from one or several common units and part(s) of units selected by the student, making up the scope of 35 competence points of common units.

Communication and interaction competence, 11 Competence point, **C**

Skills in mathematics and natural sciences, 6 Competence point, **C**

Citizenship and working life competence, 9 Competence point, **C**

Optional targeted learning outcomes of common units | 9 Competence point

The optional targeted learning outcomes of common units may be other optional targeted learning outcomes determined in the qualification requirements or decided by the education provider that support the outcomes determined for that unit and its parts in the qualification requirements. The student's prior learning may also be included in optional targeted learning outcomes if it supports the targeted learning outcomes determined for that unit and its parts in the qualification requirements.

2. Modules

2.1. Customer service, 20 Competence point (106374)

Competence requirements

Students know how to

- prepare for customer service as part of customer-oriented business activities
- take advantage of their language skills when serving internal or external customers on different channels
- promote customer satisfaction and a positive customer experience through their work.

Assessment

Students prepare for customer service as part of customer-oriented business activities.

Students	
Satisfactory 1	<ul style="list-style-type: none">• acquire information about the organisation's operating environment• acquire information about the organisation's customer groups• understand the customer-oriented operating model in their organisation• understand the organisation's service concept• prepare for service situations• recognise the importance of their own work tasks as a part of the whole service concept
Satisfactory 2	
Good 3	<ul style="list-style-type: none">• obtain information about the organisation's operating environment and competitive conditions• take into account the needs of different customers when planning their own work• prepare for service situations independently• act in a customer-oriented manner• comply with the organisation's service concept.• understand the importance of their own work tasks as part of a positive customer experience
Good 4	
Excellent 5	<ul style="list-style-type: none">• obtain information about the organisation's operating environment, competitive conditions and customer-oriented business as a whole• prepare for varying service situations independently• work in a customer-oriented manner and identify areas requiring development in customer-oriented activities• make justified development proposals to the service concept• understand the importance of their work tasks as part of customer-oriented business activities.

Students use their language skills to serve internal and external customers in different channels.

Sectoral language proficiency for Finnish speakers

Students	
Satisfactory 1	<ul style="list-style-type: none"> • manage service situations through the usual channels, serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language • explain how they perform in service situations • observe the legislation and instructions concerning customer information in their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • manage service situations through different channels, serve customers in Finnish and manage the service situation in Swedish and in one foreign language • assess their performance in service situations • use customer information in their work and observe the legislation and instructions concerning it
Good 4	
Excellent 5	<ul style="list-style-type: none"> • manage service situations with an understanding of the overall service need, serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language • manage challenging service situations through different channels • assess their performance in service situations and find development needs • use customer information proactively in their work, observing the legislation and instructions concerning it.

Sectoral language proficiency for Swedish speakers

Students	
Satisfactory 1	<ul style="list-style-type: none"> • manage service situations through the usual channels, serve customers in Swedish, manage the service situation in Finnish and manage the service situation tolerably well in one foreign language • explain how they perform in service situations • observe the legislation and instructions concerning customer information in their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • manage service situations through different channels, serve customers in Swedish, manage the service situation flexibly in Finnish and manage the service situation in one foreign language • assess their performance in service situations • use customer information in their work and observe the legislation and instructions concerning it
Good 4	
Excellent 5	<ul style="list-style-type: none"> • manage service situations with an understanding of the overall service need, serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language. • manage challenging service situations through different channels • assess their performance in service situations and find development needs

	<ul style="list-style-type: none"> • use customer information proactively in their work, observing the legislation and instructions concerning it.
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Sectoral language proficiency for speakers of other languages	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • manage service situations through the usual channels, manage the service situation in Finnish or Swedish and cope in it tolerably well in one other language • explain how they perform in service situations • observe the legislation and instructions concerning customer information in their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • manage service situations through different channels, manage the service situation in Finnish or Swedish and in one foreign language and cope tolerably well in the other national language • assess their performance in service situations • use customer information in their work and observe the legislation and instructions concerning it
Good 4	
Excellent 5	<ul style="list-style-type: none"> • manage service situations with an understanding of the overall service need, serve customers in Finnish or Swedish, manage the service situation flexibly in the other national language and in one foreign language • manage challenging service situations through different channels • assess their performance in service situations and find development needs • use customer information proactively in their work, observing the legislation and instructions concerning it.

Sectoral language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • manage service situations through the usual channels, manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help customers in one other language in the service situation • explain how they perform in service situations • observe the legislation and instructions concerning customer information in their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • manage service situations through different channels, manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language • assess their performance in service situations • use customer information in their work and observe the legislation and instructions concerning it
Good 4	
Excellent 5	<ul style="list-style-type: none"> • manage service situations with an understanding of the overall service need, serve customers in Swedish or Finnish in addition to the language of instruction and manage the service situation flexibly in one other language

	<ul style="list-style-type: none"> • manage challenging service situations through different channels • assess their performance in service situations and find development needs • use customer information proactively in their work, observing the legislation and instructions concerning it.
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Students promote customer satisfaction and a positive customer experience through their work.

Satisfactory 1	<ul style="list-style-type: none"> • find out what kind of factors affect customer satisfaction in their work • take into account the importance of a positive customer experience in their work • carry out the follow-up actions according to instructions.
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand the importance of customer satisfaction in encountering customers • promote a positive customer experience in their own work • carry out the follow-up actions according to instructions.
Good 4	
Excellent 5	<ul style="list-style-type: none"> • find out what kind of effects customer experiences have on customer satisfaction and business • carry out the follow-up actions independently, observing the instructions • monitor customer satisfaction, and identify and justify areas requiring development.

Methods of demonstrating competence

Students demonstrate their competence by carrying out customer service tasks. Students demonstrate their sector-specific language proficiency in a customer service situation based on their linguistic background. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.2. Profitable operation, 20 Competence point (106390)

Competence requirements

Competence requirements

Students know how to

- describe the organisation's business model and cost structure
- analyse the returns and costs of the operation
- calculate the key figures describing the operation, taking into account the factors contributing to profitability.

Assessment

Students describe the organisation's business model and cost structure.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • know how the economy is formed in society • recognise the basic processes in their unit or organisation • understand different points of view on profitable operation, taking into account quality, sustainable development and responsible business • with guidance, describe the cost structure of their organisation using software applications • recognise the impact their own activities have on the costs
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand how the economy is formed in society • describe the basic processes in their unit or organisation • describe the processes in their organisation from the viewpoint of quality, sustainable development and responsible business • describe the cost structure in their organisation using software applications • recognise the impact of their activities have on the costs and profitable operation
Good 4	
Excellent 5	<ul style="list-style-type: none"> • understand how the economy is formed in society and the roles of different actors • present the basic processes of their unit or organisation and the links between them • evaluate the processes in their organisation in terms of their quality, sustainable development and responsible business • describe the cost structure of the organisation and the factors affecting it • evaluate the impact of their activities on the costs and profitable operation

Students examine the returns and costs of the operation

Students	
Satisfactory 1	<ul style="list-style-type: none"> • determine the returns and costs of the operation • obtain information on how profitable operation is planned in their organisation
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand the cash flows in the organisation • participate in the planning and monitoring of profitable operation
Good 4	
Excellent 5	<ul style="list-style-type: none"> • examine the organisation's cash flows and need of money • participate in the planning and monitoring of the budget • participate in drawing up the economic and financial plan.

Students calculate the key figures describing the operation, taking into account the factors affecting profitability

Students	
Satisfactory 1	<ul style="list-style-type: none"> • know the main factors that affect profitability in their work tasks • understand factors that affect price formation • draw up a calculation for the profit margin of a product or a service

Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • know the factors affecting profitability in their organisation • understand the factors that affect price formation • draw up a calculation for the profit margin for a product or a service
Good 4	
Excellent 5	<ul style="list-style-type: none"> • calculate and evaluate the main key figures indicating profitability • can evaluate and compare the profitability of the operation to profitability in the sector • understand how a change in the price of a product or a service affects profitability

Methods of demonstrating competence

Students demonstrate their competence by carrying out different practical work tasks and by analysing the productivity of the organisation's operation and factors affecting it. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.3. Acting in a work community, 15 Competence point (106391)

Competence requirements

Competence requirements

Students know how to

- follow the operating principles of their work organisation and understand the role the personnel plays as part of a developing work community
- act as members of the work community or team in changing interactive situations
- evaluate their own performances and set development targets for their competence
- join professional networks and develop the operation of the work community
- communicate about matters related to their work using software applications and communication channels.

Assessment

Students follow the operating principles of their work organisation and understand the role the personnel play as part of a developing work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • know the operating principles of their work organisation • find out the terms of the employment relationship and the rules of the world of work and act accordingly • follow the operating practices of their work community • recognise their role as part of the work community's operation and wellbeing
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> • understand the operating principles of their work organisation • understand the terms of the employment relationship and the rules of the world of work and act accordingly • follow the operating practices of their work community and use diverse channels of seeking information • understand their role and the importance of their work regarding the work community's profitable operation and wellbeing at work
Good 4	
Excellent 5	<ul style="list-style-type: none"> • recognise the changes taking place in the world of work and their impacts on work tasks in their professional sector • understand the operating principles of their work organisation and the role personnel play in the organisation's success • understand the terms of the employment relationship and the rules of the world of work and act accordingly • follow the agreed operating practices of their work community and find creative solutions for developing the operation of the work community • use different channels of seeking information diversely • understand their role, the importance of their work and the operating principles of the organisation as part of the profitable operation and occupational wellbeing of the work community.

Students act as members of the work community or team in changing interactive situations.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • know some of the principles of working together and teamwork • work in effortless interaction with different kinds of people in the work community • openly participate in situations involving discussion and negotiation in the work community • maintain their wellbeing at work • work ethically following the occupational safety and data security instructions and observe the instructions concerning the obligation of secrecy
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • cooperate with different actors in changing work situations, paying attention to the organisation's operating culture • act constructively in different cooperation and interactive situations • actively participate in situations involving discussion and negotiation in the organisation • maintain the wellbeing of the work community through their own activities • work ethically following the occupational safety and data security instructions and observing the instructions concerning the obligation of secrecy in their communication
Good 4	
Excellent 5	<ul style="list-style-type: none"> • through their activities, build effortless cooperation between different actors, paying attention to the customs of business life and the organisation's operating culture • act flexibly and in a solution-oriented manner in cooperation, negotiation and interactive situations and know how to put themselves in the position of another individual

	<ul style="list-style-type: none"> • promote the wellbeing and occupational safety in their work community through their activities • work ethically following the occupational safety and data security instructions and observe the instructions concerning the obligation of secrecy in their communication.
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Students evaluate their work performance and set development targets for their competence.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • evaluate their work performance and their activities in the work community • participate in a feedback discussion
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • evaluate their work performance and their activities in the work community • find development needs in their own activities • participate in feedback discussions and set development targets for themselves
Good 4	
Excellent 5	<ul style="list-style-type: none"> • evaluate their work performance and the productivity of their activities • receive and give constructive feedback • draw up competence development plans for themselves • understand the importance of self-direction and lifelong learning for successful participation in the world of work

Students join professional networks and develop the activities of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • recognise social networks related to their work task • choose a suitable social communication channel for their work and create a professional profile for themselves • participate in the activities of a network that is related to their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • actively maintain their professional profile • participate in the social networks related to their work in a manner required by their work task • participate and take initiative in the development of the work community together with others
Good 4	
Excellent 5	<ul style="list-style-type: none"> • take advantage of different professional networks in their activities • take initiative in different professional networks • find justified areas requiring development in the work community and take them further • actively maintain their professional profile.

Students communicate about matters related to their work using software applications and communication channels.

Students

Satisfactory 1	<ul style="list-style-type: none"> • communicate about matters related to their work both orally and in writing • use the main information systems and software applications needed in their work • with guidance, handle and produce documents according to the organisation's instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • communicate diversely about matters related to work both orally and in writing • use and take advantage of the organisation's information systems, software applications and different digital channels in a flexible manner • use different equipment safely and according to instructions in their communication • follow the organisation's instructions in communications and when drawing up, handling and archiving documents
Good 4	
Excellent 5	<ul style="list-style-type: none"> • communicate about matters related to work both orally and in writing, taking into account the target group • choose the most suitable work and communication tools for different situations and use them in a versatile manner • make creative use of different digital channels in communications • follow the organisation's instructions and the instructions concerning data security and data protection legislation in communications and when drawing up, handling, archiving and disposing of documents, registers and reports.

Methods of demonstrating competence

Students demonstrate their competence by performing practical work tasks in the work community as a member of a working group or team and by communicating information to their work community or stakeholders using software applications and different communication channels. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.4. Customer relationship management, 30 Competence point (106375)

Competence requirements

Competence requirements

Students know how to

- obtain information about the sector and the service environment of the place of business
- plan their practical sales or service work
- manage customerships through multiple channels
- take advantage of information systems in their work.

Assessment

Students obtain information about the sector and the service environment of the place of business.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • present factors that affect customer experiences • have knowledge about different actors in the sector • recognise the importance of their own work in terms of a profitable customership and the organisation's operation
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • in their work, take into account the factors that affect customer experiences • identify the most important competitors or actors • evaluate the importance of their own work in terms of a profitable customership and the organisation's operation
Good 4	
Excellent 5	<ul style="list-style-type: none"> • understand the factors contributing to customer experiences and develop their own activities accordingly • identify the most important competitors or actors and analyse how these affect the organisation's operation • assess the importance of their own work in terms of a profitable customership and the organisation's operation and estimate how they can themselves contribute to profitability.

Students plan their practical sales or service work.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • plan their work according to the organisation's instructions and main objectives • pay attention to the different customerships and service models in their work • observe the agreements related to their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • plan their work according to the organisation's objectives • work in a goal-oriented manner paying attention to the different customerships and service models • observe the agreements related to their work
Good 4	
Excellent 5	<ul style="list-style-type: none"> • plan their work according to the organisation's objectives and develop their own activities • pay attention to the different customerships and service models in their work and develop their own activities accordingly • observe the agreements applicable to their work and the organisation's operation.

Students manage customerships through multiple channels.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • comply with the organisation's service and customership processes • participate in the management of customerships • contact customers according to the company's instructions

	<ul style="list-style-type: none"> • encounter customers in different situations in a service-oriented manner • manage customer feedback situations, but need guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • comply with the organisation's service and customership processes • take advantage of customer information when managing customerships • contact customers according to the organisation's instructions and objectives • encounter customers in different situations with a solution-oriented approach and in a service-oriented manner • manage customer feedback situations
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work independently complying with the organisation's service and customership processes, guiding others when necessary • manage customerships with the aim of developing the customer relationship in a goal-oriented manner • contact customers on their own initiative according to the organisation's instructions and objectives • encounter customers in different situations with a solution-oriented approach and in a service-oriented manner • manage customer feedback situations independently, guiding others when necessary.

Students utilize information systems in their work.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • report on their work through the agreed information system used in the organisation • as members of a team, monitor the main key figures related to the operation • with guidance, make sure that the information intended for customers is up to date and available to them • with guidance, update customer information to the information system according to the organisation's practices and data security instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • report the results of their work using the different information systems used in the organisation • as a member of the team, monitor the main key figures related to the operation and assess profitability • make sure that the information intended for customers is up to date and available • update customer information to the information system according to the organisation's practices and data security instructions
Good 4	
Excellent 5	<ul style="list-style-type: none"> • report the result of their work using the organisation's information systems diversely • monitor and evaluate the organisation's main key figures and understand how productivity is improved • independently make sure that the information intended for customers is up to date and available

- update customer information to the information system independently according to the organisation's practices and data security instructions.

Methods of demonstrating competence

Students demonstrate their competence by managing customerships in a multi-channel service environment. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis

2.5. Finance services, 30 Competence point (106376)

Competence requirements

Competence requirements

Students know how to

- obtain information about the operation of financial markets and about the services in the financial sector
- survey a personal customer's needs for financial services in the different stages of the customer's life
- present and sell financial services that meet the customer's needs
- carry out follow-up actions after the service situation.

Assessment

Students obtain information about the operation of financial markets and about the services in the financial sector.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • with guidance, follow information and bulletins related to the financial sector or their work • with guidance, use the basic knowledge of the financial sector and finance services required in their work tasks and take into account the risks associated with them • with guidance, carry out preparations related to financial services and their own work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • follow information and bulletins related to the financial sector or their work tasks • use the basic knowledge of the financial sector and financial services required in their work tasks and take into account the risks associated with them • carry out preparations related to financial services
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently search for information, bulletins and statistics related to the financial sector or their work tasks from different sources • independently use the basic knowledge of the financial sector and finance services required in their work tasks and take into account the risks associated with them

	<ul style="list-style-type: none"> • carry out preparations related to financial services independently and on their own initiative
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Students survey a personal customer's needs for financial services in the different stages of the customer's life.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • know different customer groups in financial services • with guidance, survey customers' most common needs for banking and financial services or their needs for insurance and pension services • pay attention to the instructions, rules and regulations related to financial services in their work tasks
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • have knowledge about customerships in financial services and know the most common customer groups • survey customer's needs for banking and financial services and their need for insurance or pension services. • pay attention to the instructions, rules and regulations related to financial services in their work tasks
Good 4	
Excellent 5	<ul style="list-style-type: none"> • have knowledge about different customerships and customer groups in financial services • survey different customers' needs for banking and financial services and insurance or pension services in different stages of life • observe the instructions, rules and regulations related to financial services in their work tasks

Students present and sell to the customer financial services that meet the customer's needs

Students	
Satisfactory 1	<ul style="list-style-type: none"> • comply with the service concept of financial organisations • present financial services to the customer in an ethical manner paying attention to benefits and risks • assess their performance in service situations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • comply with the service concept of financial organisations • present, provide advice on or sell financial service solutions to the customer in an ethical and responsible manner • explain to the customer the benefits and risks of the financial service presented, taking into account the customer's financial situation and security • assess their performance in service situations
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work independently according to the service concept of financial organisations • present, provide advice on or sell financial service solutions on their own initiative and in an ethical and responsible manner • explain on their own initiative and responsibly the benefits and risks of the financial services presented, taking into account the customer's financial situation and security

	<ul style="list-style-type: none"> • evaluate their own performance in service situations and identify areas requiring improvement.
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Students carry out the follow-up actions after the service situation.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • when necessary, direct the customer to a person who provides an additional service or to some other expert • carry out the follow-up actions, but need guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • when necessary, direct the customer to a person who provides an additional service or to some other expert, and take advantage of an expert network • carry out the agreed follow-up actions in ordinary situations according to instructions. • assess their own performance in carrying out follow-up actions
Good 4	
Excellent 5	<ul style="list-style-type: none"> • when necessary, direct the customer to a person who provides an additional service or to some other expert, and take advantage of an expert network in varying services situations • carry out the agreed follow-up actions in varying service situations. • monitor customer satisfaction and identify areas requiring development.

Methods of demonstrating competence

Students demonstrate their competence by working in service tasks in the financial sector or by carrying out sales, customer service or sales support tasks related to financial services. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.6. Personnel support services, 15 Competence point (106377)

Competence requirements

Competence requirements

Students know how to

- perform work tasks in personnel support services or other support services
- produce reports and documents
- act as a contact person between personnel and its different partners.

Assessment

Students perform tasks in personnel support services or other support services.

Students

Satisfactory 1	<ul style="list-style-type: none"> perform tasks in personnel support services or other support services with occasional guidance assist in event or meeting arrangements
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> perform tasks in personnel support services or other support services participate in the planning and realisation of events and meetings participate in the acquisition or production of materials related to the events
Good 4	
Excellent 5	<ul style="list-style-type: none"> perform tasks in personnel support services or other support services independently plan and realise arrangements for events and meetings responsibly communicate information about events and acquire and produce the materials related to them

Students produce reports and documents.

Students	
Satisfactory 1	<ul style="list-style-type: none"> use office software to maintain standard documents according to instructions draw up the agenda and the memorandum for a meeting according to instructions produce reports with guidance archive documents according to the organisation's instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> use office software to maintain standard documents according to instructions draw up an agenda and the memorandum for a meeting in accordance with the meeting practice produce reports or official submissions according to instructions and using applicable systems participate in the organisation's communications and production of different materials maintain the sets of instructions used in the organisation archive documents according to the organisation's instructions
Good 4	
Excellent 5	<ul style="list-style-type: none"> use office software to maintain standard documents according to instructions draw up an agenda and the memorandum for a meeting in accordance with the meeting practice produce and interpret reports or official submissions using applicable systems produce materials and presentation material related to different events for the organisation maintain the sets of instructions used in the organisation and communicate information about changes archive documents according to the organisation's instructions

Students act as a contact person between the personnel and the different partners

Students	
Satisfactory 1	<ul style="list-style-type: none"> • with guidance, compile information required by the organisation and its different partners • participate in the realisation of supporting services
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • compile information required by the organisation and its different partners and prepare material for further processing • serve and help the personnel in service situations related to cooperation
Good 4	
Excellent 5	<ul style="list-style-type: none"> • compile the information different partners require on the organisation and prepare reports in the manner required by different partners • serve and assist the personnel flexibly and on their own initiative in service situations related to cooperation • act as contact persons between outsourced services or other partner and the personnel.

