

Vocational Qualification in Restaurant and Catering Services



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Vocational skills and competences required for completion of the qualification

Qualification holders are able to

- plan and carry out food preparation or customer service tasks and work in sales in the catering sector
- serve Finnish and foreign customers in a customer-oriented manner
- use professional vocabulary in foreign languages, and draw on their cultural knowledge
- work in a sales-minded, customer service oriented and quality conscious manner and profitably, productively, and responsibly as well as operate in compliance with hygiene requirements, and sustainable operating practices.

The students may specialise in serving or cooking tasks in this vocational secondary qualification.

A **waiter/waitress** who has completed the qualification knows how to

- work in customer service tasks at restaurants with different business ideas or missions or in public sector units
- tidy customer facilities and display products to be sold
- present, sell, and serve food and beverages.

A **cook** who has completed the qualification knows how to

- work in food preparation tasks at restaurants with different business ideas or missions or in public sector units
- prepare tasty, nutritious, and wholesome food, taking special diets into account
- set out food as individual plated dishes or dishes for a large group of customers.

Range of occupations accessible to the holder of the certificate

A **waiter/waitress** who has completed the competence area of customer service works at restaurants, staff canteens, pubs, night clubs, transport stations, cafés, fast food, catering, or tourism service companies or various institutions.

A **cook** who has completed the competence area of food services works at restaurants or in the catering sector, staff canteens, cafés, catering companies, freight and passenger ships as well as institutional kitchens.

Vocational Qualification in Restaurant and Catering Services

OPH-2707-2017

Vocational Qualification in Restaurant and Catering Services
(381142)

Competence area of Food Services (1798)

Competence area of Customer Service (1797)

Waiter/Waitress (10067)

Cook (10140)

01.08.2018

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1. Composition of the qualification

The scope of the Vocational Qualification in Restaurant and Catering Services is 180 competence points. The qualification is composed of vocational units (145 competence points) and common units (35 competence points).

The qualification contains a compulsory unit, or working in catering services (20 competence points), two compulsory units in each competence area (65 competence points in total) and optional units amounting to 60 competence points.

The vocational qualification in Restaurant and Catering Services has two competence areas and qualification titles:

- competence area of customer service (waiter/waitress) and
- competence area of food services (cook).

VOCATIONAL UNITS 145 COMPETENCE POINT
Compulsory unit 20 Competence point
Working in catering services, 20 Competence point, C
Competence area of customer service 65 Competence point
Customer service and sales, 25 Competence point, C
Serving plated dishes and beverages, 40 Competence point, C
Competence area of food services 65 Competence point
Preparing lunch dishes, 40 Competence point, C
Preparing plated dishes, 25 Competence point, C
Optional units 60 Competence point
Preparing à la carte dishes, 30 Competence point
Serving à la carte dishes, 30 Competence point
Selling and serving beverages, 25 Competence point
Café services, 10 Competence point
Street and fast food services, 10 Competence point
Ship catering services, 20 Competence point
Using natural produce in catering services, 15 Competence point
Functions of a service and distribution kitchen, 10 Competence point
Productising catering services, 20 Competence point
Food production in an institutional kitchen, 25 Competence point
Using 3D technology in catering services, 20 Competence point
Food preparation for catering services and special occasions, 25 Competence point
Serving for catering services and special occasions, 25 Competence point
Working at a retail outlet service counter, 15 Competence point
Working as a top expert, 15 Competence point
Workplace instructor training, 5 Competence point
Working in a company, 15 Competence point
Planning a business, 15 Competence point
Compulsory unit of the other competence area 20 Competence point
<i>The students may include in their qualification the compulsory unit of this vocational upper secondary qualification's other competence area. Regardless of the scope of the unit to be included in the qualification, its scope in this case is at maximum 20 competence points.</i>
A unit based on local competence requirements 5-15 Competence point
<i>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.</i>

<p>A unit from another vocational upper secondary qualification, further qualification or specialist qualification 5-15 Competence point</p> <p><i>A unit from another vocational upper secondary qualification, further qualification or specialist qualification may be included in the qualification. Regardless of the scope of the unit to be included in the qualification, its scope in this case is at maximum 15 competence points.</i></p>
<p>Higher education studies 5-15 Competence point</p> <p><i>The unit contains higher education studies that support vocational competence.</i></p>
<p>Parts of common units, general upper secondary school studies or other studies supporting capacities for further studies 1-25 Competence point</p>
<p>COMMON UNITS 35 COMPETENCE POINT</p> <p><i>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.</i></p>
<p>Communication and interaction competence, 11 Competence point, C</p>
<p>Skills in mathematics and natural sciences, 6 Competence point, C</p>
<p>Citizenship and working life competence, 9 Competence point, C</p>
<p>Optional targeted learning outcomes of common units 9 Competence point</p> <p><i>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.</i></p>

2. Units

2.1. Working in catering services, 20 Competence point (106281)

Competence requirements

Students know how to

- prepare for their shift
- prepare the facilities for use, make products to sell and care for them
- serve customers, sell products and record sales
- complete end-of-shift tasks
- assess their own competence and their activity as members of the work community.

Assessment

Students prepare for their shift.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • arrive for their shift on time and are ready to work • dress as required by the task and following the workplace's instructions in working clothes, footwear and head gear • look after their appearance and personal hygiene • observe working hours • together with others, plan and schedule the tasks to be completed during their shift • familiarise themselves with detergents needed in their work and use them safely • together with others, tidy customer and working facilities as agreed • familiarise themselves with the work community's rules, data protection and information security instructions and practices applicable to their work • address safety in the planning of their work and maintain the safety and ergonomic quality of their working environment in familiar situations • familiarise themselves with local catering sector companies and units to the extent of being able to name them • together with others, find out about the workplace's social media channels
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • arrive for their shift on time and prepare for work • showing initiative, dress as required by the task and following the workplace's instructions in working clothes, footwear and head gear • look after their appearance and personal hygiene • observe working hours and make arrangements to change the schedule if necessary • plan and schedule the tasks to be completed during their shift following instructions • following instructions, familiarise themselves with detergents needed in their work, follow label instructions and use detergents safely and ecologically • prepare and tidy customer and working facilities following instructions and as agreed • following instructions, familiarise themselves with the work community's rules, data protection and information security instructions and practices applicable to their work and comply with them • address safety in the planning of their work and maintain the safety and ergonomic quality of their working environment in familiar situations with initiative • independently familiarise themselves with local catering sector companies and units to the extent of being able to name different units and describe their products and services • independently find out about the workplace's social media channels
Good 4	
Excellent 5	<ul style="list-style-type: none"> • arrive at the workplace early enough to prepare for work with initiative and appropriately

- arrive for their shift dressed as required by the task and following the workplace's instructions in working clothes, footwear and head gear
- look after their appearance and personal hygiene with initiative and appropriately
- plan and schedule the tasks to be completed during their shift showing initiative and independently
- diversely familiarise themselves with detergents needed in their work, follow label instructions, use detergents safely and ecologically and are able to interpret product safety labels
- independently tidy customer and working facilities
- showing initiative, familiarise themselves with the work community's rules, data protection and information security instructions and practices applicable to their work and comply with them
- address safety in the planning of their work and maintain the safety and ergonomic quality of their working environment independently
- independently familiarise themselves with national and local catering sector companies and units as well as their products and services to the extent of being able to compare them
- find out about the workplace's social media channels independently and with initiative.

Students prepare the facilities for use, make products to sell and care for them.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • identify the most common ingredients and products relevant to their tasks and, under supervision, evaluate their quality before and during use • make and prepare breakfast and lunch dishes with different ingredients as team members or prepare the sales point • together with others, process the quantity of ingredients required for a recipe • have mastered the safe use of knives following instructions given to them • together with others, use the implements, machines and equipment needed in their tasks, the necessary personal protective equipment as well as methods safely and in keeping with sustainable development • under supervision, avoid losses in different food preparation situations • have familiarised themselves with vegetarian and special diets (lactose, dairy or gluten free) to the extent that they can reliably inform customers of the products suitable for them • together with others, see to the quality of the products to be sold and anticipate the sufficiency of dishes • clean working facilities using an appropriate order of tasks, detergents and methods • sort wastes following waste management instructions • comply with hygiene legislation and the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • identify ingredients and products relevant to their tasks and assess their quality with initiative based on sensory evaluation as well as work out the ingredients' carbon footprints using a calculator • showing initiative, process the quantity of ingredients required for a recipe • following instructions, make and prepare tasty breakfast and lunch dishes with different ingredients or prepare the sales point for service • have mastered adept and safe use of knives following instructions given to them • with initiative, use the implements, machines and equipment needed in their tasks, the necessary personal protective equipment as well as methods following the instructions for use, safely and in keeping with sustainable development • actively avoid losses in different food preparation situations • have familiarised themselves with vegetarian and special diets (lactose, dairy or gluten free) to the extent that they can reliably and with initiative inform customers of products suitable for them • following instructions, see to the quality of the products to be sold and anticipate the sufficiency of dishes • showing initiative, clean working facilities using an appropriate order of tasks, detergents and methods • showing initiative, sort wastes following waste management instructions • comply with hygiene legislation and the self-monitoring plan
Good 4	

Excellent 5

- identify ingredients and products relevant to their tasks and assess their quality based on sensory evaluation as well as report quality deviations on their own initiative and work out the ingredients' carbon footprints using a calculator
- participate in preliminary preparation tasks actively and with initiative
- independently make breakfast and lunch dishes with different ingredients following a recipe or independently prepare the sales point following instructions
- have mastered diverse and safe use of knives following instructions given to them, including cubing and slicing
- independently and with initiative use the implements, machines and equipment needed in their tasks, the necessary personal protective equipment as well as methods safely, carefully and economically and in keeping with sustainable development
- avoid losses in different food production situations cost-effectively and independently
- have familiarised themselves with vegetarian and special diets (lactose, dairy or gluten free) to the extent that they can reliably and independently inform customers of the products suitable for them
- with initiative, look after the quality and sufficiency of the products to be sold
- anticipate food sales with initiative
- clean working facilities with initiative, using an appropriate order of tasks, detergents and methods
- independently sort wastes following waste management instructions
- comply with hygiene legislation and the self-monitoring plan.

Students serve customers, sell products and record sales.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • serve customers and communicate with them under supervision • carry out tasks related to serving food and drink and customer service • under guidance, recognise different methods of payment • use the till or sales system for recording sales in familiar work situations • observe good manners
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • showing initiative, serve customers in compliance with a service manual or service concept guidelines and communicate fluently in ordinary service situations • showing initiative, work following instructions when serving food and drink and in customer service situations • reliably recognise different methods of payment • use the till or sales system to record sales with initiative and following instructions • interact with customers in a friendly manner and observe good manners
Good 4	
Excellent 5	<ul style="list-style-type: none"> • naturally and independently serve customers and communicate in a customer-oriented manner in ordinary service situations • act in a customer-oriented and friendly manner when serving food and beverages and in different customer service situations • reliably and diversely recognise different methods of payment • use the till or sales system adeptly and independently for recording sales • interact with customers in a friendly and natural manner and observe good manners.

Students complete end-of-shift tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • wash dishes and tidy the dishwashing facilities • clean machines and equipment, assemble, disassemble and clean the dishwasher and the coffee machine • clean working and customer facilities at closing time together with others
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • complete different dishwashing tasks and tidy the dishwashing facilities independently following instructions • showing initiative, clean machines and equipment, independently assemble, disassemble and clean the dishwasher and the coffee machine • report faulty equipment to the supervisor • independently clean and organise working and customer facilities at closing time following instructions
Good 4	
Excellent 5	<ul style="list-style-type: none"> • complete different dishwashing tasks and tidy the dishwashing facilities with initiative and independently • independently and carefully clean machines and equipment, assemble, disassemble and clean the dishwasher and the coffee machine with initiative • check the condition of machines, equipment and implements and report faulty implements to supervisors with initiative • clean working and customer facilities at closing time briskly and with initiative.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • need guidance when assessing the success of their own work performances and are able to receive feedback • as team members, move on to the next task assigned to them following the jobs list • are able to work with different people in the work community and ask for help from others if necessary • follow instructions given to them and do not put themselves or others at risk because of their activities • follow instructions for promoting ergonomics and maintain their ability to work • observe good manners • comply with hygiene legislation and the self-monitoring instructions • comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess the success of their own work performances and receive feedback • independently move on to the next task assigned to them following the jobs list • work with different people in the work community and proactively ask for help from others if necessary • follow instructions for promoting ergonomics and maintain their ability to work with initiative • observe good manners and avoid putting themselves or others at risk • comply with hygiene legislation and the self-monitoring instructions • comply with the duty of confidentiality concerning the customers and the company
Good 4	
Excellent 5	<ul style="list-style-type: none"> • assess the success of their own work performances, justify the assessment and change their working practices based on the feedback if necessary • with initiative and briskly, move on to the next task assigned to them following the jobs list • work cooperatively and on an equal footing with different people in the work community • are active members of the work community • comply with instructions for promoting ergonomics independently and appropriately and take initiative in maintaining their ability to work • observe good manners and act as indicated by the requirements of different changing situations • comply with hygiene legislation and the self-monitoring instructions • comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in individual tasks of a catering sector company or unit as team members. They tidy customer and working facilities,

make products, serve customers, record sales and look after the tidiness and comfort of customer and working facilities.

The assessment of hygiene competence cannot be tailored.

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.

2.2. Customer service and sales, 25 Competence point (106272)

Competence requirements

Students know how to

- prepare for their shift
- serve customers and sell food and beverages
- serve alcoholic beverages
- look after the customers' comfort and service experience
- record sales and charge customers
- draw on their sectoral language proficiency in customer service
- carry out a cash reconciliation for their shift and prepare for the next shift
- assess their own competence and their activity as members of the work community.

Assessment

Students prepare for their shift.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks to be completed during their shift following instructions • as team members, prepare for customer service tasks as indicated by bookings • set out the implements for the serving line or buffet table or fetch the implements needed for table service • set out food and beverages in the serving line or buffet table or prepare for table service of food and beverages • comply with the workplace's safety instructions and regulations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks to be completed during their shift following the workplace's practices • showing initiative, set out the implements for the serving line or buffet table or fetch the implements needed for table service • set out food and beverages in the serving line or buffet table or prepare for table service of food and beverages with initiative • comply with the workplace's safety instructions and regulations
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • independently and with initiative plan and schedule the tasks to be completed during their shift • independently set out the implements for the serving line or buffet table or fetch the implements needed for table service • independently and adeptly set out food and beverages in the serving line or buffet table or prepare for table service of food and beverages • comply with the workplace's safety instructions and regulations.

Students serve customers and sell food and beverages.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • take notice of customers as they arrive and serve them politely as team members but need guidance at times • are familiar with the workplace's business idea or mission to the extent that they can present, sell and serve key products and services • have familiarised themselves with the workplace's social media channels and use them under supervision • look after service from a buffet table or serving line, or wait tables • look after the quality and sufficiency of the products to be sold or served • observe the serving temperatures, methods and implements indicated by the range of beverages when serving • act upon orders or bookings and follow instructions in work situations • keep to the schedule but need help at times • comply with quality requirements • are familiar with food and beverage products for special diets that are part of the range to the extent that they can reliably inform customers on special diets of the suitability of the foods on offer for them • describe the origins of the ingredients in products and the beverages following instructions • are knowledgeable about healthy nutrition and diets to the extent that they can inform the customers about the nutritional and health-related properties of the products sold • observe good manners • use safe and ergonomic techniques in their duties • work as team members and complete the tasks assigned to them but need supervision at times
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • showing initiative, take notice of customers as they arrive and serve them politely • with initiative, have familiarised themselves with the workplace's business idea or mission to the extent that they can adeptly present, sell and serve key products and services • are familiar with the workplace's social media channels and use diverse social media channels with initiative • with initiative, manage service from a buffet table or serving line, or wait tables • with initiative, look after the quality and sufficiency of the products to be sold or served • observe the serving temperatures, practices and implements indicated by the range of beverages when serving • act upon orders or bookings and are capable of taking initiative in work situations • show initiative in keeping to the schedule • with initiative, comply with consistent quality requirements • showing initiative, have familiarised themselves with food and beverage products that are part of special diets and the product range to the extent that they can reliably inform customers on special diets about the suitability of the food on offer for them • describe the origins of product ingredients and beverages to customers

	<ul style="list-style-type: none"> • showing initiative, have familiarised themselves with the principles of healthy nutrition and diets to the extent that they can inform the customers about the nutritional and health-related properties of the products sold • observe good manners naturally • use safe and ergonomic techniques in their duties • work as team members and complete the tasks assigned to them
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently take notice of customers as they arrive and serve them in a polite and friendly manner • are familiar with the workplace's business idea or mission to the extent that they can independently and actively present, sell and serve key products and services • are familiar with the workplace's social media channels and use diverse social media channels independently • briskly look after service from a buffet table or serving line, or wait tables • anticipate and look after the quality and sufficiency of the products to be sold or served • observe the serving temperatures, practices and implements indicated by the range of beverages when serving • act with initiative on the basis of orders or bookings • independently keep to the schedule • with initiative, comply with consistent quality requirements • with initiative, have familiarised themselves with food and beverage products that are part of special diets and the product range to the extent that they can reliably inform customers on special diets about the suitability of the food on offer for them • expertly describe the origins of ingredients in products and beverages • have independently familiarised themselves with the principles of healthy nutrition and diets to the extent that they can expertly inform the customers about the nutritional and health-related properties of the products sold • observe good manners naturally • use safe and ergonomic techniques in their duties • work independently and with initiative and manage the tasks assigned to them professionally.

Students serve alcoholic beverages.

Students	
Satisfactory 1	<ul style="list-style-type: none">• as team members, comply with regulations and instructions on serving alcoholic beverages in customer service and sales• comply with the valid Alcohol Act• are aware of the self-monitoring requirements under the Alcohol Act
Satisfactory 2	
Good 3	<ul style="list-style-type: none">• independently comply with regulations and instructions on serving alcoholic beverages in customer service and sales• comply with the valid Alcohol Act• are aware of the self-monitoring requirements under the Alcohol Act
Good 4	
Excellent 5	<ul style="list-style-type: none">• professionally comply with regulations and instructions on serving alcoholic beverages in customer service and sales• comply with the valid Alcohol Act• are aware of the self-monitoring requirements under the Alcohol Act.

