

Qualification requirements

**Vocational Qualification
in Restaurant and
Catering Services**



FINNISH NATIONAL
AGENCY FOR EDUCATION

Vocational Qualification in Restaurant and Catering Services

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.

Name of the qualification requirement	Vocational Qualification in Restaurant and Catering Services
[en maarayksen-diaarinumero]	OPH-5063-2021
[en koulutukset]	Vocational qualification in Restaurant and Catering Services (381142)
[en osaamisalat]	Competence area of Food Services (1798) Competence area of Customer Service (1797)
[en tutkintonimikkeet]	Waiter/Waitress (10067) Cook (10140)

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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
Working with climate responsibility, 15 Competence point
Working in an international work environment, 15 Competence point
Workplace instructor training, 5 Competence point
Working in an enterprise, 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

<p><i>The unit or units contain 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>
<p>Tutkinnon osa ammatillisesta perustutkinnosta, ammattitutkinnosta tai erikoisammattitutkinnosta 5-15 Competence point</p> <p><i>A vocational unit specified in the qualification requirements or units from the requirements of another vocational qualification, further vocational qualification or specialist vocational qualification can be selected to the qualification.</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>YHTEISET TUTKINNON OSAT 35 COMPETENCE POINT</p> <p><i>The scope of communication and interaction competence is at least 11 credits, the scope of mathematics and science competence is at least 6 credits, and the scope of citizenship and working life competence is at least 9 credits. The common units must also contain optional targeted learning outcomes from one of several common units and part(s) of units selected by the student, fulfilling the scope of 35 credits of common units.</i></p>
<p>Communication and interaction competence, 11 Competence point</p>
<p>Mathematics and science competence, 6 Competence point</p>
<p>Citizenship and working life competence, 9 Competence point</p>
<p>Optional targeted learning outcomes of common units 9 Competence point</p> <p><i>The optional targeted learning outcomes of common units are 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 (106730)

Competence requirements

The student

Competence development

The student

- assesses their competence and recognises their strengths and development areas
- draws up a development plan for themselves to support their growth into a top expert in the vocational field
- develops their competence and working methods based on the feedback they receive
- works in changing situations

- works perseveringly, developing their work
- works as part of the team and shares their expertise with others

Working in tasks requiring top expertise in the vocational field

The student

- selects working methods, tools and materials and uses them in changing situations
- tries new working methods in their work
- obtains and applies new information required in the set of tasks
- works cost-effectively and promoting the company's performance
- promotes the use of new work practices and working methods in the work community
- strengthens and creates new customer relationships
- complies with occupational safety regulations and instructions in their work
- anticipates risks and reports hazards related to the set of tasks
- ensures customer safety
- works ergonomically and takes care of their work ability
- keeps their working environment tidy and in order

Paying attention to quality requirements

The student

- sets their goals and plans their work with realistic schedules
- works in compliance with the company's or the organisation's quality criteria
- detects quality deviations and finds solutions to them
- works in line with the company's or organisation's and sustainable development principles

Working in networks of the vocational field

The student

- communicates with customers and in the work community in Finnish or Swedish and in one foreign language
- knows the key national and international networks in the sector
- uses their networks in their work

Assessment

Satisfactory 1	<ul style="list-style-type: none"> • carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	<ul style="list-style-type: none"> • carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	<ul style="list-style-type: none"> • carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	<ul style="list-style-type: none"> • plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	<ul style="list-style-type: none"> • plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Assessment

Methods of demonstrating competence

The student demonstrates their competence by working in demanding tasks in their vocational field. The skills may also be demonstrated in national and international competitions or when preparing for such competitions. To the extent that the 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.

Deviating from the vocational skills requirements or adapting the assessment of competence are not possible in this qualification unit.

2.21. Working with climate responsibility, 15 Competence point (106735)

Competence requirements

The student

Examining the background of climate change

The student

- understands climate change as a phenomenon and the impact of human actions on it as well as the need to find solutions
- identifies special features of the Finnish operating environment with regard to climate change mitigation and adaptation
- identifies the key factors contributing to climate change in their field
- identifies opportunities to contribute to climate change mitigation and adaptation in their work task

Presenting the impacts of climate change and solutions to it

The student

- determines the climate impacts of their work or their work community's activities, product or service
- considers practical solutions for climate change mitigation or adaptation in their sector
- assesses and compares the feasibility and cost-efficiency of the climate solutions they have considered
- proposes justified solutions that can be implemented to develop their work or their work community's operation, product or service to reduce their climate impacts

Enhancing work with climate responsibility

The student

- communicates information on the climate solutions they have proposed in their work community
- participates in activities that increase climate awareness and develops climate-related matters in the work community
- through their actions, encourages others to climate responsibility