Methods of demonstrating competence

Students demonstrate their competence by performing tasks in personnel support services or other support services. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.7. Bookkeeping, 30 Competence point (106378)

Competence requirements

Competence requirements

Students know how to

- record revenues, expenses and financial transactions using the system used in financial administration
- reconcile accounts and draw up the necessary notifications.

Assessment

Students record revenues, expenses and financial transactions using the system used in financial administration

Students	
Satisfactory 1	<ul style="list-style-type: none"> • know the legislation applicable to bookkeeping and comply with it in their work • in normal situations, process the material for recording • record ordinary revenues, expenses and financial transactions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • know the legislation applicable to bookkeeping and comply with it in their work • process the material for recording

	<ul style="list-style-type: none"> record revenues, expenses and financial transactions on accrual or transaction basis
Good 4	
Excellent 5	<ul style="list-style-type: none"> know the legislation applicable to bookkeeping and know how to interpret it in their work process the material on their own initiative for recording in varying and new situations record revenues, expenses and financial transactions on accrual or transaction basis independently and on their own initiative

Students reconcile accounts and draw up the necessary notifications

Students	
Satisfactory 1	<ul style="list-style-type: none"> participate in the reconciliation of accounts participate in drawing up the VAT calculation
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> assist in the end-of-month reconciliation of accounts draw up the VAT calculation
Good 4	
Excellent 5	<ul style="list-style-type: none"> reconcile the necessary accounts independently at the end of the month draw up the VAT calculation and check its accuracy submit the VAT information to the Tax Administration.

Methods of demonstrating competence

Students demonstrate their competence by carrying out bookkeeping tasks in a company or other organisation that conducts business. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.8. Library information and guidance services, 30 Competence point (106379)

Competence requirements

Competence requirements

Students know how to

- work in information services in a library
- explain and introduce the contents of the collections to different customers
- plan and implement a variety of service situations in which information and guidance is provided.

Assessment

Students work in different tasks in library information services.

Students

Satisfactory 1	<ul style="list-style-type: none"> • are familiar with the main principles of disposing the collection in information and guidance services • are familiar with the different types and forms of material in the library's collections • search information from their library's collections • use the basic search functions of the system used in their library • assist in tasks related to regional or interlibrary lending
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • master the disposition of the collection in information and guidance services • use the different types and forms of material in the library's collections • search information for customers from different information sources and databases • use various channels in information service tasks • understand the principles of cataloguing and content description when serving customers • assess the reliability and appropriateness of information sources, paying attention to source criticism • carry out work tasks related to regional and interlibrary lending
Good 4	
Excellent 5	<ul style="list-style-type: none"> • confidently master the disposition of the collection in information and guidance services • confidently use the different types and forms of material in the library's collections • diversely search information for customers from different information sources and databases • use different channels diversely in information service tasks • apply the principles of cataloguing and content description when serving customers • assess the reliability and appropriateness of information sources in different situations, paying attention to source criticism • independently take care of the work stages related to regional and interlibrary lending.

Students explain and introduce the contents of the collections to different customers.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • recognise the contents of the collections and help customers find them in usual situations • participate in presenting the library's collections
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • use their knowledge of the contents of literature or other parts of the library's central material in information service task • are familiar with the contents of the collections and help the customer find them • present the library's collections • explain the contents of literature or other parts of the library's central material
Good 4	

Excellent 5	<ul style="list-style-type: none"> diversely utilise their knowledge of the contents of literature or other parts of the library's central material in information service tasks are well familiar with the contents of the collections and help the customer find them in different situations present the library's collections diversely in different ways explain the contents of literature or other parts of the library's central material in different ways.
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Students plan and implement a variety of service situations in which information and guidance is provided.

Students	
Satisfactory 1	<ul style="list-style-type: none"> identify the most common target groups requiring guidance in the library's operating environment know the contact persons in the interest groups and direct them to the person in charge in the library as necessary assist in the planning and implementation of a group guidance situation
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> identify different target groups in the library's operating environment participate in cooperation with different interest groups in the planning and implementation of guidance situations implement usual guidance situations in the library, taking advantage of the methods of library pedagogy
Good 4	
Excellent 5	<ul style="list-style-type: none"> actively work in cooperation with different interest groups in the planning and implementation of guidance situations take advantage of the methods of library pedagogy when planning and implementing guidance situations, taking into consideration the target group plan and implement a guidance situation for a group

Methods of demonstrating competence

Students demonstrate their vocational competence in a vocational skills demonstration by carrying out work tasks in library or information services. To the extent that the vocational skills required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.9. Working in library services, 30 Competence point (106380)

Competence requirements

Competence requirements

Students know how to

- work in different service tasks in the library environment
- provide the library's services to different customer and interest groups
- work in the processes of collection work

- communicate information about the library's services

Assessment

Students work in different service tasks in the library environment.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • perform basic tasks in the library's service environment • in their work, show that they understand the importance of the Public Libraries Act in library services • in their work, show that they understand the importance of the other statutes concerning libraries, including copyright and data security • use the library system • guide the customer in using other central services in the library, needing guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • perform different tasks in the library's service environment • in their work, show that they understand the importance of the Public Libraries Act in library services • in their work, show that they understand the importance of other legislation concerning libraries, paying attention to copyright, data security and freedom of speech • use the library system in different service tasks • guide the customer in using other central software, devices and materials in the library
Good 4	
Excellent 5	<ul style="list-style-type: none"> • perform diverse tasks in the library's service environment • in their work, show that they understand the importance of the Public Libraries Act in library services • show in their work that they understand the importance of other legislation concerning libraries, paying attention to copyright, data security and freedom of speech • use and apply the library system diversely in different service tasks • guide the customer diversely in using other central software, devices and materials in the library

Students offer the library's services to different customer and interest groups.

Sectoral language proficiency for Finnish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in guiding a new customer in the use of the library's services • guide the customer in the use of the library's usual services, serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language • identify the library's main internal customerships
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • guide a new customer in the use of the library's services • are familiar with the library's main services and offer them to different customer groups, serve customers in Finnish and manage the service situation in Swedish and in one foreign language

	<ul style="list-style-type: none"> • direct customers to use electronic services • manage the library's main internal customerships
Good 4	
Excellent 5	<ul style="list-style-type: none"> • actively offer the library's services in different situations and provide advice for using the services of other service providers as necessary, serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language • provide guidance in the use of electronic services • diversely manage the library's main internal customerships.

Sectoral language proficiency for Swedish speakers

Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in guiding a new customer in the use of the library's services • guide the customer in the use of the library's usual services, serve customers in Swedish, manage the service situation in Finnish and manage the service situation tolerably well in one foreign language • identify the library's main internal customerships
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • guide a new customer in the use of the library's services • are familiar with the library's main services and offer them to different customer groups, serve customers in Swedish, manage the service situation flexibly in Finnish and manage it in one foreign language • direct customers to use electronic services • manage the library's main internal customerships
Good 4	
Excellent 5	<ul style="list-style-type: none"> • actively offer the library's services in different situations and provide advice for using the services of other service providers as necessary, serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language • provide guidance in the use of electronic services • diversely manage the library's main internal customerships.

Sectoral language proficiency for speakers of other languages

Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in guiding a new customer in the use of the library's services • guide the customer in the use of the library's usual services, manage the service situation in Finnish or Swedish and cope in it tolerably well in one other language • identify the library's main internal customerships
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • guide a new customer in the use of the library's services • are familiar with the library's main services and offer them to different customer groups, manage the service situation in Finnish or Swedish and in one foreign language and cope tolerably well in the other national language • direct customers to use electronic services • manage the library's main internal customerships

Good 4	
Excellent 5	<ul style="list-style-type: none"> actively offer the library's services in different situations and provide advice for using the services of other service providers as necessary, serve customers in Finnish or Swedish, manage the service situation flexibly in the other national language and in one foreign language provide guidance in the use of electronic services diversely manage the library's main internal customerships.

Sectoral language proficiency in education and training provided in a foreign language

Students	
Satisfactory 1	<ul style="list-style-type: none"> participate in guiding a new customer in the use of the library's services guide the customer in the use of the library's services, manage the service situation in Finnish or Swedish in addition to the language of instruction and can help the customer in the service situation in one other language identify the library's main internal customerships
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> guide a new customer in the use of the library's services are familiar with the library's main services and offer them to different customer groups and manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language direct customers to use electronic services manage the library's main internal customerships
Good 4	
Excellent 5	<ul style="list-style-type: none"> actively offer the library's services in different situations and provide advice for using the services of other service providers as necessary, serve customers in Finnish or Swedish in addition to the language of instruction and manage the service situation flexibly in one other language provide guidance in the use of electronic services diversely manage the library's main internal customerships.

Students work in the processes of collection work.

Students	
Satisfactory 1	<ul style="list-style-type: none"> participate in carrying out collection maintenance tasks arrange library materials according to the library's instructions understand the main principles of material acquisition in their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> carry out collection maintenance tasks arrange library materials carefully according to the library's practices as necessary, explain to the customer the main principles of material acquisition
Good 4	
Excellent 5	<ul style="list-style-type: none"> carry out collection maintenance tasks diversely and responsibly

	<ul style="list-style-type: none"> • arrange library materials and independently take care of the general appearance and presentation of collections • assess the needs to remove and supplement material in the collection in a customer-oriented manner and make procurement proposals as necessary.
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Students communicate information about the library's services

Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in the library's basic communication according to the library's practices • with guidance, follow the organisation's instructions on visual and other communication
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • communicate information about the library's services • pay attention to the internal and external target groups in communication • are familiar with the instructions concerning the organisation's visual and other communication and draw up bulletins accordingly
Good 4	
Excellent 5	<ul style="list-style-type: none"> • diversely communicate information about the library's services • pay attention to the internal and external target groups in communication and choose the communication channels that are suitable for the target group • act independently according to the organisation's instructions on visual and other communication.

Methods of demonstrating competence

Students demonstrate their vocational competence in a vocational skills demonstration by carrying out work tasks in library or information services. Students demonstrate their sector-specific language proficiency according to their linguistic background in a customer service situation. To the extent that the vocational skills required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.10. Invoicing and ledger management, 15 Competence point (106381)

Competence requirements

Competence requirements

Students know how to

- perform invoicing and ledger management in the organisation
- use registers, tools and application software in their work
- check received payments and send requests for payment.

Assessment

Students perform invoicing and ledger management in the organisation.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • know the procedure for approving invoices in the organisation • check orders or delivery notes according to instructions • post a transaction or check the accuracy of a posting according to instructions • produce invoices according to instructions and deliver them to the customer • save invoices to the ledger according to instructions as necessary
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • know the procedure for approving invoices in the organisation and act accordingly • check orders or delivery notes, clarifying possible errors • post a transaction or check the accuracy of a posting • produce invoices and deliver them to the customer using the application software for financial administration • save invoices to the ledger as necessary
Good 4	
Excellent 5	<ul style="list-style-type: none"> • know the procedure for approving invoices in the organisation and apply it in their work • check orders or delivery notes independently, clarifying any error situations • post a transaction or check the accuracy of a posting, performing the necessary corrections • perform invoicing independently in the organisation • save invoices to the ledger as necessary.

Students use registers, tools and application software in their work.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • use either a customer, supplier or product register in their work • use the usual office and financial management tools and application software • comply with up-to-date rules, regulations and instructions in their work • archive documents according to the organisation's instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • maintain either a customer, supplier or product register • use office and financial management tools and application software • comply with up-to-date rules, regulations and instructions in their work • archive documents systematically, complying with the organisation's instructions
Good 4	
Excellent 5	<ul style="list-style-type: none"> • maintain either a customer, supplier or product register independently • use office and financial management tools and different application software in varying situations

	<ul style="list-style-type: none"> • comply with up-to-date rules, regulations and instructions in varying situations in their work • archive documents systematically and according to regulations.
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Students check received payments and send requests for payment.

Satisfactory 1	<ul style="list-style-type: none"> • check received payments according to instructions • with guidance, find outstanding accounts from the company's financial systems
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • check received payments • find outstanding accounts from the company's financial systems • take into account possible credit notes and discounts • forward payment requests
Good 4	
Excellent 5	<ul style="list-style-type: none"> • check received payments • find out outstanding accounts from the company's financial systems independently • take into account possible credit notes and discounts • forward payment requests.

Methods of demonstrating competence

Students demonstrate their competence carrying out work duties in invoicing and ledger management in the organisation. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.11. Logistics services, 15 Competence point (106382)

Competence requirements

Competence requirements

Students know how to

- perform logistics work tasks in the organisation
- manage documents related to the logistic process
- obtain the required information on logistic services and different actors

Assessment

Students perform logistics work tasks in the organisation.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • understand to role of logistic activities in the organisation's operation • serve customers in usual logistics work tasks managing the service situation tolerably well in a foreign language that is important for the organisation
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> • understand the importance of logistic activities for the organisation as a whole • serve customers in logistics work tasks also by using a foreign language that is important for the organisation
Good 4	
Excellent 5	<ul style="list-style-type: none"> • serve customers in varying logistics work tasks also by using a foreign language that is important for the organisation • participate in the planning and development of logistics work tasks in the organisation • assess the productivity and quality of their work • assess the functioning of the logistics processes in the organisation

Students manage documents related to the organisation's logistic process.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • know the flows of information and the documents used in logistics activities • handle documents related to their work according to instructions, also using a foreign language that is important for the organisation
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • obtain information about the flows of information and documentation in logistics activities • handle and draw up documents related to their work tasks, also using a foreign language that is important for the organisation
Good 4	
Excellent 5	<ul style="list-style-type: none"> • obtain information on the flows of information and documentation in logistics activities on their own initiative • independently manage documents related to the logistic process, also flexibly using a foreign language that is important for the organisation

Students obtain the necessary information about logistics services and different actors they need in their work.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • identify logistics needs related to their work task and activities • obtain information about logistics services and actors in the logistics sector • with guidance, explore alternative service providers
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • obtain diverse information about their own work task and use it in their work • explore service providers related to the organisation's logistics activities • propose a service provider as necessary
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently obtain information related to their work task from different sources and use it in their work and in making the necessary decisions

- independently explore alternative logistics services and their providers
- propose suitable service providers, justifying the grounds for proposing them.

Methods of demonstrating competence

Students demonstrate their competence by carrying out work tasks in logistics. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.12. Marketing communications and content production, 30 Competence point (106383)

Competence requirements

Competence requirements

Students know how to

- plan marketing communications and content production
- implement goal-oriented solutions in marketing communications
- produce multi-channel content and online visibility
- monitor the effectiveness and impact of communication.

Assessment

Students plan marketing communications and content production.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • understand the role of marketing communications as a part of the organisation's core business activities • understand the importance digital marketing in their organisation • plan one marketing communications measure or plan content in a customer-oriented manner
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand the role of marketing communications as a part of the organisation's core business activities • plan marketing communications measures or contents in a customer-oriented manner • take advantage of digital marketing in their plans • prepare a budget for the plans
Good 4	
Excellent 5	<ul style="list-style-type: none"> • plan marketing communications as part of the organisation's core business activities • plan marketing communications measures or contents in a customer-oriented and goal oriented manner • take advantage of digital marketing in their plans • prepare budgets for the plans and justify them • present the plan to their work community.

Students implement goal-oriented solutions in marketing communications.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in the implementation of a planned marketing communications measure or content production, paying attention to the costs • understand the requirements of digital marketing in the work they implement • take into account the rules, regulations and ethical principles related to marketing
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • implement the marketing communications measures they have planned or produce the content they have planned, paying attention to the budget • operate in digital environments according to instructions • take into account the rules, regulations and ethical principles related to marketing
Good 4	
Excellent 5	<ul style="list-style-type: none"> • implement the marketing communications they have planned and produce content independently within the limits of the budget they have drawn up • use different methods and channels of marketing communications diversely • operate in digital environments paying attention to the requirements of different methods and channels • pay attention to the rules, regulations and ethical principles related to marketing in their work.

Students produce content and online visibility on multiple channels.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe the organisation's communications strategy • use a digital marketing tool in their work • implement communications as part of a team • take advantage of their communication and interaction skills in content production, also using English
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe the organisation's communications strategy • take advantage of the opportunities provided by the digital operating environment in their work • implement communications on different channels as agreed • take advantage of their communication and interaction skills taking into account the customer target group, also using English
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe the organisation's communications strategy • take advantage of the opportunities provided by the digital operating environment in their work and use them in a goal-oriented manner • plan online visibility and implement communications on different channels in cooperation with different actors

	<ul style="list-style-type: none"> take advantage of their communication and interaction skills, taking into account different customer target groups and also using English flexibly.
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Students monitor the effectiveness and impact of the communication.

Satisfactory 1	
Satisfactory 2	
Good 3	
Good 4	
Excellent 5	

Methods of demonstrating competence

Students demonstrate their competence by carrying out practical work tasks planning and implementing their organisation's marketing communications and content production for different target groups. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis

2.13. Sales, 30 Competence point (106384)

Competence requirements

Competence requirements

Students know how to

- prepare for sales situations according to the sales targets
- contact customers and identify the customer's needs
- offer and sell suitable product or service solutions to the customer
- manage the follow-up actions.

Assessment

Students prepare for sales situations according to the sales targets.

Satisfactory 1	
Satisfactory 2	
Good 3	
Good 4	
Excellent 5	

Students contact customers and survey the customer's needs.

Students	
Satisfactory 1	<ul style="list-style-type: none"> contact customers identify the customer's needs
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> • contact customers actively and on their own initiative • serve the customer while also paying attention to the other customers • identify the customer's needs comprehensively
Good 4	
Excellent 5	<ul style="list-style-type: none"> • contact customers actively, effectively and in a goal-oriented manner, taking advantage of customer information • serve the customer in varying situations while also paying attention to the other customers • identify the customer's needs comprehensively and in a goal-oriented manner.

Students offer and sell suitable products or service solutions to the customer.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • know the most important products and services in their operating environment • pay attention to the topical campaign and seasonal products • know some of the factors that affect the decision to buy and closing the sale • offer a product or a service that meets the customer's needs • know the ordering and delivery process
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • know the products and services in their operating environment • pay attention to the topical campaign and seasonal products • take advantage of the factors affecting the decision to buy and closing the sale • offer a product or service that meets the customer's need and suitable related products by using the sales techniques recommended by the organisation • know how to tell the customer about the different possible financing solutions • know the order and delivery process and how it affects the sales event • close the sale
Good 4	
Excellent 5	<ul style="list-style-type: none"> • have extensive knowledge about the products and services in their operating environment • pay attention to the topical campaign and seasonal products • efficiently take advantage of factors that affect the decision to buy and closing the sale • offer a product or service that meets the customer's need and suitable related products and create new, customer-oriented needs to the customer by using different sales techniques • know how to tell the customer about the different possible financing solutions • know the order and delivery process and take into account how it affects the sales event • close the sale

Students manage the follow-up actions.

Students

Satisfactory 1	<ul style="list-style-type: none"> • handle, forward and deal with customer feedback, receiving guidance from time to time • participate in handling a complaint • carry out the agreed follow-up actions according to instructions in ordinary service situations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • handle, forward and deal with customer feedback according to instructions • handle and deal with a complaint according to instructions • carry out the agreed follow-up actions according to instructions in ordinary service situations
Good 4	
Excellent 5	<ul style="list-style-type: none"> • handle and deal with customer feedback according to instructions, ensuring customer satisfaction • handle and deal with a complaint ensuring customer satisfaction • carry out the agreed follow-up actions according to instructions in challenging service situations • actively collect feedback and development ideas and forward them.

Methods of demonstrating competence

Students demonstrate their competence by carrying out sales tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.14. Payroll administration, 30 Competence point (106385)

Competence requirements

Competence requirements

Students know how to

- obtain the information and material required for payroll calculations
- calculate the salary to be paid for the pay period
- process the information concerning the pay period for accounting.

Assessment

Students obtain the information and material required for payroll calculations.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • obtain the material for payroll calculations from the organisation • determine the pay days • know the main features of the applicable collective agreement and other legislation
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • obtain the material for payroll calculations from the organisation • determine the pay days and other schedules

	<ul style="list-style-type: none"> • take into account the applicable collective agreement and other legislation
Good 4	
Excellent 5	<ul style="list-style-type: none"> • obtain the material for payroll calculations from the organisation • find out which collective agreement is used in the organisation and apply it • observe the legislation applicable to payroll administration and apply it to different

Students calculate the salary to be paid for the pay period.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • use the usual office and financial management tools and application software • use the organisation's payroll software • follow the organisation's instructions in handling payroll vouchers • know the regulations and instructions related to the work task • calculate the ordinary total pay, normal deductions and the amount to be paid for monthly salaried or hourly paid staff for the pay period, receiving guidance from time to time • when necessary, print out the payroll documents according to instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • use office and financial management tools and application software • use payroll software • follow the organisation's instructions in handling payroll vouchers • observe the regulations and instructions concerning employment relationships, payroll administration and taxation • prepare the material for payroll calculations in accordance with the organisation's instructions • calculate the ordinary total pay and normal deductions and the amount to be paid for monthly salaried or hourly paid staff for the pay period • print out the payroll documents as necessary
Good 4	
Excellent 5	<ul style="list-style-type: none"> • use office and financial management tools and application software in varying situations • use payroll software independently • apply the regulations and instructions concerning employment relationships, payroll administration and taxation • prepare the material for payroll calculations independently and on their own initiative according to the organisation's instructions • calculate the ordinary total pay, commission and benefits in kind, including annual holiday pay, as well as all deductions and the amount to be paid for monthly salaried or hourly paid staff for the pay period • print out the payroll documents as necessary.