Students look after the customers' comfort and service experience

Students	
Satisfactory 1	<ul style="list-style-type: none"> • receive customer feedback on services and products and thank the customers in a friendly manner • process or pass on customer feedback following instructions • together with others, find out about different customer feedback and social media channels • following instructions, update, comment on and correct if necessary communication through the social media • together with others, express an opinion on whether social media channels bring added value to the company's customer service
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, receive customer feedback on services and products and thank the customers in a friendly manner • showing initiative, process or pass on customer feedback • with initiative, find out about different customer feedback and social media channels • as team members, update, comment on and correct if necessary communication through the social media • with initiative, express an opinion on whether social media channels bring added value to the company's customer service
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently and with initiative, receive customer feedback on services and products and thank the customers • independently pass on feedback following the workplace's practices • independently and with initiative, find out about different customer feedback and social media channels • update, comment on and correct if necessary communication through the social media with initiative • actively and independently express an opinion on whether social media channels bring added value to the company's customer service.

Students record sales and charge customers.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • use the till or sales system, record sales and charge the customers using common methods of payment, needing supervision from time to time • recognise different methods of payment and process them under guidance • are aware of the pricing principles of key products
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • use the till or sales system, record sales and charge the customers adeptly using common methods of payment • with initiative, recognise different methods of payment and are familiar with the practices and security instructions related to accepting different methods of payment • process different methods of payment showing initiative • are familiar with the pricing principles of key products
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently use the till or sales system, record sales and charge the customers using valid methods of payment • adeptly recognise different methods of payment and are familiar with the practices and security instructions related to accepting different methods of payment • independently process different methods of payment • are knowledgeable about the pricing principles of key products.

Students draw on their sectoral language proficiency in customer service.

Sectoral language proficiency for Finnish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language.

Sectoral language proficiency for Swedish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • serve customers in Swedish, manage the service situation in Finnish and can cope tolerably well in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • serve customers in Swedish, manage the service situation flexibly in Finnish and can cope in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Sectoral language proficiency for speakers of other languages	
Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish as well as in one foreign language and cope tolerably well in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish or Swedish, manage the service situation flexibly in the second national language and in one foreign language.

Sectoral language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help customers in a service situation and cope with other tasks in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation and other tasks in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish or Finnish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students carry out a cash reconciliation for their shift and prepare for the next shift.

Students	
Satisfactory 1	<ul style="list-style-type: none"> observe the cash reconciliation tidy and organise customer and working facilities, taking bookings for the following shift into account sort wastes following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> carry out a cash reconciliation together with others tidy and organise customer and working facilities with initiative, taking bookings for the following shift and preliminary tasks into account sort wastes with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> independently carry out a cash reconciliation of the day's sales tidy and organise customer and working facilities independently, taking into account and anticipating bookings for the following shift sort wastes independently and with initiative.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are able to follow instructions in work situations • work as team members • complete the tasks assigned to them but need guidance from time to time • assess their own activities under guidance • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • work responsibly and with initiative in work situations and adjust their activities based on instructions received • work with initiative as team members • complete the tasks assigned to them carefully and with initiative, taking the following shift into account in their work • assess their own activities with initiative • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work responsibly and with initiative in work situations and change their activities with initiative based on feedback • work as independent and active team members • work responsibly, help others actively and take the following shift into account in their work • assess their activity as professionals with initiative • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in customer service tasks and serving alcoholic beverages in the restaurant or catering sector together with other employees. They tidy customer and working facilities, sell and serve the products and services of the workplace or the company, record sales and serve alcoholic beverages.

No exception can be made to the vocational competence requirements related to serving alcoholic beverages, and the assessment of this competence cannot be tailored.

Depending on their linguistic background, students demonstrate their sectoral language proficiency in a customer service situation based on one of the assessment criteria in the table above.

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.

2.3. Serving plated dishes and beverages, 40 Competence point (106270)

Competence requirements

Students know how to

- prepare for their shift and anticipate their tasks
- present, sell and serve food and beverages to individual customers and groups
- serve alcoholic beverages
- take care of the customer service process as a whole
- draw on their sectoral language proficiency in customer service
- carry out a cash reconciliation for their shift as well as anticipate and prepare for the next shift
- assess their own competence and their activity as members of the work community.

Assessment

Students prepare for their shift and anticipate their tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks to be completed during their shift • are familiar with the products to be sold and recommendations and use suitable serving methods • set tables for customers following instructions and handle dishes and cutlery hygienically • anticipate future customer service situations • interpret orders or bookings • follow the workplace's sustainable development practices • comply with safety instructions and regulations • know what to do in situations requiring first aid
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks to be completed during their shift with initiative • show initiative in familiarising themselves with the products to be sold, recommendations and serving methods • showing initiative, set tables for customers following instructions and as required in each situation and handle dishes and cutlery hygienically and carefully • anticipate customer service situations showing initiative and in a customer-oriented manner • appropriately interpret orders or bookings • follow the workplace's sustainable development practices cost-effectively • comply with safety instructions and regulations • know what to do in situations requiring first aid
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • independently and appropriately plan and schedule the tasks to be completed during their shift • familiarise themselves with the products to be sold, recommendations, bookings and serving methods with initiative and independently • independently and professionally set tables for customers following workplace instructions and as required in each situation and handle dishes and cutlery hygienically and carefully • anticipate customer service situations independently, with initiative and in a customer-oriented manner • reliably interpret orders or bookings and take action accordingly • independently and responsibly follow the workplace's sustainable development practices • comply with safety instructions and regulations • know what to do in situations requiring first aid.

Students present, sell and serve food and beverages to individual customers and groups.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • following instructions, comply with the work plan and schedule • together with others, introduce beverages suitable for the meal and dishes to customers and inform the customers about the origins of the products • following instructions, have familiarised themselves with basic gastronomic terminology to the extent that they can interpret terms on the menu for the customers • present, sell, take orders for and serve plated dishes and beverages to customers and different customer groups as team members • inform the customers about the suitability of food and beverage products for customers on some of the most common special diets • under supervision, take individual customers' needs and restrictions into account • use implements suitable for the dishes, beverages and serving method when serving • serve plated dishes • following instructions, observe the serving temperatures, methods and implements indicated by the range of beverages • as team members, observe the gastronomic culture and customs associated with the nature of the occasion • work as team members in a restaurant's customer service tasks • help with the tasks of other work areas when requested • follow instructions in complying with requirements related to values and quality
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, comply with the work plan and schedules • adeptly introduce beverages suitable for the meal and dishes to customers and inform the customers about the origins of the products • with initiative, have familiarised themselves with basic gastronomic terminology to the extent that they can interpret terms on the menu for the customers • present, actively sell, take orders for and serve plated dishes and beverages to customers and customer groups, taking their needs into account • naturally inform the customers about the suitability of food and beverage products for customers on some of the most common special diets • showing initiative, take individual customers' needs and restrictions into account • with initiative, use implements suitable for the dishes, beverages and serving method when serving • adeptly serve plated dishes and use a tray when necessary • observe the serving temperatures, methods and implements indicated by the range of beverages when serving • with initiative, observe the gastronomic culture and customs associated with the nature of the occasion • naturally take time use and other resources into consideration in their work • work as active members in a restaurant's customer service tasks and help with the tasks of other work areas

	<ul style="list-style-type: none"> • show initiative in complying with requirements related to values and quality
Good 4	
Excellent 5	<ul style="list-style-type: none"> • comply with the work plan and schedules adeptly as indicated by the customers' orders and needs • actively and with initiative introduce beverages suitable for the meal and the dishes to customers and naturally inform the customers about the origins of the products • showing initiative, have familiarised themselves with basic gastronomic vocabulary and interpret terms on the menu to the customers following the requirements related to values and quality • expertly present and sell, take orders for and serve plated dishes and beverages to customers and customer groups, taking their needs into account • independently recommend options suitable for customers on some of the most common special diets • combine food and beverage products into meals and are able to adapt them with initiative • independently and with initiative, take individual customers' needs and restrictions into account • independently use and adapt implements suitable for the dishes, beverages and serving method when serving • independently serve plated dishes, use a tray adeptly and work together with the kitchen staff when serving out of serving dishes if necessary and as indicated by the situation • independently and with initiative, observe the serving temperatures, methods and implements indicated by the range of beverages • with initiative, observe the gastronomic culture and customs associated with the nature of the occasion • with initiative and independently, take time use and other resources into account in their work, promoting the profitability of the company or organisation • work as active and positive team members in a restaurant's customer service tasks • also help with the tasks of other work areas when they observe a need for this as indicated by work situations • independently comply with requirements related to values and quality.

Students serve alcoholic beverages.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • as team members, comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • independently comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act
Good 4	
Excellent 5	<ul style="list-style-type: none"> • professionally comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act.

Students take care of the customer service process as a whole.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • as team members, receive customers in a friendly manner and in keeping with the service model • use different serving techniques and a tray if necessary • are familiar with the most usual table combinations and lay tablecloths on them under supervision • use the till or sales system, record sales and charge the customers using common methods of payment • familiarise themselves with the cost structure of the sector and work cost-effectively under supervision • are aware of the pricing principles of key products and charge customers • are familiar with international cultures and manners as well as the etiquette • together with others, resolve sensitive customer situations • help with the tasks of other work areas as team members • receive customer feedback on the services and products, thank customers and express the wish of seeing them again • together with others, familiarise themselves with the restaurant's different customer feedback channels
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • receive customers adeptly and in a friendly manner in keeping with the service model • apply different serving techniques and use a tray showing initiative • are familiar with the most usual table combinations and lay tablecloths on them with initiative • use the till or sales system with initiative, record sales and charge the customers using common methods of payment • familiarise themselves with the cost structure in the sector and work cost-effectively • are aware of the pricing principles of key products and charge customers with initiative • describe extensively international cultures and manners as well as the etiquette • recognise problem situations and are involved in resolving sensitive customer situations • help with the tasks of other work areas with initiative • receive customer feedback on the services and products with initiative, thank customers and express the wish of seeing them again, and communicate the feedback to supervisors • actively familiarise themselves with the restaurant's different customer feedback channels
Good 4	
Excellent 5	<ul style="list-style-type: none"> • receive customers actively, with initiative and in a friendly manner in keeping with the service model • apply different serving techniques and use a tray adeptly • are familiar with the most usual table combinations and lay tablecloths on them professionally • use the till or sales system with initiative and independently, record sales and charge the customers using different methods of payment • independently familiarise themselves with the cost structure in the sector and work cost-effectively

	<ul style="list-style-type: none"> • price products following instructions and charge customers independently • are familiar with and knowledgeable in etiquette and apply their knowledge of international cultures and customs in their work • anticipate and recognise problem situations and their solutions and are involved in resolving sensitive customer situations • work independently under pressure in constantly changing situations and modify their work practices if necessary • actively help others when they observe a need for this and also assist in the tasks of other work areas with initiative when required by work situations • through their work, promote the success of the service package by passing on information and working together with other employees • actively and with initiative obtain feedback on the services and products, thank the customers and express the wish of seeing them again, and communicate customer feedback to supervisors • actively and with initiative familiarise themselves with the restaurant's different customer feedback channels.
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Students draw on their sectoral language proficiency in customer service.

Sectoral language proficiency for Finnish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language.

Sectoral language proficiency for Swedish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • serve customers in Swedish, manage the service situation in Finnish and can cope tolerably well in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • serve customers in Swedish, manage the service situation flexibly in Finnish and can cope in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Sectoral language proficiency for speakers of other languages

Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish as well as in one foreign language and cope tolerably well in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish or Swedish, manage the service situation flexibly in the second national language and in one foreign language.

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

Students	
Satisfactory 1	<ul style="list-style-type: none"> 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
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish or Finnish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students carry out a cash reconciliation for their shift as well as anticipate and prepare for the next shift.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • under supervision, complete tasks related to change of shift following the restaurant's practices • record sales and charge customers • carry out a cash reconciliation under supervision • inform other employees about changes and preferences • maintain the safety and ergonomic aspects of the working environment as team members in familiar situations • together with others, update, comment on and correct if necessary communication through the social media • together with others, update the unit's social media channels • are familiar with and use the restaurant's booking and feedback channels together with others
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, complete tasks related to change of shift following the restaurant's practices • record sales and charge customers briskly • carry out a cash reconciliation with initiative • naturally inform other employees about changes and preferences • reliably maintain the safety and ergonomic aspects of the working environment in familiar situations • update, comment on and correct if necessary communication through the social media with initiative • update the unit's social media channels if necessary • are familiar with and use the restaurant's booking and feedback channels with initiative • with initiative, express an opinion on whether social media channels bring added value to the restaurant's customer service
Good 4	
Excellent 5	<ul style="list-style-type: none"> • complete tasks related to change of shift following the restaurant's practices mainly independently • record sales independently and with initiative and charge customers briskly in varying work situations • independently carry out a cash reconciliation • naturally and with initiative inform other employees about changes and preferences • through their work, promote successful delivery of the service package with initiative by passing on information and working actively together with other employees • independently maintain the safety and ergonomic aspects of the working environment in familiar situations • independently update, comment on and correct if necessary communication through the social media • independently update and comment on the unit's social media channels and correct the output if necessary • are familiar with and use the restaurant's booking and feedback channels on the media • naturally express an opinion on whether social media channels bring added value to the restaurant's customer service.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • receive feedback as team members • assess the strengths and development areas of their activities and work under guidance • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • receive feedback and act accordingly • assess their own vocational development with initiative • with initiative, show flexibility when encountering new situations or when the working environment changes • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • receive feedback and act accordingly • realistically assess their own vocational development • when changes take place in the work, act independently and with initiative as indicated by the situation and change their work practices naturally • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in customer service tasks and serving alcoholic beverages in a restaurant, where they tidy customer and working facilities, present and sell products, take orders and serve plated dishes and beverages ordered by the customers, serve alcohol, record sales, carry out cash reconciliations and charge customers.

No exception can be made to the vocational competence requirements related to serving alcoholic beverages, and the assessment of this competence cannot be tailored.

The assessment of hygiene competence cannot be tailored.

Depending on their linguistic background, students demonstrate their sectoral language proficiency in a customer service situation based on one of the assessment criteria in the table above.

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.

2.4. Preparing lunch dishes, 40 Competence point (106277)

Competence requirements

Students know how to

- receive, store and handle ingredients

- prepare lunch dishes and baked goods
- serve customers
- complete end-of-shift tasks
- assess their own competence and their activity as members of the work community.

Assessment

Students receive, store and handle ingredients.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • schedule and sequence their work as team members • receive, store and handle ingredients and other supplies following instructions (FIFO), avoiding losses and using tools and implements that are selected, used and installed correctly in terms of ergonomics • organise their working environment to be ergonomically safe • identify and handle the most common ingredients of the workplace, carry out sensory evaluations of their freshness and quality and describe the origins of products under supervision • select, prepare and use lunch dish ingredients following instructions and avoiding losses • comply with the workplace's safety instructions and regulations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • schedule and sequence their work following instructions, keep to schedules and master serial production • receive, store and handle ingredients and other supplies independently following instructions (FIFO), avoiding losses and using tools and implements that are selected, used and installed correctly in terms of ergonomics • independently organise their working environment to be ergonomically safe • identify and handle the ingredients used in the workplace, carry out sensory evaluations of their freshness and quality and describe the origins of products • select, prepare and use lunch dish ingredients, avoiding losses • store ingredients and foods responsibly, also ensuring their correct temperature during service • describe the organic and local foods used in the workplace or in the local area and interpret country of origin labels • comply with the workplace's safety instructions and regulations with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • schedule and sequence their work and the order of their tasks independently and with initiative, working as team members and keeping to schedules, and master serial production with initiative • receive, store and handle ingredients and other supplies with initiative and responsibly (FIFO), avoiding losses and using tools and implements that are selected, used and installed correctly in terms of ergonomics • organise their working environment to be appropriate and ergonomically safe • identify the ingredients used in the workplace, carry out sensory evaluations of their freshness and quality, report deviations and describe naturally and clearly the origins and uses of products, avoiding losses • select, prepare and use lunch dish ingredients independently, avoid losses and observe the ecological footprint

- store ingredients and foods responsibly, also ensuring their correct temperature during service
- independently describe the organic and local foods used in the workplace or in the local area and interpret country of origin labels
- responsibly comply with the workplace's safety instructions and regulations.