Assessment

Satisfactory 1	<ul style="list-style-type: none"> • carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	<ul style="list-style-type: none"> • carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	<ul style="list-style-type: none"> • carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	<ul style="list-style-type: none"> • plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	<ul style="list-style-type: none"> • plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence in practical work tasks by working with climate responsibility in their vocational field. To the extent that the 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 an international work environment, 15 Competence point (106734)

Competence requirements

The student

Preparing to work in an international work environment

The student

- looks for information and familiarises themselves with the international work environment and their future work task
- familiarises themselves with the culture and society of countries related to the work task
- takes care of the arrangements and documents required in the international work task
- determines and agrees on the objectives and content of the work tasks
- takes into account the requirements, needs and schedule related to the work environment and the work task

Interaction in an international work environment

The student

- works in cooperation with an international work community and international customers
- uses the key vocabulary of their sector in a foreign language
- shares their competence in an international work environment
- uses different communication channels responsibly
- works with people from different cultural backgrounds
- observes the working culture

Working in an international environment

The student

- complies with the agreed working hours and operating practices
- acts flexibly in different situations
- complies with the regulations and instructions related to the work tasks
- pays attention to the risks related to health and safety
- works responsibly and ethically
- acts in a manner that promotes equality and equity

Using international competence and sharing it

The student

- assesses the importance of competence acquired in an international work task for their career
- uses their international competence in their work
- assesses the impacts of the working methods and operating cultures in countries related to the work task on the smooth running of the work and its outcome
- shares their international competence with the work community

Assessment

Satisfactory 1	<ul style="list-style-type: none"> • carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	<ul style="list-style-type: none"> • carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	<ul style="list-style-type: none"> • carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	<ul style="list-style-type: none"> • plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	<ul style="list-style-type: none"> • plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence in practical work tasks by working in an international work environment or in project abroad or in Finland. To the extent that the competence required in the unit cannot be assessed on the basis of the demonstration, the competence demonstration is to be supplemented in other ways on an individual basis.

2.23. Workplace instructor training, 5 Competence point (106731)

Competence requirements

The student

Acting as a contact person

The student

- familiarises themselves with the qualification requirements of their field and recognises the link between the work tasks and them
- familiarises themselves with the division of work between the education provider and the workplace in the provision of vocational education and training
- examines the possibilities to organise training and competence demonstrations at the workplace
- communicates information on organising vocational education and training at the workplace together with the education provider
- interacts with different students and employees

Preparing for guidance situations

The student

- familiarises themselves with the student's personal competence development plan
- participates in planning competence acquisition at the workplace
- participates in the orientation to occupational safety, workplace instructions and practices for supervised students
- plans student guidance and its schedule
- follows different guidance situations
- takes advantage of digital devices appropriately
- assesses their guidance skills and defines their development needs

Giving feedback on the development of competence

The student

- compares the acquired competence to the objectives that have been set
- gives constructive feedback on the development of competence
- pays attention to students needing special support and students representing different languages and cultures when giving feedback

Assessment

Satisfactory 1	<ul style="list-style-type: none"> • carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	<ul style="list-style-type: none"> • carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	<ul style="list-style-type: none"> • carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	<ul style="list-style-type: none"> • plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	<ul style="list-style-type: none"> • plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence by acting as a contact person at a workplace and preparing for situations in which guidance and feedback is given. To the extent that the 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.

2.24. Working in an enterprise, 15 Competence point (106733)

Competence requirements

The student

Planning the business of a company

The student

- obtains information needed to plan the various aspects of the company's business activities
- draws up a customer-oriented action plan and specifies the company's objectives
- draws up budgets and a financial plan with awareness of the entrepreneur's position
- recognises key risks related to business
- understands the requirements of sustainable development and their importance for business

Building cooperation networks that promote the company's business

The student

- acquires key cooperation partners for business
- agrees on collaboration with cooperation partners
- concludes cooperation agreements when necessary, taking responsibilities and obligations into account

Working in the company

The student

- works as an entrepreneur or as part of a cooperation network
- manages the agreed sub-sector of business activities
- solves problems related to the company's operation with a customer-oriented approach
- observes the legislation applicable to the sector

Evaluation and development of the company's operation

The student

- sets objectives for their activities in line with the company's strategic goals
- makes constructive and justified proposals to develop the company's operation, taking into account the quality and performance targets
- considers the expectations of customers and stakeholders in their plans

Assessment

Satisfactory 1	<ul style="list-style-type: none"> • carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	<ul style="list-style-type: none"> • carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	<ul style="list-style-type: none"> • carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	<ul style="list-style-type: none"> • plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	<ul style="list-style-type: none"> • plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates their competence in practical work tasks by working in a company and developing the company's business according to a plan. To the extent that the 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.

