

**Qualification requirements**

# **Further Vocational Qualification in First-Level Management**



FINNISH NATIONAL  
AGENCY FOR EDUCATION

# Further Vocational Qualification in First-Level Management

## Vocational skills and competences required for completion of the qualification

Holders of the further qualification in first-level management shall have the competence to plan and supervise the work of a working group, and to give induction training to employees and students in the duties of the workplace. Those who have completed the qualification have good communicational skills and are able to develop the operations of the working group under their supervision. They shall have basic knowledge of the work of first-level managers.

Depending on the optional module chosen, those who have completed the qualification shall possess particular expertise in how to strengthen client relationships, improve the profitability of operations, or develop HR work in their own team. They may also have obtained capabilities in the planning of a development project associated with their work.

## Range of occupations accessible to the holder of the certificate

Holders of the further qualification in first-level management may work in shop-floor management positions in various operating environments, e.g. as a leader of a working group, a team, a department, a service unit, or equivalent.

<b>Name of the qualification requirement</b>	Further Vocational Qualification in First-Level Management
<b>[en maarayksendiaarinumero]</b>	OPH-2679-2017
<b>Amendment orders</b>	
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# 1. Composition of the qualification

The Further vocational qualification in First-Level Management (150 competence points) consists of a compulsory unit and two optional units. The compulsory unit is **Working as first-level manager** (70 competence points). The optional units are **Management of customer relationships** (40 competence points), **Profitability of operations** (40 competence points), **Human resources management** (40 competence points) and **Development plan** (40 competence points) or a unit or units from another further or specialist vocational qualification (40 competence points).

<b>COMPULSORY UNITS   70 COMPETENCE POINT</b>
Working as a first-level manager, 70 Competence point, <b>C</b>
<b>OPTIONAL UNITS   80 COMPETENCE POINT</b>
Management of customer relationships, 40 Competence point
Profitability of operations, 40 Competence point
Human resources management, 40 Competence point
Development plan, 40 Competence point
<b>A unit or units from another further qualification or a specialist qualification   40 Competence point</b> <i>Students may include in their qualification a unit from another further qualification or a specialist qualification. In this case, the scope of the unit may be at minimum 40 competence points.</i>

## 2. Units

### 2.1. Working as a first-level manager, 70 Competence point (200238)

#### Competence requirements

The student knows how to

- lead a team and its work
- guide employees and familiarise them with work duties
- evaluate their own and their team's activities.

#### Assessment

The student leads a team and its work.

Leading a team	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"><li>• finds essential information about the business environment from different sources to be used in their work</li><li>• directs the team's daily activities in line with the organisation's business model and targets</li><li>• draws on competence found in the organisation in their work</li><li>• ensures that the team members are familiar with the targets set for the operations</li><li>• encouragingly supports and guides the team in target achievement</li><li>• takes into consideration the diversity of the team members and works to promote equality and fair treatment among the team members</li><li>• ensures the team members' well-being at work and intervenes in problems</li></ul>

<b>Daily work and communication</b>	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• performs daily work duties, setting an example for the team members</li> <li>• within the allocated resources, ensures that the team works smoothly and productively</li> <li>• fulfils the obligations that are part of their role and complies with the statutes that direct the operations and the organisation's instructions</li> <li>• ensures that the team complies with the legislation in the field, in particular the labour law and the applicable agreements and official orders</li> <li>• intervenes in problem situations and manages challenging interactive situations in a solution-oriented manner</li> <li>• flexibly takes care of communication in the team in Finnish or Swedish</li> <li>• promotes smooth interaction in the team and receives feedback when directing the daily work</li> <li>• gives constructive and motivating feedback to the team and its members</li> <li>• chairs meetings when this is part of their role and writes meeting memos</li> </ul>

<b>Monitoring the activities</b>	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• monitors the productivity of their team's work and reports on it, using the organisation's reporting system</li> <li>• monitors and evaluates financial key figures in their area</li> <li>• records and saves information related to the team's activities</li> <li>• processes information collected on the team's activities together with the team and reports on the results to supervisors or other interest groups.</li> </ul>

**The student guides employees and familiarises them with work duties.**

<b>Planning and organisation of familiarisation</b>	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• prepares a familiarisation plan in observance of the organisation's instructions together with different interest groups</li> <li>• assesses the competence of the person being familiarised or the need to update the person's competence in relation to the vocational skills required in the work tasks or in the objectives of the studies</li> <li>• agrees upon the goals, measures, responsibilities and schedules related to familiarisation</li> <li>• informs their organisation of the arrangements</li> <li>• checks that the familiarisation material is up to date</li> </ul>

