



FINNISH NATIONAL
BOARD OF EDUCATION

Requirements for Vocational Qualifications

**VOCATIONAL QUALIFICATION IN
HAIRDRESSING,
HAIRDRESSER
2009**

Study programme/Specialisation in Hairdressing

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Vocational upper secondary education and training providers
Qualification committees in the field

REQUIREMENTS FOR VOCATIONAL
QUALIFICATIONS
Vocational Qualification in Hairdressing

REGULATION

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Acts on which the issuing of the Regulation
is based:

Act 630/1998, Section 13 (2)

Decree 811/1998, Section 10 (12)

Act 631/1998 13, Section (2)

Repeals National Board of Education Regulations

17.2.2000 no. 9/011/2001

and for this qualification Regulations

1.8.2001 no. 42/011/2001

19.6.2002 no. 34/011/2002

27.8.2004 no. 28/011/2004

30.9.2005 no. 32/011/2005

13.2.2007 no. 5/011/2007

Amends National Board of Education Regulation

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The Finnish National Board of Education has rendered its decision regarding the qualification requirements (national core curriculum and competence-based qualification principles) of the Vocational Qualification in Hairdressing in accordance with the annex.

The Regulation must be observed in all upper secondary education and training (curriculum-based education and training) and competence-based qualifications started after 1 August 2009. All education and training and competence-based qualifications that have started prior to the entry of this Regulation into force may be completed in accordance with Regulations 17.2.2000 no. 9/011/2000 by 31 July 2019, unless otherwise stipulated in other statutes and Regulations.

In curriculum-based education and training, the education provider must draw up and approve a curriculum in compliance with the terms stipulated in these qualification requirements.

In providing education and training leading to a competence-based qualification, the education provider determines the educational content and provision in accordance with the qualification requirements. An opportunity to complete a competence-based qualification must be provided to all candidates.

The education provider, qualification provider and qualification committee shall comply with the terms stipulated in this Regulation and shall not deviate in any way from it.

Director General

Timo Lankinen

Counsellor of Education

Aira Rajamäki

ANNEXE

Vocational Qualification in Hairdressing

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INTRODUCTION

A vocational qualification can be completed both as a curriculum or competence-based qualification. The requirements of a vocational qualification include both the requirements of the upper secondary vocational qualification and the requirements of a competence-based qualification and therefore their terminology has been made more uniform. The requirements of a vocational qualification is a regulation and it guides the providers of both curriculum-based training as well as competence-based qualifications, and the electronic version of the qualification requirements document allows one to distinguish, when necessary, the sections that relate to vocational upper secondary education and training (curriculum-based training) and competence-based training. Chapters 1 and 4 together with the parts describing the vocational field and the value basis in Chapter 9 are common. Chapters 2, 5, 6, 7 and 8 only concern vocational qualifications completed in vocational upper secondary education and training and Chapter 3 those completed as competence-based qualifications.

The term module of a qualification compares with the term of study entity used earlier in curriculum-based training. A qualification consists of vocational study modules and in vocational upper secondary education and training also of core subjects and free choice modules. Additional modules can be included in a qualification when that is necessary in view of working life sector specific or local vocational requirements or the need for in-depth professional skills of the would-be qualification holder.

The requirements of a vocational qualification state the objectives set for the qualification and study programme or specialisation, structure of qualification, module specific skills requirements or objectives, targets of assessment and assessment criteria for core subjects as well as the ways of demonstrating vocational skills in the case of vocational study modules. These requirements also include other provisions concerning vocational upper secondary education and training as well as competence-based qualifications.

The requirements of vocational qualification modules and the objectives of core subjects have been defined as learning outcomes (knowledge, skills, competence). This forms the basis for describing the targets of assessment through mastering the work process, work method, equipment and material as well as underpinning knowledge and the key competences for lifelong learning.

An education provider approves a curriculum for upper secondary vocational education and training based on the qualification requirements. When arranging preparatory training for competence-based qualifications, the provider decides its contents and how to arrange it in compliance with the qualification requirements.

1

OBJECTIVES AND STRUCTURE OF THE VOCATIONAL QUALIFICATION IN HAIRDRESSING (HAIRDRESSER)

1.1 OBJECTIVES OF THE VOCATIONAL QUALIFICATION IN HAIRDRESSING

The general objectives of the Vocational Qualification in Hairdressing are to provide extensive basic vocational skills for working in various tasks in the field. As hair care professionals, hairdressers are skilled in hair care and care of the scalp, hair trimming and shaves, styling and application of make-up, dyeing of hair and permanents, as well as entrepreneurship and enterprising activities in the field of hair care. They also have the competence needed for working life in the field, such as the skills needed for the styling services provided to the customer and putting together hair care and styling packages.

Hairdressers expertly serve customers in various interactive situations based upon the customers' needs and expectations. As customer service attendants and members of a work community, they observe good behaviour and operating methods. High quality work in hair care requires not only manual skill but also knowledge of cosmetic substances and products, versatile mastering of working methods and familiarity with equipment used in the field. When guiding a customer, hairdressers take into account, among other things, contemporary fashions and styles that suit the customer. Hairdressers observe the values of the hair care field, work economically, responsibly and equally, and keep to their promises. They are motivated in their work and act flexibly and innovatively in new and diverse working life situations.

Hairdressers work as employees of an enterprise or as entrepreneurs. By their actions, they contribute to the profitability of their workplace or enterprise. They are committed to their work and observe the ethics of their vocation, such as their duty of confidentiality concerning the customers, data protection and consumer protection provisions. They are able to process and resolve problems associated with their work, while taking the customers' needs and expectations into consideration. As members of their work community, hair care professionals are reliable and creative and show initiative. They aim for the best possible quality in the results of their work and develop their own work.

Hairdressers are aware of their obligations under consumer legislation and occupational safety and health regulations and observe these in their work. They look after their own and their customers' health by selecting safe products, techniques and working methods. They work to promote wellbeing in the work community and observe ergonomic working practices. They are aware of the significance of health exercises to their own wellbeing at work.

Hairdressers follow environmentally friendly methods in their work and promote sustainable development in line with economic, social and cultural principles. They are able to use IT and technological equipment and devices of the field and understand the effects of technological advance on the future of their vocational field. Hair care professionals have the capacities needed within an information society to use the advancing ICT technology and acquire information. They can manage communication situations in their working and private lives.

Hairdressers are able to make use of their language skills in customer service. They are able to act in international and multicultural working environments in compliance with the Non-Discrimination Act and the Equality Act. They show consideration for others, accept diversity in human beings and control their emotions in situations of working life interaction.

Hairdressers with a vocational qualification in hairdressing value their own work and vocational field, and they have a realistic idea of their own competence. They have prerequisites for taking further studies and other qualifications, as well as vocational and specialist vocational qualifications in the field, after gaining work experience. Hairdressing professionals develop their vocational skills following the principles of lifelong learning. They assess and analyse information, plan their work, set learning objectives for themselves and make use of vocational continuing education.

In addition vocational upper secondary education and training is to support students' development into good and balanced persons and members of society as well as to provide the students with the knowledge and skills needed in view of versatile development of further studies, hobbies and his/her personality as well as to support lifelong learning (Act 630/98, section 5).

1.2 THE STRUCTURE OF THE VOCATIONAL QUALIFICATION IN HAIRDRESSING

VOCATIONAL QUALIFICATION IN HAIRDRESSING, HAIRDRESSER, 120 CREDITS	
IN VOCATIONAL UPPER SECONDARY EDUCATION	IN COMPETENCE-BASED QUALIFICATION
4. Vocational modules, 90 credits	4. Vocational modules
The modules include a minimum of 20 credits of on-the-job-learning, a minimum of 5 credits of entrepreneurship and a final project (2 credits).	
4.1 Compulsory modules for all 4.1.1 Hair cutting and beard treatments, 20 cr 4.1.2 Hairstyles and make-up, 15 cr 4.1.3 Dyeing treatments, 20 cr 4.1.4 Perming treatments, 10 cr 4.1.5 Business and entrepreneurship in hairdressing, 10 cr	4.1 Compulsory modules for all 4.1.1 Hair cutting and beard treatments 4.1.2 Hairstyles and make-up 4.1.3 Dyeing treatments 4.1.4 Perming treatments 4.1.5 Business and entrepreneurship in hairdressing
4.2 Optional modules for all (modules 4.2.1–4.3.5) A total of 15 cr should be chosen. 4.2.1 Customer styling services, 10 cr 4.2.2 Hair care and styling schemes, 10 cr 4.2.3 Modules from vocational upper secondary qualifications, 5–10 cr 4.2.4 Module from further qualification 4.2.5 Module from specialist vocational qualification 4.2.6 Locally offered modules 5–10 cr	4.2 Optional modules for all (modules 4.2.1–4.2.5) Two modules should be chosen 4.2.1 Customer styling services 4.2.2 Hair care and styling schemes 4.2.3 Modules from vocational upper secondary qualifications 4.2.4 Module from further qualification 4.2.5 Module from specialist vocational qualification
4.3 Other optional modules in vocational upper secondary education, 0–10 cr 4.3.1 Entrepreneurship, 10 cr 4.3.2 Workplace instructor training, 2 cr 4.3.3 In-depth and enhancing vocational modules 5–10 cr 4.3.4 Core subjects, 0–10 cr 4.3.5 General upper secondary studies 0–10 cr	
4.4 Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification) 4.4.1 Business operations, 10 cr 4.4.2 Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications) 4.4.3 Locally offered individual vocational in-depth modules in vocational upper secondary education 4.4.4 Beauty care and customer advice	4.4 Modules providing individual in-depth vocational competence (modules that expand the scope of a vocational upper secondary qualification) 4.4.1 Business operations 4.4.2 Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications) 4.4.4 Beauty care and customer advice

IN VOCATIONAL UPPER SECONDARY EDUCATION		
5. Core subjects in curriculum-based vocational education and training, 20 credits		
5.1 Compulsory modules for all	Compulsory	Optional
5.1.1 Mother tongue	4 credits	0–4 credits
5.1.2 Second national language	1 credit	0–4 credits
5.1.2.1 Second national language, Swedish	1 credit	
5.1.2.2 Second national language, Finnish	2 credits	
5.1.3 Foreign language	2 credits	0–4 credits
5.1.4 Mathematics	3 credits	0–4 credits
5.1.5 Physics and chemistry	2 credits	0–4 credits
5.1.6 Social, business and labour-market subjects	1 credit	0–4 credits
5.1.7 Physical education	1 credit	0–4 credits
5.1.8 Health education	1 credit	0–4 credits
5.1.9 Arts and culture	1 credit	0–4 credits
5.2 Optional modules		
5.2.1 Optional additional modules to compulsory core subjects, see Chapters 5.1.1–5.1.9 above		
5.2.2 Environmental studies		0–4 credits
5.2.3 Information and communications technology		0–4 credits
5.2.4 Ethics		0–4 credits
5.2.5 Cultural knowledge		0–4 credits
5.2.6 Psychology		0–4 credits
5.2.7 Entrepreneurship		0–4 credits
	16 credits	4 credits
<p>In education provided in Swedish, the scope of studies in the second national language is 2 credits, and the scope of the compulsory core subjects in vocational qualification is 17 credits and the scope of optional modules is 3 credits.</p> <p>The scope of compulsory studies in both physical education and health education is 1 credit. Education provider can divide the compulsory studies in physical education and health education differently, but yet in such a way that their overall scope totals two credits.</p>		
6. Free-choice modules in vocational upper secondary education, 10 credits		
The qualification modules comprise a minimum of 1.5 credits of student counselling		

Principles of a vocational upper secondary qualification

Vocational upper secondary qualifications comprise vocational modules that are either compulsory or optional. In addition, qualifications that are organised as vocational upper secondary education contain compulsory and optional core studies and free-choice modules. It must also be possible to individually include additional modules in the qualification when necessary from the point of view of field-specific or local skills requirements, or strengthening the vocational skills of the would-be qualification holder. Qualification-specific optionality rules are presented above in the structure of the Vocational Qualification in Hairdressing table.

The student or candidate may also choose modules from other vocational qualifications for his/her own vocational upper secondary qualification.

The student can choose general upper secondary studies to improve his/her eligibility to pursue further studies or even take the matriculation examination. These studies can compensate for core subjects, other optional qualification modules and free-choice studies.

In order to facilitate choices and recognition and validation of skills, compensation from completed studies or those to be completed in general upper secondary school have been defined in Chapter 5, core subjects. The definition of the compensation also promotes cooperation between education providers and utilisation of joint education provision.

Completing the whole qualification is the primary goal in education and training leading to a qualification provided in accordance with the Act on Vocational Education and Training and leading to a qualification. In addition, a student may complete an upper secondary qualification also by completing individual modules one at a time that provide more focused vocational competence, when this is appropriate with regard to the student's study skills or life or employment situation. In this case, students must be provided with flexible opportunities to complete the whole qualification later. In such circumstances, education providers will prepare a plan for the student or candidate on the completion of the whole qualification, possibly in cooperation with the employer.