2.25. Planning a business, 15 Competence point (106732)

Competence requirements

The student

Finding and generating ideas for business opportunities

The student

- explores the companies and customers operating in their chosen vocational field
- based on that, assesses business opportunities
- understands the requirements of sustainable development and their importance for business

Developing a business idea and drawing up a business plan

The student

- investigates market prospects and the competitive situation
- explores business ideas and chooses a feasible one
- draws up a plan for the company's operations, using experts if necessary
- calculates returns and costs related to business activities and plans the financing
- takes into account the legislation applicable to the sector when planning

Networking with stakeholders

The student

- selects key stakeholders from the point of view of their activities
- introduces the company's operating model to some key stakeholders in a customer-oriented manner

Drawing up documents related to setting up a company

The student

- selects a suitable company form
- calculates the required financing
- finds out what documents are associated with setting up a company and draws them up

Assessing strengths and expertise

The student

- assesses their strengths for acting as an entrepreneur
- describes their competence that is relevant to business

Assessment

Satisfactory 1	<ul style="list-style-type: none"> • carry out a set of tasks following instructions • work cooperatively • need additional instructions in some situations • draw on the underpinning knowledge required in a set of tasks • modify their actions based on the feedback they receive
Satisfactory 2	<ul style="list-style-type: none"> • carry out a set of tasks with initiative and following instructions • work cooperatively and interactively • rarely need additional instructions • use the knowledge needed in their set of tasks appropriately • modify their actions based on the feedback they receive and their personal observations
Good 3	<ul style="list-style-type: none"> • carry out a work process independently • work cooperatively and show initiative in interactive situations • cope with ordinary problem-solving situations • draw diversely on the knowledge required in their set of tasks • assess their performance realistically
Good 4	<ul style="list-style-type: none"> • plan and carry out a work process independently • work cooperatively and constructively in interactive situations • manage problem-solving situations, drawing on diverse methods • apply the knowledge required in their set of tasks diversely and with justifications • assess their performance realistically and recognise their strengths and development areas
Excellent 5	<ul style="list-style-type: none"> • plan and carry out a work process independently, taking other actors into consideration • work cooperatively and constructively, also in challenging interactive situations • apply the knowledge required in their set of tasks to problem-solving situations diversely and critically • make justified development proposals related to their set of tasks and operating environment • assess their performance realistically and suggest justified solutions for developing their competence • understand the importance of their work as part of a larger process

Methods of demonstrating competence

The student demonstrates 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 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.

2.26. Communication and interaction competence, 11 Competence point (106727)

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

The student

Acting in different interactive situations

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear, read and see
- observes copyrights and cites the sources they use

Producing different texts

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- masters some practices of written language
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 Competence point

The student

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts

The student

- familiarises themselves with different text types and analyses their expressions
- produces and interpret texts alone and together with others
- gives and receives constructive feedback on produced text

- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrate their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	<ul style="list-style-type: none"> • acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	<ul style="list-style-type: none"> • acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	<ul style="list-style-type: none"> • acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Communication and interaction in mother tongue, Sámi

Compulsory learning outcomes, 4 Competence point

The student

Acting in different interactive situations in Sámi

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows texts and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear, read and see
- observes copyrights and cites the sources they use

Producing different texts in Sámi

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts related to their field and the world of work
- knows some practices of written language
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 Competence point

The Student

Knowledge of the forms and meanings of language and literature

The Student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts in Sámi

The Student

- familiarises themselves with different text types and analyses their expressions
- produces and interprets texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The Student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	<ul style="list-style-type: none"> • acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	<ul style="list-style-type: none"> • acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
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Communication and interaction in mother tongue, the Roma language

Compulsory learning outcomes, 4 Competence point

The student

Acting in different interactive situations in the Roma language

The student

- communicates according to the situation and the target group

- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear, read and see
- observes copyrights and cites the sources they use

Producing different texts in the Roma language

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- masters some practices of written language
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 Competence point

The student

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts in the Roma language

The student

- familiarises themselves with different text types and analyse their expressions
- produces and interprets texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	<ul style="list-style-type: none"> • acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
Good 4	<ul style="list-style-type: none"> • acts independently in routine and varying situations • acts collaboratively and constructively in usual interactive situations • solves problem situations using diverse methods • masters the concepts and information of the subfield and recognises special features related to it • applies knowledge diversely and with justifications • assesses their performance realistically and recognises their strengths and development areas
Excellent 5	<ul style="list-style-type: none"> • acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