Students prepare lunch dishes and baked goods.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • under supervision, plan the tasks of their shift according to orders, estimated customer numbers or a specific lunch menu • together with others, use ecologically the workplace's machines, equipment and implements needed for preparing lunch dishes and baking and clean the equipment economically • handle and use foodstuffs with different degrees of processing following instructions (unpeeled and peeled vegetables and frozen foods, sous-vide) • together with others, prepare lunch dishes and baked goods based on a specific lunch menu or estimated customer numbers using the most common methods and the workplace's basic recipes or recipe software • together with others, adapt dishes to the needs of customers or customer groups • multiply, reduce and adapt recipes following instructions, using the basic recipes of the field or recipe software • display lunch dishes in a serving line or on a buffet table following instructions and look after their sufficiency and tidiness • follow instructions in unexpected and varying work situations • are familiar enough with the basic principles of healthy nutrition to prepare tasty, healthy and nutritious lunch dishes • are sufficiently familiar with profitable food preparation in line with sustainable development to put together environmentally friendly portions following the plate model • following instructions, are familiar with vegetarian and special diets (lactose, dairy or gluten free) and can interpret product labels to the extent that they can prepare the most common lunch dishes suitable for special diets with others • comply with hygiene legislation and the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • plan and schedule the tasks of their shift according to instructions given to them, orders, estimated customer numbers or a specific lunch menu • showing initiative, use ecologically the workplace's machines, equipment and implements needed for preparing lunch dishes and baking and clean them economically • handle and use foodstuffs with different degrees of processing with initiative (unpeeled and peeled vegetables and frozen foods, sous-vide) • prepare lunch dishes and baked goods based on a specific lunch menu or estimated customer numbers using the most common methods and the workplace's basic recipes or recipe software • adapt dishes to the needs of customers or customer groups • multiply, reduce and adapt recipes with initiative using the basic recipes of the field or recipe software and price the product • independently display lunch dishes in a serving line or on a buffet table following instructions and look after their sufficiency and tidiness • act responsibly in work situations and adapt their activities according to instructions given to them • are familiar enough with the basic principles of healthy nutrition to prepare tasty, healthy and nutritious lunch dishes with initiative

	<ul style="list-style-type: none"> • showing initiative, are familiar with profitable food preparation in line with sustainable development and put together environmentally friendly portions following the plate model • showing initiative, are familiar with vegetarian and special diets (lactose, dairy or gluten free) and interpret product labels responsibly to the extent that they can prepare the most common lunch dishes suitable for special diets following instructions • comply with hygiene legislation and the self-monitoring plan and document temperatures in cooking, serving and storage of food flexibly
Good 4	
Excellent 5	<ul style="list-style-type: none"> • plan and schedule the tasks of their shift with initiative and independently based on instructions, orders, estimated customer numbers or a specific lunch menu • use the workplace's machines, equipment and implements needed for preparing lunch dishes and baking safely and ecologically and clean them economically • handle and use foodstuffs with different degrees of processing with initiative and independently (unpeeled and peeled vegetables and frozen foods, sous-vide) • independently prepare lunch dishes and baked goods based on a specific lunch menu or estimated customer numbers using the most common methods and the workplace's basic recipes or recipe software • multiply, reduce and adapt recipes independently and with initiative, creating portions meeting the needs of customers or customer groups • independently display lunch dishes in a serving line or on a buffet table following instructions and look after their sufficiency and quality • work responsibly and briskly in work situations and independently change their activities based on feedback • are familiar enough with the basic principles of healthy nutrition to prepare tasty, health-promoting and nutritious lunch dishes independently following a recipe • are able to take criteria related to fat and salt into account if necessary • are knowledgeable about portion sizes for different customer groups, multiply, reduce and adapt recipes independently using recipe software, and price the product with initiative • showing initiative and independently, are familiar with profitable food preparation in line with sustainable development and correctly put together environmentally friendly portions following the plate model • showing initiative, display lunch foods in different dishes and recognise GN dish sizes • have familiarised themselves with vegetarian and special diets (lactose, dairy or gluten free) independently and responsibly and are able to interpret product labels to the extent that they can prepare lunch dishes suitable for special • comply with hygiene legislation and the self-monitoring plan and follow and document temperatures in cooking, serving and storage of food.

Students serve customers.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are familiar with the workplace's business idea or mission to the extent that they can present its key products and services • are familiar with the workplace's social media channels and able to use diverse social media channels under supervision • are familiar with the principles of menu planning, are able to describe the dishes that make up the workplace's lunch menu and participate in menu planning under supervision if necessary • have familiarised themselves with different dishes and the workplace's ingredients to the extent that they can describe the dishes and their ingredients and origin • set out the lunch dishes in the serving line or otherwise as agreed • together with others, document food losses if necessary • serve customers in a friendly manner in keeping with the service model but need guidance at times • store ingredients and foods following instructions, also ensuring their correct temperature during service, and maintain order and tidiness • comply with quality requirements under supervision
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • familiarise themselves with the workplace's business idea or mission to the extent that they can present its key products and services independently • are familiar with the workplace's social media channels and able to use diverse social media channels diversely and with initiative • inform the customers about the workplace's social media channels • know the principles of menu planning, are able to describe the dishes that make up the workplace's lunch menu and plan the lunch menu following instructions if necessary • familiarise themselves with sustainable ingredient procurement, country of origin labels and the serving of seasonal foods with a high proportion of vegetables as team members • set out lunch dishes in a serving line or as otherwise agreed and look after their sufficiency and tidiness • document food losses with initiative if necessary • serve customers in a friendly manner following the service model • with initiative, store ingredients and foods at correct temperatures, also during service • familiarise themselves with quality requirements applicable to their work and follow instructions
Good 4	
Excellent 5	<ul style="list-style-type: none"> • familiarise themselves with the workplace's business idea or mission to the extent that they can present its key products and services as well as partners and customer groups • are familiar with the workplace's social media channels and able to use different social media channels independently and with initiative • know the basic principles of menu planning, are able to describe independently and diversely the dishes and ingredients of the workplace's lunch menu and their origins, and can plan the lunch menu independently if necessary

	<ul style="list-style-type: none"> responsibly and with initiative, familiarise themselves with sustainable ingredient procurement and the serving of seasonal foods with a high proportion of vegetables set out lunch dishes in a serving line or as otherwise agreed and look after their sufficiency and tidiness with initiative document and observe food losses if necessary and act with initiative to reduce the losses serve customers in a friendly and customer-oriented manner following the service model responsibly and with initiative, store ingredients and foods at a correct temperature, also during service familiarise themselves with the quality requirements applicable to their work and comply with them responsibly.
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Students complete end-of-shift tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> carry out tasks related to change of shift and the following working day as team members tidy and organise the working environment at end of shift wash dishes use personal protective equipment, tools and working methods safely following instructions sort the most common kitchen waste categories into correct containers, including biowaste, glass, metal, paperboard and paper
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> carry out tasks related to change of shift and the following working day with initiative tidy and organise the working environment at end of shift with initiative wash dishes showing initiative use personal protective equipment, tools and working methods safely following instructions, showing initiative with initiative, sort the most common kitchen waste categories into correct containers, including biowaste, glass, metal, paperboard and paper
Good 4	
Excellent 5	<ul style="list-style-type: none"> carry out tasks related to change of shift and the following working day with initiative check the condition of machines, equipment and implements and report faulty implements to supervisors with initiative tidy and organise the working environment at end of shift, maintain tidiness in between other activities wash dishes independently in between other tasks use personal protective equipment, tools and working methods safely and responsibly following instructions sort wastes into correct categories, including biowaste, glass, metal, paperboard and paper, in between other tasks.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, assess the strengths and development areas of their own activities and work • work as team members and complete the tasks assigned to them but need supervision at times • comply with jointly agreed instructions and rules • comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, assess the strengths and development areas of their own activities and work • work as team members and complete the tasks assigned to them carefully • comply with jointly agreed instructions and rules • comply with the duty of confidentiality concerning the customers and the company
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently and responsibly assess the strengths and development areas of their own activities and work • work responsibly as independent team members, support and help others and take the following work phase and employee into account in their work • comply with jointly agreed instructions and rules with initiative • comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in food preparation and customer service tasks in a restaurant or an institutional kitchen together with other employees. They receive and handle ingredients and other products, prepare and display lunch dishes and carry out self-monitoring.

The assessment of hygiene competence cannot be tailored.

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.

2.5. Preparing plated dishes, 25 Competence point (106271)

Competence requirements

Students know how to

- schedule and plan their daily tasks
- prepare plated dishes ordered by the customers
- work in customer service following the company's business idea or mission
- prepare for change of shift and the following working day
- assess their own competence and their activity as members of the work community.

Assessment

Students schedule and plan their daily tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • plan, prepare, sequence and schedule the tasks of their shift as team members • comply with self-monitoring instructions, and monitor and document temperatures in cooking, serving and storage of food • follow the safety regulations of the workplace and work without putting themselves or others at risk • follow sustainable development practices • know what to do in situations requiring first aid
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • with initiative, plan, prepare, sequence and schedule the tasks of their shift based on customer numbers and orders • adeptly comply with self-monitoring instructions, and monitor and document temperatures in cooking, serving and storage of food • follow the safety regulations of the workplace showing initiative • follow sustainable development practices with initiative • know what to do in situations requiring first aid
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • independently and with initiative, plan, prepare, sequence and schedule the tasks of their shift based on customer numbers and orders • comply with self-monitoring instructions with initiative, and monitor and document temperatures in cooking, serving and storage of food responsibly • with initiative, take time use and other resources into account in their work, promoting the profitability of the workplace • follow safety regulations and instructions responsibly, identify hazards and risks and inform others of any hazards and risks they have observed • follow sustainable development practices • know what to do in situations requiring first aid and act accordingly if necessary.

Students prepare plated dishes ordered by the customers.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • work as team members in the restaurant's food preparation tasks • require guidance in new situations or if the working environment changes • help with the tasks of other work areas when requested • identify and use ingredients for plated dishes and assess their quality together with others • use and clean machines, equipment and implements used for preparing plated dishes • use different methods to prepare components for plated dishes or menus, needing guidance from time to time • prepare, cook and display dishes following recipe cards • work profitably and economically following instructions and account for losses when preparing and cooking plated dishes • under guidance, put together plated dishes ordered by customers • adjust and prepare special diet dishes meeting customers' needs with corresponding components
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • work as active team members in the restaurant's food preparation tasks • work flexibly and with initiative when encountering new situations or when the working environment changes • help with the tasks of other work areas • identify and use ingredients for plated dishes and assess their quality with initiative • use and clean machines, equipment and implements used for preparing plated dishes with initiative • with initiative, prepare components for dishes or menus using different methods • prepare and cook tasty and nutritious plated dishes of a consistent quality ordered by customers using different methods and following a recipe card or instructions • showing initiative, work profitably and economically and account for losses when preparing and cooking plated dishes • with initiative, put together plated dishes ordered by customers, observing portion sizes, tidily and with a careful finish • following instructions, put together plated dishes ordered by customers, taking into account the flavours, colours and textures of the products, the portion size and plating • adjust and prepare special diet dishes meeting customers' needs with corresponding components
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work as active and positive team members in the restaurant's food preparation tasks • work independently under pressure in constantly changing situations and modify their work practices if necessary • also help with the tasks of other work areas when they observe a need for this as indicated by work situations • independently identify and use ingredients for plated dishes and assess their quality • independently clean and use machines, equipment and implements used for preparing plated dishes

- independently prepare components for plated dishes or menus using different methods
- independently prepare and cook tasty and nutritious plated dishes of a consistent quality using different methods and following a recipe card or instructions
- display well-finished plated dishes of a consistent quality ordered by customers observing portion sizes and the nature of the occasion and using the agreed service method
- independently follow the basic principles of putting a plated dish together
- independently put together plated dishes ordered by customers, taking into account the flavours, colours and textures of the products, portion sizes and plating
- independently put together plated dishes in compliance with nutrition recommendations
- independently adjust and prepare special diet dishes meeting customers' needs
- work profitably and economically, anticipating losses
- showing initiative, reduce the energy, water and chemicals consumption in the kitchen as well as the generation and transportation of wastes.

Students work in customer service following the company's business idea or mission.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, find out about different customer feedback and social media channels • update, comment on and correct if necessary communication through the social media • receive customer feedback on services and products and thank the customers • serve customers equally • under guidance, ensure that individual customer needs are met in their work • together with others, familiarise themselves with the cost structure of the workplace's products
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, find out about different customer feedback and social media channels • update, comment on and correct if necessary communication through the social media • express an opinion on whether social media channels bring added value to the company's customer service • with initiative, receive customer feedback on the services and products, thank customers and communicate the feedback to supervisors • serve customers equally, taking cultural differences into account • following instructions, ensure that individual customer needs are met in their work • with initiative, familiarise themselves with the cost structure of the workplace's products
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently and with initiative, find out about different customer feedback and social media channels • update, comment on and correct if necessary communication through the social media • with initiative, express an opinion on whether social media channels bring added value to the company's customer service • serve customers equally and tactfully, taking cultural differences into account • actively obtain feedback on the services and products, thank customers and communicate the feedback to supervisors • independently ensure that individual customer needs are met in their work • independently and with initiative, familiarise themselves with the cost structure of the workplace's products.

Students prepare for change of shift and the following working day.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • as team members, ensure that the working environment is tidy and in order • wash dishes and sort wastes in line with sustainable development • following instructions, inform other employees about any changes and preferences • carry out tasks related to change of shift and the following working day in keeping with the workplace's practices • work ergonomically and maintain safety in the working environment
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • showing initiative, ensure that the working environment is tidy and in order • wash dishes with initiative and sort wastes in line with sustainable development • with initiative, inform other employees about any changes and preferences • carry out tasks related to change of shift and the following working day with initiative and in keeping with the workplace's practices • showing initiative, work ergonomically and maintain safety in the working environment while reducing energy consumption when using equipment
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently and showing initiative, ensure that the working environment is tidy and in order • wash dishes with initiative in between other duties and sort wastes responsibly in line with sustainable development • through their work, promote the successful delivery of the service package with initiative by passing on information and working together with other employees • mainly carry out tasks related to change of shift and the following working day independently and in keeping with the workplace's practices • actively maintain their functional capacity and ability to work, work ergonomically and also reduce energy consumption when using equipment • follow safety regulations and instructions responsibly, identify hazards and risks and inform others of any hazards and risks they have observed.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, assess the strengths and development areas of their own activities and work • together with others, receive and give constructive feedback on their own activities • assume responsibility for their own work input as team members • comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, assess the strengths and development areas of their own activities and work and their potential for working in the vocational field • with initiative, receive and give constructive feedback on their own activities • comply with the workplace's safety regulations and take not only their own safety but also the safety of the work community, its members and the customers into consideration with initiative • assume responsibility for their own work input in the work community • comply with the duty of confidentiality concerning the customers and the company
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently and with initiative, assess the strengths and development areas of their own activities and work and their potential for working responsibly in the sector • adeptly and with initiative, receive and give constructive feedback on their own activities • comply with the workplace's safety regulations and take not only their own safety but also the safety of the work community, its members and the customers into consideration with initiative and responsibly • identify hazards and risks and inform others of any hazards and risks they have observed with initiative • comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in food preparation tasks at a restaurant or staff canteen or cooking premium dishes in an institutional kitchen together with other employees. They prepare, cook and display plated dishes ordered by customers, plan and schedule their tasks, observe the self-monitoring plan and participate in customer service.

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.

2.6. Preparing à la carte dishes, 30 Competence point (106286)

Competence requirements

Students know how to

- schedule and plan their daily tasks
- prepare and cook the dishes, side dishes and desserts on a restaurant's à la carte menu based on recipe cards and customer orders
- work in customer service following the company's business idea or mission
- prepare for change of shift and the following working day
- assess their own competence and their activity as members of the work community.

Assessment

Students schedule and plan their daily tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks of their shift, examine orders or bookings and plan the implementation of an individual task • identify, select and process typical ingredients of à la carte menu dishes as team members • use and clean machines, equipment and implements needed to prepare à la carte dishes following instructions • carry out preparatory tasks
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks of their shift with initiative based on orders or bookings and estimated customer numbers • identify, select and process typical ingredients of à la carte menu dishes with initiative • use and clean the machines, equipment and implements needed to prepare à la carte dishes with initiative • carry out preparations for production tasks with initiative, ensuring that the products remain in prime condition
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • independently and appropriately plan and schedule the tasks of their shift based on orders or bookings and estimated customer numbers • adeptly identify, select and process typical ingredients of à la carte menu dishes in varying work situations • independently use and clean the machines, equipment and implements needed to prepare à la carte dishes • carry out preparations for production tasks briskly and independently, ensuring that the products remain in prime condition.

Students prepare and cook the dishes, side dishes and desserts on a restaurant's à la carte menu based on recipe cards and customer orders.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • prepare dishes, side dishes and desserts on the restaurant's à la carte menu based on recipe cards but need guidance from time to time • prepare à la carte dishes profitably and cost-effectively as team members • prepare individual portions to order • display dishes neatly, observing portion sizes • work in a cold and hot kitchen as indicated by the relevant kitchen area and specialise in one area as team members • know the most common gastronomic dishes and use gastronomic vocabulary • are familiar enough with gastronomy to follow the most common gastronomic principles under guidance in the planning, preparation and plating of dishes • are familiar with national and international ingredients, products and dishes to the extent that they can introduce customers to the ingredients of the restaurant's à la carte menu • are familiar with seasonal ingredients • prepare national or international à la carte meals following instructions, needing guidance at times • following instructions, adapt and prepare special diet dishes meeting customers' needs that correspond to à la carte dishes • following instructions, calculate the costs of dishes and sales prices in keeping with the targeted profit margin
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, prepare dishes, side dishes and desserts on the restaurant's à la carte menu based on recipe cards • prepare à la carte dishes based on recipe cards or following instructions profitably, cost-effectively and taking losses into account • independently prepare a few dishes to order simultaneously • set out dishes neatly and aesthetically, observing portion sizes • realistically use seasonal ingredients and describe the traditional dishes of each season • work in the kitchen adeptly to fill in customer orders • with initiative, work in a cold and hot kitchen as indicated by the relevant kitchen area and specialise in one area • know the most common gastronomic dishes and use gastronomic vocabulary fluently • are familiar enough with gastronomy to follow the most common gastronomic principles with initiative in the planning, preparation and plating of dishes • are familiar with national and international ingredients, products and dishes to the extent that they can introduce customers to the composition of the dishes on the restaurant's à la carte menu and the origins of their ingredients with initiative • are familiar with seasonal ingredients, showing initiative • prepare national or international à la carte meals • adapt and prepare special diet dishes meeting customers' needs that correspond to à la carte dishes • with initiative, calculate the costs of dishes and sales prices in keeping with the targeted profit margin
Good 4	

Excellent 5	<ul style="list-style-type: none"> • independently and simultaneously prepare starters, main courses and desserts on the restaurant's à la carte menu based on recipe cards, ensuring that the end result is tasty and of a high quality • independently and adeptly prepare à la carte dishes based on recipe cards or following instructions profitably, cost-effectively and taking losses into account • independently prepare several dishes to order simultaneously and flexibly move from one task to another, also in unexpected situations • time cooking tasks according to customer orders, with initiative and efficiently • set out dishes neatly and aesthetically, observing portion sizes and showing initiative • based on knowledge they have learned, use seasonal ingredients and describe the traditional dishes of each season • work in the kitchen independently and adeptly to fill in customer orders • work independently under pressure in constantly changing situations and modify their work practices if necessary • work professionally in a cold and hot kitchen as indicated by the relevant kitchen area, specialise in one area and use gastronomic vocabulary fluently • are familiar enough with gastronomy to independently follow gastronomic principles in the planning, preparation and plating of dishes • are familiar with national and international ingredients, products and dishes to the extent that they can independently introduce customers to the composition of the dishes on the restaurant's à la carte menu and the origins of their ingredients • independently prepare national or international à la carte menus • simultaneously adapt and prepare special diet dishes meeting customers' needs that correspond to à la carte dishes • independently calculate the costs of dishes and sales prices in keeping with the targeted profit margin.
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Students work in customer service following the company's business idea or mission.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • tidy and equip the customer and working facilities in keeping with the restaurant's business idea, as indicated by bookings and following instructions • are familiar with the products to be sold, recommendations and orders and use suitable serving methods if necessary • inform the customers about the suitability of the restaurant's food and beverage products for customers on some of the most usual special diets • work as team members in the restaurant's tasks
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, tidy and equip the customer and working facilities in keeping with the restaurant's business idea, bookings and the situation • have familiarised themselves with the products to be sold, recommendations and orders with initiative and use suitable serving methods • showing initiative, inform the customers about the suitability of the restaurant's food and beverage products for customers on some of the most usual special diets • work as team members and together with the rest of the staff in the restaurant's tasks
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently tidy and equip the customer and working facilities in keeping with the restaurant's business idea, bookings and the situation • have familiarised themselves with the products to be sold, recommendations and orders independently and use suitable serving methods • independently inform the customers about the suitability of the restaurant's food and beverage products for customers on some of the most common special diets • are active and positive team members and work together with the rest of the staff in the restaurant's tasks.