1.3 KEY COMPETENCES FOR LIFELONG LEARNING

These key competences for lifelong learning are taken to mean such competence as is needed in continuous learning, in seizing future and new situations as well as in coping with the changing working life environment. They are an important part of vocational skills and reflect an individual's intellectual flexibility and ability to manage different situations. They increase the vocational civilisation and civic readiness needed in all fields and help the students or candidates to keep up with the changes in society and working life as well as to act under changing conditions. They also play a major part in one's quality of life and development of personality.

In addition to common emphases of the previous core curriculum of vocational upper secondary education, the Requirements of competence-based qualifications and key skills common to all vocational fields, the key competences for lifelong learning are considered to include cross-curricular themes from basic and general upper secondary education together with the recommendations for the key competences for lifelong learning 2005/0221 (COD) made by the European Union Parliament and the Commission.

The key competences for lifelong learning are included in the objectives of core subjects and the requirements of vocational qualification modules and their assessment criteria. The lifelong learning key skills to be assessed separately consist of the following: learning and problem solving, interaction and cooperation, vocational ethics and health, safety and ability to function.

Key competences for lifelong learning are

1. Learning and problem solving
2. Interaction and cooperation
3. Vocational ethics
4. Health, safety and ability to function
5. Initiative and entrepreneurship
6. Sustainable development
7. Aesthetics
8. Communication and media skills
9. Mathematics and natural sciences
10. Technology and information technology
11. Active citizenship and different cultures

Description of the key competences for lifelong learning

Learning and problem solving

The student or candidate plans his/her activities and develops himself/herself and the work. He/she assesses his/her own competence, solves problems and makes decisions and choices in his/her work. Student/candidate is adaptive, innovative and creative in his/her line of work, acquires information and analyses, assesses and applies it.

Interaction and cooperation

The student or candidate acts appropriately in different interactive situations and also expresses different views clearly, constructively and in a way that creates confidence. He/she works cooperatively with different people and as a member of a team and also treats all people equally. He/she observes common rules of behaviour and regulations. He/she makes use of the feedback given.

Vocational ethics

The student or candidate observes the value basis of the profession. He/she is committed to his/her work and acts responsibly following the contracts made and work ethics.

Health, safety and ability to function

The student or candidate acts safely and responsibly at work and leisure as well as in traffic and also leads a healthy life and maintains his/her ability to function and work. He/she works ergonomically and takes physical exercise needed in the profession and also acts in a manner that prevents the dangers and health hazards in the working environment.

Initiative and entrepreneurship

The student or candidate works towards completing the objectives set. He/she takes initiative and acts in a customer-oriented way as an employer and/or entrepreneur. He/she plans activities and works to reach the objectives set. He/she acts economically and is result-orientated. He/she sets personal goals in line with the overall objectives.

Sustainable development

The student or candidate acts according to ecological, economical, social and cultural principles sustainable development in the profession. He/She observes the rules, regulations and contracts of sustainable development prevailing in the sector.

Aesthetics

The student or candidate takes into consideration the aesthetic factors in his/her line of work. He/she contributes to and maintains the niceness and aesthetics of the working environment.

Communications and media skills

The student or candidate uses his/her language skills in a way that is appropriate, varied and interactive considering the situation. Student/candidate observes, interprets and assesses different media products critically. He/she uses the media and information technology as well as produces media material.

Mathematics and natural sciences

The student or candidate uses basic mathematics to solve mathematic equations at work and in everyday life. He/she uses for example formulas, graphs, patterns and statistics to help solve work related assignments and problems. Student/candidate applies methods and practices that are based on the laws of physics and chemistry at work.

Technology and information technology

The student or candidate makes versatile use of technologies used in his/her profession. He/she considers the technological benefits, limitations and risks. He/she makes versatile use of computer technology as a professional and a citizen.

Active citizenship and different cultures

The student or candidate participates constructively in the activities and decision making of the community. He/she acts according to his/her rights and responsibilities both at work and in everyday life. He observes the acts on equality. He/she acts appropriately and considering the requirements of working life with people from different cultural backgrounds both at home and in international operations.

1.4 ELIGIBILITY FOR FURTHER STUDIES

According to Paragraph 4 of the Vocational Education and Training Act, vocational upper secondary studies grant the student eligibility to further his/her studies in universities or universities of applied sciences.

IMPLEMENTATION OF NATIONAL REQUIREMENTS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING

2.1 DESIGN AND CONTENTS OF THE CURRICULUM

According to the Vocational Education and Training Act (630/1998, section 14) the education provider must endorse for its training a curriculum that is based on the qualification requirements mentioned in this document. It must contain the procedures that ensure that the education reaches the tasks and objectives (Act 630/1998, section 5). A curriculum must be approved separately for education provided in Finnish, Swedish and Saami and also for education in any other language when necessary. The curriculum of an education provider is a public document. The curriculum regulates and directs the education offered by the provider and all other activities closely related to it. To give the student protection under the law, the curriculum must provide adequate information about the modules and studies included in the qualification, assessment and arrangements concerning completion of the studies. The curriculum must be compiled so that it enables the students to individually select vocational studies as well as to complete general upper secondary studies and the matriculation examination. The curriculum also acts as a basis for internal and external evaluation and also allows evaluating the effectiveness of the education offered by the education provider.

The education provider reserves the recourses needed for the education. The education provider also sees that the curriculum allows the student to achieve the objectives set for the qualification, to receive enough teaching and counselling he/she needs regardless of the way the education is organized on each workday, also during on-the-job learning and skills demonstrations.

The curriculum consists of the common part for all the fields of vocational education and training and qualification specific part of the curriculum.

2.1.1 Common part of the curriculum

The common principles and procedures for all the upper secondary qualifications and core values of the education provider are defined in the common part of the curriculum.

The common part of the curriculum consists of at least

- ◆ providing education and training as curriculum-based vocational education and training, as training arranged at a workplace in connection with practical work assignments and as apprenticeship training (Act 630/1998, sections 3, 15 and 17)
- ◆ arranging education and training as contact teaching, distance, multi-modal (Act 630/1998, sections 15) and e-learning
- ◆ plans and methods for completing a module or modules as well as students' opportunities to add on to their studies and complete the whole qualification
- ◆ providing education in cooperation with other education providers and working life (Act 630/1998, sections 14 and 10)
- ◆ teaching related measures promoting community spirit, which provides an opportunity for reflecting values and getting to know our cultural heritage (Decree 811/1998, sections 9)
- ◆ common practices on performing student assessment (Act 601/2005, section 25a) in accordance with Chapter 7
- ◆ compliance with the regulations of Chapter 8
- ◆ staff development plan.

The education provider must include plans on how to promote equality, non-discrimination and sustainable development in the curriculum. When organising the education the education provider must also take into account the obligations in other statutes concerning education and training.

2.1.2 Qualification specific part of the curriculum

The qualification specific part of the curriculum determines the organisation of the vocational qualification modules and the core subjects, in cooperation with other education providers and working life. It also determines the timing of the education, learning environments and teaching methods, with the help of which the student can achieve the vocational skills requirements and objectives of the qualification.

The qualification specific part also lists the studies the training provider offers from other qualifications as well as the student's opportunities to complete more than one qualification. It includes the decision on the assessment plan for the vocational modules and core subjects, which is to include skills demonstrations and other assessment of competence.

Qualification specific part of the curriculum is to cover at least

- ◆ structure of the qualification of compulsory and optional vocational modules and core subjects
- ◆ progression, timing and sequence of studies
- ◆ provision of free choice modules
- ◆ a plan on the provision of individual in-depth vocational modules (modules enhancing a vocational upper secondary qualification)
- ◆ a plan on assessment of the modules and methods used for assessment of competence
- ◆ a plan on assessing vocational modules in a way that it includes a plan on implementation and assessment of skills demonstrations approved by the local board for vocational skills demonstrations
- ◆ locally offered modules, their skills requirements, targets of assessment and criteria as well as the objectives, targets of assessment and assessment criteria for the additional optional modules of compulsory core subjects.

2.1.3 Individual study plan

Vocational Education and Training Act (Act 630/1998, section 14) contains the provision of a student's right to make individual choices in his/her studies. Vocational Education and Training Decree (Decree 811/1998, sections 3, 4 and 12a) contains the provision of how to inform students of the training offered, of student counselling and recognition and validation of prior skills. In order that a student's right to make individual choices is possible, the education provider must prepare the student an individual study plan based on his/her individual starting point and update it throughout the training offered.

COMPLETING A VOCATIONAL QUALIFICATION AS A COMPETENCE-BASED QUALIFICATION

3.1 GENERAL ON COMPETENCE-BASED QUALIFICATION SYSTEM

The competence-based qualification system offers adults a flexible way of demonstrating, renewing and maintaining their vocational competence, or when duties change, qualifying for a new profession. In a competence-based qualification a person's vocational competence can be nationally and quality-wise acknowledged despite whether the skills have been acquired through working experience, studies or other activities. In the competence-based qualification system the employer side, employee side and the training sector work in close cooperation when developing the qualification structure, drawing up qualification requirements, planning and arranging competence tests as well as when assessing test performances.

Vocational qualifications, further and specialist vocational qualifications can be completed as competence-based qualifications. The Requirements of competence-based qualifications describe vocational skills as working life competence requirements. The qualifications are made up of modules, which are independent work entities.

3.2 ARRANGING COMPETENCE-BASED QUALIFICATIONS

The qualification committees appointed by the National Board of Education and comprising the representatives of employers, employees, teachers and when necessary self-employed persons, are responsible for arranging and controlling competence-based qualifications and they award qualification certificates. The qualification committees sign contracts on arranging competence-based qualifications with education providers and when necessary other communities and foundations. Competence-based qualifications must not be arranged without a valid contract with the qualification committee concerned.

3.3 COMPLETING A COMPETENCE-BASED QUALIFICATION

A competence-based qualification is completed by successfully demonstrating the skills required in practical work assignments and activities in a competence test. Each module must be assessed separately. Assessment is jointly carried out by representatives of employers, employees and the training sector. In vocational fields where self-employment is typical, this party is also to be considered when appointing assessors. The qualification committee passes the final decision on assessment. A qualification certificate can be awarded when all the modules required to make up the qualification have been completed successfully.

3.4 REQUIREMENTS OF COMPETENCE-BASED QUALIFICATIONS

The Requirements of competence-based qualifications define the modules to be included in the qualification and possibly the structure of specialisation, qualification contents, vocational skills required in each module, bases of assessment (targets and criteria of assessment) as well as ways of demonstrating vocational competence.

A module is a vocational sub-entity, which can be discerned as a separately assessed entity in a natural work process. The vocational skills requirements defined in modules focus on profession specific key activities, control of processes and vocational practices relevant in the field concerned. They include the skills commonly required in working life, social skills for example.

Targets of assessment and criteria are derived from the vocational skills requirements. Targets of assessment define the sectors of competence that special attention will be paid to. Defining the targets of assessment also make it easier to assess vocational competence in the work activity concerned. Assessment must cover all the targets listed in the Requirements of competence-based qualifications. Assessment criteria determine the quality and quantity levels for a successful performance.

The ways of demonstrating vocational skills include further instructions on how to complete a qualification. The vocational skills are, in the main, demonstrated in actual work assignments or tasks. The ways of demonstrating vocational skills may also include, for example, instructions on how a test performance can be supplemented, if necessary, in order for all the skills requirements to have been successfully met.

3.5 INDIVIDUALISATION IN COMPETENCE-BASED QUALIFICATIONS

Education provider is responsible for individualising the enrolment for a competence-based qualification and for preparatory training, completing the qualification as well as the acquisition of the vocational skills required. The National Board of Education has issued a separate regulation on individualisation.

3.6 ASSESSMENT OF VOCATIONAL SKILLS IN A COMPETENCE-BASED QUALIFICATION

The assessment of vocational skills must profoundly and carefully look into how the qualification candidate has shown that he/she masters what the skills requirements of the module concerned prescribe. The assessment criteria defined in the requirements for the competence-based qualification are to be used. In assessment, a variety of different and primarily qualitative assessment methods should be used. Using one method only does not necessarily yield a reliable result. Vocational field and qualification specific special features are taken into consideration in the assessment process in accordance with the qualification requirements.

If a person completing a qualification has reliable evidence of competence demonstrated earlier, the assessors assess its correspondence with the skills requirements described in the requirements for the competence-based qualification. The assessors suggest the document to the qualification committee for recognition as part of a competence-based qualification. If the candidate has earlier demonstrated his/her skills in one of the modules of this qualification either in curriculum-based education or in a competence-based qualification, the earlier completed qualification or its module must be presented for recognition as part of the competence-based qualification to be completed. There is no general time limit to be set for the skills acquired and demonstrated earlier but the validity of such skills can be verified. The qualification committee makes the final decision on the recognition of earlier demonstrated and reliably documented skills. If necessary, the candidate must demonstrate the correspondence of his/her skills with the skills requirements of the qualification in question.