Students process the information concerning the pay period for accounting.

Students

Satisfactory 1	<ul style="list-style-type: none"> • process the information for the pay period for accounting • with guidance, calculate the employer's health insurance contribution for the pay period
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • process the information for the pay period for accounting and assess its accuracy • calculate the employer's health insurance contribution for the pay period
Good 4	
Excellent 5	<ul style="list-style-type: none"> • assess the accuracy of the information for the pay period and process the verified information for accounting • calculate the employer's health insurance contribution for the pay period independently • participate in reconciling the pay information between accounting and payroll together with the accountant

Methods of demonstrating competence

Students demonstrate their competence by carrying out work tasks in payroll administration. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.15. Service design, 15 Competence point (106386)

Competence requirements

Competence requirements

Students know how to

- define the customer group and gather information about the customer experiences in the group
- describe the different stages of the customer path in the chosen customer group
- analyse the activities in the chosen contact points, using information gathered on the customer group
- combine the customer needs and business needs by means of service design.

Assessment

Students define the customer group and collect information about the customer experiences in the group.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • work among customers • with guidance, select a specific customer group • participate in surveying the actions of the customer group in service situations • make observations or obtain information on customer experiences with guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • work among customers in a customer-oriented manner

	<ul style="list-style-type: none"> • select a customer group and understand its value for the organisation • survey the actions and needs of the customer group in service situations • make observations and obtain information on customer experiences
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work among customers in a customer-oriented and innovative manner • choose a customer group and justify its value for the organisation • survey the actions, needs and expectations of the customer group in service situations • make observations and obtain diverse information on customer experiences.

Students describe the different stages and contact points in the customer path of the chosen customer group.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • describe the customer path of their customer group • name the contact points • work in the contact point of the customer path determined by their job description
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • describe the customer path of their customer group • name the contact points and explain their importance for the customer group • act in a customer-oriented manner in the different contact points of the customer path determined by their job description
Good 4	
Excellent 5	<ul style="list-style-type: none"> • describe the customer path of their customer group independently • name the most important contact points and explain their importance for the customer group • work on different channels and in the different contact points on their customer path making observations or obtaining information on customer experiences • work in an innovative and customer-oriented manner

Students analyse the activities in the chosen contact points by using the information gathered on the customer group

Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in defining an area that requires development • generate ideas for the chosen development need • participate in evaluating the solutions • participate in choosing a feasible solution
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • define an area that requires development and set a target for it • generate ideas for the development needs they have observed • evaluate their solutions • choose a feasible solution that provides value

Good 4	
Excellent 5	<ul style="list-style-type: none"> • define areas that required development and set targets for them • generate innovative ideas for the development needs they have observed • evaluate and justify their solutions • choose and present a feasible solution that provides value

Students combine customer and business needs by means of service design.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in developing the agreed contact point, taking into account customer and business needs
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • test and develop the agreed contact point, taking into account customer and business needs • gather feedback on the usefulness of the development activities according to the testing plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • test and develop the agreed contact point independently, taking into account customer and business needs • gather feedback on the usefulness of the development activities according to the testing plan • reform services based on the feedback received.

Methods of demonstrating competence

Students demonstrate their competence by developing the customer or service experience while working in customer service tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis

2.16. Working in a project, 15 Competence point (106387)

Competence requirements

Competence requirements

Students know how to

- draw up a small-scale project plan
- draw up and manage project documents
- communicate information about the project to different stakeholders
- monitor and assess project realisation.

Assessment

Students draw up a small-scale project plan.

Students

Satisfactory 1	<ul style="list-style-type: none"> participate in preparing a project plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> draw up a small-scale project plan know how to survey the financial and other resources required in the project
Good 4	
Excellent 5	<ul style="list-style-type: none"> know how to survey and assess the financial and other resources required in the project draw up and present the project plan.

Students draw up and manage project documents.

Students	
Satisfactory 1	<ul style="list-style-type: none"> assist in drawing up documents and reports use project management tools, but receive guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> draw up project documents use the most common project management tools independently
Good 4	
Excellent 5	<ul style="list-style-type: none"> draw up and manage project documents make efficient use of project management tools.

Students communicate information on the project to different stakeholders.

Students	
Satisfactory 1	<ul style="list-style-type: none"> assist in different communication tasks in the project
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> participate in planning the communication required in the project carry out communication tasks in the project
Good 4	
Excellent 5	<ul style="list-style-type: none"> communicate information on the project independently according to the communication plan assess the effectiveness of the communication as regards different target groups.

Students monitor and assess project realisation.

Students	
Satisfactory 1	<ul style="list-style-type: none"> participate in monitoring the progress of the project use project reporting tools
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> monitor the progress of the project, gather feedback and compile results present project results clearly, using project reporting tools
Good 4	

Excellent 5	<ul style="list-style-type: none"> • evaluate project activities, results and the realisation of the objectives diversely, using project tools • draw up development suggestions for the project based on the results.
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Methods of demonstrating competence

Students demonstrate their competence working in a project. Students know how to describe the project, its objectives and their own role in the project. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.17. Event production, 15 Competence point (106388)

Competence requirements

Competence requirements

Students know how to

- brainstorm ideas for events that are suitable for the operating environment
- draw up a feasible plan and budget
- network and find suitable partners for cooperation
- communicate information and inform about the event
- implement the event or a part of it according to their role
- evaluate how successful the event was.

Assessment

Students brainstorm events that are suitable for the operating environment

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are involved in brainstorming ideas for an event, taking into consideration the organisation's objectives
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • brainstorm ideas for events that are suitable for the operating environment, taking into account the organisation's objectives • justify a purpose and an objective for the events
Good 4	
Excellent 5	<ul style="list-style-type: none"> • actively brainstorm ideas for different events, taking into account the organisation's objectives • justify the purpose and objectives of the events, taking into account the target groups and the operating environment

Students draw up a feasible plan and budget.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are involved in drawing up the plan for the event • determine a budget for the event

	<ul style="list-style-type: none"> with guidance, find out what regulations and safety and permit matters apply to the event
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> draw up the plan for a small-scale event participate in drawing up a budget for the event find out what regulations and safety and permit matters apply to the event
Good 4	
Excellent 5	<ul style="list-style-type: none"> draw up an implementation plan for the event participate in drawing up a budget for the event ensure that the applicable regulations and safety and permit matters have been taken into account in the plan.

Students network and find suitable partners for cooperation.

Students	
Satisfactory 1	<ul style="list-style-type: none"> understand how important and necessary networking is for the implementation of the event identify the most common suitable partners for the event
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> are involved in identifying suitable partners for the event participate in the operation of the existing network related to the event
Good 4	
Excellent 5	<ul style="list-style-type: none"> identify suitable partners for the event network and act in a cooperative manner with partners.

Students communicate and inform about the event.

Students	
Satisfactory 1	<ul style="list-style-type: none"> participate in event communication, paying attention to the target groups draw up communications material according to instructions with guidance, use at least one channel in the communication and in communicating information
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> inform about the event according to instructions, paying attention to the target groups take into account the organisation's possible visual image in planning the communications material participate in communication and in communicating information about the event on different channels
Good 4	
Excellent 5	<ul style="list-style-type: none"> work in the different areas of event communication actively, taking into account the target groups work in the different areas of event communication actively, taking into account the target groups use communication channels that are appropriate for the event and its target groups.

Students implement the event or a part of it according to their role.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in the implementation of the event as instructed • participate in the follow-up actions of the event as instructed
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • actively participate in the implementation of the event as instructed • participate in the follow-up actions of the event on their own initiative as instructed
Good 4	
Excellent 5	<ul style="list-style-type: none"> • implement an event or participate in the implementation of the event as responsible members of the team • manage the follow-up actions of the event independently as instructed.

Students evaluate how successful the event was.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in the evaluation of the implementation of the event
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • evaluate the implementation and impact of the event • evaluate their contribution to the planning and implementation of the event
Good 4	
Excellent 5	<ul style="list-style-type: none"> • evaluate the implementation of the event diversely in relation to the objectives • propose development needs in the planning and implementation of events • evaluate their own strengths and development needs in planning and implementing an event.

Methods of demonstrating competence

Students demonstrate their competence by carrying out event production tasks. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.18. Closing entries, 15 Competence point (106389)

Competence requirements

Competence requirements

Students know how to

- check the accounts
- draw up the final accounts taking into account the necessary matching of revenues and expenses and depreciations

Assessment

Students check the accounts.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • check the accounts according to instructions • with guidance, pay attention to the legislation applicable to accounting
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • check the accounts, paying attention to the reconciliations of the accounts and to the content of the accounts • pay attention to the legislation applicable to accounting in their work
Good 4	
Excellent 5	<ul style="list-style-type: none"> • check the accounts, paying attention to the reconciliations of the accounts and to the content of the accounts • pay attention to the legislation applicable to accounting in their work • do the necessary corrections (memo vouchers).

Students close the accounts, paying attention to matching of revenues and expenses and depreciations.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • pay attention to the legislation applicable to the closing of the accounts • match the revenues with the related expenses when necessary • with guidance, record the necessary depreciations • with guidance, record the changes in inventories when necessary • produce the required reports and notes from the accounting software • with guidance, close the financial period in the accounting software
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • pay attention to the legislation applicable to the closing of the accounts • match the revenues with the related expenses when necessary • record the necessary depreciations • record the changes in inventories when necessary • produce the required reports and notes from the accounting software • close the financial period in the accounting software
Good 4	
Excellent 5	<ul style="list-style-type: none"> • pay attention to the legislation applicable to the closing of the accounts • match the revenues with the related expenses independently when necessary • record the necessary depreciations independently • record the changes in inventories independently when necessary • produce the required reports and notes independently from the accounting software

- close the financial period independently in the accounting software

Methods of demonstrating competence

Students demonstrate their competence by carrying out work tasks related to closing the organisation's accounts. The organisation may also be a micro company or a small association. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.19. Planning a business, 15 Competence point (400008)

Competence requirements

Students know how to

- assess their strengths and competence
- look for and generate ideas for business opportunities
- develop a business idea and draw up a business plan for it
- network with stakeholders
- prepare the documents associated with setting up a company.

Assessment

Students assess their strengths and competence.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • identify some of their strengths in acting as an entrepreneur • highlight their competences
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • identify their strengths in acting as an entrepreneur • present their competence that is relevant to business
Good 4	
Excellent 5	<ul style="list-style-type: none"> • highlight their strengths and the opportunities to use them as an entrepreneur • assess their competence and their development needs.

Students look for and generate ideas for business opportunities.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • based on their own strengths, explore what kind of business opportunities can be found • explore the companies and customers operating in their chosen professional sector, requiring guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • explore the companies and customers operating in their chosen professional sector • based on that, assess business opportunities
Good 4	

Excellent 5	<ul style="list-style-type: none"> independently assess what kind of innovative business opportunities can be found in the markets present one or more business ideas or business opportunities.
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Students develop a business idea and draw up a business plan for it.

Students	
Satisfactory 1	<ul style="list-style-type: none"> investigate the development prospects of the markets and the competitive situation create a viable business idea present a plan for the company's activities, but need some guidance determine the financial resources required for launching the business operations take into account the legislation applying to the sector when planning
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> investigate and anticipate the prospects for development in the markets and the competitive situation based on the business idea, present a plan for the administration and resourcing of the different activities calculate costs related to business activities and plan the financing take into account the legislation applying to the sector when planning
Good 4	
Excellent 5	<ul style="list-style-type: none"> anticipate and analyse the development prospects in the markets and the competitive situation based on the business idea, present a realistic and justified plan for the administration and resourcing of the different activities draw up the budgets and the financial plan produce a risk management analysis and a security plan for the company take into account the legislation applying to the sector when planning.

Students network with stakeholders.

Students	
Satisfactory 1	<ul style="list-style-type: none"> identify stakeholders related to their business present the company's operating model to one of the stakeholder groups
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> select stakeholders that are essential to their activities present the company's operating model to an important stakeholder group in an illustrative and attractive manner
Good 4	
Excellent 5	<ul style="list-style-type: none"> take initiative in the cooperation with chosen stakeholders present the company's operating model in an illustrative manner and justify it to selected stakeholders.

Students draw up the documents associated with setting up a company.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • with guidance, select a company form for the enterprise • with guidance, draw up the documents required in setting up a company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • select a suitable company form • find out what documents are associated with setting up a company and draw them up
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently select a company form and justify their choice • draw up the documents associated with setting up a company and other required contract documents independently.

Methods of demonstrating competence

The students demonstrate their competence in practical work tasks alone or with a group by drawing up a business plan for the business idea they have created. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.20. Working in a company, 15 Competence point (400009)

Competence requirements

Students know how to

- plan business activities for a company
- build cooperation networks that promote the business activities
- conduct business
- evaluate and develop the company's operation.

Assessment

Students plan the company's business activities.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • obtain information needed to plan the various aspects of the company's business activities • take advantage of information on services that support business • set strategic goals for the company • recognise risks related to business
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • specify the strategic goals for the company and draw up a customer-oriented action plan to reach them • draw up budgets and a financial plan with awareness of the entrepreneur's position • recognise the main risks related to business
Good 4	

Excellent 5	<ul style="list-style-type: none"> proactively specify and justify strategic goals for the company, specify a customer-oriented plan for them and implement the plan in order to achieve the goals independently draw up budgets and a financial plan with awareness of the entrepreneur's position identify and assess the risks related to the business.
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Students build cooperation networks that promote the business activities.

Students	
Satisfactory 1	<ul style="list-style-type: none"> specify partners that are essential to the company's operation plan cooperation with essential partners
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> alone or as a member of a team, acquire a partner that is essential to the company's operation agree on the form of cooperation with the partner they have found conclude a cooperation agreement when necessary, taking into account the responsibilities and obligations
Good 4	
Excellent 5	<ul style="list-style-type: none"> acquire partners alone or as a member of the team and agree on the forms of cooperation conclude cooperation agreements taking into consideration the responsibilities and obligations.

Students conduct business.

Students	
Satisfactory 1	<ul style="list-style-type: none"> conduct business alone or as members of the community manage the agreed sub-sector of business activities solve problems related to the company's operation with a customer-oriented approach, but need some support observe the legislation applying to the sector
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> conduct business alone or as members of the community manage the agreed sub-sector of business activities independently solve problems related to the company's operation with a customer-oriented approach observe the legislation applying to the sector
Good 4	
Excellent 5	<ul style="list-style-type: none"> conduct business alone or as members of the community manage different sub-sectors of business activities independently, demonstrating flexibility and good time management in their activities solve problems related to the company's operation with a customer-oriented approach, ensuring customer satisfaction observe the legislation applying to the sector.

Students evaluate and develop the company's operation.

Students

Satisfactory 1	<ul style="list-style-type: none"> • assess their own activities as part of the overall operation of the company • evaluate the company's operation alone or as members of the team
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess their activities and set objectives to their activities according to the company's objectives • alone or as members of the team, make proposals for developing the company's operation, taking into account customers' and stakeholders' expectations and the quality and cost targets
Good 4	
Excellent 5	<ul style="list-style-type: none"> • assess their activities in the company in relation to the company's strategic goals • actively make justified proposals, choices and decisions to develop the business in line with the strategic goals.

Methods of demonstrating competence

The students demonstrate their competence by performing practical work tasks related to conducting business. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the demonstration of competence is to be supplemented in other ways on an individual basis.

2.21. Workplace instructor training, 5 Competence point (400011)

Competence requirements

Students know how to

- familiarise themselves with the different forms of providing vocational education and training and with vocational qualifications
- act as contact persons between the education provider and the workplace
- guide other students in training organised in the workplace and in other acquisition of competence
- give feedback on the improvement of competence.

Assessment

Students familiarise themselves with the forms of providing vocational education and training and with vocational qualifications.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • define the most common forms of providing vocational education and training • know some vocational qualifications in their vocational field • with guidance, familiarise themselves with the qualification requirements of their vocational field • with guidance, recognise the link between tasks completed in the workplace and the qualification requirements in their vocational field
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> comprehensively define the division of work between the education provider and the workplace in the provision of vocational education and training in the workplace, communicate information about the provision of vocational education and training together with the education provider
Good 4	
Excellent 5	<ul style="list-style-type: none"> systematically obtain information about the parties involved in the provision of vocational education and training define the division of work between the education provider and the workplace in vocational education and training from diverse points of view in the workplace, communicate information on the provision of vocational education and training diversely together with the education provider.

Students act as contact persons between the education provider and the workplace.

Students	
Satisfactory 1	<ul style="list-style-type: none"> with guidance, identify opportunities for implementing training and demonstrations organised at the workplace with guidance, discuss organising training and demonstrations at the workplace with another student, employees, the workplace instructor and the assessor work with different students and employees
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> identify opportunities for implementing training and demonstrations organised at the workplace responsibly discuss organising training and demonstrations at the workplace with another student, employees, the workplace instructor and the assessor work with different students and employees
Good 4	
Excellent 5	<ul style="list-style-type: none"> responsibly identify opportunities for organising training and demonstrations at the workplace independently and responsibly discuss organising training and demonstrations at the workplace with another student, employees, the workplace instructor and the assessor work flexibly with different students and employees.

Students guide other students in training provided at the workplace and in other acquisition of competence.

Students	
Satisfactory 1	<ul style="list-style-type: none"> familiarise themselves with the student's personal competence development plan describe key matters related to the student's occupational safety and to instructions and practices of the workplace guide the student in achieving the objectives of competence acquisition evaluate their own guidance competence
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> • familiarise themselves with the student's personal competence development plan and with the other objectives and content of competence acquisition • familiarise the student with occupational safety and with the instructions and practices of the workplace • interactively encourage the student to achieve the objectives of competence acquisition • based on the feedback received, evaluate their own guidance competence and determine their development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • comprehensively familiarise themselves with the student's personal competence development plan and with the other objectives and content of competence acquisition • familiarise the student comprehensively with occupational safety and with the instructions and practices of the workplace • help the student to achieve the objectives set for competence acquisition • evaluate their own guidance competence diversely and improve it based on the feedback received.

Students give feedback on the development of competence.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • discuss the development of competence with the student • with guidance, compare the competence acquired by the student to the set objectives • give feedback on the development of competence to the student • pay attention to students needing special support and students representing different languages and cultures when giving feedback
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • familiarise themselves with the student's objectives in acquiring competence and the contents of training provided at the workplace • compare the competence acquired by the student to the objectives set for it • give feedback on the development of competence to the student during the training provided at the workplace • responsibly pay attention to students needing special support and students representing different languages and cultures when giving feedback
Good 4	
Excellent 5	<ul style="list-style-type: none"> • familiarise themselves with the student's objectives in acquiring competence and the contents of training provided at the workplace and in other competence acquisition • compare the competence acquired by the student diversely to the objectives set for it • give feedback on the development of competence to the student during the training provided at the workplace and other competence acquisition • pay attention to students needing special support and students representing different languages and cultures in an interactive and responsible manner when giving feedback.

Methods of demonstrating competence

The students demonstrate their competence by preparing for familiarisation, guidance and feedback situations of practical work. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.22. Working as a top expert, 15 Competence point (400010)

Competence requirements

Students know how to

- assess and develop their competence and their working environment
- work in tasks requiring top expertise in their vocational field
- take into account the quality requirements of top-class production, products or services
- work in the networks of the vocational field and in cooperation with the customer.

Assessment

Students assess and develop their competence and working environment.