Communication and interaction in mother tongue, sign language

Compulsory learning outcomes, 4 Competence point

The student

Acting in different interactive situations using sign language

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group
- presents phenomena or matters related to their vocational field using the concepts of the field

- understands the importance of language and interaction in working life and society

Using signed texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different signed texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what is presented to them and what they see
- observes copyrights and cites the sources they use

Producing different signed texts

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- produces texts consistent with the structure of sign language
- use appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 Competence point

The student

Knowledge of the forms and meanings of Finnish sign language and literature in signed language

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature in sign language
- watches and analyses texts in sign language

Interpreting and producing different signed texts

The student

- familiarises themselves with different text types and analyses their expressions
- produces and interprets signed texts alone and together with others
- gives and receives constructive feedback on produced signed text
- on the basis of feedback, edits the signed texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
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Communication and interaction in mother tongue, Finnish for sign language users

Compulsory learning outcomes, 4 Competence point

The student

Acting in different interactive situations in Finnish, using interpretation if necessary

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group

- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear or what is interpreted to them and what they read and see
- observes copyrights and cites the sources they use

Producing different texts in Finnish, using interpretation if necessary

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- mainly uses the basic language structures
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 Competence point

The student

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts

The student

- familiarises themselves with different text types and analyses their expressions
- produces and interprets texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation, using interpretation if necessary, and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
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Communication and interaction in mother tongue, the student's mother tongue

Compulsory learning outcomes, 4 Competence point

The student

Acting in different interactive situations using one's mother tongue

The student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements
- acts in cooperative situations and in a group

- presents phenomena or matters related to their vocational field using the concepts of the field
- understands the importance of language and interaction in working life and society

Using texts obtained from different sources and assessing the reliability of the text

The student

- knows text types and media used in their vocational field and in the world of work
- interprets the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the core contents based on what they hear, read and see
- observes copyrights and cites the sources they use

Producing different texts in one's mother tongue

The student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- masters some practices of written language
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 Competence point

The student

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads and analyses literature

Interpreting and producing different texts in one's mother tongue

The student

- familiarises themselves with different text types and analyse their expressions
- produces and interpret texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edits the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
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Communication and interaction in mother tongue, Finnish as a second language

Compulsory learning outcomes, 4 Competence point

The Student

Acting in different interactive situations

The Student

- communicates according to the situation and the target group
- sets goals for their communication
- justifies their opinions and statements in a way that is easy to understand
- acts in cooperative situations and in a group

- presents phenomena or matters related to their vocational field using appropriate concepts of the field
- understands the importance of language and interaction in working life and society
- improves their skills in the Finnish language in a goal-oriented manner

Using texts obtained from different sources and assessing the reliability of the text

The Student

- knows text types and media used in their vocational field and in the world of work
- identifies the objectives and essential meanings of different texts
- uses information sources and assesses their reliability
- takes notes and sums up the main core contents based on what they hear, read and see
- observes copyrights appropriately

Producing different texts

The Student

- communicates in a goal-oriented manner when expressing their feelings, thoughts or opinions
- produces texts according to the textual practices in their vocational field and in the world of work
- mainly uses the basic language structures
- uses the practices of written language appropriately
- uses appropriate information and communication technology and their multiliteracy in their communication

Optional learning outcomes, 3 Competence point

The student

Knowledge of the forms and meanings of language and literature

The student

- is aware of and takes into account the importance of the diversity of languages, cultures and identities
- familiarises themselves with different genres of literature
- reads literature in Finnish

Interpreting and producing different texts

The student

- familiarises themselves with different text types and analyses their expressions
- produces and interprets texts alone and together with others
- gives and receives constructive feedback on produced text
- on the basis of feedback, edit the texts they have produced

Developing public speaking, performance and teamwork skills

The student

- gives both a spontaneous and a prepared presentation and illustrates their presentation
- promotes teamwork and values the points of view of others
- follows the meeting and negotiation practices of the world of work

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
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Communication and interaction in a foreign language

Compulsory learning outcomes, 3 Competence point

The student

Using a foreign language in different interactive situations

The student

- manages oral interactive situations
- produces messages needed in interaction
- discusses their work tasks
- produces texts related to their vocational field
- interprets texts related to their vocational field
- assesses and develops their language proficiency

Searching for information from different foreign-language sources

The student

- searches for the foreign-language information required in their activities from different sources
- assesses and selects information based on how appropriate, reliable and up to date it is

Acting in a linguistically and culturally diverse environment

The student

- knows how the language and culture they are studying affect interactive situations
- communicates in a multilingual and multicultural environment
- encounters people on an equal basis and with appreciation

Optional learning outcomes, 3 Competence point

The student

Communicating in a foreign language in situations in the world of work

The student

- manages many types of work-related interactive situations
- expresses themselves in the manner required by the situation

Operating as an active citizen in foreign-language contexts

The student

- operates as an active citizen using a foreign language
- communicates in a foreign language at work and in everyday life, understanding their rights and responsibilities
- takes into account the central features of different cultures in their activities

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
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Operating in a digital environment

Compulsory learning outcomes, 2 Competence point

The student

Selecting and using ICT devices

The student

- selects devices and applications that are appropriate for the purpose
- uses appropriate digital devices.