Assessing vocational skills is a process where collecting assessment material and documenting the assessment process are of key importance. The representatives of working life and teachers carry out a careful and comprehensive tri-partite assessment. Every person completing a qualification must learn the assessment criteria. The candidate must be given an opportunity to self-assess his/her performance. The provider of a competence-based qualification must draw up minutes of the assess-

ment of the module, which must be signed by the assessors. The candidate is given feedback as part of a good assessment process. The qualification committee makes the final decision on assessment.

Assessors

The persons assessing the qualification candidate's vocational skills are to have good vocational skills themselves in the area of the competence-based qualification in question. The qualification committee and the provider of the competence-based qualification agree on the assessors in the contract for arranging competence-based qualifications.

Rectification of assessment

A person completing a qualification can, within the time limit specified by law, request rectification of assessment from the qualification committee whose sector the qualification in question falls in. A written request of rectification is addressed to the qualification committee. Having heard the assessors, the committee can oblige them to carry out a reassessment. A qualification committee decision on a claim for rectification of assessment cannot be appealed.

3.7 CERTIFICATES

Qualification committee awards a qualification certificate or a certificate on completion of a module or modules. A representative of the education provider issues a certificate on completed preparatory training respectively. "The National Board of Education has issued a regulation on the information to be included in the certificates.

A certificate on the completion of a qualification module or modules is awarded at the request of a person completing a competence-based qualification. The representatives of the qualification committee and the education provider sign the qualification certificate or a certificate given after the completion of a module or modules.

An entry in the Certificate of Vocational Skills approved by the National Board of Education in proof of completion of a competence-based qualification is comparable to a qualification certificate. The provider of the competence-based qualification acquires and signs the Certificate of Vocational Skills. A Certificate of Vocational Skills is subject to a fee.

3.8

PREPARATORY TRAINING FOR COMPETENCE-BASED QUALIFICATIONS

In the case of a competence-based qualification no preconditions to attend preparatory training can be set. However, these qualifications are primarily taken in connection with such preparatory training. The education provider decides on the contents and arrangement of preparatory training for competence-based qualifications in compliance with the qualification requirements. The training and tests must be structured according to the qualification modules to be completed. A person attending such preparatory training must be provided an opportunity to participate in competence tests and complete the qualification as part of the training.

4

VOCATIONAL MODULES, VOCATIONAL SKILLS REQUIREMENTS AND ASSESSMENT OF THE VOCATIONAL QUALIFICATION IN HAIRDRESSING

4.1 COMPULSORY MODULES FOR ALL

4.1.1 Hair cutting and beard treatments

Vocational skills requirements

Students or candidates will be able to

- ◆ determine the structure and growth stages of hair
- ◆ plan and implement a care treatment for the hair and scalp
- ◆ plan and implement various haircuts and shaves for customers
- ◆ wash a customer's hair, as required by the job
- ◆ massage the scalp
- ◆ interpret the customer's style when planning a hair-cut and shave
- ◆ take into consideration fashions in cutting a customer's hair and giving shaves
- ◆ take form theory into consideration when cutting hair and styling a beard
- ◆ make use of their product knowledge in hair and scalp treatments
- ◆ use products, tools and equipment
- ◆ blow-dry the customer's hair take into consideration the impact of nutrition and a healthy lifestyle on the wellbeing of the hair and scalp
- ◆ recommend and sell to the customer home care products for hair and beard and guide the customer in their use
- ◆ act in various situations pertaining to customer service and interaction
- ◆ make use of their language skills in customer service
- ◆ acquire information from various sources
- ◆ take into consideration entrepreneurship, initiative and responsibility in their work
- ◆ promote the safety of their actions and a responsible attitude in their work
- ◆ maintain a healthy lifestyle, interpersonal relationships within their community and their ability to function and work
- ◆ maintain an ergonomic, hygienic, healthy and safe working environment

- ◆ identify hazards related to work and the working environment and harmful effects on health, anticipate them and protect themselves from them
- ◆ follow the principles of vocational ethics
- ◆ take into consideration sustainable development
- ◆ assess their own work.

Assessment

The table comprises the assessment criteria for three levels of competence together with the assessment targets. In vocational upper secondary education and training, the assessment targets also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Planning the treatment of hair and scalp	plan the treatment of hair and scalp	plan the treatment of hair and scalp based upon customer needs	plan the treatment of hair and scalp independently and based upon customer needs
Planning haircuts and shaves	draw up practicable plans for haircuts and shaves and follow working instructions	recognise the possibilities of various haircuts and shaves and take customer wishes into consideration	while making plans, take into account the possibilities of haircuts and shaves as well as those offered by fashion in proportion to the customer's wishes and style
Washing of hair	wash a customer's hair as required by the job	wash the customer's hair as required	wash hair based on customer needs and make use of their product knowledge
Care of hair and scalp	treat the hair and scalp following a work plan	treat the hair and scalp by making use of their product knowledge and progressing smoothly from one stage to the next	independently treat the hair and scalp according to customer needs and justify their product and equipment choices
Mastering of scalp massage	massage the scalp	select a suitable massage technique based upon the treatment and the customer's care needs	apply massage techniques they have learnt based upon the customer's care needs

Cutting hair	cut hair in a salesworthy manner using basic forms (full and graduated form, uniform and increasing layers, scissors-over-comb technique) and follow work instructions	cut hair following a plan using basic forms or their combinations	cut hair following a plan in a way that suits the customer and justify their choices, use versatile techniques
Drying and styling of hair	blow-dry and style hair	blow-dry hair using the necessary forming products	blow-dry hair using forming and styling products and justify their choices
Beard styling and shaves	style beard and give shaves under guidance	style beard and give shaves independently and by following a work plan	style beard and give shaves independently and in a manner that suits the customer, justify their choices to the customer
Customer service and customer guidance	serve the customers in a friendly manner and guide them in the use of home care products	present home care products to the customers and guide them in their use according to customer needs	sell home care products to the customers and guide them in their use according to customer needs, recommend additional services
Taking health, safety and ability to function into account	have a positive attitude towards occupational safety, avoid risks and maintain their ability to function and work under guidance	independently assume responsibility for the safety of their work and work to maintain a healthy lifestyle and their ability to function and work	independently develop the safety of their operations and versatile ways of maintaining and promoting a healthy lifestyle and their ability to function and work
	take safety and health aspects into consideration in the planning of their own work and maintain the safety, hygiene and ergonomics of the customer and the working environment in familiar situations	take safety and health aspects into consideration in the planning of their own work and maintain the safety, hygiene and ergonomics of the customer and the working environment.	independently take safety and health aspects into consideration in the planning of their own work, maintain the safety of the customer and the working environment and also apply what they have learnt in unexpected situations.
Self-assessment and time use	assess the end result of a haircut and shave and their own work, usually keep to the time reserved for the treatment.	assess the end result of a haircut and shave and their own work for the most part realistically and of their own initiative, keep to the time reserved for the treatment.	assess the end result of a haircut and shave and their own work realistically and with justifications in comparison to the plan, keep to the time reserved for the treatment, develop their working methods.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Mastering cutting or shaving techniques	select the basic techniques and/or thinning methods used in a haircut / shave under guidance	implement a haircut / shave using a cutting, thinning or shaving technique suitable for the job	implement haircuts /shaves using versatile techniques that are suited to the customers and justify their choices
Mastering the use of tools	use the most common tools needed for a treatment / haircut / shave	select suitable tools for a treatment / haircut / shave and use them	use tools that are justified for the end result of a treatment / haircut /shave
Mastering the use of products	select and use the products needed for a treatment / haircut / shave, establish the suitability of the products for the customer according to instructions	select and use the products needed for a treatment / haircut / shave, establish the suitability of the products for the customer	select and use in a manner that is versatile and suitable for the customer the products needed for a treatment / haircut / shave, justify the benefits of their use and their suitability to the customer
Taking health, safety and ability to function into account	follow instructions issued, do not cause hazards through their own actions, act appropriately in cases of accidents, hazards and threats.	follow the instructions of the work community and show consideration for other members of their work community.	observe and recognise hazards related to their work and report them.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Determining the quality and condition of hair and scalp	determine the condition and quality of the hair and scalp and recognize scalp changes that need care by another expert	determine the quality and condition of the customer's hair and scalp and direct the customer to another expert for treatment as necessary	independently determine the quality and condition of the customer's hair and scalp as well as various treatment possibilities, determine the reasons for possible problems with the customer and direct the customer to an expert as necessary
Taking the hair structure and growth stages into account	take the hair structure and growth stages into account in care treatments for the hair and scalp	independently gather and make use of information about hair structure and growth stages in the planning of care and in the work	master the knowledge base of hair structure and growth stages and apply their knowledge of care treatments in a versatile way

Product knowledge and taking their effects into account when treating hair and scalp	take the operating principles of the most common care products into consideration in care treatments for the hair and scalp	take the operating principles and the most common ingredients of the care products into account in care treatments for the hair and scalp	justify the selected care products, taking into account the care needs of the customer's hair and scalp and any allergies, the effective ingredients of the products and their operating principles
Mastering of the professional terminology of haircuts and shaves	use professional terminology according to instructions when planning work	describe the planned haircut / shave using professional terminology	describe the planned work using professional terminology fluently
Supporting the customer's style, taking form theory and fashion into account	use knowledge of the customer's style according to instructions, show interest in fashion	acquire and apply knowledge of style and form in haircuts / shaves and select a cut / shave style that suits the customer, interpret and implement current fashions	justify the decisions leading to the selected haircut / shave styles based upon the customer's personal properties and elements of form theory, justify the application of the current fashions taking customer wishes into account.
Taking into consideration the impact of nutrition and a healthy lifestyle on the wellbeing of hair and scalp	take into consideration, under guidance, the impact of nutrition and a healthy lifestyle on the wellbeing of the hair and scalp	take into consideration the impact of nutrition and a healthy lifestyle on the wellbeing of the hair and scalp	in a treatment situation, apply their knowledge of the impact of nutrition and a healthy lifestyle on the well-being of the hair and scalp
Acquiring information	find information to support their work in the most common information sources of the hair care field and are able to apply it following instructions, acquire information on the possible harmful impacts of products by following instructions	find information from various sources to support their work and make use of it, find information and know any possible harmful impacts of products	independently find information in trade and fashion magazines and electronic media to support their work, apply it to their work following customer wishes, independently establish any harmful impacts of the products used
	recognise, assess and present, under guidance, their core vocational competence and vocational strengths	recognise, assess and present methodically and logically their core vocational competence and vocational strengths	recognise, assess and present methodically, logically, personally and creatively their core vocational competence and vocational strengths

Making use of language skills in customer service Sector-specific language skills for Finnish speakers	serves customers in Finnish and manages tolerably well in service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations in Swedish and one foreign language	serves customers in Finnish and manages service situations fluently in Swedish and one foreign language
Making use of language skills in customer service Sector-specific language skills for Swedish speakers	serves customers in Swedish, manages service situations in Finnish and manages service situations tolerably well in one foreign language	serves customers in Swedish, manages service situations fluently in Finnish and manages service situations in one foreign language	serves customers in Swedish and Finnish and manages service situations fluently in one foreign language
Making use of language skills in customer service Sector-specific language skills for native speakers of other languages	manages service situations in Finnish or Swedish and manages service situations tolerably well in one other language	manages service situations in Finnish or Swedish as well as in one foreign language and manages tolerably well in the other domestic language	serves customers in Finnish or Swedish, manages service situations fluently in the other domestic language and one foreign language
Making use of language skills in customer service Sector-specific language skills in education in a foreign language	in addition to the training language, manages service situations in Finnish or Swedish and can further help the customer proceed in a service situation in one other language	in addition to the training language, manages service situations in Finnish or Swedish and in one other language	in addition to the training language, serves the customers in Finnish or Swedish and manages service situations fluently in one other language
Taking aesthetics and sustainable development into consideration in their work	under guidance, work following the aesthetic principles of the field (e.g., the comfort of the working environment or factors affecting the appearance of the end result of the work)	work following the aesthetic principles of the sector, for example the comfort of the working environment or factors affecting the appearance of the end result of the work	make use of the aesthetic principles of the field in their work in a versatile manner, for example act to promote factors that affect the comfort of the working environment or the appearance of the end result of the work
	under guidance, follow the working and operating methods, in line with sustainable development, required in the vocation.	follow the working and operating methods, in line with sustainable development, required in the vocation.	independently follow the working and operating methods, in line with sustainable development, required in the vocation, and bring up development needs.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Learning and problem solving	find information and plan and assess their own work, but need guidance in new situations or as the working environment changes	find information, plan their own work and assess the success of the work while the work is in progress, are willing to learn, act following any feedback received, independently cope with changing situations and in situations in which a choice needs to be made	show initiative in finding information, independently plan tasks that they are responsible for, assess the success of their work and justify their assessments, like learning, act independently and use alternative operating methods in different situations, find possibilities to develop themselves
Interaction and cooperation	follow the instructions issued for interactive situations when acting in their own learning and work community, complete the tasks they are responsible for but sometimes need guidance, are able to work with different people in the work community and team and ask for assistance from others if necessary	act in various interactive situations as required by the situation (e.g., in their learning and work community), complete the tasks they are responsible for carefully and as a team member, work with different people in a work community and team	express themselves clearly and constructively introduce various points of view, act responsibly, co-operatively and equally with different people and as a member of a team, support and assist others and take the employee performing the next stage into consideration in their work
Vocational ethics	observe any ethical instructions issued and agreements, regulations and schedules at the workplace	observe any ethical instructions issued and agreements, regulations and schedules	observe the values, objectives, ethical instructions, agreements and regulations of the learning or work community in varying situations and keep to schedules
Health, safety and ability to function	follow the safety instructions issued for the job without causing danger to themselves or others, use the personal protective equipment, tools and working methods safely by following instructions, mainly work ergonomically.	comply with the work community instructions, taking into account in their work the safety of the members of the work community and the working environment, ensure the safety of the tools and materials, work ergonomically.	follow the instructions of the work community and take into consideration in their work the safety of the work community members and the working environment, recognise hazards and risks and inform others of them, use safe and varying working methods with a suitable workload and observe ergonomics.