Students	
Satisfactory 1	<ul style="list-style-type: none">• assess the success of their work and their competence• develop their competence and working methods• draw up individual development plans for themselves• adapt to changes and work persistently in tasks that require top expertise• develop their work environment together with others• work naturally as part of the team and adapt to their work community
Satisfactory 2	
Good 3	<ul style="list-style-type: none">• realistically assess the success of their work and their own competence, justifying their assessment• actively develop their competence and working methods• draw up individual development plans for themselves that support their growth into top experts in the vocational field• adapt to changes rapidly and work persistently in tasks requiring top expertise, developing their work• in cooperation with others, support the development of the working environment to the level required by top expertise• work actively as part of the team and adapt well to the work community
Good 4	
Excellent 5	<ul style="list-style-type: none">• realistically assess the success of their work and their own competence, justifying their assessment and defining their development needs• actively develop their competence and working methods to cope with challenging tasks• actively renew their own competence to support their development into top experts in the vocational field

	<ul style="list-style-type: none"> • anticipate changes in order to adapt to them more easily and work persistently in tasks requiring top expertise, developing themselves in tasks requiring top expertise • evaluate their working environment, propose ways to develop it and give feedback • work in the team as top experts and actively share their expertise with others.
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Students work in tasks requiring top expertise in the vocational field.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • use working methods, tools and materials with initiative • work carefully • showing initiative, find and use knowledge needed in the work and ask for advice if necessary • work cost-effectively and productively, taking into account the time and other resources that are available • promote permanent customer relationships in their work • follow workplace rules and observe working hours • work responsibly and comply with the principles of occupational ethics in the field • take responsibility for the occupational safety of their activities and comply with occupational safety regulations and instructions • ensure the safety of customers and other users according to instructions • work ergonomically and keep their work environment tidy throughout the work process
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, select working methods, tools and materials and use them in changing situations • work carefully, creatively and innovatively • showing initiative, find and apply knowledge needed in the work and are able to solve problems together with others • show initiative in working cost-effectively and productively, taking into account the time and other resources that are available and promoting the profitability of the company or organisation • actively promote the continuity of the operations and permanent customer relationships • follow workplace rules and observe working hours • act responsibly and with initiative, comply with the principles of vocational ethics in the field • take responsibility for the occupational safety of their activities, notice and report risks associated with their work, and comply with occupational safety regulations and instructions • independently ensure the safety of customers and other users • work ergonomically and keep their work environment tidy throughout the work process, also in challenging work situations
Good 4	
Excellent 5	<ul style="list-style-type: none"> • boldly select working methods, tools and materials, also new ones, and use them adeptly in changing situations • work systematically, accurately and confidently as well as creatively and innovatively • independently find and apply knowledge needed in the work in varying situations, justify their solutions by the information they have acquired

	<ul style="list-style-type: none"> • work with an entrepreneurial attitude, cost-effectively and taking into account the time and other resources that are available, promoting the profitability of the enterprise or organisation • independently promote the continuity of the operations and permanent customer relationships • follow workplace rules and observe working hours • are proud of their occupation and their competence, act responsibly and develop their work following the principles of vocational ethics in their field • take responsibility for the occupational safety of their own and the team's activities, comply with occupational safety regulations and instructions, and observe and report any risks associated with their work • work actively to ensure the safety of customers and other users in changing situations • work ergonomically and keep their work environment tidy throughout the work process, also in challenging work situations, and participate in developing the working conditions.
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Students take into account the quality requirements of top-class production, products and services.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • notice deviations • cope with the most typical problems by drawing on learning materials and guide book • set goals and draw up work plans and schedules that are realistic and viable, taking high quality requirements into account • work in accordance with the company's or organisation's quality and sustainable development objectives
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • negotiate and seek solutions to deviations • independently cope with problems • set goals and draw up work plans and schedules that are realistic and viable in changing conditions, taking high quality requirements into account • work actively to operate according to the quality and sustainable development targets of the company or organisation and notice areas requiring development
Good 4	
Excellent 5	<ul style="list-style-type: none"> • negotiate and find solutions to deviations and adapt activities according to agreed solutions • independently cope with problems and are able to justify their choices • set their goals and plan their work independently, with realistic schedules and practicable work stages in changing conditions, taking into account high quality requirements, and are able to change the plan if necessary • are committed to the quality and sustainable development targets of the company or organisation and develop practices for achieving these targets.

Students work in the networks of the sector and in cooperation with the customer.

Students

Satisfactory 1	<ul style="list-style-type: none"> • communicate in their mother tongue with customers and members of the work community and tolerably well in at least one foreign language • know the main national networks in the sector and familiarise themselves with the actors in their vocational field
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • communicate in their mother tongue with customers and members of the work community and in at least one foreign language • know the main national and international networks in the sector and familiarise themselves with the actors in their vocational field
Good 4	
Excellent 5	<ul style="list-style-type: none"> • fluently communicate in their mother tongue with customers and members of the work community and in at least one foreign language • know the main national and international networks in the sector and know how to take advantage of them in their work.

Methods of demonstrating competence

The students demonstrate their competence by working in tasks requiring top expertise in their vocational field. The skills may also be demonstrated in national and international competitions. To the extent that the vocational competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.23. Communication and interaction competence, 11 Competence point (400012)

Communication and interaction in mother tongue is completed and instructed in Finnish, Swedish or Sámi as the mother tongue, depending on the education provider's language of instruction and the qualification language. According to the student's choice, Communication and interaction in mother tongue may also be completed and instruction in it may be provided using Finnish or Swedish, Roma language or sign language that is the student's second language, or the student's other mother tongue, if this possibility is offered by the education provider.

Communication and interaction in mother tongue, Finnish

Compulsory learning outcomes, 4 Competence point

Compulsory targeted learning outcomes, 4 competence points

Students know how to

- act appropriately in different interactive situations
- interpret different texts and obtain and evaluate information from different sources
- produce different texts and express feelings, thoughts, opinions and concepts.

Assessment

Targets of assessment

Students act appropriately in different interactive situations.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • communicate in a manner that is appropriate for the interactive situation • express views appropriately in cooperation and group situations • use standard language that is appropriate for the situation when presenting a phenomenon or a matter related to their vocational field • understand the importance of language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence based on feedback received by them
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • communicate fluently in different interactive situations • steer the discussion forwards in cooperation and group situations in a goal-oriented manner • justify their opinions and statements • use standard language as indicated by the situation and the concepts and text types of their vocational field naturally when presenting phenomena or matters related to their vocational field • through their actions, demonstrate an understanding of the importance of language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • communicate convincingly also in demanding interactive situations • act constructively and promote the interaction of the team in cooperation and teamwork situations through their actions • justify their opinions and statements diversely and in a manner that is appropriate for the situation • use standard language as indicated by the situation and the concepts and text types of their vocational field naturally and appropriately when presenting phenomena related to their vocational field and gear their message to the target group • through their actions, demonstrate an understanding of the importance of language and interactive competence in their vocational field, in the world of work and in society • develop their interaction competence based on feedback and self-assessment

Students interpret different texts and obtain and evaluate information from different sources.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • recognise text types and media used in their vocational field and in the world of work • conclude the meanings of texts mainly independently

	<ul style="list-style-type: none"> • seek information in the main information sources in their vocational field and use their multiliteracy in simple tasks for seeking information • take some notes and sum up a few core ideas based on what they hear, read and see • assess the reliability of information sources and information mainly independently • use the information they have obtained • observe copyrights mainly independently • assess their competence in interpreting texts based on the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • recognise diverse text types and media used in their vocational field and in the world of work • interpret the main objectives and essential meanings of different texts • seek information in diverse sources in their vocational field, using their multiliteracy • take notes and sum up the core contents based on what they hear, read and see • evaluate the reliability of information sources and information • use the information they have obtained systematically and effortlessly • observe copyrights appropriately • assess their competence in interpreting texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • know the diverse text types and media used in their vocational field and in the world of work and evaluate their use • interpret the objectives of different texts diversely and evaluate the content and expression of the texts • seek information in diverse and relevant information sources effortlessly, using their multiliteracy • take notes independently and sum up the core contents based on what they hear, read and see • assess with expertise the reliability of information sources and information • diversely and effortlessly use the information they have obtained • observe copyrights and cite appropriately the sources they use • develop their competence in the interpretation of texts on the basis of feedback and self-assessment.

Students produce different texts and express feelings, thoughts, opinions and concepts

Students

Satisfactory 1	<ul style="list-style-type: none"> • set objectives for their expression and plan their expression according to these objectives • produce spoken, written or audio-visual texts using information and communication technologies and their multiliteracy • have partly mastered the practices of written language • produce texts that are typically needed in their vocational field and in the world of work • produce spoken language that is suitable for the situation • assess their competence in producing texts and their expressive skills on the basis of the feedback received
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Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • set objectives for their expression and communicate in line with these objectives • produce spoken, written or audio-visual texts using information and communication technologies and their multiliteracy and assess the appropriateness of different options • have mostly mastered the practices of written language • produce texts according to the textual practices in their vocational field and in the world of work • plan spoken texts according to the target group and express themselves clearly • assess their competence in producing texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • set objectives for their expression, communicate in line with these objectives and assess the effectiveness of their communication • produce spoken, written or audio-visual texts using diverse information and communication technologies and their multiliteracy, and assess the appropriateness of different options • have mastered the practices of written language with fluency and modify the expression and structure of the texts they produce • fluently produce texts that comply with the textual practices of their vocational field and the world of work • use clear spoken language that is appropriate for the situation interactively and have mastered polished standard language • develop their competence in producing texts on the basis of feedback and self-assessment.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- develop their communication and interaction competence
- develop their public speaking and teamwork skills
- interpret and produce different texts
- are familiar with forms and meanings of language and literature.

Assessment

Targets of assessment

Students know how to develop their communication and interaction competence.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • express their opinions appropriately and provide convincing arguments for them • take the views of others into account in interaction • demonstrate an understanding of the importance of non-verbal communication and its impacts on how the message is received

	<ul style="list-style-type: none"> • assess their communication and interaction competence on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • behave politely and adaptively in interactive situations in different environments • take the requirements of the recipient, the situation and their vocational field into account in their communication • take the impacts of non-verbal communication into account in their own expression • assess their communication and interaction competence realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • maintain interaction while they are speaking, illustrate their speech and put it together logically • take into account the recipient, situation and the requirements of the vocational field and communicate constructively also in conflicting and problem situations • apply the rules of non-verbal communication in their interaction and compare cultural meanings • develop their communication and interaction competence on the basis of feedback and self-assessment

Students develop their public speaking and teamwork skills.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • deliver both spontaneous and prepared speeches or oral presentations on familiar topics • work cooperatively as part of the team in teamwork situations • follow the meeting and negotiation practices of the world of work but need guidance from time to time • assess their public speaking and teamwork skills on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • deliver both spontaneous and prepared presentations, illustrate their presentation and put them together logically • actively steer the team's work forwards and appreciate the views of others • follow the meeting and negotiation practices of the world of work • assess their public speaking and teamwork skills realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • deliver both spontaneous and independently prepared presentations, also in challenging situations, illustrate their presentation and put it together logically • recognise the impacts of their actions on the team's operation and encourage other team members to act • have mastered the flexible use of meeting and negotiation practices • assess their public speaking and teamwork skills based on feedback and self-evaluation.

Students interpret and produce different texts.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • familiarise themselves with different text types • know some of the requirements of using text types as indicated by the situation • with guidance, produce and interpret texts on their own and together with others • with guidance, give and receive constructive feedback on the produced texts • assess their competence in interpreting and producing texts on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • familiarise themselves with different text types and analyse their methods of expression critically • produce and interpret texts alone and together with others • edit texts they have produced on the basis of feedback • give and receive constructive feedback on produced text • assess their competence in interpreting and producing texts realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • familiarise themselves with different text types and analyse their methods of expression critically and from diverse viewpoints • produce and interpret diverse texts alone and together with others • give constructive and diverse feedback on texts that have been produced and receive feedback • edit texts they have produced and develop their writing skills based on the feedback received • develop their competence in interpreting and producing texts on the basis of feedback and self-assessment.

Students are familiar with forms and meanings of language and literature	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • are aware of the importance of the diversity of languages, cultures and identities • familiarise themselves with different genres of literature and other art forms • read literary texts • make observations on their reading
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • take into account the diversity of languages, cultures and identities in their interaction • familiarise themselves diversely with different genres of literature and other art forms • read literature and interpret and evaluate literature and other works of art • assess their reading
Good 4	
Excellent 5	<ul style="list-style-type: none"> • diversely apply their competence related to the diversity of languages, cultures and identities • demonstrate diverse knowledge of different genres of literature and other art forms

- acquire diverse reading experiences and analyse and evaluate literature and other works of art
- assess and develop their reading.

Communication and interaction in mother tongue, Sámi

Compulsory learning outcomes, 4 Competence point

Compulsory targeted learning outcomes, 4 competence points

Students know how to

- act appropriately in different interactive situations using Sámi
- interpret different texts and obtain and evaluate information from different sources
- produce different texts and express feelings, thoughts, opinions and concepts in Sámi.

Assessment

Targets of assessment

Students act appropriately in different interactive situations using Sámi.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • communicate in a manner that is appropriate for the interactive situation • express views appropriately in cooperation and group situations • use standard language that is appropriate for the situation when presenting a phenomenon or a matter related to their vocational field • understand the importance of language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence based on feedback received by them
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • communicate fluently in different interactive situations • steer the discussion forwards in cooperation and group situations in a goal-oriented manner • justify their opinions and statements • use standard language as indicated by the situation and the concepts and text types of their vocational field naturally when presenting phenomena or matters related to their vocational field • through their actions, demonstrate an understanding of the importance of language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • communicate convincingly also in demanding interactive situations • act constructively and promote the interaction of the team in cooperation and teamwork situations through their actions • justify their opinions and statements diversely and in a manner that is appropriate for the situation • use standard language as indicated by the situation and the concepts and text types of their vocational field naturally and

	<p>appropriately when presenting phenomena related to their vocational field and gear their message to the target group</p> <ul style="list-style-type: none"> • through their actions, demonstrate an understanding of the importance of language and interactive competence in their vocational field, in the world of work and in society • develop their interaction competence based on feedback and self-assessment.
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Students interpret different texts and obtain and evaluate information from different sources.

Students

Satisfactory 1	<ul style="list-style-type: none"> • recognise text types and media used in their vocational field and in the world of work • conclude the meanings of texts mainly independently • seek information in the main information sources in their vocational field and use their multiliteracy in simple tasks for seeking information • take some notes and sum up a few core ideas based on what they hear, read and see • assess the reliability of information sources and information mainly independently • use the information they have obtained • observe copyrights mainly independently • assess their competence in interpreting texts based on the feedback received
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Satisfactory 2

Good 3	<ul style="list-style-type: none"> • recognise diverse text types and media used in their vocational field and in the world of work • interpret the main objectives and essential meanings of different texts • seek information in diverse sources in their vocational field, using their multiliteracy • take notes and sum up the core contents based on what they hear, read and see • evaluate the reliability of information sources and information • use the information they have obtained systematically and effortlessly • observe copyrights appropriately • assess their competence in interpreting texts realistically, recognising their strengths and development needs
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Good 4

Excellent 5	<ul style="list-style-type: none"> • know the diverse text types and media used in their vocational field and in the world of work and evaluate their use • interpret the objectives of different texts diversely and evaluate the content and expression of the texts • seek information in diverse and relevant information sources effortlessly, using their multiliteracy • take notes independently and sum up the core contents based on what they hear, read and see • assess with expertise the reliability of information sources and information • diversely and effortlessly use the information they have obtained • observe copyrights and cite appropriately the sources they use • develop their competence in the interpretation of texts on the basis of feedback and self-assessment.
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Students produce different texts and express feelings, thoughts, opinions and concepts in Sámi.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • set objectives for their expression and plan their expression according to these objectives • produce spoken, written or audio-visual texts using information and communication technologies and their multiliteracy • have partly mastered the practices of written language • produce texts that are typically needed in their vocational field and in the world of work • produce spoken language that is suitable for the situation • assess their competence in producing texts and their expressive skills on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • set objectives for their expression and communicate in line with these objectives • produce spoken, written or audio-visual texts using information and communication technologies and their multiliteracy and assess the appropriateness of different options • have mostly mastered the practices of written language • produce texts according to the textual practices in their vocational field and in the world of work • plan spoken texts according to the target group and express themselves clearly • assess their competence in producing texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • set objectives for their expression, communicate in line with these objectives and assess the effectiveness of their communication • produce spoken, written or audio-visual texts using diverse information and communication technologies and their multiliteracy, and assess the appropriateness of different options • have mastered the practices of written language with fluency and modify the expression and structure of the texts they produce • fluently produce texts that comply with the textual practices of their vocational field and the world of work • use clear spoken language that is appropriate for the situation interactively and have mastered polished standard language • develop their competence in producing texts on the basis of feedback and self-assessment.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- develop their communication and interaction competence in Sámi
- develop their public speaking and teamwork skills
- interpret and produce different texts in Sámi
- are familiar with forms and meanings of language and literature.

Assessment

Targets of assessment

Students know how to develop their communication and interaction competence in Sámi.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • express their opinions appropriately and provide convincing arguments for them • take the views of others into account in interaction • demonstrate an understanding of the importance of non-verbal communication and its impacts on how the message is received • assess their communication and interaction competence on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • behave politely and adaptively in interactive situations in different environments • take the requirements of the recipient, the situation and their vocational field into account in their communication • take the impacts of non-verbal communication into account in their own expression • assess their communication and interaction competence realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • maintain interaction while they are speaking, illustrate their speech and put it together logically • take into account the recipient, situation and the requirements of the vocational field and communicate constructively also in conflicting and problem situations • apply the rules of non-verbal communication in their interaction and compare cultural meanings • develop their communication and interaction competence on the basis of feedback and self-assessment.

Students develop their public speaking and teamwork skills.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • deliver both spontaneous and prepared speeches or oral presentations on familiar topics • work cooperatively as part of the team in teamwork situations • follow the meeting and negotiation practices of the world of work but need guidance from time to time • assess their public speaking and teamwork skills on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • deliver both spontaneous and prepared presentations, illustrate their presentation and put them together logically • actively steer the team's work forwards and appreciate the views of others • follow the meeting and negotiation practices of the world of work • assess their public speaking and teamwork skills realistically, recognising their strengths and development needs

Good 4	
Excellent 5	<ul style="list-style-type: none"> • deliver both spontaneous and independently prepared presentations, also in challenging situations, illustrate their presentation and put it together logically • recognise the impacts of their actions on the team's operation and encourage other team members to act • have mastered the flexible use of meeting and negotiation practices • assess their public speaking and teamwork skills based on feedback and self-evaluation.

Students interpret and produce different texts in Sámi.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • familiarise themselves with different text types • know some of the requirements of using text types as indicated by the situation • with guidance, produce and interpret texts on their own and together with others • with guidance, give and receive constructive feedback on the produced texts • assess their competence in interpreting and producing texts on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • familiarise themselves with different text types and analyse their methods of expression critically • produce and interpret texts alone and together with others • edit texts they have produced on the basis of feedback • give and receive constructive feedback on produced text • assess their competence in interpreting and producing texts realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • familiarise themselves with different text types and analyse their methods of expression critically and from diverse viewpoints • produce and interpret diverse texts alone and together with others • give constructive and diverse feedback on texts that have been produced and receive feedback • edit texts they have produced and develop their writing skills based on the feedback received • develop their competence in interpreting and producing texts on the basis of feedback and self-assessment.

Students are familiar with forms and meanings of language and literature.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are aware of the importance of the diversity of languages, cultures and identities • familiarise themselves with different genres of literature and other art forms • read literary texts • make observations on their reading
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> • take into account the diversity of languages, cultures and identities in their interaction • familiarise themselves diversely with different genres of literature and other art forms • read literature and interpret and evaluate literature and other works of art • assess their reading
Good 4	
Excellent 5	<ul style="list-style-type: none"> • diversely apply their competence related to the diversity of languages, cultures and identities • demonstrate diverse knowledge of different genres of literature and other art forms • acquire diverse reading experiences and analyse and evaluate literature and other works of art • assess and develop their reading.

Communication and interaction in mother tongue, sign language

Compulsory learning outcomes, 4 Competence point

Compulsory targeted learning outcomes, 4 competence points

Students know how to

- act appropriately in different interactive situations using the Finnish sign language
- interpret different signed texts and obtain and evaluate information from different sources
- produce signed texts in different forms and express feelings, thoughts, opinions and concepts in the Finnish sign language.

Assessment

Targets of assessment

Students act appropriately in different interactive situations using the Finnish sign language.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • use the Finnish sign language in familiar communication situations appropriately • can cope in familiar communication environments, for example with people who can hear • use sign language interpretation in interactive situations • participate in cooperation and group situations and express their opinions appropriately • present a phenomenon or issue related to their vocational field • are aware of the importance of sign language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence based on feedback received by them
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • use the Finnish sign language in communication situations of the field interactively and appropriately • operate in varying professional communication environments, including with sign language users and people who can hear

	<ul style="list-style-type: none"> • use sign language interpretation appropriately in different situations • steer a communication situation forwards purposefully • justify their opinions and arguments and work in an ethically sustainable manner in interactive situations • as indicated by the situation, use standard language naturally and the concepts and registers of the field adeptly when presenting phenomena or matters related to their vocational field • understand the importance of sign language and interaction competence in their vocational field and in the world of work • assess their interaction competence realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • use the Finnish sign language actively in communication situations of the field and are naturally interactive and convincing in their communication • operate flexibly in different multimodal communication environments • use sign language interpretation adeptly in different situations • participate actively and constructively in a group • promote the interaction of the group through their actions • justify their views and arguments diversely and work in an ethically sustainable manner in interactive situations • direct their message to the target group when presenting phenomena related to their field in standard language and use the concepts and registers of the field flexibly • understand the importance of sign language and interaction competence in their vocational field and more extensively in society for both the individual and the world of work • develop their interaction competence based on feedback and self-assessment.