Students prepare for change of shift and the following working day.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • plan their work but need guidance in new situations or if the working environment changes • clean working facilities, implements, machines and devices and arrange supplies in their proper places • together with others, interpret the following day's orders • take the following day's tasks into account in their work • together with others update, comment on and correct if necessary communication through the social media • are familiar with social media booking and feedback channels and use them as team members
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • plan their own work with initiative and can act with initiative in new situations or when the working environment changes • clean working facilities, implements, machines and devices and arrange supplies in their proper places, showing initiative • interpret the following day's orders proactively • take the following day's tasks into account in their plans • with initiative, prepare products needed in the next shift • communicate professionally with employees working in the dining room in changing work situations • update, comment on and correct if necessary communication through the social media with initiative • are familiar with and use the restaurant's booking and feedback channels on the media with initiative • with initiative, express an opinion on whether social media channels bring added value to customer service
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently plan the tasks assigned to them and, in new situations or when the working environment changes, are capable of acting flexibly • clean working facilities, implements, machines and devices with initiative and adeptly arrange supplies in their proper places • independently interpret the following day's orders • independently take the following day's tasks into account in their plans • with initiative, prepare products needed in the next shift and inform the employees of the next shift • communicate professionally and actively with employees working in the dining room in changing work situations • independently update, comment on and correct if necessary communication through the social media • are familiar with social media booking and feedback channels and use them independently • naturally express an opinion on whether social media channels bring added value to the company's customer service.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • receive feedback • assess the strengths and development areas of their own activities and work ergonomically • comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with hygiene legislation and the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess the success of their work while working, receive feedback and act upon it • work ergonomically • comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with hygiene legislation and the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • assess the success of their work, justify their assessment and develop their activities based on feedback received • work ergonomically • comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with hygiene legislation and the self-monitoring plan.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in versatile food preparation tasks in an à la carte restaurant together with the rest of the staff. They prepare, cook and display à la carte dishes on the menu (starters, main courses, desserts and entire meals) using recipe cards and gastronomic principles.

The assessment of hygiene competence cannot be tailored.

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.

2.7. Serving à la carte dishes, 30 Competence point (106287)

Competence requirements

Students know how to

- prepare for, plan and schedule tasks
- present, recommend and sell the restaurant's à la carte dishes, meals and suitable beverages
- serve à la carte dishes and beverages according to customers' individual needs

- serve alcoholic beverages
- take care of customer service as a whole
- draw on their sectoral language proficiency in customer service
- carry out a cash reconciliation for their shift as well as anticipate and prepare for the next shift
- assess their own competence and their activity as members of the work community.

Assessment

Students prepare for, plan and schedule tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • under guidance, plan the tasks of their shift, taking the estimated customer numbers and bookings into account • take safety and health aspects into account when planning their work and maintain safety in the working environment as team members • tidy and prepare customer and working facilities as indicated by bookings • receive customers in a friendly manner in keeping with the restaurant's service model
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • with initiative, plan the tasks of their shift, taking the estimated customer numbers and bookings into account in cooperation with the kitchen staff • take safety and health aspects into account when planning their work and maintain safety in the working environment with initiative • adeptly tidy and prepare customer and working facilities as indicated by the situation and bookings • receive customers adeptly and in a friendly manner in keeping with the restaurant's service model
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • with initiative, plan the tasks of their shift, taking the estimated customer numbers and bookings into account, and anticipate changes in cooperation with the kitchen • independently and with initiative, address safety and health aspects when planning their work, and apply what they have learned even in unexpected situations • independently tidy and prepare customer and working facilities as indicated by the situation and bookings • receive customers adeptly and in a friendly manner in keeping with the restaurant's service model and as indicated by the situation.

Students present, recommend and sell the restaurant's à la carte dishes, meals and suitable beverages.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • have familiarised themselves with the products to be sold, recommendations and bookings under guidance • present, recommend and sell dishes and beverages under guidance • inform the customers about the suitability of the restaurant's food and beverage products for customers on some of the most usual special diets • are familiar with the recommended uses, manufacturing techniques and serving methods of beverage products to the extent that they can inform customers of food and beverage products in the restaurant's selection and their origins following instructions • are familiar with national and international products and dishes, food and drink trends and seasonal products to the extent that they can introduce the restaurant's à la carte dishes and beverage products to customers • are familiar with gastronomy and interpret the gastronomic terms and names of dishes on the à la carte menu for the customers
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • have familiarised themselves with the products to be sold, recommendations and bookings • present, recommend and sell dishes and beverages and increase the sales with initiative • adeptly inform the customers about the suitability of the restaurant's food and beverage products for customers on special diets • are familiar with the recommended uses, manufacturing techniques and serving methods of beverage products to the extent that they can inform customers of food and beverage products in the restaurant's selection and their origins with initiative • have versatile knowledge of the most common types of beers and their uses • know the most common white and red grape types and recommend wines to go with the restaurant's à la carte dishes • are familiar with national and international products and dishes, food and drink trends and seasonal products to the extent that they can introduce the restaurant's à la carte dishes and beverage products to customers with initiative • are familiar with gastronomy and interpret the gastronomic terms and names of dishes on the à la carte menu for the customers following instructions
Good 4	
Excellent 5	<ul style="list-style-type: none"> • have familiarised themselves with the products to be sold, recommendations and bookings • present and recommend dishes and beverages naturally, sell them and increase the sales independently • actively and adeptly inform the customers about the suitability of the restaurant's food and beverage products for customers on special diets • are familiar with the recommended uses, manufacturing techniques and serving methods of beverage products to the

extent that they can expertly inform customers of food and beverage products in the restaurant's selection and their origins

- independently master the most common types of beers and their uses
- reliably recognise the most common white and red grape types and recommend wines to go with the restaurant's à la carte dishes
- inform the customers about the suitability of the restaurant's food and beverage products and recommend suitable combinations for customers expertly
- are familiar with national and international products and dishes, food and drink trends and seasonal products to the extent that they can independently and reliably introduce the restaurant's à la carte dishes and beverage products to customers
- are familiar with gastronomy and expertly interpret the gastronomic terms and names of dishes on the à la carte menu for the customers.

Students serve à la carte dishes and beverages according to customers' individual needs.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • handle dishes hygienically • serve food and beverages and take into account they ways in which they are set out • select implements suitable for the serving methods • serve food and beverage products using suitable serving methods and use a tray • serve plated dishes using suitable techniques for carrying them and dish out or hand out dishes under guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • handle dishes hygienically and carefully • serve food and beverages and display them appropriately • naturally select implements suitable for the serving methods • with initiative, serve food and beverage products and their combinations, using suitable serving methods • use a tray professionally in suitable contexts • serve plated dishes using suitable techniques for carrying them and dish out or hand out dishes as necessary • with initiative, carry out food preparation tasks needed in the dining room
Good 4	
Excellent 5	<ul style="list-style-type: none"> • handle dishes hygienically and carefully • independently serve food and beverages and display them appropriately • independently and naturally select implements suitable for the serving methods • adeptly serve food and beverage products and their combinations, using suitable serving methods • use a tray professionally in suitable contexts • serve plated dishes adeptly as required in each situation • handle customer complaints appropriately • dish out or hand out dishes and master the techniques of serving out of a serving dish when required • if necessary, independently participate in food preparation tasks carried out in the dining room, serving out of serving dishes, carving or flaming.

Students serve alcoholic beverages.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • as team members, comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act.

Students take care of customer service as a whole.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • take notice of customers as they arrive and serve them politely in keeping with the restaurant's service model • work as team members in the restaurant's tasks, observing service etiquette • together with others, recognise services that produce added value or competitive advantage, taking the customer's individual needs into account • together with others, update, comment on and correct if necessary communication through the social media • receive customer feedback on the services and products, thank customers and express the wish of seeing them again • together with others, familiarise themselves with the restaurant's different customer feedback channels
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • take notice of customers as they arrive and serve them in a friendly manner and in keeping with the restaurant's service model • work as team members in the restaurant's tasks in cooperation with the kitchen staff, observing service etiquette • recognise services that produce added value or competitive advantage, taking the customer's individual needs into account • update, comment on and correct if necessary communication through the social media with initiative • receive customer feedback on the services and products with initiative, thank customers, express the wish of seeing them again and communicate the feedback to supervisors • actively familiarise themselves with the restaurant's different customer feedback channels
Good 4	
Excellent 5	<ul style="list-style-type: none"> • actively take notice of customers as they arrive and serve them in a friendly and natural manner and in keeping with the restaurant's service model • actively work as team members in the restaurant's tasks in cooperation with the kitchen staff, observing service etiquette • work independently under pressure in constantly changing situations and modify their work practices if necessary • through their work, promote successful delivery of the service package with initiative by passing on information and working actively together with other employees • recognise and understand services that produce added value or competitive advantage, taking the customers' individual needs into account • independently update, comment on and correct if necessary communication through the social media • actively and with initiative obtain feedback on the services and products, thank the customers and express the wish of seeing them again, and communicate customer feedback to supervisors • actively and with initiative familiarise themselves with the restaurant's different booking and customer feedback channels.

Students draw on their sectoral language proficiency in customer service.

Sectoral language proficiency for Finnish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language.

Sectoral language proficiency for Swedish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation in Finnish and can cope tolerably well in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation flexibly in Finnish and can cope in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Sectoral language proficiency for speakers of other languages	
Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish as well as in one foreign language and cope tolerably well in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish or Swedish, manage the service situation flexibly in the second national language and in one foreign language.

Sectoral language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	<ul style="list-style-type: none"> 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
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish or Finnish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students carry out a cash reconciliation for their shift as well as anticipate and prepare for the next shift.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • use the till or sales system, record sales and charge the customers using common methods of payment • participate in cash reconciliation • complete tasks related to change of shift following the restaurant's practices • inform employees of the next shift of customer and sales situations • tidy and organise the working environment and wash dishes if necessary • sort wastes following the restaurant's instructions • maintain the safety and ergonomic aspects of the working environment in familiar situations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • use the till or sales system with initiative, record sales and charge the customers using common methods of payment • carry out a cash reconciliation with initiative • complete tasks related to change of shift following the restaurant's practices • with initiative, inform employees of the next shift of customer and sales situations following the restaurant's practices • tidy and organise the working environment with initiative and wash dishes if necessary • sort wastes following the restaurant's instructions • reliably maintain the safety and ergonomic aspects of the working environment in familiar situations
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently use the till or sales system, record sales and charge the customers using different methods of payment with initiative • carry out a cash reconciliation independently • independently complete tasks related to change of shift following the restaurant's practices • independently inform employees of the next shift of customer and sales situations following the restaurant's practices • keep the working environment tidy and well-organised throughout the shift and independently wash dishes if necessary • also actively help with the tasks of other work areas when they observe a need for this as indicated by the work situations • independently collect and sort wastes following the restaurant's instructions • independently maintain the safety and ergonomic aspects of the working environment in familiar situations.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • receive feedback • assess the strengths and development areas of their own activities and work ergonomically • comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess the success of their work while working, receive feedback and act upon it • work ergonomically • comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • assess the success of their work, justify their assessment and develop their activities based on feedback received • work ergonomically • comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in an à la carte restaurant with a large selection of beverages and where diverse serving methods are used. They tidy customer and working facilities, present, sell and serve the dishes and meals on the menu and suitable beverages, serve alcoholic beverages, record sales, carry out a cash reconciliation and charge customers.

No exception can be made to the vocational competence requirements related to serving alcoholic beverages, and the assessment of this competence cannot be tailored.

Depending on their linguistic background, students demonstrate their sectoral language proficiency in a customer service situation based on one of the assessment criteria in the table above.

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.

2.8. Selling and serving beverages, 25 Competence point (106273)

Competence requirements

Students know how to

- prepare for their shift and anticipate their tasks
- recommend, sell and serve beverages and other products to individual customers and groups
- prepare and serve the most popular mixed drinks
- draw on their sectoral language proficiency in customer service
- carry out a cash reconciliation for their shift as well as anticipate and prepare for the next shift
- assess their own competence and their activity as members of the work community.

Assessment

Students prepare for their shift and anticipate their tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • plan their work but need guidance in new situations or if the working environment changes • plan and schedule the tasks to be completed during their shift • together with others, tidy and prepare customer, working and sales facilities in a restaurant following agreed practices
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • plan their own work and can act with initiative in new situations or when the working environment changes • plan and schedule the tasks to be completed during their shift with initiative • tidy and prepare customer, working and sales facilities in a restaurant following agreed practices
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • independently plan the tasks assigned to them and, in new situations or when the working environment changes, are capable of acting flexibly • independently and with initiative plan and schedule the tasks to be completed during their shift • independently and proactively, tidy and prepare customer, working and sales facilities in a restaurant following agreed practices.

Students recommend, sell and serve beverages and other products to individual customers and groups.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • take notice of customers as they arrive and behave in keeping with the restaurant's service model • present, sell and serve the most popular products and know the prices of some products • comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • take notice of customers as they arrive showing initiative, behave in keeping with the restaurant's service model, and interact with customers • present, sell adeptly and serve with initiative the most popular products and are knowledgeable about prices and production methods • comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act
Good 4	
Excellent 5	<ul style="list-style-type: none"> • actively take notice of customers as they arrive, serve them immediately in keeping with the restaurant's service model and proactively look after their comfort throughout the service process • present, recommend actively and sell beverages and other products independently and striving to increase the sales • independently work in customer service and sales in compliance with regulations and instructions on serving alcoholic beverages • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act.

Students prepare and serve the most popular mixed drinks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • prepare and make the most popular mixed drinks under guidance • use the implements and equipment needed for preparing and serving beverages following instructions and clean them • look after the storage of beverages following instructions • serve drinks at the correct temperature in appropriate glasses • serve the most popular mixed drinks • work as team members when serving alcoholic beverages in a licensed restaurant • work together with others, paying attention to safety risks and without risking their own or the customers' safety following the restaurant's instructions • together with others, anticipate safety risks and inform others of them following the company's practices • thank customers and express the wish of seeing them again
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • prepare and make the most popular mixed drinks with initiative following instructions • showing initiative, use the implements and equipment needed for preparing and serving beverages following instructions and clean them • look after the storage of beverages with initiative • showing initiative, serve drinks at the correct temperature in appropriate glasses • serve the most popular mixed drinks using suitable methods • work as team members when serving alcoholic beverages in a licensed restaurant • pay attention to safety risks and work without risking their own or the customers' safety following the restaurant's instructions • anticipate safety risks and inform others of them following the company's practices • cheerfully thank customers and express the wish of seeing them again
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently prepare and make the most popular mixed drinks • adeptly use the implements and equipment needed for preparing and serving beverages and clean them in between other tasks, showing initiative • look after the storage of beverages with initiative • serve drinks at the correct temperature in appropriate glasses, showing initiative • independently serve the most popular mixed drinks to a high standard and using suitable methods • work flexibly as team members when serving alcoholic beverages in a licensed restaurant • adeptly pay attention to safety risks and work without risking their own or the customers' safety following the restaurant's instructions • independently anticipate safety risks and inform others of them following the restaurant's practices • actively thank customers and express the wish of seeing them again.

Students draw on their sectoral language proficiency in customer service.

Sectoral language proficiency for Finnish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language.

Sectoral language proficiency for Swedish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation in Finnish and can cope tolerably well in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation flexibly in Finnish and can cope in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Sectoral language proficiency for speakers of other languages	
Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish as well as in one foreign language and cope tolerably well in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish or Swedish, manage the service situation flexibly in the second national language and in one foreign language.

Sectoral language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	<ul style="list-style-type: none"> 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
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish and in one other language in addition to the language of instruction
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish or Finnish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students carry out a cash reconciliation for their shift as well as anticipate and prepare for the next shift.

Students	
Satisfactory 1	<ul style="list-style-type: none"> record sales, charge customers using different methods of payment and participate in carrying out a cash reconciliation under guidance tidy and organise customer, working and sales facilities and sort wastes following instructions under supervision, inform employees of the next shift of customer and sales situations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> record sales, charge customers using different methods of payment and carry out a cash reconciliation following instructions with initiative, tidy and organise customer, working and sales facilities and sort wastes inform employees of the next shift of customer and sales situations following the restaurant's practices and taking the following shift into consideration
Good 4	
Excellent 5	<ul style="list-style-type: none"> record sales, charge customers using different methods of payment and carry out a cash reconciliation independently and carefully independently produce sales reports and reconciliations if necessary tidy and organise customer, working and sales facilities independently and efficiently and sort wastes inform employees of the next shift of customer and sales situations following the restaurant's practices and anticipate the work of the following shift actively.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none">• assess the success of their work and receive feedback• complete the tasks assigned to them as team members• comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none">• assess the success of their work while working, receive feedback and act upon it• complete the tasks assigned to them carefully and assume responsibility for their work input• comply with the duty of confidentiality concerning the customers and the company
Good 4	
Excellent 5	<ul style="list-style-type: none">• realistically assess the success of their work, justify their assessment and develop their activities based on feedback received• work responsibly and assume responsibility for their work input• comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical customer service tasks in a licensed restaurant working together with other employees. They recommend, sell, prepare and serve beverages and other products to the customers of a licensed restaurant or a club in compliance with regulations on serving alcohol and other instructions. They record sales, charge customers and look after the safety of customers and staff.