Ways of demonstrating vocational skills

The student or candidate demonstrates their vocational skill in giving haircuts or shaves by giving care treatments of hair and scalp, haircuts and shaves to customers, and their language skills in a customer service situation in a hairdressing salon or other environment that is as similar as possible to the conditions of a job in the field, based upon one of the targets of assessment described in the Table above. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least

- ◆ mastering the work process in its entirety
- ◆ mastering the work methods, equipment and materials in their entirety
- ◆ underpinning knowledge: determining the quality and condition of the hair and scalp, product knowledge and taking their effects into account when treating hair and scalp, supporting the customer's style, taking form theory and fashion into account, making use of language skills in customer service
- ◆ key competences for lifelong learning in their entirety.

If the vocational skill required in the module cannot be shown in full in a skills demonstration or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.1.2 Hairstyles and make-up

Vocational skills requirements

Students or candidates will be able to

- ◆ design and implement hairstyles for customers with hair of varying lengths and using different techniques
- ◆ wash the customer's hair
- ◆ finish the hairstyles
- ◆ use the products, tools and materials needed for hairstyles
- ◆ attach a hair extension/pouf or accessory
- ◆ design and apply various types of make-up use the products and tools needed in applying make-up
- ◆ take fashion into consideration when designing hair styles and make-up
- ◆ take form theory into account in hair styles and make-up

- ◆ recommend and sell to the customer home care products for hair styles and make-up and guide the customer in their use
- ◆ act in various situations pertaining to customer service and interaction
- ◆ acquire information from various sources
- ◆ take into consideration entrepreneurship and responsibility in their work
- ◆ promote the safety of their activities and a responsible attitude in their work
- ◆ maintain a healthy lifestyle, interpersonal relationships within their community and their ability to function and work
- ◆ maintain an ergonomic, hygienic, healthy and safe working environment
- ◆ identify hazards related to work and the working environment and harmful effects on health, anticipate them and protect themselves from them
- ◆ follow the principles of vocational ethics
- ◆ take into consideration sustainable development
- ◆ assess their own work.

Assessment

The table comprises the assessment criteria for three levels of competence together with the assessment targets. In vocational upper secondary education and training, the assessment targets also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	Students or candidates		
Designing hair styles and make-up	draw up practicable plans for hair styles and make-up and follow work instructions	recognise the various possibilities for hair styles and make-up and take customer wishes into consideration	take into account the possibilities for hair and make-up as well as those offered by fashion in proportion to the customer's wishes and style
Washing of hair	wash a customer's hair as required by the job	wash hair as required by the job, taking into consideration the customer's hair quality	wash hair as required by the job, taking into consideration the customer's hair quality and making use of their product knowledge
Implementing a hair style	implement a hair style following a plan	produce designs, do the preparatory work and style hair in a manner that suits the customer	implement hair styles creatively and in a manner that is versatile and suits the customer, justify their choices

Finishing a hair style	finish a hair style following a plan	finish a hair style in a manner that suits the customer	finish a hair style in a manner that is versatile and suits the customer, justify their choices
Make-up	apply make-up on a customer (everyday wear and for special occasions) following a plan	apply make-up in a manner that suits the customer, making use of the most common techniques	apply make-up creatively and using versatile techniques in a manner that suits the customer, justify their choices
Customer service and customer guidance	serve the customers in a friendly manner and guide them in the use of home care products	present home care products to the customers and guide them in their use according to customer needs	sell home care products to the customers and guide them in their use, recommend additional services
Taking health, safety and ability to function into account	have a positive attitude to safe operations, avoid risks in their work and maintain their ability to function and work under guidance	independently assume responsibility for safety of their work and work to maintain a healthy lifestyle and their ability to function and work	independently develop the safety of their operations and versatile ways of maintaining and promoting a healthy lifestyle and their ability to function and work
	take safety and health aspects into consideration in the planning of their own work and maintain safety, hygiene and ergonomics in the working environment in familiar situations	take safety and health aspects into consideration in the planning of their own work and maintain safety, hygiene and ergonomics in the working environment.	independently take safety and health aspects into consideration in the planning of their own work and also apply what they have learnt in unexpected situations.
Self-assessment and time use	assess the end result of a hair style and make-up and their own work, usually keep to the time reserved for the treatment.	assess the end result of a hair style and make-up and their own work for the most part realistically and of their own initiative, keep to the time reserved for the treatment.	assess the end result of a hair style and make-up and their own work realistically and with justifications in comparison to the plan, keep to the time reserved for the treatment, develop their working methods.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
Mastering of styling techniques	do hair styles for hair of varying lengths using basic techniques by following instructions (rollers, blow-dryer, finger curls, pressing and styling irons)	do hair styles for hair of varying lengths using suitable techniques	do hair styles for hair of varying lengths with versatile and suitable techniques and justify their choices

Mastering the use of tools	use the most common tools in hair styles and make-up according to instructions	select suitable tools for hair styles and make-up and use them	use versatile tools that are justifiable for the end results for hair styles and make-up
Attaching an accessory, hair extension or pouf	attach an accessory, hair extension or pouf firmly in hair according to instructions	attach an accessory, hair extension or pouf in hair firmly and in a manner that suits the customer	attach an accessory, hair extension or pouf in the hair firmly, discreetly and in a manner that suits the customer
Mastering the use of products	use styling and finishing products in hair styles and suitable products for make-up, select these according to instructions	use suitable styling and finishing products in hair styles and suitable products for make-up	use styling and finishing products in hair styles in a manner that is versatile and suits the customer, justify the benefits of the products used to facilitate and support the style to the customer, for make-up use products suitable to the customer in a versatile manner, take into consideration any allergies the customer may have
Taking health, safety and ability to function into account	follow the instructions issued, do not cause hazards through their own activities, act appropriately in cases of accidents, hazards and threats.	follow the instructions of the work community and show consideration for other members of their work community.	observe and recognise hazards related to their work and report them.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
Enhancing the customer's style and taking form theory into account	Students or candidates use their knowledge of enhancing the customer's style and form theory when doing hair styles	use their knowledge of style and form in hair styling and select a style that suits the customer	justify their decisions to select styles based upon style and form theory
Taking fashion into account	make use of hair fashions in styling	interpret and implement hair fashions when styling a customer's hair	apply hair fashions in a justified manner, taking customer wishes into account
Mastering the professional terminology of styling	use professional terminology in their work under guidance	use professional terminology in their work	use professional terminology in their work fluently and appropriately in each situation

Acquiring information	find information to support their work in the most common sources of the field and are able to make use of it by following instructions	find information to support their work in various trade and fashion magazines and electronic media, are able to make use of it	independently and in a versatile manner find information to support their work in trade and fashion magazines as well as electronic media, apply it to their work in a manner that suits the customer
	work under guidance following the aesthetic principles of the field (e.g., comfort of the working environment or factors affecting the appearance of the end result of the work)	work following the aesthetic principles of the sector, (e.g., comfort of the working environment or factors affecting the appearance of the end result of the work)	make use of the aesthetic principles of the field in their work in a versatile manner, for example act to promote factors that affect the comfort of the working environment or the appearance of the end result of the work
	follow the working and operating methods, in line with sustainable development, required in the vocation.	show initiative in following the working and operating methods, in line with sustainable development, required in the vocation.	independently follow the instructions and operating methods, in line with sustainable development, required in the vocation and bring up development needs.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Learning and problem solving	find information and plan and assess their own work, but need guidance in new situations or as the working environment changes	find information, plan their own work and assess the success of the work while the work is in progress, are willing to learn, act upon any feedback received, show initiative in coping with changing situations and selecting alternative lines of action	show initiative in finding information, independently plan tasks that they are responsible for and assess the success of their work and justify their assessments, enjoy learning, act independently and use alternative operating methods in different situations, seek possibilities to develop themselves

Interaction and cooperation	follow the instructions given for interactive situations in their work, complete the tasks they are responsible for by following instructions, are able to work with different people in the work community and customer service, ask for assistance from others as necessary	act in various interactive situations as required by the situation (e.g., in learning situations, the work community and customer service), complete the tasks they are responsible for carefully and as a team member, work with different people in a work community and customer service	express themselves clearly and constructively introduce various points of view, act responsibly, co-operatively and equally with different people in the work community and customer service, support and assist others and take the employee performing the next stage into consideration in their work
Vocational ethics	observe any ethical instructions issued and agreements, regulations and schedules	observe any ethical instructions issued and agreements, regulations and schedules	act in line with the values, objectives, ethical instructions, agreements and regulations of the learning or work community in varying situations and keep to schedules
Health, safety and ability to function	follow safety instructions issued on the job without causing danger to themselves or others, use tools, working methods and personal protective equipment safely according to instructions, mainly work ergonomically.	follow the instructions of the work community, taking into account the safety of the members of the work community, the customers and the working environment, ensure the safety of tools, products and materials, work ergonomically.	follow the instructions of the work community and take into consideration in their work the safety of the work community members, customers and the working environment, recognise hazards and risks and inform others of the hazards and risks they observe, use safe and varying working methods with a suitable workload, taking ergonomics into account.

Ways of demonstrating vocational skills

The student or candidate demonstrates their vocational skill in hair styling and applying make-up by styling hair of varying lengths and applying make-up for customers in a hairdressing salon or other environment that is as similar as possible to the conditions of a job in the field. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least

- ♦ mastering the work process in its entirety
- ♦ mastering the work methods, equipment and materials in their entirety
- ♦ underpinning knowledge: enhancing the customer's style and taking form theory into account, taking fashion into account, mastering the professional terminology of hair styling
- ♦ key competences for lifelong learning in their entirety.