Using digital services and applications

The student

- searches for, processes and shares information of different forms
- assesses the reliability of digital content
- uses the most common applications for text processing, spreadsheets and presentation graphics
- uses appropriate digital services and applications in their work tasks

Responsible and safe use of ICT

The student

- complies with the data protection and data security instructions
- protects their personal data and privacy
- identifies the most typical cybersecurity and data security threats
- uses messaging services and social media services responsibly
- uses and shares digital content in compliance with copyrights
- identifies some impacts of using digital devices and applications on health and wellbeing

Optional learning outcomes, 3 Competence point

The student

Using digital environments and applications

The student

- identifies the online communities central to their work
- uses platforms and services for cooperative working
- builds their professional online identity

Producing and sharing digital content

The student

- produces and shares digital material responsibly in networks related to their vocational field
- uses or modifies content, taking into account the rights of use and copyrights

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
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Art and creative expression

Compulsory learning outcomes, 1 Competence point

The student

Recognising the importance of cultures and art for wellbeing

The student

- uses different forms of culture and art in their work
- recognises examples of local and national culture and art
- recognises the effects of art and culture on wellbeing

Self-expression by means of art and creative expression

The student

- develops their creative expression
- expresses themselves by means of art and creative expression independently or in cooperation with others

Creative self-expression by writing

The student

- tries different ways of creative writing
- takes advantage of different fictional texts when writing
- uses literature to support their work.

Optional learning outcomes, 3 Competence point

The student

Observing and collecting information on the cultural environment and the phenomena in it

The student

- observes their cultural environment
- gathers information about the phenomena in their cultural environment from their chosen point of view

Planning and experimenting with the implementation of a piece of work, a product or a service by means of creative expression

The student

- designs a piece of work, product or service using the methods of creative expression
- experiments with the implementation of a piece of work, a product or a service by means of creative expression

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
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Excellent 5	<ul style="list-style-type: none"> • acts independently and systematically in routine and varying situations • acts collaboratively and constructively in varying interactive situations • solves problem situations in diverse ways and makes development proposals • masters the concepts and information of the subfield broadly and in depth • applies knowledge diversely, in a justified and critical manner • assesses their performance realistically and suggests justified solutions to develop their competence

2.27. Mathematics and science competence, 6 Competence point (106728)

Mathematics and application of mathematics

Compulsory learning outcomes, 4 Competence point

The student

Using basic mathematics in the world of work and everyday life

The student

- performs the basic arithmetic operations with integers, decimal numbers and fractions
- perform percentage functions

- performs calculations related to commercial mathematics (returns, costs, interests, loans and taxes)
- performs unit conversions
- performs first-degree equations
- performs the most common surface and volume calculations
- performs calculations related to scales
- uses the geometry of a right-angled triangle in solving practical problems

Using logical inference skills, mathematical methods and aids to solve mathematical problems

The student

- models simple problems and first-degree equations and incomplete quadratic equations, solves them and interprets the results
- uses a calculator, a spreadsheet program and other tools to solve problems
- searches for the information required for solving problems from tables and graphs
- processes and illustrates statistical material
- determines and interprets key figures (mean, mode and median) from statistical material
- observes interdependencies and proportionalities between quantities

Assessing the accuracy and scale of the results and the method used to solve the problem

The student

- checks the correctness of calculations
- ensures that the unit and the numerical accuracy of the result are sensible
- evaluates the feasibility of the method used to solve the problem

Assessing mathematical competence and recognising its importance

The student

- identifies their strengths and development needs in their mathematical competence
- identifies the importance of mathematics as a tool in working life and everyday life

Optional learning outcomes, 3 Competence point

The student

Solving mathematical problems by reasoning, equations and graphs

The student

- uses quadratic equations, pairs of equations, tables and graphs in solving mathematical problems
- identifies an exponential model and solves a simple exponential equation
- uses the trigonometry of right-angled and oblique triangles to solve mathematical problems

Acquisition, grouping and interpreting mathematical data

The student

- uses statistics, tables and graphic presentations to identify and compare mathematical information
- identifies the concept and graphic presentation of normal distribution
- collects, groups and analyses table data and graphic information from different sources

Producing information from statistical material and calculating probabilities

The student

- produces and interprets the central tendencies, standard deviation and the expected value of discrete distribution from statistical information
- recognises the importance of probability calculation and calculates probabilities.