Students interpret different signed texts and obtain and evaluate information from different sources.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • are familiar with text types used in the world of work • find information in key sources of their vocational field • understand the core contents of essential messages in their field in the Finnish sign language • make conclusions about the meanings of texts and the reliability of different information sources • use the information they have acquired for interpreting texts while communicating • observe copyrights partly independently • assess their competence in interpreting texts based on the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand the objective of texts that are essential for their vocational competence and interpret the meanings of texts • find information related to their vocational field in versatile sources • understand the main content of essential messages in their field in the Finnish sign language and are able to relate it to their personal experiences • evaluate the reliability of information and information sources

	<ul style="list-style-type: none"> diversely use the information they have acquired for interpreting texts observe copyrights appropriately assess their competence in interpreting texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> interpret the meanings and objectives of texts and are able to evaluate their content and expression seek information in diverse and relevant information sources understand the main contents of messages in their field in the Finnish sign language and are able to make comparisons and conclusions on this basis expertly evaluate the reliability of information and information sources adeptly use the information they have acquired for interpreting texts observe copyrights and cite appropriately the sources they use develop their competence in the interpretation of texts on the basis of feedback and self-assessment.

Students produce signed texts in different forms and express feelings, thoughts, opinions and concepts in the Finnish sign language.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> set objectives for their signed texts and are to some extent able to adapt their expression in order to achieve the objectives use information and communication technology for producing signed texts and practise their multiliteracy are familiar with different styles, including narrative, factual and news style, and use signs relevant to their vocational field under guidance have partly mastered the practices of written language using a model, produce signed documents, including reports, operating instructions, CVs and other typical texts needed in their vocational field take notes and sum up the core contents based on what is presented to them and they read and see assess their competence in producing signed texts based on the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> set objectives for their signed texts and express themselves in keeping with the objectives use information and communication technology for producing signed texts, are able to evaluate the appropriateness of different options, and practise their multiliteracy have mastered the general signs and communicate in situations of their field in the Finnish sign language have mainly mastered the practices of written language and the sequencing of text, and their texts have natural cohesion prepare signed documents appropriately and produce typical texts following the practices of their field take notes and sum up information they have acquired assess their competence in producing signed texts realistically, recognising their strengths and development needs
Good 4	

Excellent 5	<ul style="list-style-type: none"> • set objectives for their signed texts, communicate in line with these objectives and assess the effectiveness of their communication • use information and communication technology and media for producing signed texts and improve their multiliteracy • communicate professionally in the Finnish sign language and are well familiar with the signs relevant to their vocational field • have good command of the practices of written language and constructing text • edit the expression and structure of signed texts produced by them • adeptly produce signed texts in keeping with the practices of their field • prepare signed documents appropriately and are also able to apply document models creatively • develop their competence in producing signed texts on the basis of feedback and self-assessment
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Optional learning outcomes, 3 Competence point

Students develop their communication and interaction competence and the ways to express of the Finnish sign language. Optional targeted learning outcomes, 3 competence points

Students know how to

- develop their communication and interaction competence and the ways to express of the Finnish sign language
- develop their public speaking and teamwork skills
- interpret and produce different signed texts
- are familiar with forms and meanings of language and literature.

Assessment

Targets of assessment

Students develop their communication and interaction competence and the ways to express of the Finnish sign language.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • express their opinion with appropriate and persuasive justifications • take other people's views into account in interaction • understand the importance of non-verbal communication and gestures in interaction and their influence on the way the message is received • assess their communication and interaction competence on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • behave politely and adaptively in interactive situations in different language environments • take the requirements of the recipient, the situation and their vocational field into account in their communication • naturally use general signs and signs related to their vocational field

	<ul style="list-style-type: none"> • account for the importance of non-verbal communication and gestures and are aware of their impacts in their own expression • assess their communication and interaction competence realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • maintain interaction while signing, illustrate their speech and structure it so that its contents are logical • make versatile use of sign language with fluent structures and rich expressions • communicate constructively, also in situations that involve conflicts and problems • apply the rules of non-verbal communication, gestures and non-manual markers in their interaction and also compare meanings between different cultures • develop their communication and interaction competence on the basis of feedback and self-assessment.

Students develop their public speaking and teamwork skills

Students	
Satisfactory 1	<ul style="list-style-type: none"> • deliver both spontaneous and prepared addresses or presentations on familiar topics • work cooperatively as part of the team in teamwork situations • follow the meeting and negotiation practices of the world of work but need guidance from time to time • assess their public speaking and teamwork skills on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • when speaking publicly, find it easy to make contact with the audience, and know how to structure their contributions so that they are easy to follow • actively steer the team's work forwards and appreciate the views of others • follow the meeting and negotiation practices of the world of work • assess their public speaking and teamwork skills realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • deliver both spontaneous and independently prepared presentations, also on challenging topics, illustrate their presentation and put it together logically • recognise the impacts of their actions on the team's operation and encourage other team members to act in a sign-language communication environment • have mastered meeting and negotiation practices adaptively, taking the cultural features of sign language into account • develop their public speaking and teamwork skills based on feedback and self-assessment.

Students interpret and produce different signed texts.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are familiar with styles and text types of signed languages and the requirements of using them appropriately in each situation • use different vocational expression types following a model

	<ul style="list-style-type: none"> • produce texts alone and with others • assess their competence in interpreting and producing signed texts on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • examine the styles of signed languages and the ways to express of different text types critically • edit professional texts produced by them on the basis of feedback • give and receive constructive feedback on texts produced together • assess their competence in interpreting and producing texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • use a variety of different ways to express and styles and text types of signed languages in their texts and in different language environments • make observations on professional text types, modify them and assess the impacts of linguistic choices • work flexibly as part of the text production process together with others • develop their competence in interpreting and producing texts on the basis of feedback and self-assessment.

Students are familiar with forms and meanings of language and literature.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • know and recognise the importance of your own language as well as cultural diversity and identities in interaction • familiarise themselves with different genres of literature and other art forms • read fiction and make observations of their own reading
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • take into account the diversity of languages, cultures and identities in their interaction • interpret and evaluate books they read and other art performances they experience, assessing their own reading
Good 4	
Excellent 5	<ul style="list-style-type: none"> • apply their competence related to linguistic and cultural diversity and appreciate cultural diversity • obtain versatile reading experiences, evaluate the significance of literature and other art forms, and assess their own multiliteracy.

Communication and interaction in mother tongue, the student's mother tongue

Compulsory learning outcomes, 4 Competence point

Compulsory targeted learning outcomes, 4 competence points

Students know how to

- act appropriately in different interactive situations using their mother tongue
- interpret different texts and obtain and evaluate information from different sources

- produce different texts and express feelings, thoughts, opinions and concepts in their mother tongue.

Assessment

Targets of assessment

Students act appropriately in different interactive situations using their mother tongue.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • communicate in a manner that is appropriate for the interactive situation • express views appropriately in cooperation and group situations • use standard language that is appropriate for the situation when presenting a phenomenon or a matter related to their vocational field • understand the importance of language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence based on feedback received by them
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • communicate fluently in different interactive situations • steer the discussion forwards in cooperation and group situations in a goal-oriented manner • justify their opinions and statements • use standard language as indicated by the situation and the concepts and text types of their vocational field naturally when presenting phenomena or matters related to their vocational field • through their actions, demonstrate an understanding of the importance of language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • communicate convincingly also in demanding interactive situations • act constructively and promote the interaction of the team in cooperation and teamwork situations through their actions • justify their opinions and statements diversely and in a manner that is appropriate for the situation • use standard language as indicated by the situation and the concepts and text types of their vocational field naturally and appropriately when presenting phenomena related to their vocational field and gear their message to the target group • through their actions, demonstrate an understanding of the importance of language and interactive competence in their vocational field, in the world of work and in society • develop their interaction competence based on feedback and self-assessment.

Students interpret different texts and obtain and evaluate information from different sources.	
Students	

Satisfactory 1	<ul style="list-style-type: none"> • recognise text types and media used in their vocational field and in the world of work • conclude the meanings of texts mainly independently • seek information in the main information sources in their vocational field and use their multiliteracy in simple tasks for seeking information • take some notes and sum up a few core ideas based on what they hear, read and see • assess the reliability of information sources and information mainly independently • use the information they have obtained • observe copyrights mainly independently • recognise diverse text types and media used in their vocational field and in the world of work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess their competence in interpreting texts based on the feedback received • interpret the main objectives and essential meanings of different texts • seek information in diverse sources in their vocational field, using their multiliteracy • take notes and sum up the core contents based on what they hear, read and see • evaluate the reliability of information sources and information • use the information they have obtained systematically and effortlessly • observe copyrights appropriately • assess their competence in interpreting texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • know the diverse text types and media used in their vocational field and in the world of work and evaluate their use • interpret the objectives of different texts diversely and evaluate the content and expression of the texts • seek information in diverse and relevant information sources effortlessly, using their multiliteracy • take notes independently and sum up the core contents based on what they hear, read and see • assess with expertise the reliability of information sources and information • diversely and effortlessly use the information they have obtained • observe copyrights and cite appropriately the sources they use • develop their competence in the interpretation of texts on the basis of feedback and self-assessment.

Students produce different texts and express feelings, thoughts, opinions and concepts in their mother tongue.

Students

Satisfactory 1	<ul style="list-style-type: none"> • set objectives for their expression and plan their expression according to these objectives • produce spoken, written or audio-visual texts using information and communication technologies and their multiliteracy • have partly mastered the practices of written language • produce texts that are typically needed in their vocational field and in the world of work
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	<ul style="list-style-type: none"> • produce spoken language that is suitable for the situation • assess their competence in producing texts and their expressive skills on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • set objectives for their expression and communicate in line with these objectives • produce spoken, written or audio-visual texts using information and communication technologies and their multiliteracy and assess the appropriateness of different options • have mostly mastered the practices of written language • produce texts according to the textual practices in their vocational field and in the world of work • plan spoken texts according to the target group and express themselves clearly • assess their competence in producing texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • set objectives for their expression, communicate in line with these objectives and assess the effectiveness of their communication • produce spoken, written or audio-visual texts using diverse information and communication technologies and their multiliteracy, and assess the appropriateness of different options • have mastered the practices of written language with fluency and modify the expression and structure of the texts they produce • fluently produce texts that comply with the textual practices of their vocational field and the world of work • use clear spoken language that is appropriate for the situation interactively and have mastered polished standard language • develop their competence in producing texts on the basis of feedback and self-assessment

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- develop their communication and interaction competence in their mother tongue
- develop their public speaking and teamwork skills
- interpret and produce different texts in their mother tongue
- are familiar with forms and meanings of language and literature.

Assessment

Targets of assessment

Students develop their communication and interaction competence in their mother tongue.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • express their opinions appropriately and provide convincing arguments for them

	<ul style="list-style-type: none"> • take the views of others into account in interaction • demonstrate an understanding of the importance of non-verbal communication and its impacts on how the message is received • assess their communication and interaction competence on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • behave politely and adaptively in interactive situations in different environments • take the requirements of the recipient, the situation and their vocational field into account in their communication • take the impacts of non-verbal communication into account in their own expression • assess their communication and interaction competence realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • maintain interaction while they are speaking, illustrate their speech and put it together logically • take into account the recipient, situation and the requirements of the vocational field and communicate constructively also in conflicting and problem situations • apply the rules of non-verbal communication in their interaction and compare cultural meanings • develop their communication and interaction competence on the basis of feedback and self-assessment.

Students develop their public speaking and teamwork skills.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • deliver both spontaneous and prepared speeches or oral presentations on familiar topics • work cooperatively as part of the team in teamwork situations • follow the meeting and negotiation practices of the world of work but need guidance from time to time • assess their public speaking and teamwork skills on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • deliver both spontaneous and prepared presentations, illustrate their presentation and put them together logically • actively steer the team's work forwards and appreciate the views of others • follow the meeting and negotiation practices of the world of work • assess their public speaking and teamwork skills realistically, recognising strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • deliver both spontaneous and independently prepared presentations, also in challenging situations, illustrate their presentation and put it together logically • recognise the impacts of their actions on the team's operation and encourage other team members to act • have mastered the flexible use of meeting and negotiation practices • assess their public speaking and teamwork skills based on feedback and self-evaluation.

Students interpret and produce different texts in their mother tongue.

Students	
Satisfactory 1	<ul style="list-style-type: none"> familiarise themselves with different text types know some of the requirements of using text types as indicated by the situation with guidance, produce and interpret texts on their own and together with others with guidance, give and receive constructive feedback on the produced texts assess their competence in interpreting and producing texts on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> familiarise themselves with different text types and analyse their methods of expression critically produce and interpret texts alone and together with others edit texts they have produced on the basis of feedback give and receive constructive feedback on produced text assess their competence in interpreting and producing texts realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> familiarise themselves with different text types and analyse their methods of expression critically and from diverse viewpoints produce and interpret diverse texts alone and together with others give constructive and diverse feedback on texts that have been produced and receive feedback edit texts they have produced and develop their writing skills based on the feedback received develop their competence in interpreting and producing texts on the basis of feedback and self-assessment.

Students are familiar with forms and meanings of language and literature.

Students	
Satisfactory 1	<ul style="list-style-type: none"> are aware of the importance of the diversity of languages, cultures and identities familiarise themselves with different genres of literature and other art forms read literary texts make observations on their reading
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> take into account the diversity of languages, cultures and identities in their interaction familiarise themselves diversely with different genres of literature and other art forms read literature and interpret and evaluate literature and other works of art assess their reading
Good 4	
Excellent 5	<ul style="list-style-type: none"> diversely apply their competence related to the diversity of languages, cultures and identities

- demonstrate diverse knowledge of different genres of literature and other art forms
- acquire diverse reading experiences and analyse and evaluate literature and other works of art
- assess and develop their reading.

Communication and interaction in mother tongue, Finnish for sign language users

Compulsory learning outcomes, 4 Competence point

Compulsory targeted learning outcomes, 4 competence points

Students know how to

- communicate in different interactive situations in Finnish
- obtain and interpret information to base their communication on
- express concepts, ideas, feelings, facts and opinions in Finnish.

Assessment

Targets of assessment

Students communicate in different interactive situations in Finnish.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • act appropriately in each situation in a familiar communication environment • use professional Finnish and their other language competence when operating in familiar language environments, for instance with people who can hear, but need guidance from time to time • are aware of the significance of Finnish language proficiency in their field
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • communicate interactively and appropriately in different situations • under guidance, use professional Finnish and their other linguistic capabilities in varying language environments, for instance with people who can hear, and participate in interactive situations • understand the importance of Finnish in their vocational field and in society
Good 4	
Excellent 5	<ul style="list-style-type: none"> • are naturally interactive and convincing in their communication • communicate actively and constructively in group situations • use professional Finnish and their other linguistic capabilities and participate actively in different multimodal interactive situations • assess the importance of Finnish in their vocational field and more extensively in society for both the individual and the world of work.

Students obtain and interpret information to base their communication on.	
Students	

Satisfactory 1	<ul style="list-style-type: none"> • understand the gist of general texts and key texts of their field • seek information in key sources for their vocational field in Finnish, partly independently • make conclusions on the reliability of different information sources • use the information they have obtained in their communication observing copyrights, partly independently
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand the gist of general texts and key texts in terms of their vocational competence, compare literary, standard and everyday language texts • find information related to their vocational field in versatile sources in Finnish • evaluate the reliability of information and information sources • use the information they have obtained to support their interpretation and own expression • observe copyrights appropriately
Good 4	
Excellent 5	<ul style="list-style-type: none"> • fluently understand both texts intended for a general audience and those related to their vocational field • seek information in diverse and relevant information sources in Finnish • expertly evaluate the reliability of information and information sources • adeptly use the information they have obtained to support their interpretation and own expression • observe copyrights and cite appropriately the sources they use.

Students express concepts, ideas, feelings, facts and opinions in Finnish.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • set targets for their communication and are to some extent able to adapt their communication in order to achieve the targets • use different means of communication and media to communicate • write key texts in terms of vocational competence and use understandable language but need guidance from time to time • produce documents following a model and common texts needed in their vocational field • assess their language proficiency and literacy in the Finnish language based on feedback and explain how they could improve their competence
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • set objectives for their communication and express themselves in keeping with these objectives • use different means of communication and media to communicate, assess the appropriateness of different options in their use • write texts that are essential for their vocational competence following the basic spelling rules of Finnish • draw up documents appropriately and produce texts that are essential for their vocational field following the textual practices of the field

	<ul style="list-style-type: none"> • assess their expression skills, language use and literacy in Finnish realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • set objectives for their expression, communicate in line with these objectives and assess the effectiveness of their communication • use different means of communication and media to communicate, promoting the achievement of their communication-related objectives • fluently write clear and understandable standard Finnish, observing the basic spelling rules • prepare documents appropriately and are also able to apply document models • assess their expression skills, language use and literacy in Finnish realistically, recognising their strengths and development needs • improve their skills based on feedback.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- improve their communication and interaction competence in Finnish
- interpret different text types and are familiar with literature
- develop their skills in producing professional texts in Finnish
- assess the importance of linguistic and cultural identity and compare the ways to express of different modalities, including signed and spoken or written language.

Assessment

Targets of assessment

Students improve their communication and interaction competence in Finnish.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • express their opinions and justify them convincingly in familiar communication situations as appropriate for the situation • work cooperatively in work duties, using aids if necessary
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • when communicating, find it easy to make contact with the audience, and structure their contributions so that they are easy to follow • work cooperatively as team members and pass on messages
Good 4	
Excellent 5	<ul style="list-style-type: none"> • maintain interaction, illustrate their presentation and put it together logically • communicate professionally and responsibly in a multimodal communication environment (with both the deaf and people who can hear).

Students interpret different text types and are familiar with literature.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • use different text types following a model and know some of the requirements of the environments in which the texts are used • familiarise themselves with different literary genres and get experiences of reading
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • correctly comply with the requirements relevant to a text type in the environments in which the texts are used • evaluate the books they read
Good 4	
Excellent 5	<ul style="list-style-type: none"> • comply with the basic norms of language use and explain written texts in sign language • get versatile reading experiences and evaluate the significance of literature.

Students develop their skills in producing professional texts in Finnish.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • produce professional texts and use the appropriate language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • produce professional texts and take working life requirements into account in them
Good 4	
Excellent 5	<ul style="list-style-type: none"> • produce fluent and understandable professional texts and develop their skills based on feedback.

Students assess the importance of linguistic and cultural identity and compare the ways to express of different modalities, including signed and spoken or written language.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • understand the features and properties of different modalities of language • evaluate the significance of written language for sign language users from the perspective of working in a vocational field
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • critically examine different ways to express in communication and language use • evaluate the position of written language in proportion to sign language in society and working life
Good 4	
Excellent 5	<ul style="list-style-type: none"> • compare and make observations on the typical structures of different languages and modalities • compare the importance and position in society of multiliteracy and multimodality both in the world of work and from an individual's perspective.

Communication and interaction in mother tongue, Finnish as a second language

Compulsory learning outcomes, 4 Competence point

Compulsory targeted learning outcomes, 4 competence points

Students know how to

- act appropriately in different interactive situations
- interpret different texts and obtain and evaluate information from different sources
- produce different texts and express feelings, thoughts, opinions and concepts.

Assessment

Targets of assessment

Students act appropriately in different interactive situations.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • to some extent understand communication in situations involving speech in their vocational field • strive to communicate appropriately as indicated by an interactive situation • strive to express their opinions • strive to use standard language when presenting a phenomenon or a matter related to their vocational field • recognise the importance of language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence based on feedback received by them
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand communication related to situations involving speech typical of their vocational field • communicate rather fluently in ordinary interactive situations • express their opinions appropriately • use standard language and, to some extent, concepts and text types of their field when presenting phenomena or matters related to their vocational field • understand the importance of language and interaction competence in their vocational field and in society • evaluate their interaction competence realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • understand versatile types of communication related to situations involving speech in their field • communicate rather fluently in different interactive situations • communicate rather fluently in different interactive situations • use standard language and concepts and text types of their field when presenting phenomena or matters related to their vocational field • by their actions, show that they understand the importance of language and interaction competence in their field and in society for both the individual and the world of work

	<ul style="list-style-type: none"> • develop their interaction competence based on feedback and self-assessment
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Students interpret different texts and obtain and evaluate information from different sources.

Students	
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Satisfactory 1	<ul style="list-style-type: none"> • identify the most common text types and media used in their field and in the world of work, mainly independently • find information in sources relevant to their field and evaluate the reliability of these sources, mainly independently • take some notes and strive to sum up core ideas based on what they hear, read and see • use their multiliteracy, mainly independently • understand the gist of key texts for their vocational competence • use the information they have acquired for interpreting texts mainly independently • observe copyrights mainly independently • assess their competence in interpreting texts based on the feedback received
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Satisfactory 2	
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Good 3	<ul style="list-style-type: none"> • identify key text types and media used in their field and in the world of work • find information in diverse sources relevant to their field and evaluate the reliability of these sources • take notes and sum up the core contents based on what they hear, read and see • use their multiliteracy • understand the gist and purpose of key texts for their vocational competence • use the information they have acquired for interpreting texts • observe copyrights appropriately • assess their competence in interpreting texts realistically, recognising their strengths and development needs
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Good 4	
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Excellent 5	<ul style="list-style-type: none"> • identify text types and media used in their vocational field and in the world of work and evaluate their use • find information in versatile and relevant sources and expertly evaluate the reliability of the sources • take notes independently and sum up the core contents based on what they hear, read and see • use their multiliteracy diversely • interpret the meanings and purposes of texts and evaluate the reliability of information • diversely use the information they have acquired for interpreting texts • observe copyrights and cite appropriately the sources they use • develop their competence in the interpretation of texts on the basis of feedback and self-assessment.
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Students produce texts in different forms and express feelings, thoughts, opinions and concepts.