If the vocational skill required in the module cannot be shown in a skills demonstration or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.1.3 Dyeing treatments

Vocational skills requirements

Students or candidates will be able to

- ♦ plan and implement a dyeing treatment for a customer's hair and beard
- ♦ perform the necessary preliminary and after-care steps for dyeing dye hair and beard using various techniques
- ♦ bleach and make highlights in hair and remove dye from hair
- ♦ dye eyelashes and shape and dye eyebrows
- ♦ recommend and sell to customers home care products and guide the customer in the home care of dyed hair
- ♦ make use of the general principles of colour theory
- ♦ know the chemical properties and operating principles of dye products
- ♦ act in various situations pertaining to customer service and interaction
- ♦ promote the safety of their actions and a responsible attitude in their work
- ♦ maintain a healthy lifestyle, interpersonal relationships within their community and their ability to function and work
- ♦ maintain ergonomics, hygiene, health and safety in the working environment
- ♦ identify hazards related to work and the working environment and harmful effects on health, anticipate them and protect themselves from them
- ♦ follow the principles of vocational ethics
- ♦ take into consideration sustainable development
- ♦ apply mathematics and natural sciences in their work
- ♦ assess their own work.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	Students or candidates		
Planning a dye treatment	plan the dyeing of hair by following instructions and take into consideration the necessary preliminary and after-care steps in dyeing	independently plan a dye treatment and take into consideration in their plans factors associated with the customer's style and the necessary preliminary and after-care steps of dyeing	independently plan an individual dye treatment, take the necessary preliminary and after-care steps of dyeing into account and justify their choices
	under guidance, take into account the condition of the hair and scalp when selecting products for dyeing	take into account the condition of the hair and scalp when selecting products for dyeing	take into account the condition of the hair and scalp and the customer's possible allergies when selecting products for dyeing
Implementing the dye treatment	dye hair and/or beard following a plan, ask about customer wishes	dye hair and/or beard following a plan using versatile techniques (e.g., highlights, multitone and bleaching), take into consideration customer wishes	use versatile techniques to dye hair and/or beard, enhance the customer's style and take into account the planned cut and style
	dye eyebrows and lashes hygienically and shape the eyebrows in a manner that suits the customer	dye eyebrows and lashes tidily and hygienically and shape the eyebrows in a manner that suits the customer	dye eyebrows and lashes and shape eyebrows to a high standard taking the customer's facial features into account
	under guidance, use the basic calculations needed for dyeing	use the basic calculations needed for dyeing	use and apply the basic calculations needed for dyeing
Washing of hair	wash a customer's hair as required by the job	wash hair taking the dyeing technique into account	wash hair taking the dyeing technique into account and making use of their product knowledge
Customer service and customer guidance	serve the customers in a friendly manner and guide them in the use of home care products	present home care products to the customers and guide them in their use according to customer needs	sell home care products to the customers and guide them in their use according to customer needs, recommend additional services

Taking health, safety and ability to function into account	have a positive attitude towards occupational safety, avoid risks in their work, maintain their ability to function and work under guidance	independently assume responsibility for the safety of their work and work to maintain a healthy lifestyle and their ability to function and work	independently develop the safety of their activities and versatile ways of maintaining and promoting a healthy lifestyle and their ability to function and work
	take safety and health aspects into consideration in the planning of their own work and maintain the safety, hygiene and ergonomics of the customer and the working environment in familiar situations	take safety and health aspects into consideration in the planning of their own work and maintain the safety, hygiene and ergonomics of the customer and the working environment.	independently take safety and health aspects and the safety of the customer and the working environment into consideration in the planning of their own work, also apply what they have learnt in unexpected situations.
Self-assessment and time use	assess the end result of a dye treatment and their own work, usually keep to the time reserved for the treatment.	assess the end result of a dye treatment and their own work for the most part realistically and of their own initiative, keep to the time reserved for the treatment.	assess the end result of a dye treatment and their own work realistically and with justifications in comparison to the plan, keep to the time reserved for the treatment, develop their working methods.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Mastering of dyeing techniques	use various dyeing techniques (spreading of dye, dye removal, various highlighting techniques)	use various dyeing techniques and methods in a manner that suits the customer	independently apply various dyeing techniques and methods in a manner that suits the customer, justify their choices
Using tools / equipment	work with various dyeing tools and use equipment following instructions, work tidily (protection of the customer and employee)	work with various dyeing tools/equipment skilfully, tidily and hygienically (protection of the customer and employee)	master various dyeing tools/equipment and justify their use, work tidily and hygienically (protection of customer and employee)
Mastering the use of products	select and use various dyeing products according to instructions	use products based upon the selected dyeing method	master the products associated with dyeing and their use, justify their choices

Taking health, safety and ability to function into account	follow the instructions issued, do not cause hazards through their own activities, act appropriately in cases of accidents, hazards and threats	follow the instructions of the work community and show consideration for other members of their work community	observe and recognise hazards related to their work and report them
	use personal protective equipment, tools and working methods safely according to instructions.	ensure the safety of tools and materials before use, remove and take faulty tools to be serviced.	assess the suitability of tools and methods for the task in question.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	Students or candidates		
Making use of colour theory	take some of the general principles of colour theory into account in their work	take the general principles of colour theory into account in their work	apply their knowledge of colour theory in a versatile manner in dye treatments
Making use of knowledge of skin and hair structure	recognise various hair qualities and scalp problems, under guidance select a dye treatment based upon the condition of the hair and scalp and are familiar with the harmful health effects of products	select the appropriate dye treatment based upon the condition of the hair and scalp and are familiar with the harmful health effects of products	make use of their knowledge of skin and hair structure in selecting a dye treatment for the customer, are able to justify their selection, know about the harmful health effects of products
Mastering of the chemical knowledge base of dyeing	take the operating principles of the products used in dyeing into account	take the operating principles of the products used in dyeing into account	master the chemical tasks and operating principles of the products used in dyeing and take their active ingredients into account, take the knowledge base into consideration in their work
	take the chemical reactions of the most common dye treatments into account in their work	take the chemical reactions of the most common dye treatments and their significance into account in dyeing	master the chemical reactions of various dyes, bleaching and dye removal and their impacts upon the hair and scalp, take the knowledge base into account in their work
Taking hair fashions into account	take hair fashions into account when dyeing a customer's hair	take hair fashions and customer wishes into account when dyeing a customer's hair	apply dye fashions for the customer taking into consideration the customer's style and wishes
Use of professional terminology	use core professional terminology when planning a dye treatment	describe their dye treatment plan using professional terminology	describe their plan using professional terminology and explain the plan to the customer in standard language

Acquiring information	find information in the most common sources of the hair care field, are able to make use of this information under guidance to solve problems.	find information in various professional publications of the hair care field and make use of it in problem solving.	find versatile information about dye treatments in various sources of the hair care field, such as training and publications, and apply the information to customer situations that present problems.
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning	Students or candidates		
Learning and problem solving	find information and plan and assess their own work, but need guidance in new situations or as the working environment changes	find information, plan their own work and assess the success of the work while the work is in progress, are willing to learn, act upon any feedback, show initiative in coping with changing situations and in situations in which a choice needs to be made	show initiative in finding information, independently plan tasks that they are responsible for, assess the success of their work and justify their assessments, enjoy learning, act independently and use alternative operating methods in different situations, seek possibilities to develop themselves
Interaction and cooperation	follow the instructions given for interactive situations in their work, complete the tasks they are responsible for by following instructions, are able to work with different people in the work community and customer service, ask for assistance from others as necessary	act in various interactive situations as required by the situation (e.g., in learning situations, the work community and customer service), complete the tasks they are responsible for carefully and work as a team member, work with different people in the work community and customer service	express themselves clearly and constructively introduce various points of view, act responsibly, co-operatively and equally with different people in the work community and customer service, support and assist others and take the employee performing the next stage into consideration in their work
Vocational ethics	observe any ethical instructions issued and workplace agreements, regulations and schedules	observe any ethical instructions issued and agreements, regulations and schedules	act in line with the values, objectives, ethical instructions, agreements and regulations of the learning or work community in varying situations and keep to schedules

Health, safety and ability to function	follow the safety instructions issued for the job without causing danger to themselves or others, use the tools, working methods and personal protective equipment safely by following instructions, mainly work ergonomically, are familiar with health care services	follow the instruction of the work community taking into account the safety of the members of the work community, the customers and the working environment, ensure the safety of the tools, products and materials, work ergonomically	follow the instructions of the work community and take into consideration in their work the safety of the work community members, customers and the working environment, recognise hazards and risks and inform others of them, use safe and varying working methods with a suitable workload taking ergonomics into account
	recognise environmentally friendly working and operating methods in handling hair dye products and waste management.	act in an environmentally friendly manner in the handling of hair dye products and waste management.	take into account the environmental, social and cultural dimensions of sustainable development in their work.

Ways of demonstrating vocational skills

The student or candidate demonstrates their vocational skills by dyeing the customers' hair in a hair-dressing salon or other environment that is as similar as possible to the conditions of a job in the field. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least

- ◆ mastering the work process in its entirety
- ◆ mastering the work methods, equipment and materials in their entirety
- ◆ underpinning knowledge: using colour theory, using knowledge of skin and hair structure, taking into consideration hair fashions and using professional terminology
- ◆ key competences for lifelong learning in their entirety.

If the vocational skill required in the module cannot be shown in full in a skills demonstration or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other reliable methods.

4.1.4 Perming treatments

Vocational skills requirements

Students or candidates will be able to

- ◆ plan and implement various permanent treatments for customers' hair
- ◆ take into account the structure of the cut and style when planning a permanent
- ◆ perform the necessary preliminary and after-care steps for permanents
- ◆ do a permanent and straighten hair
- ◆ select products to be used for a permanent and determine the working times of the substances to be used
- ◆ use the tools, techniques and products needed for permanents
- ◆ make use of their knowledge of the chemical properties of the substances, the active ingredients and their operating principles in permanent treatments
- ◆ recommend and sell to the customer suitable care and styling products for home use and guide the customer in their use
- ◆ use the professional terminology of a permanent in the work community, while using more general language comprehensible to the customer in a service situation
- ◆ act in various situations pertaining to customer service and interaction
- ◆ promote the safety of their operations and a responsible attitude in their work
- ◆ maintain a healthy lifestyle, interpersonal relationships within their community and their ability to function and work
- ◆ maintain ergonomics, hygiene, health and safety in the working environment
- ◆ identify hazards related to work and the working environment and harmful effects on health, anticipate them and protect themselves from them
- ◆ follow the principles of vocational ethics
- ◆ take into consideration sustainable development
- ◆ apply mathematics and natural sciences in their work
- ◆ assess their own work.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	Students or candidates		
Planning a permanent	plan a permanent taking into account the structure of the cut and the style and the necessary preliminary and after-care steps for a permanent	independently plan a permanent taking into account the structure of the cut and the style as well as factors relevant to the customer's style, and the necessary preliminary and after-care steps for a permanent	independently plan permanents taking into consideration customer needs and the necessary preliminary and after-care steps for a permanent and justify their choices
	under guidance, take into account the condition of the hair and scalp when selecting products for permanents	take into account the condition of the hair and scalp when selecting products for permanents	take into account the condition of the hair and scalp and the customer's possible allergies when selecting products for permanents
Doing a permanent	do a permanent or straighten hair as planned	independently do a permanent or straighten hair using versatile methods and in a manner that suits the customer	do a permanent independently and apply their knowledge to various possibilities for curling and straightening the customer's hair
	under guidance, use the basic calculations needed for permanents	use the basic calculations needed for permanents	use and apply the basic calculations needed for permanents
Customer service and guidance	serve the customers in a friendly manner and guide them in the use of home care products	present home care products to the customers and guide them in their use according to customer needs	sell home care products to the customers and guide them in their use according to customer needs, recommend additional services
Taking health, safety and ability to function into account	have a positive attitude towards occupational safety, avoid risks in their work and maintain their ability to function and work under guidance	independently assume responsibility for the safety of their work and work to maintain a healthy lifestyle and their ability to function and work	independently develop the safety of their operations and versatile ways of maintaining and promoting a healthy lifestyle and their ability to function and work

	take safety and health aspects into consideration in the planning of their own work and maintain the safety, hygiene and ergonomics of the customer and the working environment in familiar situations	take safety and health aspects into consideration in the planning of their own work and maintain the safety, hygiene and ergonomics of the customer and the working environment.	independently take safety and health aspects and the safety of the customer and the working environment into consideration in the planning of their own work, and also apply what they have learnt in unexpected situations
Self-assessment and time use	assess the end result of a permanent and their own work, usually keep to the time reserved for the treatment.	assess the end result of a permanent and their own work for the most part realistically and of their own initiative, keep to the time reserved for the treatment.	assess the end result of a permanent and their own work realistically and with justifications in comparison to the plan, keep to the time reserved for the treatment, develop their working methods.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Mastering of roller techniques	do a permanent on roller techniques following instructions	do a permanent on roller techniques by carefully following instructions, for example taking into consideration the section size and pulling direction	do a permanent carefully and independently, for example taking into account in roller techniques the section size and pulling direction, justify the methods selected
	do permanents using basic roller techniques and methods	use various roller techniques and methods in a manner that suits the customer	independently apply various roller techniques and methods in a manner that suits the customer, justify their choices
Mastering the use of tools	use the most common tools for permanents and select the correct roller size according to instructions	use correct tools and independently select rollers of a correct size in proportion to the curls aimed at	select correct tools for the various stages of permanents and justify their choices, master the use of various rollers and roller sizes and justify their choices
Mastering the use of products	select products and working times for the various stages of permanents under guidance	independently select ingredients used in permanents that are suited to the customer	independently select ingredients used in permanents that are suited to the customer and justify their choices