Assessing the accuracy of the solutions and the scale of the results

The student

- verifies the accuracy of mathematical solutions
- infers the scale of the result of mathematical solutions

Application of financial mathematics

The student

- performs cost and profitability comparisons
- draws conclusions on the basis of cost and profitability comparisons

Assessment

The student	
Satisfactory 1	<ul style="list-style-type: none"> • needs help in routine situations from time to time • acts appropriately in familiar interactive situations • knows some basic concepts and information of the subfield • uses basic knowledge in an inflexible way • assesses their performance
Satisfactory 2	<ul style="list-style-type: none"> • mainly acts independently in routine situations • acts collaboratively in familiar interactive situations • knows the key concepts and information of the subfield • uses basic knowledge appropriately • assesses their performance and recognises their strengths and development areas
Good 3	<ul style="list-style-type: none"> • acts independently in routine situations • acts collaboratively in usual interactive situations • solves usual problem situations • masters the key concepts and information of the subfield • uses knowledge diversely • assesses their performance and suggests ways to develop their activities
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Physical and chemical phenomena and their application

Compulsory learning outcomes, 2 Competence point

The student

Identifying interdependencies between concepts and magnitudes in physics and performing calculations

The student

- described and justifies ordinary phenomena in physics (motion, force, energy, heat and electricity) using the key concepts
- sees the connections between ordinary properties and quantities related to physical phenomena
- solves simple calculations related to constant motion and energy.

Identifying interdependencies between concepts and magnitudes in chemistry and performing calculations

The student

- describes ordinary phenomena in chemistry (elements and compounds, mixtures, chemical reactions and bonds, oxygenation and reductions, and acids and bases) using the key concepts
- sees the connections between ordinary properties and quantities related to chemical phenomena
- solves simple calculations related to amounts of substances and concentration.

Applying and mastering chemistry and physics skills in the world of work and everyday life

The student

- identifies purposes for which physics and chemistry are needed in the world of work and everyday life
- identifies the laws of physics and safety aspects that should be paid attention to in the world of work and everyday life
- takes into account the properties and possible environmental risks of the chemical substances used in the world of work and everyday life
- identifies environmental impacts of phenomena and substances
- uses the safety data sheets of chemicals
- handles chemical substances without risking their own safety or the safety of others or the environment
- identifies their strengths and development needs in their physics and chemistry competence.

Optional learning outcomes, 3 Competence point

The student

Performing and observing experimental measurements related to physical and chemical phenomena

The student

- performs experimental measurements and observes phenomena related to mechanics and energy and laws applying to them using applicable methods and equipment
- performs experimental measurements and observes chemical phenomena related to acids and bases, oxygenation and reduction and organic chemistry and the laws applying to them, using suitable methods and equipment.

Processing the results of experimental measurements and analysing observations

The student

- presents the key measurement results using tables and graphic presentations
- processes measurement results with mathematical methods and models the phenomena they observe
- determines possible error factors in the measurement results and reports the result with appropriate accuracy.
- evaluates the reliability of the measurement results
- draws conclusions from the measurement results.

Assessment

The student	
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2.28. Citizenship and working life competence, 9 Competence point (106729)

Operating as a member of society and a citizen

Compulsory learning outcomes, 2 Competence point

The student

Participating in Finnish society

The student

- knows the fundamental rights and responsibilities of the citizen
- follows the principles of equity and equality

- operates as an active citizen and uses diverse methods of exerting influence

Using services provided by society and acting as a consumer

The student

- knows and is able to use society's services
- identifies their rights and responsibilities as a consumer
- acts as a responsible consumer
- acquires the information they need on consumer matters

Planning one's finances and assessing risks related to the finances

The student

- assesses and identifies factors that affect their personal financial situation
- monitors their income and expenses
- plans acquisitions
- compares different financing options
- sets personal financial goals
- anticipates risk factors affecting their finances in different life situations

Optional learning outcomes, 3 Competence point

The student

Participation and exerting influence in society

The student

- finds information on the possibilities to exert influence in society
- follows decision-making in society
- engages in civic participation

Assessing the societal importance of the vocational field

The student

- follows societal discussion in the vocational field
- estimates the importance of their field in society and its future prospects

The fundamentals of economics and the key actors

The student

- follows the news coverage related to the economy
- identifies the importance of the development of the societal and financial situation generally and with regard to jobs and employment in their field
- understands the fundamentals, the basic concepts and the key actors of the national economy