The assessment of competence related to serving alcohol cannot be tailored.

Depending on their linguistic background, students demonstrate their sectoral language proficiency in a customer service situation based on one of the assessment criteria in the table above.

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.

2.9. Café services, 10 Competence point (106274)

Competence requirements

Students know how to

- prepare for customer service situations
- serve customers and sell and serve a café's food and beverage products
- record sales and charge customers
- draw on their sectoral language proficiency in customer service
- carry out a cash reconciliation for their shift and prepare for the next shift
- assess their own competence and their activity as members of the work community.

Assessment

Students prepare for customer service situations.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks to be completed during their shift but need help • tidy and organise customer and working facilities during the shift • make products for the café from ingredients with different degrees of processing, using machines and equipment • display products following instructions and in keeping with the café's business idea and look after their quality and sufficiency • if necessary, fill in dispensers following instructions • as team members, are familiar with the café's self-monitoring plan and comply with it • work ergonomically
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks to be completed during their shift with initiative • tidy and organise customer and working facilities during the shift actively and with initiative • make products for the café from ingredients with different degrees of processing, using machines and equipment and showing initiative • display products economically and in keeping with the café's business idea and look after their quality and sufficiency with initiative • if necessary, fill in dispensers with initiative • are familiar with the café's self-monitoring plan and comply with it • work ergonomically
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • independently plan and schedule the tasks to be completed during their shift • tidy and organise customer and working facilities during the shift actively and with initiative • independently make products for the café from ingredients with different degrees of processing, using machines and equipment responsibly • display products economically and in keeping with the café's business idea and look after their quality and sufficiency independently and with initiative • if necessary, fill in dispensers and anticipate the need to do so • familiarise themselves with and analyse in a customer-oriented manner the café's social media channels • are familiar with the café's self-monitoring plan and comply with it independently • work expertly and ergonomically.

Students serve customers and sell and serve the café's food and beverage products.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • greet the customers as they arrive, behave politely and communicate with the customers • describe the main ingredients and prices of the café's most popular products and, together with others, inform customers who are vegetarians or on special diets (e.g. lactose, dairy or gluten free) about products suitable for them • under supervision, have familiarised themselves with the making of different coffees and other beverages and the ways in which they are used and served to the extent that they can make them to customer orders • recommend and sell the café's products • thank customers and receive feedback on services and products under supervision
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • greet the customers as they arrive, behave politely and communicate with the customers in a friendly and natural manner • with initiative, describe the main ingredients and prices of the café's most popular products and inform customers who are vegetarians or on special diets (e.g. lactose, dairy or gluten free) about products suitable for them • have familiarised themselves with the making of different coffees and other beverages and the ways in which they are used and served to the extent that they can make them to customer orders • recommend and sell the café's products with initiative • thank customers and receive feedback on services and products
Good 4	
Excellent 5	<ul style="list-style-type: none"> • showing initiative, greet the customers as they arrive, serve them without delay and look after their comfort throughout the service process • comprehensively describe the main ingredients and prices of the café's most popular products and inform customers who are vegetarians or on special diets (e.g. lactose, dairy or gluten free) about products suitable for them actively and with initiative • have familiarised themselves with the making of different coffees and other beverages and the ways in which they are used and served to the extent that they can make them to customer orders independently • recommend and sell the café's products and actively strive to increase sales • adapt their activities when the café is busy and fulfil customers' wishes • thank the customers and, showing initiative, check that the customers are happy with the services and products, and communicate the feedback to supervisors.

Students record sales and charge customers.

Students	
Satisfactory 1	<ul style="list-style-type: none"> label products with sale prices following instructions together with others, use the till or sales system and receive and handle the most common methods of payment securely
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> find the correct sales price in the pricing folder and label the product with it following instructions and showing initiative use the till or sales system following instructions and receive and handle the most common methods of payment carefully
Good 4	
Excellent 5	<ul style="list-style-type: none"> have mastered the product range, find the correct sales price in the pricing folder and label the products with prices independently and with initiative are adept at using different till functions, also when in a rush, handle different methods of payment independently and work responsibly when using the till.

Students draw on their sectoral language proficiency in customer service.

Sectoral language proficiency for Finnish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language.

Sectoral language proficiency for Swedish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation in Finnish and can cope tolerably well in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation flexibly in Finnish and can cope in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Sectoral language proficiency for speakers of other languages

Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish as well as in one foreign language and cope tolerably well in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish or Swedish, manage the service situation flexibly in the second national language and in one foreign language.

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

Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish in addition to the language of instruction and are able to help customers in a service situation and cope with other tasks in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish or Finnish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students carry out a cash reconciliation for their shift and prepare for the next shift.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • clean the café's customer and working facilities at closing time • wash dishes and tidy the dishwashing facilities • carry out a cash reconciliation together with others • under supervision, inform employees of the next shift of customer and sales situations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • independently clean the café's customer and working facilities at closing time following instructions • complete different dishwashing tasks and tidy the dishwashing facilities with initiative • carry out a cash reconciliation with initiative following instructions • inform employees of the next shift of customer and sales situations following the café's practices
Good 4	
Excellent 5	<ul style="list-style-type: none"> • clean the café's customer and working facilities at closing time briskly and with initiative in changing situations • complete different dishwashing tasks and tidy the dishwashing facilities independently and with initiative • carry out a cash reconciliation reliably and with initiative at the end of the shift • with initiative, inform employees of the next shift of customer and sales situations following the café's practices.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • need guidance when assessing the success of their own work performance and are able to receive feedback • are able to work with different people in the work community and ask for help from others if necessary • follow instructions given to them and do not put themselves or others at risk because of their activities • observe good manners • comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess the success of their work performances, are able to receive feedback and change their activities if necessary • are able to work with different people in the work community and ask for help from others if necessary, showing initiative • observe good manners • comply with the duty of confidentiality concerning the customers and the company
Good 4	
Excellent 5	<ul style="list-style-type: none"> • showing initiative, assess the success of their work performance, justify their assessment and change their work practices if necessary • work cooperatively and on an equal footing with different people and as members of the work community • are active and reliable members of the work community • observe good manners and the requirements of each situation • comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in a café together with other employees. They tidy customer and working facilities, make products, record sales and look after the tidiness and comfort of customer and working facilities.

Depending on their linguistic background, students demonstrate their sectoral language proficiency in a customer service situation based on one of the assessment criteria in the table above.

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.

2.10. Street and fast food services, 10 Competence point (106275)

Competence requirements

Students know how to

- prepare for customer service situations

- serve customers and sell the food and beverage products of a street and fast food company in keeping with the company's service model
- record sales and charge customers
- draw on their sectoral language proficiency in customer service
- prepare for the next shift
- assess their own competence and their activity as members of the work community.

Assessment

Students prepare for customer service situations.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks to be completed during their shift but need help • together with others, make and prepare the most common products of the street and fast food company, using machines and equipment • prepare and tidy the work station ready for sales • prepare products suitable for special diets following instructions • clean machines and equipment following instructions • as team members, are familiar with the self-monitoring plan and comply with it • work ergonomically
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • independently plan and schedule the tasks to be completed during their shift • showing initiative, make and prepare the most common products of the street and fast food company, taking cost-efficient operation into account • use machines and equipment with initiative • prepare and tidy the work station ready for sales, showing initiative • prepare products suitable for special diets with initiative • clean machines and equipment with initiative • showing initiative, have familiarised themselves with the self-monitoring plan and comply with it • work ergonomically
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • independently, with initiative and proactively, plan and schedule the tasks to be completed during their shift • independently prepare and make the most common products of the street and fast food company, using machines and equipment • independently stock the sales counter with appropriate products, ingredients and supplies, monitor the sales of products and also take cost-effective operation into account • adapt their activities when the business is busy and fulfil customers' wishes systematically • prepare products suitable for special diets with initiative and independently • independently look after the quality and sufficiency of products and make more if necessary • with initiative, ensure the cleanliness of machines and equipment and clean them when necessary • independently and showing initiative, have familiarised themselves with the self-monitoring plan and comply with it • work expertly and ergonomically.

Students serve customers and sell the food and beverage products of a street and fast food company in keeping with the company's service model.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • greet the customers as they arrive, behave politely and communicate with the customers in the service situation • look after the sufficiency of products • describe the names, main ingredients and prices of the most popular products and, under supervision, inform customers who are vegetarians or on special diets (lactose, dairy or gluten free) about products suitable for them • sell the products of a street and fast food company • package the products ordered by customers • following instructions, obtain customer feedback on services or products and thank the customers • tidy and organise the customer and working facilities following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • greet the customers as they arrive, behave politely and communicate with the customers in a service-oriented manner • with initiative, look after the sufficiency and quality of products • present and describe the names, main ingredients and prices of products and inform customers who are vegetarians or on special diets (lactose, dairy or gluten free) of the products' suitability for them • recommend and sell the products of a street and fast food company with initiative • package the products ordered by customers hygienically and with initiative • obtain customer feedback on the services and products, thank customers and communicate the feedback to supervisors • tidy and organise the customer and working facilities with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • greet the customers as they arrive, serve them without delay and see to their customer satisfaction throughout the service process • independently and with initiative, see to the sufficiency and quality of products, make more if necessary and minimise losses • describe the names, main ingredients and prices of products diversely and inform customers who are vegetarians or on special diets (lactose, dairy or gluten free) of the products' suitability for them • independently and showing initiative, recommend and sell the products of a street and fast food company and strive to increase sales • package the products ordered by customers hygienically and independently • ascertain that customers are satisfied with the services and products, communicate feedback to supervisors and thank the customers • independently tidy and organise the customer and working facilities.

Students record sales and charge customers.

Students	
Satisfactory 1	<ul style="list-style-type: none"> record sales and charge customers under supervision, use the till or sales system and receive and handle different methods of payment securely
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> record sales and charge customers carefully use the till or sales system of the business adeptly and receive and handle different methods of payment securely
Good 4	
Excellent 5	<ul style="list-style-type: none"> record sales adeptly and charge customers carefully and briskly are adept at using different till functions, also when in a rush, receive and handle different methods of payment securely and work responsibly when using the till.

Students draw on their sectoral language proficiency in customer service.

Sectoral language proficiency for Finnish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language.

Sectoral language proficiency for Swedish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation in Finnish and can cope tolerably well in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation flexibly in Finnish and can cope in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Sectoral language proficiency for speakers of other languages	
Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish as well as in one foreign language and cope tolerably well in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish or Swedish, manage the service situation flexibly in the second national language and in one foreign language.

Sectoral language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	<ul style="list-style-type: none"> 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
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish or Finnish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students prepare for the next shift.

Students	
Satisfactory 1	<ul style="list-style-type: none"> under supervision, inform employees of the next shift of customer and sales situations if necessary, fill in dispensers following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> inform employees of the next shift of customer and sales situations following the workplace' practices if necessary, fill in dispensers with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> inform employees of the next shift of customer and sales situations following the workplace' practices if necessary, fill in dispensers with initiative and anticipate the need to do so.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • need guidance when assessing the success of their own work performances and are able to receive feedback • work with different people in the work community • observe occupational safety instructions and regulations and do not put themselves or others at risk • comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • independently assess the success of their work performances, are able to receive feedback and change their activities if necessary • are able to work with different people in the work community and ask for help from others if necessary • comply with the occupational safety instructions and regulations and take into account not only their own safety but also the safety of the work community, its members and the customers • comply with the duty of confidentiality concerning the customers and the company
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently assess the success of their work performances, justify their assessment and change their work practices with initiative if necessary • work cooperatively and on an equal footing with different people and as members of the work community • comply with occupational safety instructions and regulations and take into account not only their own safety but also the safety of the work community, its members and the customers in their work • identify hazards and risks and inform others of any hazards and risks they have observed • comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical customer service tasks by working in a street and fast food company together with other employees. They tidy customer and working facilities, stock the sales counter, make or prepare products, record sales and look after the tidiness and comfort of customer and working facilities.

Depending on their linguistic background, students demonstrate their sectoral language proficiency in a customer service situation based on one of the assessment criteria in the table above.

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.

2.11. Ship catering services, 20 Competence point (106276)

Competence requirements

Students know how to

- work on ships in a shipping industry operating environment
- schedule and plan their daily tasks
- tidy and prepare pantry facilities and the mess for meals and work in a ship's galley
- work in customer service tasks and ensure the comfort of facilities
- draw on their sectoral language proficiency in customer service
- prepare for change of shift and the following working day
- assess their own competence and their activity as members of the work community.

Assessment

Students work on ships in a shipping industry operating environment.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • follow the ship community's principles of behaviour and observe working hours • are familiar with their tasks in the ship community and work under supervision in the catering department as indicated by the practices and shift system of the ship type in question • are familiar with the practices of the relevant ship type and observe the shift system • use the professional vocabulary of ship catering under supervision • are familiar with the legislation applicable to the field and comply with it
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • follow the ship community's principles of behaviour and observe working hours • are familiar with their tasks in the ship community and work in the catering department as indicated by the practices and shift system of the ship type in question • are familiar with the practices of the relevant ship type and observe the shift system • use the professional vocabulary of ship catering diversely • are familiar with the legislation applicable to the field and comply with it
Good 4	
Excellent 5	<ul style="list-style-type: none"> • follow the ship community's principles of behaviour and observe working hours • are familiar with their tasks in the ship community and work independently in the catering department as indicated by the practices and shift system of the ship type in question • are familiar with the practices of the relevant ship type and observe the shift system • use the professional vocabulary of ship catering expertly • are familiar with the legislation applicable to the field and comply with it.

Students schedule and plan their daily tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • under supervision, plan the tasks of their shift, taking into account the activities on days of arrival and departure and when the ship is in port or at sea • are familiar with the basics of shipping and ship catering but need guidance in their work
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • plan the tasks of their shift, taking into account the activities on days of arrival and departure and when the ship is in port or at sea • with initiative, organise the stages of their tasks in keeping with the ship's activities • are familiar with the basics of shipping and ship catering and work with a positive approach
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently plan the tasks of their shift, taking into account the activities on days of arrival and departure and when the ship is in port or at sea, and anticipate changes • independently sequence their tasks in keeping with the ship's activities • are familiar with the basics of shipping and ship catering and work with initiative and a positive approach.

Students tidy and prepare pantry facilities and the mess for meals and work in a ship's galley.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • tidy and prepare the mess, the pantry, cabins and common facilities and select the necessary ingredients, detergents and implements following instructions • use and clean machines, equipment and implements following instructions • carry out storage and store monitoring tasks as agreed • carry out food preparation tasks as agreed • comply with hygiene legislation and the self-monitoring plan • work ergonomically • comply with international conventions and regulations applicable to ship catering • use the required foodstuffs and detergents following instructions and take care of protecting the marine environment
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • tidy and prepare the mess, the pantry, cabins and common facilities and select the necessary ingredients, detergents and implements • use and clean machines, equipment and implements hygienically and with initiative • carry out storage and store monitoring tasks as agreed • carry out food preparation tasks as agreed, with initiative and adeptly • comply with hygiene legislation and the self-monitoring plan • work ergonomically • comply with international conventions and regulations applicable to ship catering • use the required foodstuffs and detergents with initiative and take care of protecting the marine environment
Good 4	
Excellent 5	<ul style="list-style-type: none"> • tidy and prepare the mess, the pantry, cabins and common facilities and select the necessary ingredients, detergents and implements independently • use and clean machines, equipment and implements hygienically and independently • independently carry out storage and store monitoring tasks as agreed • independently and professionally carry out food preparation tasks as agreed • comply with hygiene legislation and the self-monitoring plan • work ergonomically • independently comply with international conventions and regulations applicable to ship catering • use the required foodstuffs and detergents independently in varying situations and take care of protecting the marine environment.

Students work in customer service tasks and ensure the comfort of facilities.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • clean the cabins of the ship's personnel and passengers, the mess, lounges and other common facilities together with others • look after the meals of the ship's personnel following instructions • participate in providing customer service for passengers under supervision • serve the ship's personnel and passengers equally and strive to take their different cultural backgrounds into account • behave politely and communicate when meeting passengers and the ship's personnel members
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • clean the cabins of the ship's personnel and passengers, the mess, lounges and other common facilities with initiative • look after the meals of the ship's personnel with initiative • participate in providing customer service for passengers with initiative, serve the ship's personnel and passengers equally and take their different cultural backgrounds into account • behave politely and communicate when meeting passengers and the ship's personnel members
Good 4	
Excellent 5	<ul style="list-style-type: none"> • clean the cabins of the ship's personnel and passengers, the mess, lounges and other common facilities independently • look after the meals of the ship's personnel independently • participate in providing customer service for passengers independently • serve the ship's personnel and passengers independently, equally and enthusiastically, taking their different cultural backgrounds into account • behave politely and actively provide customer service when meeting passengers and the ship's personnel members.

Students draw on their sectoral language proficiency in customer service.

Sectoral language proficiency for Finnish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language.

Sectoral language proficiency for Swedish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation in Finnish and can cope tolerably well in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> serve customers in Swedish, manage the service situation flexibly in Finnish and can cope in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Sectoral language proficiency for speakers of other languages	
Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish as well as in one foreign language and cope tolerably well in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish or Swedish, manage the service situation flexibly in the second national language and in one foreign language.

Sectoral language proficiency in education and training provided in a foreign language	
Students	
Satisfactory 1	<ul style="list-style-type: none"> 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
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish or Finnish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students prepare for change of shift and the following working day.

Students	
Satisfactory 1	<ul style="list-style-type: none">• clean and organise facilities following instructions and sort wastes• wash dishes and clean cooking and serving implements following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none">• clean and organise facilities with initiative and sort wastes• wash dishes and clean cooking and serving implements with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none">• clean and organise facilities independently and sort wastes in between other tasks• wash dishes and clean cooking and serving implements independently.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • follow instructions in work situations and adapt their activities according to feedback received under supervision • act as members of the ship community, are capable of working together with other ship personnel and understand about the social culture of a ship community • following instructions, comply with the ship's safety regulations and instructions and participate in rescue and fire drills • pay attention to occupational safety in ship catering and prepare for changing working conditions in different sea states under supervision • comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • work responsibly in work situations and, following instructions, adapt their activities when receiving feedback • work positively as members of the ship community in cooperation with other ship personnel and understand the social culture of a ship community • comply with the ship's safety regulations and instructions and participate in rescue and fire drills • pay attention to occupational safety in ship catering and prepare for changing working conditions in different sea states following instructions • comply with the duty of confidentiality concerning the customers and the company
Good 4	
Excellent 5	<ul style="list-style-type: none"> • act responsibly in work situations and change their activities with initiative based on feedback, showing initiative • work actively and positively as members of the ship community in cooperation with other ship personnel and understand the social culture of a ship community • comply with the ship's safety regulations and instructions and participate actively in rescue and fire drills • proactively pay attention to occupational safety in ship catering and prepare for changing working conditions in different sea states • comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in cleaning, customer service and food preparation tasks of ship catering. The students tidy and prepare customer, cabin and working facilities for the ship's personnel and passengers, make products and keep customer and working facilities tidy and comfortable.