Students	
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Satisfactory 1	<ul style="list-style-type: none"> • set objectives for their expression and strive to plan their expression according to these objectives
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	<ul style="list-style-type: none"> • produce spoken, written or audio-visual texts, mainly independently, using information and communication technologies and their multiliteracy skills • recognise some practices of the written language • produce texts that are typically needed in their vocational field and in the world of work • express themselves understandably in ordinary situations involving speech • assess their competence in producing texts based on the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • set targets for their expression and mainly express themselves in keeping with the targets • produce spoken, written or audio-visual texts using information and communication technologies and their multiliteracy • strive to follow the practices of written language • produce typical texts following the textual practices of their field • express themselves understandably in situations involving speech • assess their competence in producing texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • set targets for their expression and express themselves in keeping with the targets • produce spoken, written or audio-visual texts using information and communication technology and their multiliteracy and strive to assess the appropriateness of different options • have mainly mastered the practices of written language and modify the expression and structure of the texts they produce • produce texts according to the textual practices in their vocational field and in the world of work • use spoken language interactively • develop their competence in producing texts on the basis of feedback and self-assessment.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- develop their communication and interaction competence
- improve the language proficiency needed in their field
- interpret and produce different texts
- are familiar with forms and meanings of language and literature.

Assessment

Targets of assessment

Students know how to develop their communication and interaction competence.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • express their opinions appropriately and strive to justify them

	<ul style="list-style-type: none"> • strive to take other people's opinions into consideration in their communication • observe the meanings of non-verbal communication and its impacts on how the message is received • assess their communication and interaction competence on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • communicate appropriately and adaptively in different interactive situations • take the recipient and the situation into consideration in their communication • take the impacts of non-verbal communication into account in their own expression • assess their communication and interaction competence realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • communicate logically and illustratively in different interactive situations • take other people into consideration when communicating, also in situations that involve conflicts and problems • know how to apply the rules of non-verbal communication in their interaction and compare cultural meanings • strive to develop their communication and interaction competence on the basis of feedback and self-assessment.

Students improve the language proficiency needed in their field.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • expand their command of concepts of their field and linguistic practices • deliver a prepared speech or oral presentation on a familiar topic • mainly independently follow the meeting and negotiation practices of the world of work and strive to use expressions relevant to the situation • assess their language proficiency related to their field based on feedback received by them
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • have mastered key concepts and linguistic practices of their field • deliver a prepared speech or oral presentation on a topic relevant to their field • follow the meeting and negotiation practices of the world of work and use expressions relevant to the situation • assess their language proficiency related to their field realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • use the concepts and linguistic practices of their field diversely • deliver both a spontaneous and a pre-prepared illustrative presentations on a topic relevant to their field • adeptly follow the meeting and negotiation practices of the world of work and use expressions relevant to the situation

	<ul style="list-style-type: none"> develop language proficiency relevant to their field based on feedback and self-assessment.
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Students interpret and produce different texts.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> familiarise themselves with different text types know some of the requirements of using text types as indicated by the situation with guidance, produce and interpret texts alone and together with others with guidance, give and receive constructive feedback on the produced texts assess their competence in interpreting and producing texts on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> familiarise themselves with different text types and analyse the expressions in different text types produce and interpret texts alone and together with others edit texts they have produced on the basis of feedback give and receive feedback on the produced text assess their competence in interpreting and producing texts realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> familiarise themselves with different text types and analyse their methods of expression diversely produce and interpret diverse texts alone and together with others give constructive feedback on texts that have been produced and receive feedback edit texts they have produced and develop their writing skills based on the feedback received develop their competence in interpreting and producing texts on the basis of feedback and self-assessment.

Students are familiar with forms and meanings of language and literature.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> recognise the diversity of languages, cultures and identities in interaction recognise key structures, registers and styles of the language familiarise themselves with different genres of literature make observations on their reading
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> are aware of the importance of linguistic and cultural diversity and the diversity of identities in their interaction diversely recognise structures, registers and styles of the language read different genres of literature assess their reading
Good 4	
Excellent 5	<ul style="list-style-type: none"> apply their competence related to the diversity of languages, cultures and identities in interaction

- diversely recognise structures, registers and styles of the language and understand the impact of linguistic choices on texts
- read different genres of literature and analyse what they have read
- assess and develop their reading.

Communication and interaction in mother tongue, the Roma language

Compulsory learning outcomes, 4 Competence point

Compulsory targeted learning outcomes, 4 competence points

Students know how to

- act appropriately in different interactive situations in the Roma language
- interpret different texts and obtain and evaluate information from different sources
- produce different texts and express feelings, thoughts, opinions and concepts in Roma language.

Assessment

Targets of assessment

Students act appropriately in different interactive situations in the Roma language.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • communicate in a manner that is appropriate for the interactive situation • express their views appropriately in cooperation and group situations • use standard language that is appropriate for the situation when presenting a phenomenon or a matter related to their vocational field • understand the importance of language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence based on feedback received by them
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • communicate fluently in different interactive situations • steer the discussion forwards in cooperation and group situations in a goal-oriented manner • justify their opinions and statements • use standard language as indicated by the situation and the concepts and text types of their vocational field naturally when presenting phenomena or matters related to their vocational field • through their actions, demonstrate an understanding of the importance of language and interaction competence in their vocational field and in the world of work • evaluate their interaction competence realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • communicate convincingly also in demanding interactive situations • act constructively and promote the interaction of the team in cooperation and teamwork situations through their actions

	<ul style="list-style-type: none"> • justify their opinions and statements diversely and in a manner that is appropriate for the situation • use standard language as indicated by the situation and the concepts and text types of their vocational field naturally and appropriately when presenting phenomena related to their vocational field and gear their message to the target group • through their actions, demonstrate an understanding of the importance of language and interactive competence in their vocational field, in the world of work and in society • develop their interaction competence based on feedback and self-assessment
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Students interpret different texts and obtain and evaluate information from different sources.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • recognise text types and media used in their vocational field and in the world of work • conclude the meanings of texts mainly independently • seek information in the main information sources in their vocational field and use their multiliteracy in simple tasks for seeking information • take some notes and sum up a few core ideas based on what they hear, read and see • assess the reliability of information sources and information mainly independently • use the information they have obtained • observe copyrights mainly independently • assess their competence in interpreting texts based on the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • recognise diverse text types and media used in their vocational field and in the world of work • interpret the main objectives and essential meanings of different texts • seek information in diverse sources in their vocational field, using their multiliteracy • take notes and sum up the core contents based on what they hear, read and see • evaluate the reliability of information sources and information • use the information they have obtained systematically and effortlessly • observe copyrights appropriately • assess their competence in interpreting texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • know the diverse text types and media used in their vocational field and in the world of work and evaluate their use • interpret the objectives of different texts diversely and evaluate the content and expression of the texts • seek information in diverse and relevant information sources effortlessly, using their multiliteracy • take notes independently and sum up the core contents based on what they hear, read and see • assess with expertise the reliability of information sources and information

	<ul style="list-style-type: none"> diversely and effortlessly use the information they have obtained observe copyrights and cite appropriately the sources they use develop their competence in the interpretation of texts on the basis of feedback and self-assessment.
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Students produce different texts and express feelings, thoughts, opinions and concepts in the Roma language.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> set objectives for their expression and plan their expression according to these objectives produce spoken, written or audio-visual texts using information and communication technologies and their multiliteracy have partly mastered the practices of written language produce texts that are typically needed in their vocational field and in the world of work produce spoken language that is suitable for the situation assess their competence in producing texts and their expressive skills on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> set objectives for their expression and communicate in line with these objectives produce spoken, written or audio-visual texts using information and communication technologies and their multiliteracy and assess the appropriateness of different options have mostly mastered the practices of written language produce texts according to the textual practices in their vocational field and in the world of work plan spoken texts according to the target group and express themselves clearly assess their competence in producing texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> set objectives for their expression, communicate in line with these objectives and assess the effectiveness of their communication produce spoken, written or audio-visual texts using diverse information and communication technologies and their multiliteracy, and assess the appropriateness of different options have mastered the practices of written language with fluency and modify the expression and structure of the texts they produce fluently produce texts that comply with the textual practices of their vocational field and the world of work use clear spoken language that is appropriate for the situation interactively and have mastered polished standard language develop their competence in producing texts on the basis of feedback and self-assessment.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- develop their communication and interaction competence in the Roma language
- develop their public speaking and teamwork skills
- interpret and produce different texts in the Roma language
- are familiar with forms and meanings of language and literature.

Assessment

Targets of assessment

Students develop their communication and interaction competence in the Roma language.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • express their opinions appropriately and provide convincing arguments for them • take the views of others into account in interaction • demonstrate an understanding of the importance of non-verbal communication and its impacts on how the message is received • assess their communication and interaction competence on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • behave politely and adaptively in interactive situations in different environments • take the requirements of the recipient, the situation and their vocational field into account in their communication • take the impacts of non-verbal communication into account in their own expression • assess their communication and interaction competence realistically by recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • maintain interaction while they are speaking, illustrate their speech and put it together logically • take into account the recipient, situation and the requirements of the vocational field and communicate constructively also in conflicting and problem situations • apply the rules of non-verbal communication in their interaction and compare cultural meanings • develop their communication and interaction competence on the basis of feedback and self-assessment.

Students develop their public speaking and teamwork skills.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • deliver both spontaneous and prepared speeches or oral presentations on familiar topics • work cooperatively as part of the team in teamwork situations • follow the meeting and negotiation practices of the world of work but need guidance from time to time • assess their public speaking and teamwork skills on the basis of the feedback received
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> • deliver both spontaneous and prepared presentations, illustrate their presentation and put them together logically • actively steer the team's work forwards and appreciate the views of others • follow the meeting and negotiation practices of the world of work • assess their public speaking and teamwork skills realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • deliver both spontaneous and independently prepared presentations, also in challenging situations, illustrate their presentation and put it together logically • recognise the impacts of their actions on the team's operation and encourage other team members to act • have mastered the flexible use of meeting and negotiation practices • assess their public speaking and teamwork skills based on feedback and self-evaluation.

Students interpret and produce different texts in the Roma language.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • familiarise themselves with different text types • know some of the requirements of using text types as indicated by the situation • with guidance, produce and interpret texts on their own and together with others • with guidance, give and receive constructive feedback on the produced texts • assess their competence in interpreting and producing texts on the basis of the feedback received
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • familiarise themselves with different text types and analyse their methods of expression critically • produce and interpret texts alone and together with others • edit texts they have produced on the basis of feedback • give and receive constructive feedback on produced text • assess their competence in interpreting and producing texts realistically, recognising their strengths and development needs
Good 4	
Excellent 5	<ul style="list-style-type: none"> • familiarise themselves with different text types and analyse their methods of expression critically and from diverse viewpoints • produce and interpret diverse texts alone and together with others • give constructive and diverse feedback on texts that have been produced and receive feedback • edit texts they have produced and develop their writing skills based on the feedback received • develop their competence in interpreting and producing texts on the basis of feedback and self-assessment.

Students are familiar with forms and meanings of language and literature.	
Students	

Satisfactory 1	<ul style="list-style-type: none"> • are aware of the importance of the diversity of languages, cultures and identities • familiarise themselves with different genres of literature and other art forms • read literary texts • make observations on their reading
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • take into account the diversity of languages, cultures and identities in their interaction • familiarise themselves diversely with different genres of literature and other art forms • read literature and interpret and evaluate literature and other works of art • assess their reading
Good 4	
Excellent 5	<ul style="list-style-type: none"> • diversely apply their competence related to the diversity of languages, cultures and identities • demonstrate diverse knowledge of different genres of literature and other art forms • acquire diverse reading experiences and analyse and evaluate literature and other works of art • assess and develop their reading.

Communication and interaction in the second national language, Swedish

Compulsory learning outcomes, 1 Competence point

Compulsory targeted learning outcomes, 1 competence points

Students know how to

- use the second national language in their work duties and in interactive situations related to work

Assessment

Targets of assessment

Students use the second national language in their work duties and in interactive situations related to work.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • understand the contents of short written texts and messages related to their work and occupational safety • shortly describe themselves and familiar things in their work orally and in writing and manage interactive situations related to familiar topics
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • interpret short work-related texts, including work and occupational safety instructions, and produce short messages using the professional vocabulary of the field • manage routine spoken communication situations related to daily life if the communication partner speaks slowly and uses clear language
Good 4	

Excellent 5	<ul style="list-style-type: none"> • interpret different types of work-related texts and produce professional messages, instructions or orders • communicate in the most typical communication situations, both face-to-face and digitally, and ask for more details or clarification if necessary.
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Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- use the second national language in interactive situations and work duties related to their field
- manage every-day situations in the second national language
- write short texts related to their work
- utilise different information sources in their language use
- understand the significance of both national languages and cultures in a culturally diverse Finland.

Assessment

Targets of assessment

Students use the second national language in interactive situations and work duties related to their field.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • manage interactive situations in the field by using different aids
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • use the language fairly naturally in interactive situations of the field
Good 4	
Excellent 5	<ul style="list-style-type: none"> • manage well in interactive situations of the field and communicate politely • use expressions typical of the language and culture in a discussion.

Students manage every-day situations in the second national language.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • use familiar vocabulary in a discussion and comprehend slow speech
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • manage every-day situations in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • communicate appropriately in each situation and take the other party's reaction into consideration.

Students write short texts related to their work.	
Students	

Satisfactory 1	<ul style="list-style-type: none"> • write work-related texts using simple sentences
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • write about essential topics related to their work duties using the most common expressions typical of the language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • fluently produce texts related to their work duties using key vocabulary.

Students are capable of utilising different information sources for their language use.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, find information in different sources in the second national language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • use texts and publications produced in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • flexibly use electronic dictionaries and other source material to find out about questions related to their field.

Students understand the significance of both national languages and cultures in a culturally diverse Finland.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • are aware of the significance of the Swedish language and culture in Finland
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand the significance of the Swedish language and culture in Nordic cooperation
Good 4	
Excellent 5	<ul style="list-style-type: none"> • are familiar with the rights and obligations related to the national languages in Finland.

The second native language, Finnish

Compulsory learning outcomes, 2 Competence point

Compulsory targeted learning outcomes, 2 competence points

Students know how to

- make use of the Finnish language in their communication in an interactive way
- understand different types of texts and can write simple texts in Finnish
- search for information from different Finnish language sources and use them in their communication
- understand the importance of knowing Finnish for work.

Assessment

Targets of assessment

Students use the Finnish language in their communication in an interactive way.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> understand simple instructions and speech at a workplace make him/herself understood in their interaction with clients and colleagues participate in everyday conversation in a Finnish language working environment
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> understand clear instructions and conversation in a normal tempo at a workplace express her/himself clearly and acts effectively in their interaction with customers and colleagues participate in different types of discussions in a Finnish language working environment
Good 4	
Excellent 5	<ul style="list-style-type: none"> understand different types of instructions and discussions at a workplace, even at a rapid pace. express him/herself clearly and acts with flexibility in their interaction with customers and colleagues participate actively in different types of discussions in a Finnish language working environment

Students understand different types of texts and can write simple texts in Finnish.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> understand the meaning of different types of texts write short texts and create simple documents after a template
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> understand the meaning and main contents of different types of texts write texts and create effective documents
Good 4	
Excellent 5	<ul style="list-style-type: none"> can understand the meaning of different types of texts write and process texts according to response and independently creates effective documents

Students search for information from different Finnish language sources and use them in their communication.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> search for information from simple sources and use them in their communication.
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> search for information from different sources and use them in a versatile way in their communication.
Good 4	

Excellent 5	<ul style="list-style-type: none"> search for information from different sources, even more complicated ones, and use them in a flexible and critical way in their work.
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Students understand the importance of knowing Finnish for work.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> understand the importance of knowing Finnish for work and can make him/herself understood in a Finnish language working environment
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> understand the importance of knowing Finnish for work and function well in a Finnish language working environment
Good 4	
Excellent 5	<ul style="list-style-type: none"> understand the importance of knowing Finnish for work and participate actively in a Finnish language working environment

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- discuss and argue in an assured and creative way
- understand and write work-related texts
- be aware of his/her strategies for language learning.

Assessment

Targets of assessment

Students discuss and argue in an assured and creative way.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> express and motivate her/his opinions and also consider other people's opinions when discussing can conduct an oral presentation of a familiar subject in a creative way
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> express and motivate his/her opinions in a convincing way and also consider differing opinions when discussing can present a subject orally in an understandable and creative way
Good 4	
Excellent 5	<ul style="list-style-type: none"> express and analyse his/her opinions in a self-critical way and communicate constructively when discussing can present even more demanding subjects orally in a logical and creative way.

Students understand and write work-related texts.	
Students	

Satisfactory 1	<ul style="list-style-type: none"> • understand the meaning of a work-related text and can also summarize its contents • write short and simple work-related texts
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand the meaning and main contents of a work-related text and can tie the information to personal experiences • write professional texts in a clear way
Good 4	
Excellent 5	<ul style="list-style-type: none"> • understand both the meaning and message in a work-related text and analyse the contents of the text • write well-structured professional texts

Students are aware of his/her strategies for language learning.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • are aware of his/her personal learning strategy
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • are aware of the weak and strong points of his/her learning strategy
Good 4	
Excellent 5	<ul style="list-style-type: none"> • experiment with new learning strategies and learning styles.

Communication and interaction in a foreign language

Compulsory learning outcomes, 3 Competence point

Compulsory targeted learning outcomes, 3 competence points

Students know how to

- use a foreign language in different interactive situations
- look for information in different foreign-language sources
- operate in a multilingual and multicultural environment.

Assessment

Targets of assessment

Students use a foreign language in different interactive situations.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • usually manage interactive situations using the language and understand simple, slow speech • describe themselves and their tasks by answering questions asked in predictable and familiar work situations • produce short messages and texts required in interaction • interpret common vocabulary, messages and instructions related to their activities correctly • strive to assess and develop their proficiency in the language
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> • usually manage interactive situations by using the language and understand ordinary speech at a normal tempo • describe themselves and their tasks understandably and participate in the discussion if their communication partner speaks clearly • produce messages and texts needed in interaction • interpret correctly and comply with texts and instructions concerning their activity and its targets and pose further questions • assess and develop their language proficiency
Good 4	
Excellent 5	<ul style="list-style-type: none"> • act naturally in interactive situations using the language and understand ordinary speech at a normal tempo • in familiar situations, describe their activities and the related norms and customs as well as ask questions to obtain further instructions related to their activities • fluently produce ordinary messages and texts and fill in different documents • interpret texts, instructions and feedback concerning their activity and its targets • assess and develop their proficiency in the language diversely and on their own initiative.

Students look for information in foreign-language sources.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • with guidance, look for foreign-language material and instructions related to their activities • with guidance, assess and select information based on how appropriate, reliable and up to date it is
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • look for diverse foreign-language information that is necessary in their activities • assess and select information based on how appropriate, reliable and up to date it is
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently look for diverse foreign-language information related to their activities, apply their knowledge and skills and justify their decisions on selecting and applying the information • assess and select information diversely and critically based on how appropriate, reliable and up to date it is.

Students operate in a multilingual and multicultural environment.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are aware of the importance of the language they study and the culture it represents • strive to encounter people on an equal basis and with a positive attitude
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • act in a multilingual and multicultural environment using the target language • encounter people on an equal basis and with a positive attitude

Good 4	
Excellent 5	<ul style="list-style-type: none"> flexibly apply their knowledge and skills in a foreign language and culture encounter people on an equal basis in an exemplary manner and with a positive attitude

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- communicate in a foreign language in different situations in the world of work
- operate as an active citizen in foreign-language contexts.

Assessment

Targets of assessment

Students communicate in a foreign language in different situations in the world of work.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> describe themselves and their work tasks as well as respond when asked simple questions manage general language interactive situations in which the most common topics related to work tasks are also discussed express themselves in a manner required by the situation, but need guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> describe themselves and the work tasks in the vocational field understandably, participate in a discussion and ask for further instructions related to their work manage many types of work-related interactive situations express themselves in a manner required by the situation
Good 4	
Excellent 5	<ul style="list-style-type: none"> describe their workplace, their work and the norms and customs related to it using fairly extensive vocabulary and also find out about similar topics in other countries naturally manage work-related interactive situations, also when more demanding topics are discussed express themselves in a manner required by the situation.