Assessment

The student	
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Operating in the world of work

Compulsory learning outcomes, 2 Competence point

The student

Determining the situation and competence needs in the labour market in the vocational field

The student

- analyses the labour market situation in their vocational field
- knows the main principles of the labour market system
- knows the most important professional networks of their vocational field
- recognises competences required in different tasks in their vocational field

Concluding an employment contract with the employer

The student

- familiarises themselves with the terms of employment and key labour legislation in their vocational field
- checks the content of the employment contract, with the help of an expert if necessary

Acting as part of the work community

The student

- complies with the set working hours and agreed practices and acts flexibly in different situations
- complies with instructions related to appearance and dress code in their work
- wears appropriate protective clothing in their work and complies with occupational safety instructions
- works naturally as part of a diverse and culturally diverse work community

Optional learning outcomes, 3 Competence point

The student

Acting as a work community member

The student

- recognises their role as members of the work community
- works in accordance with the operating culture of the workplace
- complies with the agreed practices and improves their own practices

Acting in different interactive situations and in a group in working life

The student

- works constructively in different interactive situations in the world of work
- improves their interaction competence according to the feedback received
- works in different group situations as indicated by their work task and the operating culture of the workplace
- uses appropriate psychological knowledge to promote their own and the work community's wellbeing

Determining the work tasks in the vocational field in the national and international labour markets

The student

- independently seeks
- information about jobs in their vocational field in the national and international labour market

Assessment

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Study and career planning

Compulsory learning outcomes, 1 Competence point

The student

Identifying one's own interests, opportunities and needs for support

The student

- monitors the progress of their learning and acquisition of competence, recognising potential needs for support
- identifies their interests and professional opportunities
- identifies and recognises their strengths, capabilities and development needs
- regularly evaluates their learning and competence

Making choices concerning the qualification and career

The student

- identifies options that are suitable for them to support their career plan with the help of different information sources and electronic guidance services
- is familiar with the composition of their qualification, the qualification requirements and options that promote finding employment and advance their career plan
- monitors their progress in completing the qualification
- uses appropriate learning environments when acquiring their competence

Acquiring information on different opportunities for further education and the education offered while completing the qualification

The student

- uses information sources, guidance services and application systems required for further studies and planning for the future
- obtains information about the further study options suitable for them and draws up a career plan
- familiarises themselves with the entrance requirements, application procedure and selection criteria for further studies.

Preparing for employment and presenting one's competence while completing the qualification

The student

- familiarises themselves with the opportunities, working environments and career choices provided by the world of work and explore career options suitable for themselves
- draws up a presentation of their competence for job hunting and presents their competence comprehensively
- applies for jobs and uses application systems and methods
- updates their career plan to find employment

Assessment

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Entrepreneurship and entrepreneurial activities

Compulsory learning outcomes, 1 Competence point

The student

Acting in accordance with the company's objectives

The student

- understands the importance of business in society
- works with a customer-centred and cost-efficient approach
- understand the significance of their actions as part of the work community

Assessing the business idea and the possibilities to implement it

The student

- generates a business idea, taking into account customers' needs
- finds key services and information sources that support setting up a business
- determines the networks required to realise the business idea
- assesses the financial preconditions for implementing the business idea
- assesses their capacities for working as an entrepreneur
- determine the risks and opportunities involved in business

Assessment

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Maintaining ability to work and wellbeing at work learning

Compulsory learning outcomes, 2 Competence point

The student

Taking care of health and functional capacity

The student

- seeks diverse information about health differences in their age group and the possibilities of promoting their health and functional capacity
- draws up a diverse plan that can be updated as necessary for themselves to promote their health and wellbeing, taking into account the importance of matters such as physical activity, nutrition, recovery, sleep, mental wellbeing, not using nicotine products and intoxicants, sexual health and human relationships in maintaining study and work ability
- actively promotes their health and wellbeing and realistically evaluates the realisation of the plan and the accomplishment of their goals, also using feedback received from others in the evaluation.

Assessing the safety and healthiness of the operating environment and activities

The student

- together with others, follows the agreed operating instructions that promote safety and health and evaluates the needs to develop their practices
- takes into account the stress factors of their profession diversely in their work and promotes their ability to work
- finds out how ergonomics affect ability to work in different working environments.