Taking health, safety and ability to function into account	follow the instructions issued, do not cause hazards through their own activities, act appropriately in cases of accidents, hazards and threats	follow the instructions of the work community and show consideration for other members of their work community	observe and recognise hazards related to their work and report them
	use personal protective equipment, tools and working methods safely by following instructions.	ensure the safety of tools and materials before use, remove and take faulty tools to be serviced.	assess the suitability of tools and methods for the task in question.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	Students or candidates		
Making use of knowledge of skin and hair structure	determine the condition of the hair and scalp, select correct products under guidance and are aware of the harmful health effects of the products	select appropriate products based on the condition of the hair and scalp and are familiar with harmful the health effects of the products	make use of their knowledge of skin and hair structure in selecting products for permanents, are able to justify their choices, know about the harmful health effects of the products
Mastering the chemistry of a permanent	take the chemical operating principles of the products used in permanents into account	take the chemical process that occurs in a permanent and its impacts upon hair and skin into account in their work	take the chemical process that occurs in a permanent and its impacts upon hair and skin into account in their work and justify the change in hair structure during the treatment
Taking style and hair fashions into account	take hair fashions into account in permanents for the customers' hair	make use of current hair fashions in permanents for customers	apply current hair fashions for permanents taking the customer's style into account
Mastering of professional terminology	use core professional terminology of permanents in their plans	describe a plan for a permanent using professional terminology	master the use of professional terminology for permanents, but communicate with the customer at a practical level
Acquiring information	find information in the most common sources of the hair care field, are able to make use of this information under guidance to solve problems	find information in various professional publications of the hair care field and make use of it in problem solving	find information on permanents in various sources of the hair care field in a versatile manner and apply the information to solving customer service problems
	take environmentally friendly working and operating methods into account in their work.	work in an environmentally friendly manner and promote sustainable development.	take into account the economical, social and cultural dimensions of sustainable development in their work.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Learning and problem solving	Students or candidates find information and plan and assess their own work, but need guidance in new situations or as the working environment changes	find information, plan their own work and assess the success of the work while the work is in progress, are willing to learn, act upon any feedback received, independently cope with changing situations and situations involving choice	show initiative in finding information, independently plan tasks that they are responsible for, assess the success of their work and justify their assessments, enjoy learning, act independently and use alternative operating methods in different situations, find possibilities to develop themselves
Interaction and cooperation	follow instructions given for interactive situations in their work, complete the tasks they are responsible for by following instructions, are able to work with different people in the work community and customer service, ask for assistance from others as necessary	act in various interactive situations as required by the situation (e.g., in learning situations, the work community and customer service), complete the tasks they are responsible for carefully and working as a team member, work with different people in a work community and customer service	express themselves clearly and constructively introduce various points of view, act responsibly, co-operatively and equally with different people in the work community and customer service, support and assist others and take the employee performing the next stage into consideration in their work
Vocational ethics	observe any ethical instructions issued and workplace agreements, regulations and schedules	observe any ethical instructions issued and agreements, regulations and schedules	act in line with the values, objectives, ethical instructions, agreements and regulations of the learning or work community in varying situations and keep to schedules
Health, safety and ability to function	follow the safety instructions issued on the job without causing danger to themselves or others, use the tools, working methods and personal protective equipment safely by following instructions, mainly work ergonomically.	follow the instructions of the work community, taking into account the safety of the members of the work community, the customers and the working environment, ensure the safety of the tools, products and materials, work ergonomically.	follow the instructions of the work community and take into consideration in their work the safety of the work community members, customers and the working environment, recognise hazards and risks and inform others of them, use safe and varying working methods with a suitable workload taking ergonomics into account.

Ways of demonstrating vocational skills

The student or candidate demonstrates their vocational skills by doing permanents on the customers' hair in a hair-dressing salon or other environment that is as similar as possible to the conditions of a job in the field. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least

- ◆ mastering the work process in its entirety
- ◆ mastering the work methods, equipment and materials in their entirety
- ◆ underpinning knowledge: making use of the knowledge of skin and hair structure, taking style and hair fashions into account and mastering of professional terminology
- ◆ key competences for lifelong learning in their entirety.

If the vocational skill required in the module cannot be shown in full in a skills demonstration or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other reliable methods.

4.1.5 Business and entrepreneurship in hairdressing

Vocational skills requirements

Students or candidates will be able to

- ◆ act in various working environments and work to promote the wellbeing of the work community
- ◆ act in line with the targets of the enterprise and take into account instructions relevant to occupational safety and health and working time legislation
- ◆ promote the safety of their operations and a responsible attitude in their work
- ◆ maintain a healthy lifestyle, interpersonal relationships within their community and their ability to function and work
- ◆ maintain an ergonomic, healthy and safe working environment
- ◆ identify hazards related to work and the working environment and harmful effects on health, anticipate them and protect themselves from them
- ◆ engage in customer-oriented work in enterprising
- ◆ take into consideration the enterprise's quality objectives and sustainable development

- ♦ price, market and sell to customers the services and products offered by the enterprise
- ♦ assess their strengths and opportunities as entrepreneurs in hair care and plan enterprising activities in the vocational field
- ♦ prepare calculations of profitability for the enterprise
- ♦ work to promote the cost-effectiveness and productiveness of the enterprise or organisation
- ♦ assess their possibilities to productise operating opportunities in hair care
- ♦ network with various experts and analyse the opportunities offered by internationalisation in developing enterprising activities.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	Students or candidates		
Action at work and within the work community	under guidance, work to promote the wellbeing at work of the work community	work independently to promote the wellbeing at work of the work community	work to promote the wellbeing at work of the work community and establish an entrepreneur's possibilities to promote it
Maintaining interpersonal relationships and making use of the support provided by the work community	seek support in their work from other members of the work community and give support if necessary	naturally interact with the members of the work community	actively promote communality within the work community
Taking health, safety and ability to function into account	have a positive attitude towards occupational safety, avoid risks in their work and maintain their ability to function and work under guidance	independently assume responsibility for the safety of their work and work to maintain a healthy lifestyle and their ability to function and work	independently develop the safety of their operations and versatile ways of maintaining and promoting a healthy lifestyle and their ability to function and work

	take safety and health aspects into consideration in the planning of their own work and maintain the safety and ergonomics of the customer and the working environment in familiar situations	take safety and health aspects into consideration in the planning of their own work and maintain the safety and ergonomics of the customer and the working environment.	independently take safety and health aspects and the safety of the customer and the working environment into consideration in the planning of their own work, and also apply what they have learnt in unexpected situations
	act with initiative and take customer needs into account to achieve their own targets	take customer needs into account and work economically to achieve the targets of the enterprise	act methodically and productively, promoting permanent customer relationships and continuity of operations
Serving the customer	listen to the customer's wishes and observe a good customer service practice, act responsibly	fulfil a customer's individual wishes and act independently in customer service and sales situations	work actively and flexibly in various customer service and sales situations and naturally encounter customer groups with different cultural backgrounds
	following instructions, observe the agreed upon customer service practices and objectives of sustainable development	act in compliance with the enterprise's quality targets and sustainable development principles	act in line with the quality targets of the enterprise and sustainable development, promote environmentally friendly operating methods
Cost-effective and productive operation	work economically and take the time resources into account in various work processes	work cost-effectively and productively taking the available time and other resources into consideration	work independently and cost-effectively, promoting the productiveness of the enterprise
	comply with the principles of the Non-Discrimination Act and Equality Act and work appropriately with people from different backgrounds	comply with the principles of the Non-Discrimination Act and Equality Act and work appropriately with people from different backgrounds	comply with the principles of the Non-Discrimination Act and Equality Act and work appropriately with people from different backgrounds
Marketing and sales	plan marketing for various target groups by following instructions	plan marketing in a versatile manner taking seasonal variations in the field into consideration	plan marketing creatively, systematically and with long-term goals taking various target groups into account
	discuss with the customer the services and products sold	present and sell the services and products of the enterprise in service situations	take customer needs into consideration and expertly sell the additional services and products of the enterprise in a service situation

Planning and assessment of enterprising activities	under guidance, draw up a business idea and assess the strengths and development needs of their own activities and work	analyse the operating idea of the field, a business idea and essential service opportunities and assess their opportunities for working as entrepreneurs	boldly make use in their work of the operating principles and business ideas of various enterprises and set development targets for their competence in enterprising
Producing profitability calculations	under guidance, draw up calculations, and under guidance calculate the factors affecting profitability	draw up calculations of profitability in the vocational field and use expert sources in their calculations	draw up and produce profitability calculations in the hair care field and assess their practicability and the opportunities for outsourcing the enterprise's services
	price services and products according to instructions	calculate the share of their own work contribution in the costs of a product or service	calculate factors that affect the profitability of services and products (VAT, margins)
Assessing the opportunities for productising their competence	assess the offer of products and services in their vocational field	find information about the competition and development needs of products and services and assess the various opportunities for productisation in their vocational field	independently plan new service and productisation possibilities in the vocational field based upon competitive situations
Assessing enterprising activities in hair care	work together with hair care entrepreneurs.	network with various vocational fields and make use of the know-how obtained.	make use of national and international networks in the vocational field.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Use of working methods, tools and materials	under guidance, use typical working methods, tools and materials and make use of information technology	use various working methods, tools and materials as well as information technology	use various working methods, tools and materials in a versatile manner in interaction with their work community and make use of information technology
Assessing the properties of the products	assess the composition, effects and properties of hair care products in customer service	in a versatile manner, assess the composition, active ingredients, strengths and properties of beauty care products and their operating principles in their profession	in a versatile and critical manner, assess their knowledge of properties and operating principles of hair care products in their work

	use electronic media to find product information and services	independently use electronic media and software in their own product and service processes	in a versatile manner, independently use electronic media and various software in their own product and service processes
Taking health, safety and ability to function into account	follow the instructions issued, do not cause hazards through their own activities, act appropriately in cases of accidents, hazards and threats.	follow the instructions of the work community and show consideration for other members of their work community.	observe and recognise hazards related to their work and report them.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Observing rules and agreements relevant to the work	find out about work community rules concerning their work as well as employee and employer rights and duties under the collective agreement and comply with them	find out about work community rules concerning their work as well as employee and employer rights and duties under the collective agreement and comply with them	find out about work community rules concerning their work as well as employee and employer rights and duties under the collective agreement and comply with them
	take into account their duties regarding occupational safety in their work and are familiar with the most important regulations in their field	take into account their duties regarding occupational safety and their responsibility for occupational safety as well as the orders of their immediate superior in their work and seek the information their need	take into account their duties regarding occupational safety in their work and the supervisor's responsibility for occupational safety in a work organisation, follow regulations in their own work and justify their actions
Making use of the knowledge base concerning customer service	acquire information about the methods and practices of customer service in hair care	use the principles of customer-oriented activities in hair care in their work	make use of the ethical operating principles of hair care in their work (confidentiality, data protection)
	take into account in their work some of the factors affecting health, safety and consumer protection in hair care (e.g., hygiene, ergonomics, occupational diseases, occupational and product safety)	take into account in their work factors affecting health, safety and consumer protection in hair care (e.g., hygiene, ergonomics, occupational diseases, occupational and product safety)	take into account in their work factors affecting health, safety and consumer protection in hair care (e.g., hygiene, ergonomics, occupational diseases, occupational and product safety) and justify their actions

High quality operations in line with sustainable development	under guidance, find out about quality criteria applicable to their work and assess solutions in line with sustainable development in the company	find out about quality criteria applicable to their work and assess financial solutions in line with sustainable development as a competitive factor of the company	find out about quality criteria applicable to their work and negotiate with the work community to set quality targets for their work, act according to these targets and assess social and financial solutions in line with sustainable development as a competitive factor of the company
Marketing and sales	under guidance, analyse the basics of internal and external marketing	independently analyse the basics of internal and external marketing	analyse the basics of internal and external marketing and actively seek information about marketing to develop their vocational skills and their work community
	establish the pricing principles of hair care services and products	take into consideration in their work factors and liability issues affecting the pricing of hair care services and products	take into consideration in their work factors and liabilities affecting the pricing of beauty care services and products (consumer protection, product knowledge, sustainable development) and justify their actions
Making use of business planning and assessment data	under guidance, seek out information about the preconditions for starting a business (stakeholders, authorities, finance providers, customers, employees, importers)	independently seek out information about the preconditions for starting a business (stakeholders, authorities, finance providers, customers, employees, importers)	seek out information about the preconditions for starting a business in a versatile manner (stakeholders, authorities, finance providers, customers, employees, importers)
Producing calculations of profitability	under guidance, seek out information about factors affecting the profitability of a business (fixed and variable costs)	independently seek out information about factors affecting the profitability of a business (fixed and variable costs)	seek out information about factors affecting the profitability of a business, making use of the competence of the various stakeholders
Assessing the opportunities for productising their competence	analyse the service opportunities in hair care	analyse various opportunities for providing services and productisation in hair care	establish the competitive factors and productisation opportunities in hair care in cooperation with stakeholders
Assessing enterprising activities in the vocational field	under guidance, find out about the most typical partners in hair care.	independently find out about the possibilities of networking with various vocational fields.	are aware of the wide-ranging opportunities for networking with various vocational fields.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Learning and problem solving	understand the possibilities of lifelong learning in enterprising activities in hair care	develop their own work taking into consideration the opportunities for lifelong learning in enterprising activities in hair care	apply the principles of lifelong learning in their work and take into consideration social change in enterprising activities in hair care
Interaction and cooperation	observe the instructions issued in interactive situations in their own learning and work community	act in various interactive situations (e.g., in their learning or work community) as appropriate to the situation	in interactive situations, clearly express their opinions and constructively introduce various points of view
	perform the duties for which they are responsible, but need guidance from time to time	perform the duties for which they are responsible carefully and work together with various people in the work community and team	work responsibly, cooperatively and equally with various people and as a team member
	understand the significance of international activities and interaction between various stakeholders	seek information about international activities in the field and apply it to various aspects of their own activities	actively work for communality and networking of their work community nationally and internationally
Vocational ethics	understand the value issues of vocational ethics in hair care and observe the obligation to maintain confidentiality	seek information about the vocational ethics and value issues in hair care and apply it to customer service situations, observe the obligation to maintain confidentiality	apply the vocational ethics of the hair care field to their own working lives, interpersonal relationships, the environment, enterprising activities and society, and observe the obligation to maintain confidentiality and data protection in their work
Health, safety and ability to function	take into account occupational safety in their work and are familiar with the most important regulations in their field.	take into account occupational safety in their work and are familiar with the most important regulations in their field..	are familiar with a supervisor's responsibility for occupational safety and health in enterprising activities in the field, follow regulations in their own work and justify their actions.