<b>Guidance and familiarisation</b>	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• guides and familiarises an employee or student with the work duties, the competence needed in them as well as the legislation associated with the work following the familiarisation plan</li> <li>• ensures that the employee or student being familiarised complies with instructions and statutes</li> <li>• monitors the development of the employee's or student's competence, ensuring that the goals set for familiarisation are reached</li> <li>• uses versatile guidance and familiarisation methods that are appropriate in terms of the initial level and goals of the employee or student</li> <li>• provides guidance and familiarisation in an encouraging manner and gives constructive feedback</li> <li>• liaises and communicates with various partners</li> </ul>

<b>Assessment of familiarisation</b>	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• collects feedback on the methods and schedule of familiarisation</li> <li>• collects feedback on and assesses their competence in guidance and familiarisation</li> <li>• discusses the development of familiarisation with their supervisor.</li> </ul>

**The student evaluates their own actions and those of their team.**

The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• together with the team, evaluates the team's activities and the productivity of its work</li> <li>• evaluates the team's competence and development needs</li> <li>• makes conclusions based on their evaluations and record change needs</li> <li>• presents justified development proposals to their supervisor</li> <li>• assesses their competence based on the feedback received and determines their personal development areas.</li> </ul>

### Methods of demonstrating competence

The student demonstrates their competence by leading a team and working as a team member in daily work duties. The student plans and directs the team's activities and familiarises employees who are already part of the team, new employees, or students with the organisation and the work duties. A precondition for demonstrating competence is that the student can monitor and evaluate the results of the team's activities as well as report and communicate on them.

The student's competence is assessed in practical work duties using versatile methods. 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.



## 2.2. Management of customer relationships, 40 Competence point (200239)

### Competence requirements

The student knows how to

- manage internal and external customer relationships
- develop customer relationships

### Assessment

The student manages internal and external customer relationships.

Familiarity with the operating environment	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• collects information about customer relationships and the operating environment using different sources</li> <li>• determines the market position of their organisation in relation to competitors or other actors in the sector</li> <li>• determines the significance of their team in terms of the implementation of the organisation's goals</li> <li>• finds out about the customer and performance targets set for the team</li> </ul>

Looking after customer relationships	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• performs practical customer service work together with the team members in a customer-oriented, flexible and goal-oriented manner</li> <li>• as indicated by their job description, keeps in touch with customers using the organisation's customer information system</li> <li>• ensures that materials delivered to the customer are up to date and adequate</li> <li>• verifies that the team complies with legislation and agreements related to the management of customer relationships</li> <li>• in a service situation, puts together product or service packages that meet the customer's needs and presents them productively</li> <li>• ensures the availability of products and services</li> <li>• strengthens the customer relationship by means of versatile communication using the available channels</li> <li>• takes part in post-sales marketing.</li> </ul>

### The student develops customer relationships.

The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"><li>• analyses the development of key figures related to the operations and customer relationships using different sources of information together with the supervisor and the team</li><li>• collects and analyses customer feedback together with their supervisor and team</li><li>• evaluates their role as part of the service chain</li><li>• makes proposals on measures that promote the organisation's customer relationships and improves customer satisfaction.</li></ul>

### Methods of demonstrating competence

The student demonstrates their competence by managing the organisation's internal or external customer relationships and by keeping in touch with customers. The student monitors customer-specific results, evaluates customer feedback and proposes development measures. In order to complete the module, the student must have access to customer data or reports related to customer relationships and opportunities to participate in gathering customer feedback.

The student's competence is assessed in practical work duties using versatile methods. 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.

## 2.3. Profitability of operations, 40 Competence point (200240)

### Competence requirements

The student knows how to

- operate profitably
- analyse and develop the profitability of operations.

### Assessment

#### The student acts profitably.

The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"><li>• masters cost calculation and price formation within their team's sphere of activity</li><li>• draws up calculations related to profitability</li><li>• strives to achieve profitability targets in the daily work with their team</li><li>• monitors the achievement of set targets and the impacts of measures using the agreed indicators, key figures and reporting data</li><li>• within the limits of their role and job description, ensures that profitability targets are achieved.</li></ul>

The student analyses and develops the profitability of operations.