Depending on their linguistic background, students demonstrate their sectoral language proficiency in a customer service situation based on one of the assessment criteria in the table above.

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.

2.12. Using natural produce in catering services, 15 Competence point (106278)

Competence requirements

Students know how to

- plan food or beverage products based on natural produce
- prepare and make food or beverage products compatible with the operating environment and the season
- set out and serve food and beverage products
- carry out end-of-shift tasks
- assess their own competence and their activity as members of the work community.

Assessment

Students plan food or beverage products based on natural produce.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • plan their work but need guidance in new situations or if the working environment changes • as team members, plan activities in line with sustainable development principles and responding to the customers' expectations • together with others, come up with ideas for suitable food and beverage products based on natural produce • following instructions, select natural ingredients, cooking implements and serving dishes suitable for the situation • are familiar with the valid food and organic foodstuff legislation • comply with hygiene legislation and the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • plan their work with initiative in a changing working environment • plan activities in line with sustainable development principles in a self-regulated manner and responding to the customers' expectations • independently come up with ideas for and put together suitable food and beverage products based on natural produce for different customer groups • showing initiative, select natural ingredients, cooking implements and serving dishes suitable for the situation • are familiar with the valid food and organic foodstuff legislation • comply with hygiene legislation and the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • plan their work independently in new situations or if the working environment changes • independently plan activities in line with sustainable development principles and responding to the customers' expectations • come up with ideas for, plan and put together suitable seasonal food and beverage products based on natural produce for different customer groups, offering different alternatives • independently select natural ingredients, cooking implements and serving dishes suitable for the situation • are familiar with the valid food and organic foodstuff legislation • comply with hygiene legislation and the self-monitoring plan.

Students prepare and make food or beverage products compatible with the operating environment and the season.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • identify natural produce and carry out sensory evaluations of their freshness and quality under supervision • describe the gathering and availability of natural produce in different seasons • receive, store and handle ingredients and other supplies following instructions (FIFO), avoiding losses and using tools and implements that are selected, used and installed correctly in terms of ergonomics • prepare and make different natural produce compatible with the region's natural environment and suitable for customers with different cultural backgrounds • prepare ingredients originally obtained from nature and the local environment • familiarise themselves with the most common special diets but need supervision for selecting foodstuffs • sort wastes and follow sustainable practices
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • identify natural produce and carry out sensory evaluations of their freshness and quality with initiative • showing initiative, describe the gathering and availability of natural produce in different seasons • receive, store and handle ingredients and other supplies with initiative (FIFO), avoiding losses and using tools and implements that are selected, used and installed correctly in terms of ergonomics • prepare and make different natural produce compatible with the region's natural environment and suitable for customers with different cultural backgrounds • prepare ingredients originally obtained from nature and the local environment • are reliably familiar with the most common special diets and select the most typical foodstuffs required for them • develop natural produce and process them further in a team • sort wastes and follow sustainable practices
Good 4	
Excellent 5	<ul style="list-style-type: none"> • identify natural produce and independently carry out sensory evaluations of their freshness and quality • independently describe the gathering of natural produce and analyse their availability in different seasons • receive, store and handle ingredients and other supplies independently and responsibly (FIFO), avoiding losses and using tools and implements that are selected, used and installed correctly in terms of ergonomics • independently prepare and make different produce compatible with the region's natural environment and for customers with different cultural backgrounds, taking special diets into account • independently prepare ingredients originally obtained from nature and the local environment • take seasons and ingredients originally obtained from nature and the local environment into account, using local raw materials and products of their own region • develop a natural produce and process it further, preserving the good properties of the ingredients

	<ul style="list-style-type: none"> • know about the most common special diets and safely select the foodstuffs required for them for customers • sort wastes and also follow sustainable practices in other respects.
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Students set out and serve food and beverage products.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • set out food and beverage products following instructions • act responsibly in work situations and adjust their activities based on instructions received • greet the customers and serve them politely in keeping with the service model as team members • serve food or beverage products together with their team, ensuring that the service package offers experiences for the customers • under guidance, present and describe products and natural produce to customers • together with others, recognise services that produce added value or competitive advantage, taking the customer's individual needs into account • receive customer feedback on the products, thank customers and express the wish of seeing them again
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • independently set out food and beverage products following instructions and look after their sufficiency and tidiness • greet the customers and serve them with initiative and in a friendly manner in keeping with the service model • serve food or beverage products independently together with their team, ensuring that the service package offers experiences for the customers • showing initiative, present and describe products and natural produce to customers • recognise services that produce added value or competitive advantage, taking the customer's individual needs into account • receive customer feedback on the products with initiative, thank customers and express the wish of seeing them again, and communicate the feedback to supervisors
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently set out food and beverage products following instructions and look after their sufficiency and tidiness • work responsibly and briskly in work situations and independently change their activities based on feedback • greet the customers and serve them independently and in a friendly manner in keeping with the service model • serve food or beverage products independently together with their team, ensuring that the service package offers experiences for the customers • adeptly present and describe products and natural produce to customers • recognise services that produce added value or competitive advantage, taking the customer's individual needs into account • naturally take time from their work to observe what is happening in the customer facilities and immediately notice new customers • actively and with initiative obtain feedback on the products, thank the customers and express the wish of seeing them again, and communicate customer feedback to supervisors.

Students complete end-of shift tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • complete tasks related to change of shift following the workplace's practices • following instructions, inform employees of the next shift of customer and sales situations • tidy and organise the working environment and wash dishes if necessary • sort wastes following instructions • maintain the safety and ergonomic aspects of the working environment as team members in familiar situations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, complete tasks related to change of shift following the workplace's practices • inform employees of the next shift of customer and sales situations following the workplace' practices • tidy and organise the working environment with initiative and wash dishes if necessary • showing initiative, sort wastes following instructions • reliably maintain the safety and ergonomic aspects of the working environment in familiar situations
Good 4	
Excellent 5	<ul style="list-style-type: none"> • with initiative, complete tasks related to change of shift following the workplace's practices • independently inform employees of the next shift of customer and sales situations following the workplace's practices • keep the working environment tidy and well-organised throughout the shift and independently wash dishes if necessary • actively help others when they observe a need for this, also assist in the tasks of other work areas when required by the work situations, showing initiative • with initiative, collect and sort wastes produced during the occasion following instructions • independently maintain the safety and ergonomic aspects of the working environment in familiar situations.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are able to follow instructions in work situations • work as team members • complete the tasks assigned to them but need guidance from time to time • assess their own activities under guidance • follow sustainable practices • comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • act responsibly in work situations and adjust their activities based on instructions received • work with initiative as team members • complete the tasks assigned to them carefully, taking the following shift into account in their work • assess their own activities with initiative • follow sustainable practices • comply with the duty of confidentiality concerning the customers and the company
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work independently and responsibly in work situations and change their activities with initiative based on feedback • work independently as team members • work independently and responsibly, helping others and taking the following shift into account • assess their own activities independently • follow sustainable practices • comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in food preparation and customer service tasks in a restaurant or an institutional kitchen together with other employees. They plan, procure and handle ingredients and make and set out products made from natural produce.

The assessment of hygiene competence cannot be tailored.

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.

2.13. Functions of a service and distribution kitchen, 10 Competence point (106279)

Competence requirements

Students know how to

- receive ingredients, foods and foodstuffs
- heat up or prepare foods and side dishes

- distribute or set out dishes
- work in customer service and guide customers
- clean and organise the operating environment and take care of dishwashing
- assess their own competence and their activity as members of the work community.

Assessment

Students receive ingredients, foods and foodstuffs.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • unload foodstuffs and check the consignment notes • receive incoming foods and ingredients and check their temperatures under supervision • together with others, arrange products and implements to the right places
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • unload foodstuffs and check the consignment notes with initiative • receive incoming foods and ingredients and check their temperatures with initiative • store foodstuffs at correct temperatures • appropriately arrange products and implements to the right places
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • unload foodstuffs and check the consignment notes independently and appropriately • receive incoming foods and ingredients and check their temperatures with initiative • store foodstuffs at correct temperatures, showing initiative • appropriately arrange products and implements to the right places and ensure their sufficiency.

Students heat up or prepare foods and side dishes.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • plan and schedule the tasks to be completed during their shift following instructions • together with others, use the key machines, equipment, implements and distribution equipment of a delivery kitchen and clean them after use • heat up dishes as necessary or make breakfast or snack products, side dishes or baked goods following instructions • check the ordered special diet portions following instructions • comply with hygiene legislation and the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • plan and schedule the tasks to be completed during their shift with initiative • with initiative, use the machines, implements and distribution equipment of a delivery kitchen and clean them after use • handle cooking ingredients and make snack products, side dishes or baked goods with initiative • heat up or cook dishes with initiative if necessary • showing initiative, check special diet portions against the order • comply with hygiene legislation and the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • plan and schedule the tasks to be completed during their shift adeptly and with initiative • use the machines, implements and distribution equipment of a delivery kitchen briskly and with initiative and clean them after use • independently handle cooking ingredients and adeptly make snack products, side dishes or baked goods • heat up or cook dishes with initiative if necessary • based on orders, check special diet portions independently and carefully • independently look after the breakfasts, snacks and lunches of customers with different food allergies • comply with hygiene legislation and the self-monitoring plan.

Students distribute or set out dishes.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, set out or distribute dishes at the delivery point if necessary • following instructions, distribute individual customers' meals correctly, taking special diets into account • clean the transport dishes following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • set out dishes or distribute meals if necessary at the delivery point following instructions given to them, taking special diets into account • distribute individual customers' meals correctly and with initiative • clean the transport dishes with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • set out dishes or distribute meals if necessary at the delivery point with initiative, taking special diets into account • distribute individual customers' meals correctly, safely and with initiative • independently check the appearance and quality of dishes • clean transport dishes with initiative and responsibly.

Students work in customer service and guide customers.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, work in compliance with the workplace's mission • behave politely and communicate with the customers in service situations • following instructions, describe the suitability of products for the most common special diets • are familiar enough with gastronomic culture and customs as well as nutrition recommendations to present products following instructions and, if necessary, introduce customers to Finnish gastronomic culture and customs and healthy meals • together with others, find out about the workplace's social media channels
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • independently work in compliance with the workplace's mission • behave politely and communicate with the customers with service orientation • adeptly and with initiative, describe the suitability of products for the most common special diets • are familiar enough with gastronomic culture and customs as well as nutrition recommendations to present products and, if necessary, introduce customers to Finnish gastronomic culture and customs and healthy meals • places orders with the production kitchen as team members • independently find out about the workplace's social media channels
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work in keeping with the workplace's mission and with initiative, taking into account the special features of the service kitchen's customer group in their work • behave politely, are active and show initiative in providing customer service • describe the suitability of products for the most common special diets diversely and adeptly • are familiar enough with gastronomic culture and customs as well as nutrition recommendations to present products with initiative and, if necessary, introduce customers to Finnish gastronomic culture and customs and healthy meals • place orders with the production kitchen independently • find out about the workplace's social media channels independently and with initiative and understand their importance for the customers.

Students clean and organise the operating environment and take care of dishwashing.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • tidy the facilities following instructions • take implements to their proper places • tidy and organise the working environment and wash dishes following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • tidy the facilities with initiative • appropriately take implements to their proper places • tidy and organise the working environment and wash dishes with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • tidy the facilities adeptly and with initiative, taking the customers' needs into account • arrange implements to the right places and make sure of their sufficiency • tidy and organise the working environment and wash dishes in between other tasks with initiative and responsibly.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are able to follow instructions in different work situations and receive feedback • are able to work with different people and in a team • observe good manners • comply with hygiene legislation and the self-monitoring instructions • comply with instructions concerning confidentiality
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • work responsibly in different situations and receive feedback as well as change their activities based on instructions given to them • work cooperatively with different people in the work community • observe good manners • comply with hygiene legislation and the self-monitoring instructions • comply with instructions concerning confidentiality
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work responsibly in different situations and receive feedback as well as change their activities based on feedback, showing initiative • work actively, positively, cooperatively and on an equal footing with different people as members of the work community • observe good manners and the requirements of each situation • comply with hygiene legislation and the self-monitoring instructions • comply with instructions concerning confidentiality.

Methods of demonstrating competence

Students demonstrate their competence by working in practical customer service tasks in a service or distribution kitchen. They receive and make products or, if necessary, heat up and only make parts of the meals they serve, set out the dishes or distribute the meals to customers.

The assessment of hygiene competence cannot be tailored.

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.

2.14. Productising catering services, 20 Competence point (106280)

Competence requirements

Students know how to

- use their customer insight and seasonal ingredients
- productise seasonal food and beverage products or services in teams
- price food and beverage products or services in teams
- produce or update marketing material in teams
- put the designed food and beverage products or services to practice
- assess their own competence and their activity as members of the work community.

Assessment

Students use their customer insight and seasonal ingredients.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • collect and obtain information from different sources • develop food and beverage products or services meeting new needs as team members • draw on seasonal products or services for coming up with ideas as team members
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • independently collect and obtain information, using different sources diversely • develop food and beverage products or services meeting new needs • draw on customer insight and seasonal products or services in productisation, showing initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • reliably and with initiative, collect and obtain information from different sources • independently and with initiative, come up with ideas for food and beverage products or services • independently and expertly develop food and beverage products or services meeting new needs • drawn on and apply customer insight and knowledge of seasonal products or services in productisation, showing initiative.

Students productise seasonal food and beverage products or services in teams.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, come up with ideas for seasonal food and beverage products or services • use social media software needed for productisation as team members • as team members, plan activities in line with sustainable development principles and responding to the customers' expectations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • independently come up with ideas for and put together seasonal food and beverage products or services • use information networks, social media software and information acquisition techniques to support productisation and production • independently plan activities in line with sustainable development principles and responding to the customers' expectations
Good 4	
Excellent 5	<ul style="list-style-type: none"> • come up with ideas for, plan and put together seasonal food and beverage products or services for different customer groups • independently use information networks, social media software and information acquisition techniques to support productisation and production • plan activities in line with sustainable development principles in a self-regulated manner and responding to the customers' expectations.

Students price food and beverage products or services in teams.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • participate in pricing food and beverage products or services in a team • describe the factors that influence price formation
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • price food and beverage products or services with initiative • describe the factors that influence price formation with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently price food and beverage products or services and assess the price formation • independently describe the factors that influence price formation.

Students produce or update marketing material in teams.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • as team members, prepare marketing material for food and beverage products or services • prepare and document marketing messages and promises as team members • present food and beverage products or services • prepare and update presentation material describing a product or a service as team members • together with others, update, comment on and correct if necessary communication through the social media
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • prepare marketing material for food and beverage products or services with initiative • prepare and document marketing messages and promises • comprehensively tell the stories behind food and beverage products or services • produce and update presentation material with initiative, also creating new material • update, comment on and correct communication through the social media with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently and systematically prepare marketing material for food and beverage products or services • independently prepare and document marketing messages and promises • systematically and comprehensively tell the stories behind food and beverage products or services • independently produce and update presentation material, also creating new material • update, comment on and correct actively communication through the social media.

Students put the designed food and beverage products or services to practice in teams.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • test new food and beverage products or services in a team, assess their practicality, interest to customers and quality and ethical aspects of the production process • receive customer feedback on services and products and thank the customers as team members
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • test new food and beverage products or services in a team, assess their practicality, interest to customers and quality and ethical aspects of the production process • receive customer feedback on services and products and thank the customers
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work with their team to test new food and beverage products or services, assessing their practicalities and interest to customers, and take any corrective actions with the team to productise it • work flexibly with their partners and in the work community showing situational awareness, respect the customers' individuality and show appreciation for their work and work community • receive customer feedback on services and products and thank the customers with initiative.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are able to follow instructions in work situations • work as team members • complete the tasks assigned to them but need guidance from time to time • assess their own activities • together with others, have familiarised themselves with profitable operation in line with sustainable development • comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • act responsibly in work situations and adjust their activities based on instructions received • work with initiative as team members • complete the tasks assigned to them carefully, taking the following shift into account in their work • with initiative, assess their own activities and are willing to change them based on feedback • showing initiative, have familiarised themselves with profitable operation in line with sustainable development • comply with the duty of confidentiality concerning the customers and the Company
Good 4	
Excellent 5	<ul style="list-style-type: none"> • act responsibly in work situations and change their activities based on feedback, showing initiative • work independently as team members • work responsibly, help others and take the following shift into account in their work • are able to independently assess their own activities in accordance to the quality requirements and change their activities based on feedback • have familiarised themselves with profitable operation in line with sustainable development independently and responsibly • comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by productising marketable food and beverage products or services suitable for the target group in a team in a catering sector company or at a pop-up or some other event.

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.

2.15. Food production in an institutional kitchen, 25 Competence point (106282)

Competence requirements

Students know how to

- schedule and plan their daily tasks
- prepare dishes following recipes
- set out dishes and package them for transport if necessary
- serve customers in keeping with the workplace's mission or business idea
- make preparations for the next shift
- assess their own competence and their activity as members of the work community.

Assessment

Students schedule and plan their daily tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • together with others, receive and store foodstuffs as well as cold or hot dishes • together with others and following a ready-made plan, work in different food production tasks that change on a daily basis • address safety in the planning of their work and maintain the safety and ergonomic quality of their working environment in familiar situations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • with initiative, receive and store foodstuffs as well as cold or hot dishes • plan and schedule the preparation stages of dishes that change daily, the order of tasks and serial work with initiative following instructions • with initiative, address safety in the planning of their work and maintain the safety and ergonomic quality of their working environment • with initiative, select and use appropriate cleaning equipment and machines needed in the work and master the safe use of detergents
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • with initiative and independently, receive and store foodstuffs as well as cold or hot dishes • independently plan the preparation stages of dishes and the order and scheduling of their tasks, resulting in a smooth and effective whole • independently and with initiative, address safety in the planning of their work and apply what they have learned even in unexpected situations • independently select and use appropriate cleaning equipment and machines needed in the work and master the economic and safe use of detergents.