Ways of demonstrating vocational skills

The student or candidate demonstrates their vocational skills by working in customer service and sales tasks in a hair and beauty care enterprise or in an environment where the conditions are similar to a job in the field. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least

- ◆ mastering the work process in its entirety
- ◆ key competences for lifelong learning in their entirety.

If the vocational skill required in the module cannot be shown in full in a skills demonstration or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.2 OPTIONAL MODULES

4.2.1 Customer styling services

Vocational skills requirements

Students or candidates will be able to

- ◆ put together different service packages that enhance the customer's style for various occasions (hair, make-up, dress)
- ◆ take into account special features of fashion and style
- ◆ make use of the rules of etiquette in styling services
- ◆ take into account the customer's skin tone, facial and body proportions and personal and cultural properties
- ◆ implement a service package supporting the customer's style while following a plan for the customer
- ◆ advise the customer in matters of external appearance
- ◆ recommend and sell styling services
- ◆ work together with various stakeholders
- ◆ find information from various sources
- ◆ make use of various means of expression and information technology in their work
- ◆ act in various situations pertaining to customer service and interaction

- ◆ promote the safety of their actions and a responsible attitude in their work
- ◆ maintain a healthy lifestyle, interpersonal relationships within their community and their ability to function and work
- ◆ maintain an ergonomic, hygienic, healthy and safe working environment
- ◆ identify hazards related to work and the working environment and harmful effects on health, anticipate them and protect themselves from them
- ◆ follow the principles of vocational ethics
- ◆ assess their own work.

Assessment

The table comprises the assessment criteria for three levels of competence together with the assessment targets. In vocational upper secondary education and training, the assessment targets also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	Students or candidates		
Preparing styling plans	draw up a practicable styling plan for the customer	recognise in the planning phase the needs to develop the customer's style and implementation possibilities	in the planning phase, recognise the possibilities of and restrictions on hair style, make-up and dress taking into account the customer's style and wishes
Implementing styling plans	guide the customer regarding style, emphasising hair	implement a styling service for the customer (hair, make-up and dress) following a plan	implement a styling service in a manner that suits the customer and justify their choices
Taking time use into account	for the most part keep to the required time frame, keep to working times and negotiate on any exceptions	work within the required time	master time use following a plan
Customer service and sales	inform the customer about the styling services	present and sell styling services to the customer	present and sell to the customer versatile styling service packages, recommend additional services
Taking health, safety and ability to function into account	have a positive attitude towards occupational safety, avoid risks in their work and maintain their ability to function and work under guidance	independently assume responsibility for the safety of their work and work to maintain a healthy lifestyle and their ability to function and work	independently develop the safety of their operations and versatile ways of maintaining and promoting a healthy lifestyle and their ability to function and work

	take safety and health aspects into consideration in the planning of their own work and maintain the safety and ergonomics of the customer and the working environment in familiar situations.	take safety and health aspects into consideration in the planning of their own work and maintain the safety and ergonomics of the customer and the working environment.	independently take safety and health aspects and the safety of the customer and the working environment into consideration in the planning of their own work, and also apply what they have learnt in unexpected situations.
Self-assessment and time use	assess the end result of the styling service and their own work, usually keep to the time reserved for the service.	assess the end result of the styling service and their own work for the most part realistically and of their own initiative, keep to the time reserved for the treatment.	assess the end result of the styling service and their own work realistically and with justifications in comparison to the plan, keep to the time reserved for the treatment, develop their working methods.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Mastering the use of working methods and tools	use working methods and tools following a plan	make use of various working methods and tools in a manner that suits the customer and the styling service	apply versatile working methods and tools that are justified for the styling service and the customer, justify their choices
Mastering the use of products	select the products needed for the styling service, use the products according to instructions.	use the products needed for the styling service in a manner that suits the customer.	apply their product use in a versatile manner taking into account the styling service and customer needs, justify their choices.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Interpreting and enhancing the customer's style, taking form theory in consideration	use their knowledge of style, form and etiquette in the styling service	use their knowledge of style, form and etiquette in the styling service in a manner that suits the customer	apply their knowledge of style, form and etiquette when implementing the styling service, justify their choices

Taking aesthetics, style, fashion and culture into account	use their style awareness and fashion to interpret the customer's style, take into account aesthetic factors in the field (e.g., form, colour, proportions, balance, the overall arrangement, external appearance) and the fact that the customer's cultural background may set restrictions to the designs	make use of the special features of style awareness and fashion and take into consideration aesthetic factors of the field in guiding the customer, take into account restrictions set by the customer's cultural background	make use of the special features of style awareness and fashion and use aesthetic factors in the field in guiding the customer, take into account restrictions set by the customer's cultural background and justify their choices
Taking the body and facial dimensions (skin tone and features) into account	recognise the impacts of skin tone, body and facial proportions and features on styling services	take into account the impacts of skin tone, body and facial proportions and features on styling services	take into account the impacts of skin tone, body and facial proportions and features on styling services and justify their selection
Acquiring information	under guidance, find information from various sources to support their work.	find information from various sources to support their work and make use of it in styling services.	independently find information from various sources to support their work and make use of it in styling services.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning	Students or candidates		
Learning and problem solving	find information and plan and assess their own work, but need guidance in new situations or as the working environment changes	find information, plan their own work and assess the success of the work while the work is in progress, are willing to learn, act upon any feedback received, independently cope with changing situations and situations involving choice	show initiative in finding information, independently plan tasks that they are responsible for and assess the success of their work and justify their assessments, enjoy learning, act independently and use alternative operating methods in different situations, find possibilities to develop themselves

Interaction and cooperation	observe instructions given for interactive situations in their work, complete the tasks they are responsible for by following instructions, are able to work with different people in the work community and customer service, ask for assistance from others as necessary	act in various situations of interaction as required by the situation (e.g., the learning or work community, customer service), complete the tasks they are responsible for carefully and as a team member, work with different people in a work community and customer service	express themselves clearly and constructively introduce various points of view, act responsibly, co-operatively and equally with different people in the work community and customer service, support and assist others and take the employee performing the next stage into consideration in their work
Vocational ethics	observe any ethical instructions issued and workplace agreements, regulations and schedules	observe any ethical instructions issued and agreements, regulations and schedules	act in line with the values, objectives, ethical instructions, agreements and regulations of the learning or work community in varying situations and keep to schedules
Health, safety and ability to function	follow the safety instructions issued on the job without causing danger to themselves or others, use the tools, working methods and personal protective equipment safely following instructions, mainly work ergonomically.	comply with the work community instructions, taking into account the safety of the members of the work community, the customers and the working environment, ensure the safety of the tools, products and materials, work ergonomically.	follow the instructions of the work community and take into consideration in their work the safety of the work community members, customers and the working environment, recognise hazards and risks and inform others of them, use safe and varying working methods with a suitable workload taking ergonomics into account.

Ways of demonstrating vocational skills

The student or candidate demonstrates their vocational skills by implementing a styling consultation for a female and a male customer in a hair-dressing salon or other environment that is as similar as possible to the conditions of a job in the field. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise

- ◆ mastering the work process in its entirety
- ◆ mastering the work methods, equipment and materials in their entirety
- ◆ underpinning knowledge in its entirety
- ◆ key competences for lifelong learning in their entirety.

If the vocational skill required in the module cannot be shown in full in a skills demonstration or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.2.2 Hair care and styling schemes

Vocational skills requirements

Students or candidates will be able to

- ◆ plan various care and styling packages in planning
- ◆ care and styling packages, draw upon their product knowledge, knowledge of hair and skin anatomy and current styles and fashions
- ◆ provide various spa or treatment packages for hair, beard and scalp
- ◆ do various styling entities for hair and beard
- ◆ style hair of different lengths for special occasions and themes and attach various accessories to the hair styles
- ◆ attach artificial hair and hair extensions and do dreadlocks
- ◆ do a manicure or artificial nails for a customer
- ◆ use the tools, techniques and products needed for styling packages
- ◆ recommend and sell skin, hair and scalp treatments and guide the customer in the use of home care products
- ◆ act in various situations pertaining to customer service and interaction
- ◆ promote the safety of their actions and a responsible attitude in their work
- ◆ maintain a healthy lifestyle, interpersonal relationships in their community and their ability to function and work
- ◆ maintain ergonomics, hygiene, health and safety in the working environment
- ◆ identify hazards related to work and the working environment and harmful effects on health, anticipate them and protect themselves from them
- ◆ follow the principles of vocational ethics
- ◆ assess their own work.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	Students or candidates		
Planning of work	plan a care and styling package for a customer	plan a care and styling package for a customer in a customer-oriented manner	plan an individual care and styling package for the customer independently and justify their choices
Implementing styling packages	implement care and styling packages for a customer following a plan	implement various care and styling packages for customers independently and taking into account customer wishes	implement individual and versatile care and styling packages for the customer independently and with a high standard
Customer service and sales	inform the customer of care and styling packages	present and sell care and styling packages to the customer	present and sell individual and versatile care and styling packages to the customer
Taking health, safety and ability to function into account	work safely, avoid risks in their work and maintain their ability to function and work under guidance	independently assume responsibility for the safety of their work and work to maintain a healthy lifestyle and their ability to function and work	independently develop the safety of their operations and versatile ways of maintaining and promoting a healthy lifestyle and their ability to function and work
	take safety and health aspects into consideration in the planning of their own work and maintain the safety and ergonomics of the customer and the working environment in familiar situations	take safety and health aspects into consideration in the planning of their own work and maintain the safety and ergonomics of the customer and the working environment	independently take safety and health aspects and the safety of the customer and the working environment into consideration in the planning of their own work, and also apply what they have learnt in unexpected situations
Self-assessment and time use	assess the end result of a styling package and their own work, usually keep to the time reserved for the treatment.	assess the end result of a styling package and their own work for the most part realistically and of their own initiative, keep to the time reserved for the treatment.	assess the end result of a styling package and their own work realistically and with justifications in comparison to the plan, keep to the time reserved for the treatment, develop their working methods.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	Students or candidates		
Mastering of the working methods	select the correct working methods under guidance	select suitable working methods	apply working methods that are justified for the customer and the care and styling package
Use of tools and products	select tools and products needed to implement a care and styling package according to instructions.	use the products, tools and equipment needed to implement a care and styling package independently and in a manner that is suited to customer needs.	use the most suitable products, tools and equipment needed to implement a care and styling package independently and in a versatile manner, justify their choices.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	Students or candidates will		
Making use of product knowledge	use their product knowledge when planning and implementing care and styling packages	independently make use of their product knowledge in care and styling packages in a manner suited to the customer	make use of their product knowledge in a versatile and individual manner in care and treatment packages, justify their choices, take allergies into account in product choices
Making use of knowledge of skin and hair anatomy	take into account their knowledge of skin and hair anatomy when planning and implementing care and styling packages	use their knowledge of skin and hair anatomy when planning and implementing care and treatment packages, taking the condition of the customer's skin and hair into account	independently make use of their knowledge of skin and hair anatomy in care and styling packages, taking the condition of the customer's skin and hair into account and justify their choices
Taking style and hair fashions into account	use their knowledge of style and hair fashions in the designing and planning of care and styling packages	use style and hair fashions in care and styling packages taking customer wishes into account	apply their knowledge of style and hair fashions individually and in a versatile manner in care and styling packages, justify their choices
Acquiring information	find information to support their work in various sources according to instructions.	find versatile information from various sources and apply it in problem solving.	find versatile information from various sources, analyse it realistically and use it in work-related problem solving.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Learning and problem solving	Students or candidates will find information and plan and assess their own work, but need guidance in new situations or as the working environment changes	find information, plan their own work and assess the success of the work while the work is in progress, are willing to learn, act upon any feedback received, independently cope with changing situations and situations involving choice	show initiative in finding information, independently plan tasks that they are responsible for and assess the success of their work and justify their assessments, enjoy learning, act independently and use alternative operating methods in different situations, find possibilities to develop themselves
Interaction and cooperation	follow the instructions given for interactive situations in their work, complete the tasks they are responsible for by following instructions, work with different people in the work community and customer service, ask for assistance from others as necessary	act in various situations of interaction as required by the situation (in learning situations, the work community and customer service), complete the tasks they are responsible for carefully and act co-operatively as a team member, work with different people in a work community and customer service	express themselves clearly and constructively introduce various points of view, act responsibly, co-operatively and equally with different people in the work community and customer service, support and assist others and take the employee performing the next stage into consideration in their work
Vocational ethics	observe any ethical instructions issued and workplace agreements, regulations and schedules	observe any ethical instructions issued and agreements, regulations and schedules	act in line with the values, objectives and ethical instructions of the hair care field and the agreements and regulations of the learning or work community in varying situations and keep to schedules
Health, safety and ability to function	use the tools, working methods and personal protective equipment safely according to instructions, mainly work ergonomically.	ensure the safety of tools, products and materials, work ergonomically.	recognise hazards and risks and inform others of the hazards and risks observed, use safe and varying working methods with a suitable workload and take ergonomics into account.