Students operate as active citizens in foreign-language contexts.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> recognise how a foreign language can be used to exert influence on different media act according to their rights and obligations applicable to foreign-language contexts at work and in everyday life, understanding the main principles of decision-making in society strive to take into account key features of different cultures in their activities
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> use a foreign language to exert influence on different media

	<ul style="list-style-type: none"> • systematically act according to their rights and obligations applicable to foreign-language contexts at work and in everyday life, understanding the main principles of decision-making in society • understand and take into account the central features of different cultures in their activities
Good 4	
Excellent 5	<ul style="list-style-type: none"> • use a foreign language to exert influence in an argumentative manner and creatively on different media • systematically and in an exemplary manner act according to their rights and obligations applicable to foreign-language contexts at work and in everyday life, understanding the main principles of decision-making in society • understand and take into account different cultures diversely.

Operating in a digital environment

Compulsory learning outcomes, 2 Competence point

Compulsory targeted learning outcomes, 2 competence points

Students know how to

- use the most common ICT devices and make choices related to them
- use digital services and applications.

Assessment

Targets of assessment

Students use ICT devices and make choices related to them.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • choose appropriate devices according to the purpose of use with some guidance • use the most common ICT devices at the level of a citizen's digital competence, with some guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • choose appropriate devices according to the purpose of use • use the most common ICT devices at the level of a citizen's digital competence
Good 4	
Excellent 5	<ul style="list-style-type: none"> • choose appropriate devices according to different purposes of use • use the most common ICT devices at the level of a citizen's digital competence effortlessly and diversely.

Students use digital services and applications	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • obtain information on appropriate digital services and applications with some guidance • use digital services and applications in their work tasks with some guidance

	<ul style="list-style-type: none"> • with some guidance, use and share digital content, observing copyrights • comply with instructions related to data security and data protection • understand the principles of creating their online identity and protecting it
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • obtain information on appropriate digital services and applications • use digital services and applications in their work tasks • use and share digital content in compliance with copyrights • comply with instructions related to data security and data protection • understand the principles of creating their online identity and protecting it
Good 4	
Excellent 5	<ul style="list-style-type: none"> • systematically obtain information about digital services and applications • use digital services and applications effortlessly and diversely in their work tasks • use and share diverse digital content in compliance with copyrights • systematically follow instructions related to data security and data protection • understand the principles of creating their online identity and protecting it.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- use different digital environments and applications in their work tasks
- produce and share digital material in networks related to their vocational field.

Assessment

Targets of assessment

Students use different digital environments and applications in their work tasks.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • operate in digital environments and networks with some guidance • use applications in professional networks, requiring guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • operate in digital environments and networks • use applications when operating in professional networks
Good 4	
Excellent 5	<ul style="list-style-type: none"> • operate in digital environments and networks • use applications diversely when operating in professional networks.

Students produce and share digital material in networks related to their vocational field.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • produce digital material in professional networks with some guidance • share material within the team and comply with instructions concerning copyrights
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • produce digital material in professional networks • share material and comply with instructions on copyrights
Good 4	
Excellent 5	<ul style="list-style-type: none"> • produce diverse digital material in professional networks • share material and comply with instructions on copyrights systematically.

Art and creative expression

Compulsory learning outcomes, 1 Competence point

Compulsory learning outcomes, 1 competence point

Students know how to

- recognise the importance of cultures and art for wellbeing
- express themselves by means of art and creative expression
- express themselves creatively in writing and make use of fictional texts.

Assessment

Targets of assessment

Students recognise the role cultures and art play in wellbeing.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • recognise forms of culture and art in their work • with guidance, recognise examples of local, national and European art and culture • observe the effects of art and culture on wellbeing
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • use different forms of culture and art in their work • recognise examples of local, national and European art and culture • recognise the effects of art and culture on wellbeing
Good 4	
Excellent 5	<ul style="list-style-type: none"> • use a wide range of forms of culture and art diversely in their work • recognise diverse examples of local, national and European art and culture • recognise diverse effects of art and culture on wellbeing.

Students express themselves by means of art and creative expression.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • develop their creative expression with some guidance • express themselves by means of art and creative expression independently or in cooperation with others with some guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • develop their creative expression • express themselves by means of art and creative expression independently or in cooperation with others
Good 4	
Excellent 5	<ul style="list-style-type: none"> • develop their creative expression in a goal-oriented manner • express themselves diversely by means of art and creative expression independently or in cooperation with others.

Students express themselves creatively in writing and make use of fictional texts.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • try creative writing • take advantage of fictional texts when writing • recognise examples from literature to support their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • try different ways of creative writing • take advantage of different fictional texts when writing • use literature to support their work
Good 4	
Excellent 5	<ul style="list-style-type: none"> • try diverse ways of creative writing • take advantage of diverse fictional texts when writing • use diverse literature to support their work.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- observe and gather information on the cultural environment and its phenomena
- plan and experiment with the realisation of a piece of work, product or service by means of creative expression

Assessment

Targets of assessment

Students observe and gather information about the cultural environment and its phenomena.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe their cultural environment together with others • gather information about the phenomena in their cultural environment to support their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe their cultural environment

	<ul style="list-style-type: none"> gather information about the phenomena in their cultural environment from their chosen point of view to support their work
Good 4	
Excellent 5	<ul style="list-style-type: none"> observe their cultural environment diversely gather information about the phenomena in their cultural environment from their chosen points of view to support their work.

Students design a piece of work, product or service and experiment with realising it using methods of creative expression.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> design a small-scale piece of work, product or service using the methods of creative expression experiment with realising a piece of work, product or service by means of creative expression
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> design a piece of work, product or service using the methods of creative expression experiment with realising a piece of work, product or service by means of creative expression
Good 4	
Excellent 5	<ul style="list-style-type: none"> design a piece of work, product or service using diverse methods of creative expression experiment with realising a piece of work, product or service diversely by means of creative expression.

2.24. Skills in mathematics and natural sciences, 6 Competence point (400013)

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Mathematics and application of mathematics

Compulsory learning outcomes, 4 Competence point

Compulsory targeted learning outcomes, 4 competence points

Students know how to

- perform calculations and unit conversions and apply business mathematics to the extent required in their vocational field and in everyday life
- make observations and draw conclusions about the geometrical properties of figures and bodies
- use logical reasoning, equations and the necessary technical aids to solve mathematical problems
- assess the accuracy and scale of the results and the method used to solve the problem.
- assess their mathematical skills relevant to the vocational field.

Assessment

Targets of assessment

Students perform calculations and unit conversions and apply business mathematics to the extent required in their vocational field and in everyday life.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> perform calculations related to their vocational field and everyday life, such as basic arithmetic operations and percentage functions perform unit conversions with instructions, perform simple business mathematics calculations related to everyday life and work observe interdependencies and proportionalities between quantities
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> effortlessly perform calculations related to their vocational field and everyday life, such as basic arithmetic operations and percentage functions independently perform unit conversions perform simple business mathematics calculations related to everyday life and work observe and identify interdependencies and proportionalities between quantities
Good 4	
Excellent 5	<ul style="list-style-type: none"> apply the necessary arithmetic operations related to their vocational field and everyday life, such as basic arithmetic operations and percentage functions, and assess the level of accuracy of the results perform unit conversions independently and adeptly perform business mathematics calculations related to everyday life and work and make justified conclusions based on comparisons understand the interdependency and proportionality between quantities

Students make observations and draw conclusions about the geometrical properties of figures and bodies.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> perform the most common surface and volume calculations solve practical problems with the help of geometry, requiring guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> effortlessly manage the most common surface and volume calculations solve practical problems in the vocational field using geometry
Good 4	
Excellent 5	<ul style="list-style-type: none"> apply surface and volume calculations to work duties and evaluate the results solve practical problems in their vocational field using geometry.

Students use logical reasoning, equations and the necessary technical aids to solve mathematical problems.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • solve key mathematical problems related to their vocational field by using basic arithmetic operations • use simple mathematical equations to solve simple mathematical problems, requiring guidance from time to time • use a calculator and other technical aids, such as mathematical software, to solve basic mathematical problems related to work • use tables and diagrams following instructions to solve tasks related to work • handle statistical data sets and interpret key figures, requiring guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • solve problems related to their vocational field using mathematical methods • use simple mathematical equations to solve simple mathematical problems • effortlessly use a calculator and other aids, such as mathematical software, to solve problems related to their occupational field • use tables and diagrams to solve tasks related to work • independently handle statistical material and interpret key figures
Good 4	
Excellent 5	<ul style="list-style-type: none"> • apply mathematical methods to defining and solving problems related to their vocational field and assess the reliability and level of accuracy of the results • use mathematical equations to solve mathematical problems • make versatile and efficient use of the properties of a calculator and other aids, such as mathematical software, to solve problems related to their vocational field • use tables, diagrams and other statistically produced data to solve mathematical problems related to work • handle statistical data sets and interpret key figures independently and effortlessly.

Students assess the accuracy and scale of the results and the method used to solve the problem.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • verify the accuracy and scale of the results • evaluate the feasibility of the method used to solve the problem, requiring guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • verify the accuracy and scale of the results and identify possible sources of errors • systematically evaluate the feasibility of the method used to solve the problem
Good 4	
Excellent 5	<ul style="list-style-type: none"> • verify the accuracy and scale of the results, taking possible sources of errors into account

	<ul style="list-style-type: none"> systematically evaluate the feasibility of the method used to solve the problem and evaluate possible other methods for achieving results.
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Students evaluate their mathematical competence related to their vocational field.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> identify and justify their mathematical strengths and development needs that are important in terms of their vocational field
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> systematically identify and justify their mathematical strengths and development needs that are important in terms of their vocational field
Good 4	
Excellent 5	<ul style="list-style-type: none"> systematically identify and justify their mathematical strengths and development needs that are important in terms of their vocational field and propose ways to improve mathematical skills.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- solve mathematical problems related to their vocational field by reasoning and with the help of equations and graphs
- obtain, group and interpret mathematical information
- produce statistical data, interpret graphic presentations and calculate probabilities
- assess the accuracy of mathematical solutions and the scale of the result
- apply business mathematics in everyday life and at work as necessary
- assess their mathematical competence.

Assessment

Targets of assessment

Students solve mathematical problems related to their vocational field by reasoning and with the help of equations and graphs.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> solve mathematical problems related to their vocational field by reasoning, requiring guidance from time to time use simple mathematical equations to solve mathematical problems related to their vocational field use tables and diagrams in sector-specific tasks according to instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> solve mathematical problems related to their vocational field by reasoning

	<ul style="list-style-type: none"> • solve common problems in everyday life and in the world of work mathematically • use tables and diagrams in sector-specific tasks
Good 4	
Excellent 5	<ul style="list-style-type: none"> • solve mathematical problems related to their vocational field independently and systematically by reasoning • model and solve problems related to everyday life and their vocational field mathematically • use equations, tables and diagrams in tasks specific to their vocational field, evaluating their feasibility

Students obtain, group and interpret mathematical information.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • recognise mathematical information that is central to their vocational field • collect and group graphic information and table data from different sources
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • identify and compare mathematical information related to their vocational field as necessary, using statistics, tables and graphic presentations as sources • collect, group and analyse graphic information and table data from different sources
Good 4	
Excellent 5	<ul style="list-style-type: none"> • identify and evaluate mathematical information related to their vocational field and make conclusions based on it • collect and apply versatile information, using statistics, tables and graphic presentations as sources, and group information for different needs based on them.

Students produce information based on statistical material, interpret graphic presentations and calculate probabilities.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • with guidance, produce the most common key figures based on statistical data • understand the importance of probability calculation in their work and calculate simple probabilities
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • produce the most common key figures using statistical material related to their vocational field • understand the importance of probability calculation in their work and calculate probabilities
Good 4	
Excellent 5	<ul style="list-style-type: none"> • produce the main key figures independently using statistical data related to their vocational field • understand the importance of probability calculation in their work and calculate probabilities independently

Students assess the accuracy of mathematical solutions and the scale of the result.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • verify the accuracy of simple mathematical solutions and have an idea of the scale of the result
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • verify the accuracy of mathematical solutions and infer the scale of the results
Good 4	
Excellent 5	<ul style="list-style-type: none"> • verify the accuracy of multi-stage mathematical solutions and infer the scale of the result.

Students apply business mathematics in everyday life and at work as necessary.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • draw up simple cost and profitability comparisons
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • draw up cost and profitability comparisons and make conclusions based on the comparisons
Good 4	
Excellent 5	<ul style="list-style-type: none"> • draw up multi-stage cost and profitability comparisons and make justified conclusions based on the comparisons.

Students assess their mathematical skills.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • identify and justify their strengths and development needs in their mathematical skills
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • systematically identify and evaluate their strengths and development needs in their mathematical skills and justify them
Good 4	
Excellent 5	<ul style="list-style-type: none"> • systematically identify and assess their mathematical skills with justifications and propose ways of improving them.

Physical and chemical phenomena and their application

Compulsory learning outcomes, 2 Competence point

Compulsory targeted learning outcomes, 2 competence points

Students know how to

- recognise key concepts in physics and apply them in everyday life and at work
- take into account chemical substances and their properties in their work
- assess their skills in physics and chemistry in their vocational field.

Assessment

Targets of assessment

Students recognise key concepts in physics and apply them in everyday life and at work.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> describe common physical phenomena using the key concepts see the connections between the ordinary properties and quantities related to physical phenomena, but require guidance from time to time with guidance, use their physics competence in their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> describe and explain physical phenomena using key concepts see the connections between ordinary properties and quantities related to physical phenomena use their physics competence diversely in their work
Good 4	
Excellent 5	<ul style="list-style-type: none"> describe and explain physical phenomena using key concepts see the connections between the properties and quantities related to physical phenomena apply their physics competence diversely in their work

Students take into account chemical substances and their properties in their work.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> describe common chemical phenomena using key concepts take into account the properties and possible environmental risks of the most common chemical substances used in their work handle chemical substances in a manner that does not risk their own safety, the safety of others or the environment
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> describe and explain chemical phenomena using key concepts take into account the properties and possible environmental risks of the chemical substances used in their work handle chemical substances in a manner that does not risk their own safety, the safety of others or the environment
Good 4	
Excellent 5	<ul style="list-style-type: none"> describe and explain chemical phenomena diversely using key concepts take into account the properties and possible environmental risks of the chemical substances used in their work in a responsible manner handle chemical substances in a manner that does not risk their own safety, the safety of others or the environment.

Students assess physics and chemistry competence.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> recognise and justify their strengths in physics and chemistry and development needs that are important in their vocational field
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> systematically recognise and justify their strengths in physics and chemistry and development needs that are important in their vocational field
Good 4	
Excellent 5	<ul style="list-style-type: none"> recognise and justify their strengths in physics and chemistry and development needs that are important in their vocational field and propose ways of improving their competence.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- describe and explain phenomena in their vocational field with the help of the concepts and laws of physics
- perform experimental measurements and observations on physical and chemical phenomena related to their vocational field
- handle results of experimental measurements and analyse observations on the physical and chemical phenomena in their vocational field
- assess their physics and chemistry competence.

Assessment

Targets of assessment

Students describe and explain phenomena in their vocational field with the help of concepts and laws of physics	
Students	
Satisfactory 1	<ul style="list-style-type: none"> describe and explain concepts and laws related to thermophysics, mechanics, waves and electricity in their work, requiring guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> describe and explain concepts and laws related to thermophysics, mechanics, waves and electricity systematically in their work
Good 4	
Excellent 5	<ul style="list-style-type: none"> describe and explain concepts and laws related to thermophysics, mechanics, waves and electricity independently in their work.

Students conduct experimental measurements and make observations on physical and chemical phenomena related to their vocational field.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> calculate concentrations and quantities of substances, requiring guidance from time to time obtain information from chemical safety data sheets, requiring guidance from time to time

	<ul style="list-style-type: none"> conduct measurements and make experimental observations using methods and equipment that are suitable for the vocational field but require guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> calculate concentrations and quantities of substances obtain information from chemical safety data sheets related to everyday life and their vocational field independently conduct measurements and make experimental observations using methods and equipment suitable for the vocational field
Good 4	
Excellent 5	<ul style="list-style-type: none"> independently calculate concentrations and quantities of substances obtain information from chemical safety data sheets using diverse sources of information independently plan and conduct measurements and make experimental observations using methods and equipment suitable for the vocational field

Students handle results of experimental measurements and analyse observations on the physical and chemical phenomena in their vocational field.

Students	
Satisfactory 1	<ul style="list-style-type: none"> present key results using tables and graphic presentations evaluate the reliability of the measurement results, requiring guidance from time to time determine possible error factors and report the result with the necessary accuracy, requiring guidance from time to time
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> present key results using tables and graphic presentations evaluate the reliability of the measurement results systematically define possible error factors and announce the result with sufficient accuracy
Good 4	
Excellent 5	<ul style="list-style-type: none"> present the key results illustrating them clearly with tables and graphic presentations independently evaluate the reliability of the measurement results and make conclusions based them determine possible error factors and report the result with the correct accuracy.

Students assess their physics and chemistry competence.

Students	
Satisfactory 1	<ul style="list-style-type: none"> recognise and justify their strengths in physics and mathematics and the areas requiring improvement
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> systematically recognise and evaluate their strengths in physics and chemistry and the areas requiring improvement, justifying them
Good 4	

Excellent 5	<ul style="list-style-type: none"> systematically recognise and evaluate their skills in physics and chemistry, justifying them, and propose ways of improving competence.
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2.25. Citizenship and working life competence, 9 Competence point (400014)

Operating as a member of society and a citizen

Compulsory learning outcomes, 2 Competence point

Compulsory targeted learning outcomes, 2 competence points

Students know how to

- operate as part of Finnish society
- act as a user of society's services and as a consumer
- plan and manage their personal finances and evaluate the associated risks.

Assessment

Targets of assessment

Students operate as part of Finnish society.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> follow the principles of equity and equality know the fundamental rights and responsibilities of the citizen find out about some ways of civic participation and operate as active citizens
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> follow the principles of equity and equality know the fundamental rights and responsibilities of the citizen know different ways of civic participation and operate as active citizens
Good 4	
Excellent 5	<ul style="list-style-type: none"> act in compliance with and promote the principles of equity and equality know the fundamental rights and responsibilities of the citizen well know diverse ways of civic participation and operate as active citizens.

Students act as users and consumers of society's services	
Students	
Satisfactory 1	<ul style="list-style-type: none"> use the society's services they need act responsibly, being aware of their rights and obligations as consumers acquire information on consumer matters they need with some guidance
Satisfactory 2	

Good 3	<ul style="list-style-type: none"> • use the society's services they need appropriately • act responsibly, being aware of their rights and obligations as consumers • acquire the information they need on consumer matters
Good 4	
Excellent 5	<ul style="list-style-type: none"> • act as informed users of society's services • act responsibly, being well aware of their rights and obligations as consumers • actively acquire the information on consumer matters they need.

Students plan their finances and assess the associated risks.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • recognise central factors affecting society and their personal financial situation • monitor their income and expenses • plan their purchases and compare different financing options • set personal financial goals • anticipate their financial position in different life situations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess the central factors affecting their personal financial situation • monitor their income and expenses systematically • plan their purchases and compare different financing options • set personal financial goals and monitor their accomplishment • anticipate their financial position in different life situations, recognising the risk factors in different situations
Good 4	
Excellent 5	<ul style="list-style-type: none"> • assess and anticipate factors that affect their personal financial situation • monitor their income and expenses in a goal-oriented and systematic manner • plan purchases and compare different financing options systematically and from diverse points of view • set personal financial goals, monitor their accomplishment and, when necessary, set more specific goals • anticipate their financial position in different life situations, act systematically to achieve the goals and take into account risk factors in different situations.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- engage in civic participation
- estimate the importance of their vocational field in society
- interpret the basic concepts of national economy and recognise its main actors.

Assessment

Targets of assessment

Students engage in civic participation.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • seek information about some ways of civic participation and follow decision-making in society • participate in civic activities
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • seek information on the opportunities to engage in civic participation and follow decision-making in society • participate in activities aimed at civic engagement
Good 4	
Excellent 5	<ul style="list-style-type: none"> • seek diverse information on the opportunities for civic participation and follow decision-making in society • participate in activities aimed at civic engagement in a goal-oriented manner.

Students assess the importance of their vocational field in society.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • follow societal discussion in the vocational field • estimate the importance of their vocational field in society with some guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • follow and evaluate societal discussion in the vocational field • estimate the importance of their vocational field in society and its future prospects
Good 4	
Excellent 5	<ul style="list-style-type: none"> • follow and evaluate societal discussion in their vocational field, participating in it in some way • estimate and follow the importance of their vocational field in society and its future prospects diversely.

Students interpret the basic concepts of national economy and recognise its main actors	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • follow the news coverage related to the economy • find out how the societal and economic situation is reflected in jobs and employment in their vocational field • give examples of basic concepts of national economy and its key actors
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • follow the news coverage related to the economy and understand the importance of the economy in society • understand how the societal and economic situation is reflected in jobs, employment and the future in their vocational field • know the basic concepts of national economy and recognise its main actors

Good 4	
Excellent 5	<ul style="list-style-type: none"> actively follow the news coverage related to the economy and understand the importance of the economy in society understand how the societal and economic situation is reflected in jobs and employment in their vocational field and reflect on the theme from diverse points of view know the basic concepts of national economy and its key actors and evaluate their significance for the national economy.