Students prepare dishes following recipes.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • following instructions, use key machines and equipment of an institutional kitchen economically and safely • handle the ingredients of dishes prepared in an institutional kitchen appropriately • following instructions, prepare large numbers of portions as team members following standardised recipes, also using GN sized dishes • under supervision, multiply and reduce recipes using the basic recipes of the field or recipe software • prepare nutritious and tasty food as team members • together with others, interpret the product labels of ingredients and pre-made products, ensuring that suitable ingredients are used for preparing special diet dishes • comply with hygiene legislation and the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, use key machines and equipment of an institutional kitchen economically and safely • sequence food preparation tasks following instructions, taking pressure on the kitchen's equipment into account • showing initiative, handle the ingredients and components of an institutional kitchen's dishes appropriately and avoiding losses • prepare large numbers of portions using suitable methods and standardised recipes, also using GN sized dishes • with initiative, multiply and reduce recipes using the basic recipes of the field or recipe software • prepare nutritious and tasty food with initiative • interpret the product labels of ingredients and pre-made products, ensuring that suitable ingredients are used for preparing special diet dishes • comply with hygiene legislation and the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • use the machines, equipment and implements of an institutional kitchen diversely, economically and safely • sequence food preparation tasks, taking pressure on the kitchen's equipment into account • showing initiative, handle the ingredients and components of an institutional kitchen's dishes appropriately and responsibly avoiding losses • compare the correspondence between food volumes and the instructions given to them • use replacement products to make up for missing ingredients following agreed instructions • showing initiative, prepare large numbers of portions using suitable methods as well as dishes and baked goods based on standardised recipes using GN sized dishes • if necessary, use rapid chilling for cooling a prepared dish • independently multiply and reduce recipes using the basic recipes of the field or recipe software • prepare nutritious and tasty food independently and with initiative • independently interpret the product labels of ingredients and pre-made products, ensuring that suitable ingredients are reliably used for preparing special diet dishes • comply with hygiene legislation and the self-monitoring plan.

Students set out dishes and package them for transport if necessary.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • set out dishes in compliance with the self-monitoring instructions together with others • if necessary, package dishes and implements and deliver them for transport • following instructions, put together an environmentally friendly model plate in compliance with nutrition recommendations • if necessary, clean transport dishes following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, set out dishes in compliance with the self-monitoring instructions • showing initiative, package dishes and implements to be transported in accordance to orders and instructions if necessary • with initiative, put together an environmentally friendly model plate in compliance with nutrition recommendations • if necessary, clean transport dishes independently
Good 4	
Excellent 5	<ul style="list-style-type: none"> • responsibly and with initiative, display dishes in compliance with the self-monitoring instructions • independently package dishes and implements to be transported following orders and instructions if necessary • independently and correctly put together an environmentally friendly model plate in compliance with nutrition recommendations • if necessary, clean transport dishes independently.

Students serve customers in keeping with the workplace's mission or business idea.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, work in customer service tasks • behave politely and communicate with the customers in service situations • following instructions, advise customers in putting together a healthy meal compliant with nutrition recommendations if necessary • wash dishes showing initiative
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • work in customer service tasks showing initiative • behave politely and communicate with the customers with service orientation • if necessary, advise customers in putting together a healthy meal compliant with nutrition recommendations • wash dishes independently
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work in customer service tasks showing initiative • behave politely and are active in providing customer service • actively advise customers in putting together a healthy meal compliant with nutrition recommendations and appreciating Finnish and international gastronomic culture and customs • with initiative, wash dishes in between other tasks, using a dishwasher and pot washer.

Students make preparations for the next shift.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • carry out preparatory tasks • tidy and organise customer and working facilities following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • carry out preparatory tasks following the instructions for the next day or the shift list • tidy and organise customer and working facilities independently
Good 4	
Excellent 5	<ul style="list-style-type: none"> • with initiative, check the menus for the next day or shift and carry out preparatory tasks independently and with initiative • showing initiative, keep tidying and arranging working and customer facilities throughout the shift.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • assess the strengths of their own activities and work and their development areas as well as are capable of receiving feedback • follow the safety regulations of the workplace and work without putting themselves or others at risk • work as team members in the food preparation tasks of an institutional kitchen and with partners • comply with the duty of confidentiality concerning the customers and the company
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess the strengths of their own activities and work and their potential for working in the field as well as receive feedback • comply with the workplace's safety regulations and take not only their own safety but also the safety of the work community, its members and the customers into consideration • showing initiative, work in the food preparation tasks of an institutional kitchen and with partners • comply with the duty of confidentiality concerning the customers and the company
Good 4	
Excellent 5	<ul style="list-style-type: none"> • with initiative, assess the strengths of their own activities and work and their potential for working in the field as well as receive feedback • modify their activities based on feedback • comply with the workplace's safety regulations and take not only their own safety but also the safety of the work community, its members and the customers into consideration independently • identify hazards and risks and inform others of any hazards and risks they have observed • actively and positively work as team members in the food preparation tasks of an institutional kitchen and with partners • comply with the duty of confidentiality concerning the customers and the company.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in the food preparation tasks of an institutional kitchen together with other employees. They use the institutional kitchen's machines and equipment to prepare and make large volumes of the dishes on the menu and baked goods, taking customer needs and nutrition recommendations into account, set out the dishes and package portions for service and distribution kitchens if necessary.

The assessment of hygiene competence cannot be tailored.

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.

2.16. Using 3D technology in catering services, 20 Competence point (106269)

Competence requirements

Students know how to

- familiarise themselves with orders and use a 3D printer
- describe the techniques of 3D printing with chocolate or sugar
- use a 3D device and print a product
- assess their competence.

Assessment

Students familiarise themselves with orders and use a 3D printer.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • under supervision, plan and schedule the tasks to be completed during their shift based on orders • together with others, identify, select and handle typical ingredients • together with others, use and clean machines, equipment and implements • carry out preparations for production tasks as team members
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • plan and schedule the tasks to be completed during their shift based on orders • identify, select and handle typical ingredients • use and clean the required machines, equipment and implements with initiative • carry out preparations for production tasks with initiative, ensuring that the products comply with the specified requirements
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • independently and methodically plan and schedule the tasks to be completed during their shift based on orders • adeptly identify, select and handle typical ingredients in varying work situations • independently use and clean the required machines, equipment and implements • carry out preparations for production tasks briskly and independently, ensuring that the products comply with the specified requirements.

Students describe the techniques of 3D printing with chocolate or sugar.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • select the correct model together with others • together with others, understand the applicable strength requirements of materials • understand the principles of what 3D printing is capable of producing • together with others, control the flavour of the mass to be printed
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • draw or download models with initiative • understand the applicable strength requirements of materials • if necessary, select a mass of the correct type (for example pre-tempered chocolate) • control the flavour of the mass to be printed following instructions
Good 4	
Excellent 5	<ul style="list-style-type: none"> • draw or download models independently and innovatively • independently understand the applicable strength requirements of materials • if necessary, can select a mass of the correct type and justify its use (for example, pre-tempered chocolate) • independently control the flavour of the mass to be printed.

Students use a 3D device and print a product.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, turn on or initialise the device • together with others, select the correct print head • insert the mass in the device • remove the finished product from the device and store it in the correct conditions • together with others, clean and turn off the device (shutdown) • if necessary, package the product following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • turn on or initialise the device showing initiative • select the correct print head with initiative • insert the mass in the device • with initiative, remove the finished product from the device and store it in the correct conditions • clean and turn off the device with initiative (shutdown) • if necessary, package the product with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • turn on or initialise the device independently • select the correct print head independently • insert the mass in the device independently • independently remove the finished product from the device and store it in the correct conditions • clean and turn off the device independently (shutdown) • if necessary, package the product independently and innovatively.

Students assess their own competence.

Students	
Satisfactory 1	<ul style="list-style-type: none">• as part of a team, test a new product, assessing its practicalities and interest to customers• assess the different areas of a work process planned by them from different viewpoints• work appropriately and politely with their team• assess their own work• follow sustainable practices
Satisfactory 2	
Good 3	<ul style="list-style-type: none">• with initiative, work with their team to test a new product, assessing its practicalities and interest to customers• with initiative, assess if the work process planned by them is realistic from different viewpoints• work appropriately and politely with their team, taking individuality into consideration• assess their own work and are willing to develop their activities• follow sustainable practices
Good 4	
Excellent 5	<ul style="list-style-type: none">• work with their team to test a new product, assessing its practicalities and interest to customers, and take any corrective actions in the team needed to productise it• assess if the work process planned by them is realistic from different viewpoints• work flexibly with their team showing situational awareness, respect the customers' individuality and show appreciation for their work and work community• assess their own work based on the quality requirements and develop their activities• follow sustainable practices.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in a company that uses 3D printing. Working in teams, the students productise a marketable 3D-printed product suitable for the target group.

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.

2.17. Food preparation for catering services and special occasions, 25 Competence point (106283)

Competence requirements

Students know how to

- familiarise themselves with orders as well as schedule and plan the stages, timing and sequencing of food preparation
- prepare and cook dishes for catering services and special occasions as indicated by the nature of the occasion

- set out dishes and see to their sufficiency
- prepare for change of shift and the following working day
- assess their own competence and their activity as members of the work community.

Assessment

Students familiarise themselves with orders as well as schedule and plan the stages, timing and sequencing of food preparation.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • familiarise themselves with orders and instructions concerning occasions together with others • plan and schedule the implementation of an individual task as team members • adapt dishes to the needs of customers or customer groups together with others • organise and sequence their work and work as team members following the schedule
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • familiarise themselves with orders and instructions concerning occasions with initiative • showing initiative, plan and schedule their work and the way the dishes they have prepared are set out as indicated by the table formations and customer numbers • use social media to find dishes suitable for different occasions • multiply, reduce and adapt recipes with initiative using recipe software of the field and price the product • with initiative, organise and sequence the agreed food preparation tasks following the schedule prepared for the occasion
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • take initiative in familiarising themselves with orders and instructions concerning occasions • if necessary, tailor an occasion that meets the customer's wishes • independently plan and schedule the work plan, timing and sequencing of their work as well as the total volume of dishes and the way the dishes they have prepared are set out as indicated by the table formations and customer numbers • use social media to find information, plan dishes and adapt dishes to the occasion • understand Finnish cultural traditions and describe different festive traditions • are knowledgeable about portion sizes for different customer groups, independently multiply, reduce and adapt recipes they have found using recipe software of the field, and price the product with initiative • organise and sequence the agreed food preparation tasks with initiative and efficiently following the schedules prepared for occasions and move flexibly from one task to the next, also in unexpected situations.

Students prepare and cook dishes for catering services and special occasions as indicated by the nature of the occasion.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • organise their work and keep to the schedule as team members • prepare and cook dishes, avoiding losses • make the most typical dishes and baked goods following recipes and using suitable techniques and equipment • prepare portions suitable for special diets to order and following instructions • need guidance for keeping to the agreed portion sizes
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • organise the food preparation tasks assigned to them with initiative, keeping to the schedules prepared for occasions • prepare and cook tasty dishes to a high quality with initiative and avoiding losses • with initiative, cook different dishes and baked goods following recipes and using suitable techniques and equipment • prepare portions suitable for special diets to order • prepare dishes profitably and cost-effectively in line with the price and quality targets • are able to keep to the agreed portion sizes • showing initiative, have familiarised themselves with profitable food preparation in line with sustainable development
Good 4	
Excellent 5	<ul style="list-style-type: none"> • organise and time their food preparation tasks independently in keeping with the schedules prepared for occasions, ensuring that the products do not lose their quality during the occasion • independently prepare and cook tasty dishes to a high quality, avoiding losses • independently cook different dishes and baked goods following recipes and using suitable techniques and equipment • prepare dishes in line with the agreed price and quality targets and keep to the budget • with initiative, prepare portions suitable for special diets to order • are able to keep to the agreed portion sizes independently • independently and showing initiative, have familiarised themselves with profitable food preparation in line with sustainable development • act responsibly in work situations and change their activities based on feedback, showing initiative.

Students set out dishes and see to their sufficiency.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • finish and set out dishes for an occasion as team members, keeping to schedules • if necessary, organise the starting points of a buffet and arrange the products correctly together with others • see to the sufficiency of dishes, keeping the dishes topped up • display the dishes aesthetically • define portions sizes of dishes in proportion to the number of dishes for occasions together with others
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • finish and set out dishes for an occasion keeping to the schedule and help with serving if necessary • if necessary, organise the starting points of a buffet and arrange the products correctly according to customer orders and numbers, showing initiative • independently see to the sufficiency of dishes, briskly keeping the dishes topped up • display the dishes aesthetically as indicated by the order and realistically take the volume consumed into account • following instructions, define the portions sizes of dishes in proportion to the number of dishes for occasions • if necessary, prepare and set out products on serving dishes following instructions
Good 4	
Excellent 5	<ul style="list-style-type: none"> • finish and display dishes keeping to the schedule, flexibly move from one task to another and observe the gastronomic culture, customs and nature of the occasion • if necessary, independently and adeptly organise the starting points of a buffet and arrange the products correctly according to customer orders and numbers • independently see to the sufficiency of food, topping up serving dishes and keeping them in order in compliance with the requirements of the customer order • with initiative, display the dishes aesthetically as indicated by the order and take the volume consumed into account realistically • based on the knowledge they have acquired, define the portion sizes of dishes in proportion to the number of dishes • independently prepare, cook and set out products on serving dishes.

Students prepare for change of shift and the following working day.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • prepare and cook orders for the next shift or day together with others • cooperate with the rest of the staff and work in customer service if necessary • under supervision, recognise international cultures and manners as well as the etiquette • get involved in sensitive situations and, under supervision, recognise problem situations and their solutions • together with others, update, comment on and correct if necessary communication through the social media • tidy and organise the working environment and wash dishes if necessary • collect and sort wastes produced during the occasion following the workplace's instructions • if necessary, package the products following self-monitoring instructions • clean transport dishes following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • prepare and cook orders for the next shift or day together with initiative • cooperate with the rest of the staff and work in customer service if necessary, showing initiative • recognise international cultures and manners as well as the etiquette • get involved in sensitive situations and recognise problem situations and their solutions with initiative • update, comment on and correct if necessary communication through the social media with initiative • tidy and organise the working environment with initiative and wash dishes if necessary • with initiative, collect and sort wastes produced during the occasion following the workplace's instructions • if necessary, package the products following self-monitoring instructions, showing initiative • clean transport dishes following instructions, showing initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently prepare and cook orders for the next shift or day • with initiative, cooperate with the rest of the staff and work in customer service • know the most typical table formations and table cloth settings • are familiar with the etiquette and draw on their knowledge of international cultures and manners in their work • get involved in sensitive situations and show initiative in recognising problem situations and their solutions • independently update, comment on and correct if necessary communication through the social media • keep the working environment tidy and well-organised throughout the shift and wash dishes if necessary, showing initiative • actively help others when they observe a need for this and also assist in the tasks of other work areas with initiative when required by work situations • with initiative, collect and sort wastes produced during the occasion following the workplace's instructions

	<ul style="list-style-type: none"> • if necessary, package products with initiative and briskly, following the self-monitoring instructions • clean transport dishes with initiative and responsibly.
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Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • receive feedback as team members • work as team members and together with the rest of the staff, preparing dishes for catering services • assess the strengths and development areas of their own activities and work • work ergonomically • comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with hygiene legislation and the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess the success of their work while working, receive feedback and act upon it • showing initiative, work with the rest of the staff to prepare dishes for catering services • work ergonomically • appropriately comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with hygiene legislation and the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • assess the success of their work, justify their assessment and develop their activities based on feedback received • work actively and positively as team members and together with the rest of the staff, preparing dishes for catering services • work ergonomically • comprehensively comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with hygiene legislation and the self-monitoring plan.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in food preparation tasks for pre-booked catering services and occasions of a catering sector company or unit together with other employees. They read orders and, based on them, prepare, cook and set out high-quality dishes for catering services and occasions for groups as indicated by the nature of each occasion.

The assessment of hygiene competence cannot be tailored.

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.

2.18. Serving for catering services and special occasions, 25 Competence point (106284)

Competence requirements

Students know how to

- examine orders and tidy the customer and working environment as indicated by the nature of each occasion and the orders
- use serving methods suitable for each occasion and work together with the rest of the staff
- draw on their sectoral language proficiency in customer service
- work in customer service following the company's business idea or mission
- complete the appropriate tasks at the end of an occasion
- assess their own competence and their activity as members of the work community.

Assessment

Students examine orders and tidy the customer and working environment as indicated by the nature of each occasion and the orders.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • examine the preliminary information of orders and find out about the nature of each occasion together with others • prepare and equip the venue and working environment as indicated by the nature of each occasion • are familiar with the most common table formations and lay tablecloths on them together with others • organise and sequence their work and work as team members following the schedule • tidy customer facilities • address safety in the planning of their work and maintain the safety and ergonomic quality of their working environment in familiar situations
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • examine the preliminary information of orders and find out about the nature of each occasion with initiative • prepare and equip the venue and the working environment as indicated by the nature of each occasion and with initiative • know the table formations used and adeptly lay tablecloths on them • with initiative, organise and sequence the agreed tasks following the schedules prepared for the occasions • prepare and equip the customer and working environments as required by the nature of each occasion • with initiative, address safety in the planning of their work and maintain the safety and ergonomic quality of their working environment
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • examine the preliminary information of orders and find out about the nature of each occasion independently • prepare and equip the venue and the working environment as indicated by the nature of each occasion, independently and with initiative • know the table formations used and adeptly and professionally lay tablecloths on them • independently organise and sequence the agreed tasks following the schedules prepared for occasions • independently prepare and equip the customer and working environments as required by the nature of each occasion • independently, responsibly and with initiative address safety in the planning of their work and apply what they have learned even in unexpected situations.