Familiarity with the operating environment	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• observes the impacts of changes in the sector on the organisation and the team's activities</li> <li>• analyses the organisation's market position in relation to competitors or other actors in the sector</li> <li>• determines their team's role for the organisation's business and achievement of performance</li> </ul>

Determining the profitability of the team	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• collects information on profitability using the organisation's financial management and reporting system</li> <li>• assesses the possibilities for improving profitability</li> <li>• relies on experts and the competence of their team in studying profitability</li> <li>• discusses means for improving profitability with their supervisor and team</li> <li>• makes justified proposals aiming to improve profitability or its monitoring</li> </ul>

### Methods of demonstrating competence

The student demonstrates their competence by analysing the profitability of the operating area of their team, by implementing profitability objectives in practical work tasks, and by making proposals for improving profitability. The student must have access to the financial management and reporting systems used by the organisation and reports related to profitability.

The student's competence is assessed in practical work duties using versatile methods. 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.

## 2.4. Human resources management, 40 Competence point (200241)

### Competence requirements

The student knows how to

- support supervisory work
- analyse and develop human resources practices.

## Assessment

### The student supports supervisory work.

Familiarity with regulations	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• finds out about legislation and instructions applicable to employment and public-service employment relationships and their implementation in the organisation</li> <li>• finds out about occupational safety and occupational health care legislation and the implementation of occupational safety and occupational health care in their organisation</li> <li>• finds out about the principles of salary determination and rewarding practices in the organisation</li> <li>• familiarises themselves with measures used in the organisation to support well-being</li> <li>• finds out about legislation on cooperation in undertakings</li> <li>• monitors changes in legislation and agreements affecting the sector</li> </ul>

Supporting supervisory work	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• supports the supervisor in human resources management and compilation of HR key figures</li> <li>• through their manner of communicating, promotes a culture of constructive feedback in the team</li> <li>• considers operating methods suitable for challenging interactive situations in advance</li> <li>• engages in a regular dialogue with the supervisor on human resource issues related to their team.</li> </ul>

### The student analyses and develops human resources practices.

Familiarity with the operating environment	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• collects versatile information on changes in the operating environment, paying particular attention to anticipated changes in competence needs in the sector</li> <li>• determines the market position of their organisation in relation to competitors or other actors in the sector</li> <li>• determines the significance of their team in terms of the implementation of the organisation's goals</li> <li>• anticipates the impacts of the changes observed by them on the activities and skills needs of the team</li> </ul>

<b>Developing the staff</b>	
The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• based on their observations, evaluates the personnel numbers in the team, their allocation to different duties, and anticipated skills needs</li> <li>• discusses the organisation's HR management practices with the team and the supervisor</li> <li>• based on their observations, prepares justified proposals for developing HR management and presents them to their supervisor.</li> </ul>

### Methods of demonstrating competence

The student demonstrates their competence by supporting their supervisor in human resources management, in particular in matters related to employment relationships and by preparing proposals for developing the team's competence, well-being at work and commitment to work. In order to complete the unit, the student must have access to the organisation's human resources practices and processes.

The student's competence is assessed in practical work duties using versatile methods. 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.

## 2.5. Development plan, 40 Competence point (200242)

### Competence requirements

The student knows how to

- assess development targets
- plan a development project
- present a project plan.

### Assessment

**The student assesses development targets.**

The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"> <li>• observes development targets in their work and analyse them</li> <li>• discusses the development targets they have observed, the possibilities of implementing the project, and its benefits and impacts with the supervisor and the team</li> <li>• selects and narrows down the development target together with the supervisor.</li> </ul>

### The student plans a development project.

The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"><li>• obtains background information on the development target from different sources when studying the initial situation</li><li>• draws on the competence of their team or different interest groups when planning the project</li><li>• sets measurable targets for the project</li><li>• determines sufficient financial and operative resources needed for the project</li><li>• determines realistic steps and a time frame for implementing the project</li><li>• justifies the benefits and risks of the project</li><li>• prepares a written project plan</li><li>• together with the supervisor and the team, assesses the feasibility of the project plan and justifies the selected solutions.</li></ul>

### The student presents the project plan.

The student	
Criteria for an acceptable performance	<ul style="list-style-type: none"><li>• when presenting the project plan to the decision-makers, clearly justifies the benefits and risks of project implementation</li><li>• together with the supervisor and the team, assesses their development competence.</li></ul>

## Methods of demonstrating competence

The student demonstrates their competence by planning a development project related to their first-level management work. The plan should contain an analysis of alternative targets for development and change, and the object of the development plan should be selected together with the supervisor. The student prepares a project plan, which should be presented to those making the decision on whether or not the project will be launched.

The student's competence is assessed in practical work duties using versatile methods. 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.