Operating in the world of work

Compulsory learning outcomes, 2 Competence point

Compulsory targeted learning outcomes, 2 competence points

Students know how to

- analyse the labour market situation and the competence needs in their vocational field
- conclude an employment contract with the employer
- act as part of the work community.

Assessment

Targets of assessment

Students analyse the labour market situation and the competence needs in their vocational field.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> analyse the labour market situation in their vocational field with some guidance know some of the main principles of the labour market system can give examples of professional networks in their vocational field recognise competences required in tasks in their vocational field with some guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> analyse the labour market situation in their vocational field know the main principles of the labour market system know the most important professional networks of their vocational field recognise competences required in different tasks in their vocational field
Good 4	
Excellent 5	<ul style="list-style-type: none"> analyse the labour market situation in the vocational field from diverse points of view know and understand the main principles of the labour market system know the professional networks of their vocational field and participate in their activities diversely recognise competences required in different tasks.

Students know how to conclude an employment contract with the employer.

Students	
Satisfactory 1	<ul style="list-style-type: none"> familiarise themselves with the terms of employment and the main labour legislation with some guidance check the content of the employment contract in cooperation with an expert
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> familiarise themselves with the terms of employment and key labour legislation in their vocational field check the content of the employment contract, with the help of an expert if necessary
Good 4	
Excellent 5	<ul style="list-style-type: none"> familiarise themselves comprehensively with the terms of employment and key labour legislation in their vocational field check the content of the employment contract independently and discuss the terms of employment with the employer.

Students act as part of the work community.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> comply with the set working hours and agreed practices comply with instructions related to appearance and dress code in their work with some guidance wear appropriate protective clothing in their work and comply with occupational safety instructions work as part of a diverse and multicultural work community
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> comply with the set working hours and agreed practices and act flexibly in different situations comply with instructions related to appearance and dress code in their work wear appropriate protective clothing in their work and comply with occupational safety instructions work naturally as part of a diverse and multicultural work community
Good 4	
Excellent 5	<ul style="list-style-type: none"> comply with the set working hours and agreed practices and act flexibly in different and changing situations comply with instructions related to appearance and dress code, also taking into account special situations wear and take care of the appropriate protective clothing at work and comply with occupational safety instructions work confidently as part of a diverse and multicultural work community, promoting the wellbeing of the community.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- act as members of their work communities
- act in different interactive and group situations in the world of work
- find out about tasks in their vocational field in the national and international labour market.

Assessment

Targets of assessment

Students act as members of their work communities.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> recognise their role as a member of the work community with some guidance as a rule, work in accordance with the operating culture of the workplace comply with the agreed practices and identify development needs in their own practices
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> recognise their role as members of the work community work in accordance with the operating culture of the workplace comply with the agreed practices and improve their own practices
Good 4	
Excellent 5	<ul style="list-style-type: none"> recognise their role and the role of others as members of the work community work in accordance with the operating culture of the workplace, evaluating it and proposing development ideas comply with the agreed practices and actively improve their own practices.

Students work in different interactive and group situations in the world of work.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> work in different interactive situations in the world of work improve their interactive skills according to the feedback received and with some guidance act in accordance with their work task and the operating culture of the workplace in group situations use appropriate psychological knowledge to promote their own and the work community's wellbeing with some guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> work constructively in different interactive situations in the world of work improve their interaction competence according to the feedback received work in different group situations as indicated by their work task and the operating culture of the workplace use appropriate psychological knowledge to promote their own and the work community's wellbeing
Good 4	
Excellent 5	<ul style="list-style-type: none"> work constructively and flexibly in different interactive situations in the world of work, taking others into account improve their interaction competence actively according to the feedback received work confidently in different group situations as indicated by their work task and the operating culture of the workplace use appropriate psychological knowledge to promote and improve their own and the work community's wellbeing.

Students find out about tasks in their vocational field in the national and international labour market.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • seek information about jobs in their vocational field in the national and international labour market with some guidance • find suitable jobs for themselves in the national and international job market with some guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • independently seek information about jobs in their vocational field in the national and international labour market • find suitable jobs for themselves in the national and international labour market
Good 4	
Excellent 5	<ul style="list-style-type: none"> • seek information about jobs in their vocational field in the national and international labour market independently and diversely • find suitable jobs for themselves in the national and international labour market.

Study and career planning capabilities

Compulsory learning outcomes, 1 Competence point

Students recognise their interests, opportunities and need for support. Compulsory targeted learning outcomes, 1 competence point

Students know how to

- recognise their interests, opportunities and need for support
- make choices concerning their qualification and career
- while studying for the qualification, obtain information about different further education opportunities and the education offered
- while studying for the qualification, prepare themselves for job hunting and presenting their competence.

Assessment

Targets of assessment

Students recognise their interests, opportunities and need for support.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • identify their strengths, capabilities and development needs • recognise their interests and opportunities in the vocational field, requiring encouragement • occasionally monitor the progress of their learning and acquisition of competence • evaluate their learning and competences
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • identify and recognise their strengths, capabilities and development needs

	<ul style="list-style-type: none"> independently recognise their interests and their opportunities in the vocational field on their own initiative, monitor the progress of their learning and acquisition of competence, recognising potential needs for support regularly evaluate their learning and competence
Good 4	
Excellent 5	<ul style="list-style-type: none"> diversely identify and independently recognise their strengths, capabilities and development needs recognise their interests and realistically assess their opportunities in the vocational field take responsibility for their learning and promoting it commit themselves to monitoring the progress of their learning and acquisition of competence by documentation and recognise potential needs for support assess their learning and competence independently and make the necessary changes.

Students make choices concerning their qualification and career.

Students	
Satisfactory 1	<ul style="list-style-type: none"> familiarise themselves with suitable career options, using information sources and electronic guidance services familiarise themselves with the composition of their qualification, the qualification requirements and options that promote finding employment with guidance, monitor the progress of their studies recognise and try different learning environments in acquiring competence
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> identify options that are suitable for them to support their career plan with the help of different information sources and electronic guidance services are familiar with the composition of their qualification, the qualification requirements and options that promote finding employment and advance their career plan monitor the progress of their studies on their own initiative use different learning environments in acquiring competence
Good 4	
Excellent 5	<ul style="list-style-type: none"> find out about their options diversely and independently based on their career plan, using different information sources and electronic guidance services actively are familiar with the composition of their qualification, the qualification requirements and their options, and independently make choices and decisions that promote their career monitor the progress of their studies actively and with commitment use and choose learning environments that support their vocational development.

While completing their qualifications, students obtain information about different options for further studies and about the education offered.

Students

Satisfactory 1	<ul style="list-style-type: none"> • use information sources related to further studies, guidance services and application systems • obtain information about different options and opportunities for further studies and draw up their career plans • familiarise themselves with the entrance requirements, application procedure and selection criteria for further studies
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • use information sources, guidance services and application systems related to further studies and planning for the future adeptly • obtain information about different further study options suitable for them and draw up career plans • familiarise themselves diversely with the entrance requirements, application procedure and selection criteria for further studies
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently use information sources, guidance services and application systems related to further studies and planning for the future • actively obtain information about different further study options and use this information for their career plans • familiarise themselves actively and on their own initiative with the entrance requirements, application procedure and selection criteria for further studies

Students prepare for job hunting and presenting their competence while studying.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • familiarise themselves with the opportunities, working environments and career choices provided by different jobs • draw up a presentation of their competence for job hunting and practise presenting their competence • apply for jobs, but require guidance with the use of application systems and methods from time to time • update their career plan to find employment
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • familiarise themselves diversely with the opportunities, working environments and career choices provided by different jobs and explore career options suitable for them • draw up a presentation of their competence for job hunting and present their competence comprehensively • apply for jobs and use different application systems and methods effortlessly • update their career plan on their own initiative to find employment
Good 4	
Excellent 5	<ul style="list-style-type: none"> • based on their plans, systematically find out about the opportunities provided by different jobs, their working environments and realistic career options • draw up a distinctive and attractive presentation of their competence for job hunting and present their competence comprehensively and in an inspiring manner • apply for jobs independently and take advantage of different application systems and methods diversely and effortlessly

- update their career plans actively and independently, promoting their chances for finding employment.

Entrepreneurship and entrepreneurial activities

Compulsory learning outcomes, 1 Competence point

Compulsory targeted learning outcomes, 1 competence point

Students know how to

- promote the company's objectives in their work
- generate a business idea and assess the possibilities of realising it.

Assessment

Targets of assessment

Students promote the company's objectives in their work.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • recognise the importance of enterprising in society • describe the organisation's business model with some guidance • work cost-effectively, recognising the importance of their activities as part of the work community
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • describe the importance of business in society • describe the organisation's business model • act cost-effectively and in a customer-oriented manner in their tasks, recognising the importance of their activities as part of the work community
Good 4	
Excellent 5	<ul style="list-style-type: none"> • describe the importance of business in their vocational field in society and anticipate the future prospects in the field • describe the organisation's business model independently • take initiative in their tasks and work in a cost-effective and customer-oriented manner, recognising the impacts of their work on the organisation's performance.

Students generate a business idea and assess the possibilities for realising it.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • generate a business idea with some guidance • find services and information sources that support setting up a business • determine the financial resources required for the business idea • describe the networks required to realise the business idea • assess their capabilities to work as entrepreneurs
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • generate the business idea from a customer-oriented point of view • find key services and information sources that support setting up a business

	<ul style="list-style-type: none"> • assess the financial and operational resources required by the business idea • describe the networks required to realise the business idea • assess their capabilities for working as entrepreneurs and identify the risks involved in business
Good 4	
Excellent 5	<ul style="list-style-type: none"> • generate a business idea in a customer-oriented manner and assess its practicality • take advantage of different channels to find services and information sources that support setting up a business • estimate the availability of the financial and operational resources required by the business idea • describe the networks required to realise the business idea and assess cooperation opportunities • assess their capabilities to work as entrepreneurs realistically, with an awareness of the risks involved in business.

Maintaining ability to work and wellbeing at work

Compulsory learning outcomes, 2 Competence point

Compulsory targeted learning outcomes, 2 competence points

Students know how to

- take care of their health and functional capacity
- assess their operating environment and activities in terms of health and safety
- take physical activity to improve their ability to study and work and their wellbeing
- prevent accidents and administer first aid.

Assessment

Targets of assessment

Students take care of their health and functional capacity.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • with some guidance, seek information on the health of their age group and the possibilities of promoting their health and functional capacity • draw up a feasible plan to promote their health and wellbeing, taking into account the importance of such matters as physical activity, nutrition, recovery, sleep, mental wellbeing, abstaining from smoking (including all nicotine products) and using intoxicants, sexual health and interpersonal relationships in the daily activities • with some guidance, promote their health and wellbeing according to the plan and evaluate the accomplishment of their goals
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • seek information about the health of their age group and the possibilities of promoting their health and functional capacity • draw up a personal plan for themselves to promote their health and wellbeing, taking diversely into account the importance of such matters as physical activity, nutrition, recovery, sleep,

	<p>mental wellbeing, abstaining from smoking (including all nicotine products) and using intoxicants, sexual health and interpersonal relationships in maintaining study and work ability</p> <ul style="list-style-type: none"> • promote their health and wellbeing according to the plan and realistically evaluate the effect of their activities and the accomplishment of their goals
Good 4	
Excellent 5	<ul style="list-style-type: none"> • seek diverse information about health differences in their age group and the possibilities of promoting their health and functional capacity • draw up a diverse plan that can be updated as necessary for themselves to promote their health and wellbeing, taking into account the importance of such matters as physical activity, nutrition, recovery, sleep, mental wellbeing, abstaining from smoking (including all nicotine products) and using intoxicants, sexual health and interpersonal relationships in maintaining study and work ability • actively promote their health and wellbeing and realistically evaluate the realisation of the plan and the accomplishment of their goals, also using feedback received from others in the evaluation.

Students assess their operating environment and activities in terms of health and safety.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • in cooperation with others, follow the agreed operating instructions that promote safety and health, but require guidance from time to time • take into account in their work the stress factors of their vocational field and the importance of improving ability to work, requiring guidance from time to time • with guidance, find out how ergonomics affects ability to work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • in cooperation with others, follow the agreed operating instructions that promote safety and health • take into account the stress factors of their vocational field and promote their ability to work • find out how ergonomics affects ability to work
Good 4	
Excellent 5	<ul style="list-style-type: none"> • together with others, follow the agreed operating instructions that promote safety and health and evaluate the needs to develop their practices • take into account the stress factors of their vocational field diversely in their work and promote their ability to work • find out how ergonomics affects ability to work in different working environments.

Students enhance their ability to study and work and their wellbeing with physical activity.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • seek information about the most common benefits of physical activity and the physical activity required to maintain good health and ability to study and work ability, and take this

	<p>information into account to some extent in their health and safety promotion plan</p> <ul style="list-style-type: none"> • practise to some extent their physical qualities and skills in ergonomics required to maintain a good ability to study and work • engage in physical activity in exercise situations, maintaining their ability to study and work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • seek information about the benefits of physical activity and the physical activity requirements for maintaining good health and ability to study and work, and take this information into account in their health and safety promotion plan • improve their physical qualities and skills in ergonomics required to maintain a good ability to study and work • engage in diverse physical activity in different exercise situations, maintaining their ability to study and work
Good 4	
Excellent 5	<ul style="list-style-type: none"> • diversely seek information about the benefits of physical activity and the physical activity requirements for maintaining good health and ability to study and work, and take this information into account in their health and safety promotion plan, also with reference to their ability to study or work • on their own initiative and diversely, improve their physical qualities and skills in ergonomics required to maintain ability to study and work • engage in diverse physical activity to the best of their ability in all exercise situations, maintaining their ability to study and work

Students prevent accidents and administer first aid.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • anticipate potential accident risks in exercise situations • administer first aid in the most common situations where first aid is required, recognise the limits of their skills and rapidly get further help
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • work to prevent accidents in exercise situations • administer first aid and rapidly get further help if necessary
Good 4	
Excellent 5	<ul style="list-style-type: none"> • act carefully and prevent accidents in exercise situations • administer first aid and seek for timely additional assistance • through their actions, prevent additional accidents.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- maintain and improve their ability to work and wellbeing through physical activity
- promote the wellbeing and participation of the educational community and the students.

Assessment

Targets of assessment

Students maintain and promote their ability to work and wellbeing with physical activity.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> maintain their physical functional capacity and participate in exercise situations following instructions, following the principles of fair play use the basic motor skills needed in physical activity with guidance, monitor their workload and requirements concerning ability to work in relation to their functional capacity
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> maintain their physical functional capacity and actively participate in exercise situations, observing the principles of fair play apply the basic motor skills needed in physical activity in a versatile manner independently monitor their workload and requirements related to ability to work in relation to their functional capacity
Good 4	
Excellent 5	<ul style="list-style-type: none"> monitor, assess and maintain their physical functional capacity and actively participate in exercise situations, promoting the realisation of the principles of fair play apply the basic motor skills needed in physical activity and skills in individual sports in a versatile manner assess and justify their workload and requirements related to ability to work in relation to their functional capacity.

Students promote the wellbeing and participation of the educational community and the students.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> work to promote participation as members of a student group and participate in exercise and other events and occasions organised for students
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> actively work to promote well-being as a member of a student group as well as plan and participate in exercise and other events and occasions organised by students
Good 4	
Excellent 5	<ul style="list-style-type: none"> are active members of the student group as well as plan and participate in exercise and other events and occasions organised by students in a manner that promotes well-being and participation.

Promotion of sustainable development

Compulsory learning outcomes, 1 Competence point

Compulsory targeted learning outcomes, 1 competence point

Students know how to

- follow the principles of sustainable development
- take into account the principles of life cycle thinking
- consider solutions from ethical points of view.

Assessment

Targets of assessment

Students know how to follow the principles of sustainable development.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • know the main objectives of ecological, financial, social and cultural sustainability in sustainable development • understand the limited nature of natural resources and the importance of their sustainable use nationally • with the help of experts, recognise key practices for promoting sustainable development
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • know the main objectives of ecological, financial, social and cultural sustainability in sustainable development and their impacts on each other • understand the limited nature of natural resources and the importance of their sustainable use at the national level in proportion to the global operating environment and cite examples of this • independently recognise key practices for promoting sustainable development
Good 4	
Excellent 5	<ul style="list-style-type: none"> • are comprehensively familiar with the central objectives of ecological, financial, social and cultural sustainability in sustainable development and their impacts on each other • understand the limited nature of natural resources and the importance of their sustainable use at the national level in proportion to the global operating environment and propose areas of application • independently recognise key practices for promoting sustainable development from different points of view.

Students take into account the principles of life cycle thinking.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • understand the principle of the circular economy • recognise the energy or material efficiency of a product or a service • determine the life cycle of a product at a general level
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • understand the principle of the circular economy and evaluate its importance • assess the energy and material efficiency of a product or a service • determine the life cycle of a product independently
Good 4	

Excellent 5	<ul style="list-style-type: none"> • understand the principle of the circular economy, evaluate its importance and propose possibilities for development • assess the energy or material efficiency of a product or service, proposing necessary reforms • determine the life cycle of a product, understanding the overall effects.
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Students consider solutions from ethical points of view	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • identify some work stages and situations that involve ethical choices • consider the impact of their own decisions from an ethical point of view together with others
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • identify work stages and situations that involve ethical choices • consider the impact of decisions made by them and by others independently from an ethical point of view
Good 4	
Excellent 5	<ul style="list-style-type: none"> • identify diverse work stages and situations that involve ethical choices • consider and analyse the impacts of decisions made by them and by others from different ethical points of view.

Optional learning outcomes, 3 Competence point

Optional targeted learning outcomes, 3 competence points

Students know how to

- evaluate factors that contribute to sustainable development in their work or in their vocational field
- plan operating methods related to the promotion of sustainable development
- act as promoters of sustainable development in their work or in their vocational field
- assess the success of promoting sustainable development in their work or in their vocational field

Assessment

Targets of assessment

Students assess factors contributing to sustainable development in their work or in their vocational field.	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • familiarise themselves with the activities of the workplace or the vocational field to the extent that they are able to evaluate them from one of the perspectives of sustainable development (ecological, financial, social or cultural) together with the members of the work community • assess key factors contributing to sustainable development in the workplace or in the vocational field following instructions • together with the members of the work community, decide which of the perspectives of sustainable development should be developed in particular

Satisfactory 2	
Good 3	<ul style="list-style-type: none"> familiarise themselves with the activities of the workplace or vocational field to the extent that they are able to evaluate them from the perspectives of sustainable development (ecological, financial, social and cultural) independently assess key factors contributing to sustainable development in the workplace or in the vocational field decide which of the perspectives of sustainable development should be developed in particular, proposing some initiatives
Good 4	
Excellent 5	<ul style="list-style-type: none"> familiarise themselves with the activities of the workplace or the vocational field to the extent that they are able to comprehensively evaluate them from the different perspectives of sustainable development (ecological, financial, social and cultural) comprehensively assess key factors contributing to sustainable development in the workplace or in the vocational field decide which perspective of sustainable development should be developed in particular, justifying their choice and proposing the necessary initiatives.

Students plan practices related to promoting sustainable development

Students	
Satisfactory 1	<ul style="list-style-type: none"> define the objectives of promoting sustainable development and solving problems in cooperation with the members of the work community follow instructions in choosing measures and practises that promote sustainable development schedule tasks and determine resources in cooperation with others participate in defining the required cooperation
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> define the objectives of promoting sustainable development and solving problems independently choose measures and operating methods that promote sustainable development schedule tasks and define resources plan the required cooperation
Good 4	
Excellent 5	<ul style="list-style-type: none"> define clear and concrete objectives of promoting sustainable development and solving problems choose realistic measures and operating methods that promote sustainable development schedule tasks and define resources realistically plan forms of cooperation and methods of engaging people.

Students act as promoters of sustainable development in their work or vocational field.

Students	
Satisfactory 1	<ul style="list-style-type: none"> implement the plan with the members of the work community personally follow the principles of sustainable development participate in cooperation, striving to motivate others

Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • implement the plan • personally follow the principles of sustainable development, passing on information about the needs to change practices to others • use a method that has been agreed on in advance to encourage and motivate others to participate
Good 4	
Excellent 5	<ul style="list-style-type: none"> • implement the plan, making changes to it as necessary • follow the principles of sustainable development, pass on information on the needs to change operating practices to others and actively propose changes • use methods suitable for the situation to encourage and motivate others to participate.

Students assess the success of promoting sustainable development in their work or their vocational field.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • with the help of the necessary support, assess how the practices or outputs have changed during the process • propose development needs and a further plan to promote sustainable development
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess how the practices or outputs have changed during the process and compare them with what they were before • propose clear development needs and a further plan to promote sustainable development
Good 4	
Excellent 5	<ul style="list-style-type: none"> • assess how operating practices or outputs have changed during the process, compare them with what they were before and assess the success of the process • present clear development needs and a justified further plan to promote sustainable development.

3. Assessment scale

S2 = The student's level of competence is clearly higher than level S1, but not sufficient for level G3. G4 = The student's level of competence is clearly higher than level G3, but not sufficient for level E5.