Students use serving methods suitable for each occasion and work together with the rest of the staff.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • receive customers as part of a team • handle dishes intended for serving the food hygienically and carefully • as team members, select implements and equipment compatible with the serving methods and make sure that they work • serve plated dishes and serve, dish out and hand out portions • serve beverages and dishes as instructed • as indicated by the nature of each occasion, inform customers about the ordered dishes and beverages and their suitability for customers with one of the most common special diets • as team members, comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act • if necessary, participate in serving out of serving dishes • say good-bye to customers in a friendly manner
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • receive customers in a friendly manner • handle dishes intended for serving the food hygienically, carefully and responsibly • select implements and equipment compatible with the serving methods and make sure that they work, showing initiative • adeptly serve plated dishes and serve, dish out and hand out portions as indicated by the nature of the occasion • with initiative, serve beverages and dishes in a manner compatible with the occasion • as indicated by the nature of each occasion, reliably inform customers about the ordered dishes and beverages and their suitability for customers with one of the most common special diets • comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act • if necessary, participate in serving out of serving dishes • notice customers as they leave and say good-bye in a friendly manner
Good 4	
Excellent 5	<ul style="list-style-type: none"> • receive customers in a friendly and tactful manner as indicated by the situation • independently and with initiative, handle dishes intended for serving the food hygienically, carefully and responsibly • independently select equipment and implements suitable for the serving methods and use them in varying work situations and conditions • adeptly and naturally serve plated dishes and serve, dish out and hand out portions as indicated by the nature of the occasion • independently serve beverages and dishes in a manner compatible with the occasion

	<ul style="list-style-type: none"> • as indicated by the nature of each occasion, reliably and with initiative inform customers about the ordered dishes and beverages and their suitability for customers with one of the most common special diets • independently comply with regulations and instructions on serving alcoholic beverages in customer service and sales • comply with the valid Alcohol Act • are aware of the self-monitoring requirements under the Alcohol Act • if necessary, participate in serving out of serving dishes with initiative • take notice of customers as they leave actively and with initiative as indicated by the nature of the occasion.
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Students draw on their sectoral language proficiency in customer service.

Sectoral language proficiency for Finnish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation tolerably well in Swedish and in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation in Swedish and in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • serve customers in Finnish and manage the service situation flexibly in Swedish and in one foreign language.

Sectoral language proficiency for Swedish speakers	
Students	
Satisfactory 1	<ul style="list-style-type: none"> • serve customers in Swedish, manage the service situation in Finnish and can cope tolerably well in one foreign language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • serve customers in Swedish, manage the service situation flexibly in Finnish and can cope in one foreign language
Good 4	
Excellent 5	<ul style="list-style-type: none"> • serve customers in Swedish and Finnish and manage the service situation flexibly in one foreign language.

Sectoral language proficiency for speakers of other languages

Students	
Satisfactory 1	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish and manage it tolerably well in one other language
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish as well as in one foreign language and cope tolerably well in the second national language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Finnish or Swedish, manage the service situation flexibly in the second national language and in one foreign language.

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

Students	
Satisfactory 1	<ul style="list-style-type: none"> 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
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> manage the service situation in Finnish or Swedish in addition to the language of instruction and in one other language
Good 4	
Excellent 5	<ul style="list-style-type: none"> serve customers in Swedish or Finnish in addition to the language of instruction and manage the service situation flexibly in one other language.

Students work in customer service following the company's business idea or mission.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are able to work following instructions as team members • under supervision, get involved in sensitive situations and recognise problem situations and their solutions • recognise different cultures and follow the etiquette • observe the gastronomic culture and customs indicated by the occasion and schedules following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • are able to work responsibly and adapt their activities based on instructions received • with initiative, get involved in sensitive situations and recognise problem situations and their solutions • reliably recognise international cultures and manners and follow the etiquette • with initiative, observe the gastronomic culture and customs indicated by the occasion and keep to schedules
Good 4	
Excellent 5	<ul style="list-style-type: none"> • work independently and responsibly and change their activities based on feedback, showing initiative • with initiative, get involved in sensitive situations and recognise problem situations and their solutions • are familiar with the etiquette and know how to apply international cultures and manners in their work • independently follow the gastronomic culture and customs indicated by the occasion and keep to schedules independently.

Students complete the appropriate tasks at the end of an occasion.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • wash dishes if necessary • if necessary, clean transport and serving dishes following instructions • together with others, update, comment on and correct if necessary communication through the social media • under supervision, complete the appropriate tasks at the end of an occasion following the workplace's practices
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • wash dishes if necessary, showing initiative • clean transport and serving dishes if necessary with initiative • update, comment on and correct if necessary communication through the social media with initiative • with initiative, complete the appropriate tasks at the end of an occasion following the workplace's practices • report on the occasions together with the other responsible employees
Good 4	
Excellent 5	<ul style="list-style-type: none"> • if necessary, wash dishes independently and with initiative • if necessary, clean transport and serving dishes with initiative and responsibly • independently update, comment on and correct if necessary communication through the social media • independently express an opinion on whether social media channels bring added value to the company's customer service • appropriately and with initiative, complete the appropriate tasks at the end of an occasion following the workplace's practices • with initiative, report on the success of occasions and customer satisfaction.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • receive feedback as team members • work as team members and together with the rest of the staff, serving at occasions catered for • assess the strengths and development areas of their own activities and work • work ergonomically • comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • assess the success of their work while working, receive feedback and act upon it • showing initiative, work with the rest of the staff, serving at occasions catered for • work ergonomically • appropriately comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • assess the success of their work, justify their assessment and develop their activities based on feedback received • work actively and positively as team members and together with the rest of the staff, serving at occasions catered for • work ergonomically • comprehensively comply with the guidelines and regulations under the collective agreement and other jointly agreed rules • comply with the duty of confidentiality concerning the customers and the company • comply with the self-monitoring plan.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks of serving food and alcoholic beverages in pre-booked catering services and occasions of a licensed catering sector company or unit together with other employees. They prepare for pre-booked occasions on the basis of the orders, serve the ordered food and beverage products and see to the tidiness and comfort of the customer and working facilities.

The assessment of competence related to serving alcohol cannot be tailored.

Depending on their linguistic background, students demonstrate their sectoral language proficiency in a customer service situation based on one of the assessment criteria in the table above.

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.

2.19. Working at a retail outlet service counter, 15 Competence point (106285)

Competence requirements

Students know how to

- schedule and plan their daily tasks
- receive, store and handle ingredients
- prepare products to be sold and set them out on the service counter
- sell products and advise customers
- complete end-of-shift tasks
- assess their own competence and their activity as members of the work community.

Assessment

Students schedule and plan their daily tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • observe working hours • schedule and sequence their work as team members • organise their working environment to be ergonomically safe • comply with the safety instructions and regulations of a retail outlet
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • observe working hours • schedule and sequence their work independently following instructions given to them, keep to schedules and master serial production • independently organise their working environment to be ergonomically safe • comply with the safety instructions and regulations of a retail outlet with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • observe working hours • schedule and sequence their work and the order of their tasks independently and with initiative, keep to schedules and master serial production showing initiative • independently and appropriately organise their working environment to be ergonomically safe • comply with the safety instructions and regulations of a retail outlet responsibly.

Students receive, store and handle ingredients.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • receive, store and handle meat or fish counter ingredients and other foodstuffs following instructions (FIFO), avoiding losses and using tools and implements that are selected, used and installed correctly in terms of ergonomics • identify and handle the most common ingredients of a retail outlet and carry out sensory evaluations of their freshness and quality • describe the origins of products under guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • independently receive, store and handle meat or fish counter ingredients and other foodstuffs following instructions (FIFO), avoiding losses and using tools and implements that are selected, used and installed correctly in terms of ergonomics • identify and handle ingredients used in a retail outlet and carry out sensory evaluations of their freshness and quality • describe the origins of products • responsibly store ingredients at correct temperatures • describe the ingredients used in organic and local foods and interpret country of origin labels • with initiative, report the order and arrival dates of ingredients to be delivered to a retail outlet
Good 4	
Excellent 5	<ul style="list-style-type: none"> • receive, store and handle meat or fish counter ingredients and other supplies with initiative and responsibly (FIFO), avoiding losses and using tools and implements that are selected, used and installed correctly in terms of ergonomics • identify the ingredients used in a retail outlet, carry out sensory evaluations of their freshness and quality, and report on deviations • clearly and naturally describe the origins and uses of products, avoiding losses • independently describe the ingredients used in organic and local foods and interpret country of origin labels • independently report the order and arrival dates and suppliers of ingredients to be delivered to a retail outlet.

Students prepare products to be sold and set them out on the service counter.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • together with others, identify and select the most popular meat and fish products of a retail outlet • prepare and use meat or fish counter ingredients following instructions, avoiding losses and observing the ecological footprint • package products ordered by customers or to be sold • put together an attractive display following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • with initiative, identify and select the most popular meat and fish products of a retail outlet and describe different cooking techniques • with initiative, prepare and use meat or fish counter ingredients, avoiding losses and observing the ecological footprint • package products ordered by customers or to be sold • put together an attractive display following instructions and taking product properties into account
Good 4	
Excellent 5	<ul style="list-style-type: none"> • independently identify and select the most popular meat and fish products of a retail outlet and describe different cooking techniques • independently prepare and use meat or fish counter ingredients, avoiding losses and observing the ecological footprint • package the products ordered by customers hygienically and independently • with initiative, put together an attractive display following instructions and taking product properties into account.

Students sell products and advise customers.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • are familiar with the retail outlet's business idea or mission to the extent that they can present its key products and services under guidance • know and describe the service counter's product selection • together with others, recommend a suitable recipe for an ingredient • recommend seasonal products to customers • together with others, sell products in keeping with the business idea to different customer groups, taking into account their service needs and customer feedback • monitor the sales of displayed products and top up the products as necessary • following instructions, obtain customer feedback on services or products and thank the customers • tidy and organise the customer and working facilities following instructions
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • familiarise themselves with the retail outlet's business idea or mission to the extent that they can present its key products and services independently • know and describe the service counter's product selection, showing initiative • adeptly recommend seasonal products to customers • recommend and describe a suitable recipe for an ingredient with initiative • with initiative, sell products in keeping with the business idea to different customer groups, taking into account their service needs and customer feedback • actively monitor the sales of displayed products and top up the products as necessary • obtain customer feedback on the services and products, thank customers and communicate the feedback to supervisors • tidy and organise the customer and working facilities with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • familiarise themselves with the retail outlet's business idea or mission to the extent that they can describe its key products and services as well as partners and customers • know the service counter's product selection and describe it reliably and with initiative • actively recommend seasonal products to customers and adeptly present different alternative solutions to customers' needs • reliably and with initiative recommend and describe suitable recipes for an ingredient or ready-made recipes for classic dishes • actively sell products in keeping with the business idea to different customer groups, taking into account their service needs and customer feedback • apply information, adaptively finding different product alternatives for customers while increasing sales • actively monitor the sales of displayed products and top up the products as necessary

- ascertain that customers are satisfied with the services and products, communicate feedback to supervisors and thank the customers
- independently tidy and organise the customer and working facilities.

Students complete end-of-shift tasks.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • carry out tasks related to change of shift and the following working day as team members • tidy and organise the working environment at end of shift • wash dishes • use personal protective equipment, tools and working methods safely following instructions • sort the most common kitchen waste categories into correct containers, including biowaste, glass, metal, paperboard and paper • are familiar with the retail outlet's social media channels and use different social media channels under guidance
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • carry out tasks related to change of shift and the following working day with initiative • use personal protective equipment, tools and working methods safely following instructions, showing initiative • tidy and organise the working environment at end of shift with initiative • wash dishes showing initiative • with initiative, sort the most common kitchen waste categories into correct containers, including biowaste, glass, metal, paperboard and paper • are familiar with the retail outlet's social media channels and use different social media channels diversely and with initiative
Good 4	
Excellent 5	<ul style="list-style-type: none"> • carry out tasks related to change of shift and the following working day with initiative • use personal protective equipment, tools and working methods safely and responsibly following instructions • check the condition of machines, equipment and implements and report faulty implements to supervisors with initiative • tidy and organise the working environment at the end of the shift, also maintain tidiness in between other activities • wash dishes in between other tasks as necessary • sort wastes into the correct containers, including biowaste, glass, metal, paperboard and paper, in between other tasks • are familiar with the retail outlet's social media channels and independently and with initiative use different social media channels diversely • find, plan and adapt the retail outlet's own recipes through social media • follow multichannel discussions on social media.

Students assess their own competence and their activity as members of the work community.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • receive feedback as team members • assess the strengths and development areas of their own activities and work under guidance • comply with the duty of confidentiality concerning the customers and the company • comply with hygiene legislation and the self-monitoring plan
Satisfactory 2	
Good 3	<ul style="list-style-type: none"> • receive feedback and act accordingly • assess their own vocational development with initiative • with initiative, show flexibility when encountering new situations or when the working environment changes • comply with the duty of confidentiality concerning the customers and the company • comply with hygiene legislation and the self-monitoring plan
Good 4	
Excellent 5	<ul style="list-style-type: none"> • receive feedback and act accordingly • expertly assess their own vocational development • when changes take place in the work, act independently and with initiative as indicated by the situation and change their work practices naturally • comply with the duty of confidentiality concerning the customers and the company • comply with hygiene legislation and the self-monitoring plan.

Methods of demonstrating competence

The students demonstrate their competence in practical tasks by working in customer service tasks at a retail outlet's meat or fish counter and by participating in preparing and displaying ingredients. Students receive, store and handle meat or fish counter ingredients, prepare and display products to be sold and serve customers.

The assessment of hygiene competence cannot be tailored.

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.

2.20. 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 • 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.

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 • 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

	<ul style="list-style-type: none"> • 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.

2.21. 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 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.

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.

2.23. 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.

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.

2.24. 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

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

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 • 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
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

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

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 • 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

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

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 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 • 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 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

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

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

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

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 • 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 • 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

Optional learning outcomes, 3 Competence point

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

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 • 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 • 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

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

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 • 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

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

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 • 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

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

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 • 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

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

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

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

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 • 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"> • 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
Satisfactory 2	
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
Good 4	
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.

Students produce texts in different forms and express feelings, thoughts, opinions and concepts.

Students	
Satisfactory 1	<ul style="list-style-type: none"> • set objectives for their expression and strive to plan their expression according to these objectives • 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

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

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 • 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 • develop language proficiency relevant to their field based on feedback and self-assessment.

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

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

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 • 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 • 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 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

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

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

Students know how to

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

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.

Optional learning outcomes, 3 Competence point

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

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

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

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.

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

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

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

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

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

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

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 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

Students know how to

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

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 • 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

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

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 guidanceuse 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 networksuse applications when operating in professional networks
Good 4	
Excellent 5	<ul style="list-style-type: none">operate in digital environments and networksuse 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 guidanceshare 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 networksshare material and comply with instructions on copyrights
Good 4	
Excellent 5	<ul style="list-style-type: none">produce diverse digital material in professional networksshare material and comply with instructions on copyrights systematically.

Art and creative expression

Compulsory learning outcomes, 1 Competence point

Students know how to

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

Assessment

Students recognise the role cultures and art play in well-being.	
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 well-being
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 well-being
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 well-being.

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

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

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 • 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.

2.25. 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

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

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 • systematically evaluate the feasibility of the method used to solve the problem and evaluate possible other methods for achieving results.

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

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

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 • 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

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

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

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

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 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.

2.26. Citizenship and working life competence, 9 Competence point (400014)

Operating as a member of society and a citizen

Compulsory learning outcomes, 2 Competence point

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

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

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

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

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

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

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

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 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

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 • 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

Students know how to

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

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 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

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

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, mental wellbeing, abstaining from smoking (including all nicotine products) and using intoxicants, sexual health and interpersonal relationships in maintaining study and work ability • 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 information into account to some extent in their health and safety promotion plan • 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

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

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

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

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.

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

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

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. Special provisions related to practising the profession

Professional qualifications in the seafaring sector

The vocational competence of a Catering Assistant referred to in the valid statutes on manning of ships and crew qualifications can be acquired by completing, in addition to the compulsory qualification unit of the Vocational upper secondary qualification in Hotel and Catering Services (Working in catering services), the optional qualification unit of Ship catering services and the Safety and security training unit of the Vocational upper secondary qualification in Seafaring. The vocational competence of a Ship's Cook can be acquired by completing, in addition to the aforementioned units, also the compulsory units in the competence area of food services (Preparing lunch dishes and Preparing plated dishes).

Serving of alcoholic beverages

Students aged 16 and over may only be used to serve alcoholic beverages as set out in the qualification requirements under the guidance of a teacher or workplace instructor aged 18 and over who has received appropriate training. Serving of alcoholic beverages referred to in the Alcohol Act in compliance with the qualification requirements takes place either at a restaurant managed by an educational institution or in the workplace under the supervision and guidance of a competent teacher or supervisor.

In the Vocational upper secondary qualification in Restaurant and Catering Services, the competence in serving alcoholic beverages required in a licensed restaurant is acquired in compulsory units Customer service and sales and Serving plated dishes and beverages of the competence area of customer service. The students can advance their competence in serving alcoholic beverages in the optional units Selling and serving beverages and Serving for catering services and special occasions.

In the competence area of food services, competence in serving alcoholic beverages may be acquired in the optional unit Selling and serving beverages, or a locally offered qualification unit. In this case, the unit must contain not only competence in serving alcoholic beverages but also a period of working in tasks that involve serving alcohol.

In the qualification certificate, the following entry should be included under the section "Special provisions applicable to practising the profession":

Vocational upper secondary qualification in Restaurant and Catering Services,

competence area of customer service, *waiter/waitress*

The qualification imparts sufficient competence for serving alcohol at a licensed restaurant referred to in the Alcohol Act.

4. 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.

5. Competence area of Customer Service

A **waiter/waitress** who has completed the qualification knows how to

- work in customer service tasks at restaurants with different business ideas or missions or in public sector units
- tidy customer facilities and display products to be sold
- present, sell and serve food and beverages.

6. Competence area of Food Services

A **cook** who has completed the qualification knows how to

- work in food preparation tasks at restaurants with different business ideas or missions or in public sector units
- prepare tasty, nutritious and wholesome food, taking special diets into account
- set out food as individual plated dishes or dishes for a large group of customers.