Promoting study and work ability and wellbeing through physical activity

The student

- finds diverse information about the benefits and demands of physical activity to health and to study and work ability, and takes this information into account in their plan for promoting physical functional capacity, paying attention also to the requirements for the maintenance of study and work ability specific to their professional field
- improves their physical qualities and skills in ergonomics required to maintain a good ability to study and work
- engages in physical activity to the best of their ability in all exercise situations, maintaining their ability to study and work

Preventing accidents and administering first aid

The student

- acts carefully and prevents accidents
- administers first aid and seeks timely additional assistance
- prevents additional accidents through their actions

Optional learning outcomes, 3 Competence point

The student

Maintaining and promoting work ability and wellbeing through physical activity

The student

- monitors, assesses and maintains their physical functional capacity and actively participates in exercise situations, promoting the realisation of the principles of fair play
- applies the basic motor skills needed in physical activity and skills in individual sports in a versatile manner
- assesses and justifies their workload and requirements related to ability to work in relation to their functional capacity.

Promoting wellbeing and participation in the community of an educational institution and among students

The student

- operates as an active member of the student group and plans and participates in exercise and other events and occasions organised by students in a manner that promotes wellbeing and participation.

Assessment

The student	
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Promoting sustainable development

Compulsory learning outcomes, 1 Competence point

The student

Principles of sustainable development

The student

- knows the main objectives of ecological, financial, social and cultural sustainability in sustainable development and their interconnections
- perceives the role of human activities in climate change
- understands the importance of biodiversity and recognises the necessity of sustainable use of natural resources nationally and globally
- identifies operating methods of sustainable development in their own life and work.

Carbon neutrality and a circular economy

The student

- understands the principles of carbon neutrality and a circular economy
- identifies the energy or material efficiency of a product or a service.

Ethical aspects of operation

The student

- identifies some ethical choices included in the set of tasks
- evaluates their own decisions and those of others ethically.

Optional learning outcomes, 3 Competence point

The student

Assessment of sustainable development

The student

- familiarises themselves with the operation of the workplace or field from the points of view of sustainable development
- assess factors contributing to sustainable development in the workplace or in the vocational field
- proposes development areas in sustainable development.

Planning operating methods for sustainable development

The student

- defines the objectives of promoting sustainable development and solving problems at their workplace or in their vocational field
- chooses measures and operating methods that promote sustainable development
- schedules tasks and defines resources
- plans the required cooperation.

Operating as an active agent in sustainable development

The student

- implements methods of sustainable development at their workplace or in their vocational field
- sets an example in sustainable development and encourages others to sustainable development activities
- communicates about the needs to change the operating methods.

Assessing the success of sustainable development activities

The student

- assesses the changes in operating practices or outputs at their workplace or in their vocational field
- proposes development needs for promoting sustainable development in the future.

Assessment

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4. Assessment of competence

Vocational units are assessed on a scale of 1 to 5 as indicated by the vocational competence requirements and assessment criteria of the unit. The student's competence is assessed in each qualification unit. The grade for the unit is determined by the level of the assessment scale which best describes the student's competence as a whole.

In vocational units that have no criteria for grades 2 and 4:

- Satisfactory 2 = the student's competence level clearly exceeds Satisfactory 1 but does not reach Good 3.
- Good 4 = the student's competence level clearly exceeds Good 3 but does not reach Very good 5.

Common units are assessed on the scale pass/fail. The different parts of common units are assessed on a scale of 1–5 as indicated by the learning outcomes and assessment criteria of the part. The grade for a part of a common unit is determined by the level of the assessment scale which best describes the student's competence as a whole.

5. 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.

6. 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.

7. 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.

8. Appendix 1. Underlying values

The competence produced by vocational education and training (VET) aims for renewal and development of individuals, working life and society. VET provides individuals and communities with abilities to make decisions based on ethical and critical reflection, putting themselves in the place of another person, and consideration underpinned by knowledge. Inclusion, active agency and togetherness are stressed in vocational education and training activities.

VET promotes equality and non-discrimination as well as well-being and democracy. Respect for human rights, tolerance, and cultural and other diversity are seen as richness and realised in the education and training. Openness creates safety and trust.

VET is based on working life competence needs and offers methods of improving competence suited for the student's needs and life situation. As operating environments evolve and occupations change, everyone's personal responsibility for developing their competence is stressed. VET responds to changes in the competence needs of individuals, working life and society flexibly and effectively.

In VET, the necessity of a sustainable way of life is understood, and a competence base is built for an economy that promotes the welfare of the environment and citizens. VET increases students' understanding of sustainable use of natural resources, climate change mitigation and adaptation, and preserving biodiversity. Working safely, an entrepreneurial attitude and financial management are part of the vocational skills. Internationalisation and global responsibility are strengthened.

The underlying values are reflected in the VET operating culture, in the acquisition and demonstration of competence and in the learning environments.

9. Appendix 2. Permits and qualifications

A prerequisite for the qualification is that the student obtains both the statutory permits and qualifications and those required in working life. These are necessary for demonstrating the competence required in the vocational competence requirements and learning outcomes.