Ways of demonstrating vocational skills

The student or candidate demonstrates their vocational skills by providing hair and beard care and styling packages as well as in various hair styles for special occasions and themes for customers. They also attach hair inserts or hair extensions. The work is done in a hair-dressing salon or in an environment that is as similar as possible to the conditions of a job in the field. The work is carried out to an extent that makes it possible to establish that the vocational skills meet the requirements.

A skills demonstration is to comprise at least

- ◆ mastering the work process: as regards the selected work entity (for example, a hair care or styling package, hair style for a special occasion or theme, attachment of hair extensions or inserts) entirely
- ◆ mastering the work method, equipment and material: as above in its entirety
- ◆ underpinning knowledge: as above in its entirety
- ◆ key competences for lifelong learning in their entirety.

If the vocational skill required in the module cannot be shown in full in a skills demonstration or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other reliable methods.

4.2.3 Modules from vocational-upper secondary qualifications

One or several modules from the following vocational upper secondary qualifications can be included in the Vocational Qualification in Hairdressing, in accordance with the student's or candidate's individual study plan.

- ◆ Vocational Qualification in Beauty Care
- ◆ Vocational Qualification in Business and Administration
- ◆ Vocational Qualification in Social and Health Care (Support and guidance of growth, Nursing and care, Support for rehabilitation)
- ◆ Vocational Qualification in Textiles and Clothing
- ◆ Vocational Qualification in Crafts and Design

The education provider must have a valid contract to provide the further qualification in question, or the education provider can purchase the competence tests from an education provider with such contract. A certificate of a completed upper secondary module is always awarded by the committee in charge of the upper secondary qualification concerned and the Qualification Committee for Hairdressing accepts

the module in question into a student's Vocational Qualification in Hairdressing on the basis of the certificate.

4.2.4 Module from further vocational qualifications

One module from the following further vocational qualifications can be included in the Vocational Qualification in Hairdressing, in accordance with the student's or candidate's individual study plan:

- ◆ Further Qualification in Hairdressing
- ◆ Further Qualification in Sales
- ◆ Further Qualification in Marketing Communications
- ◆ Further Qualification for Entrepreneurs
- ◆ Further Qualification for Masseurs/Masseuses
- ◆ Further Qualification in Theatre
- ◆ Further Qualification in Textiles Technology
- ◆ Further Qualification in Clothing

The education provider must have a valid contract to provide the further qualification in question, or the education provider can purchase the competence tests from an education provider with such contract.

In vocational upper secondary education, a certificate of a completed further qualification module is always awarded by the committee in charge of the further qualification concerned and education provider accepts the module into student's qualification certificate.

In the competence-based qualification system, a certificate of a completed further qualification module is always awarded by the committee in charge of the further qualification concerned and the Qualification Committee for Hairdressing accepts the module in question into a student's Vocational Qualification in Hairdressing on the basis of the certificate.

4.2.5 Module from specialist vocational qualifications

One module from the following specialist vocational qualifications can be included in the Vocational Qualification in Hairdressing, in accordance with the student's or candidate's individual study plan:

- ◆ Specialist Qualification in Hairdressing
- ◆ Specialist Qualification in Beauty Care
- ◆ Specialist Qualification in Theatre
- ◆ Specialist Qualification for Entrepreneurs
- ◆ Specialist Qualification for in Marketing Communications
- ◆ Specialist Qualification for Masseurs/Masseuses
- ◆ Specialist Qualification in Textiles Technology
- ◆ Specialist Qualification in Clothing

The education provider must have a valid contract to provide the further qualification in question, or the education provider can purchase the competence tests from an education provider with such contract.

In vocational upper secondary education, a certificate of a completed specialist vocational qualification module is always awarded by the committee in charge of the specialist vocational qualification concerned and education provider accepts the module into student's qualification certificate.

In the competence-based qualification system, a certificate of the completion of such a module of specialist vocational qualification is always awarded by the committee in charge of the specialist vocational qualification concerned. The Qualification Committee for Hairdressing accepts the module of specialist vocational qualification in question into a student's Vocational Qualification in Hairdressing on the basis of the certificate.

4.2.6 Locally offered modules

In its approved curriculum, the education provider offers modules that include vocational skills requirements based on the needs of local and regional working life. The module names must reflect the integrated activities in working life. Skills requirements and assessment criteria must be drawn up for them as well as ways to demonstrate vocational skills in line with Chapter 9.3 in the appendices under "Vocational skills requirements, targets of assessment and general assessment criteria".

4.3 OTHER OPTIONAL MODULES IN VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING

In its approved curriculum, the education provider offers optional modules, which can be advanced or enhancing optional modules, core subjects or general upper secondary studies. Advanced or enhancing vocational modules may include modules with contents based on needs of local or regional working life, modules from other vocational qualifications as well as competence acquired at work. The modules must have a name and their skills requirements, objectives and assessment criteria listed, as well as the ways of demonstrating the skills described for vocational modules.

As to offering other optional modules, the education provider may work together with working life and other education providers. The student can also choose these modules from modules offered by other education providers.

The scope of core subjects and general upper secondary studies must not exceed 10 credits in optional modules.

4.3.1 Entrepreneurship

Skills requirements

As part of a team, a student will be able to

- ◆ assess productization opportunities
- ◆ assess the operating opportunities of a planned business
- ◆ specify a financially profitable business idea and develop a mission statement
- ◆ find a working partner company
- ◆ draw up a preliminary business and financial plan
- ◆ present the business and financial plans to business consultants and financiers
- ◆ negotiate on the company's operating opportunities and financing required to set it up
- ◆ set up a business
- ◆ plan and start business operations
- ◆ work in the business and carry out its core tasks
- ◆ work with providers of business support services
- ◆ terminate the business activities on completion of studies or continue them as part of his/her Business Operations studies (10 credits) aiming at setting up a business of his/her own.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. The targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	Student		
Planning one's own work	contributes to planning business operations and works as a team member	plans business operations and works spontaneously and responsibly as a team member	plans business operations innovatively and works spontaneously, responsibly and supportively as a team member
	assumes responsibility for his/her work as agreed	assumes joint responsibility for the tasks agreed	assumes responsibility for the activities of the whole team for completing the tasks agreed under joint responsibility
Mastering the work entity	proceeds systematically in his/her work under instructions	proceeds systematically and fluently in his/her work	advances systematically and fluently in his/her work adjusting it to the activities of the team
	participates in agreed meetings with the partner networks	acquires partners and acts in partner networks	acquires partners and makes use of partner networks to develop operations
High-quality operations	works in accordance with quality objectives set for his/her work and changes his/her own activities based on given feedback	works in accordance with the quality objectives set together and assesses his/her own activities in reaching them	works in accordance with the quality objectives set together and develops his/her activities to reach them
	works in a service oriented manner	works in a service oriented manner and promotes customer satisfaction	works in a service oriented manner and promotes customer satisfaction

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	Student		
	uses the most common company tools, such as equipment and machinery, computers and applications	uses company tools, such as equipment and machinery, computers and applications	uses the company tools, such as equipment and machinery, computers and applications independently
	observes the principles of information security	observes the principles of information security	observes the principles of information security

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	Student		
Assessing productizing and operating opportunities	makes use of the business opportunities in productizing offered by his/or her own field or other fields in cooperation with the team	makes use of the business opportunities in productizing, offered by his/or her own field or other fields in cooperation with the team	makes use of the business opportunities in productizing, offered by his/or her own field or other fields in cooperation with the team
		searches information available in different networks	makes use of information available in different networks
	surveys businesses operating in the field and finds information on acting as an entrepreneur in the field, working under instructions in a team	surveys businesses operating in the field and finds information on acting as an entrepreneur in the field, working in a team	surveys businesses operating in the field and finds information on acting as an entrepreneur in the field, working in a team
	follows development in the field from business point of view, working under instructions in a team	follows development in the field from business point of view working in a team	follows development and outlook in the field from business point of view working in a team
	assesses his/her own possibilities as an entrepreneur, working under guidance in a team	assesses his/her own possibilities as an entrepreneur working in a team	assesses independently his/her possibilities as an entrepreneur and sets personal development objectives
Refining the business plan	finds out about the operating opportunities of the enterprise to be set up, working under guidance in a team	finds out about and reports on the operating opportunities of the enterprise to be set up in cooperation with the team	finds out about and reports on the operating opportunities of the enterprise to be set up in cooperation with the team
	selects form of enterprise and draws up the documents needed for setting up a business, working under instructions in a team	selects form of enterprise and draws up the documents needed for setting up a business, working in a team	selects form of enterprise and draws up the documents needed for setting up a business, working in a team
		takes part in acquiring information from key authorities	acquires information from key authorities independently

Planning business operations and working in the company	takes part in search for information needed when planning operations, e.g. how a product or service is produced and sold and how finances are taken care of, working under instructions in a team	takes part in search for information needed when planning operations, e.g. how a product or service is produced and sold and how finances are taken care of, working in a team	makes use of information needed when planning operations on how a product or service is produced and sold and how finances are taken care of, working in a team
	takes part in search for information needed when planning company logistics working under guidance in a team	takes part in search for information needed when planning company logistics, working in a team	makes use of information needed when planning company logistics, working in a team
	working in a team, acquires information on support services available when setting up a business and running it, e.g. accounting office services	working in a team, acquires information on support services available when setting up a business and running it, e.g. accounting office services	working in a team, acquires information on support services available when setting up a business and running it, e.g. accounting office services
	applies the underpinning knowledge needed to complete agreed tasks, working under instructions	applies the underpinning knowledge needed to run the business	independently applies the underpinning knowledge needed to run the business
	finds out under guidance what legislation requires bookkeeping	finds out what legislation requires bookkeeping	finds out what legislation requires bookkeeping and why
	keeps the receipts and vouchers needed for bookkeeping, working under instructions	keeps the receipts and vouchers needed for bookkeeping	keeps the receipts and vouchers needed for bookkeeping
		interprets the business's profit and loss account and balance sheet e.g. with the help of an accounting firm	interprets business's profit and loss account and balance sheet e.g. with the help of an accounting firm

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	Student		
Learning and problem solving	acquires under instructions information on key regulations related to products, services and contracts	finds information on key legislation and other statutes concerning products, services and contracts	applies key legislation and other statutes concerning products, services and contracts

Interaction and cooperation	participates in preparing choices and decisions in the team	makes proposals, choices and decisions in the team	makes justified proposals, choices and decisions in the team to develop business operations
	assesses his/her own activities and progress made under guidance	assesses his/her own activities and progress made	assesses his/her own activities and progress made in his/her work and business operations
	participates in cooperation negotiations with team members and stakeholders	negotiates on cooperation with team members and participates in negotiations with stakeholders	negotiates on cooperation with team members and stakeholders
Vocational ethics	observes financial, social and sustainable development related values in business operations under instructions	observes financial, social and sustainable development related values in business operations	observes financial, social and sustainable development related values in business operations
Health, safety and ability to function	follows occupational safety regulations in the field in his/her activities and customer service situations	follows occupational safety regulations in the field in his/her activities and customer service situations	follows occupational safety regulations in the field in his/her activities and customer service situations
	protects him-/herself from work and working environment related dangers under guidance	protects him-/herself from work and working environment related dangers	protects him-/herself from work and working environment related dangers
	ensures his/her own safety and that of the colleagues and customers in familiar situations under guidance.	ensures his/her own safety and that of the colleagues and customers in different situations as instructed.	ensures his/her own safety and that of the colleagues and customers in different situations.
			develops the safety of his/her team and ability to work by developing own working practices and environment instructs others to act in a healthy and safe way when working as a team member.

Ways of demonstrating vocational skills

Student demonstrates his/her vocational skills by working in cooperation with team members, representatives of partner companies, stakeholders or other parties in practice enterprises and the like.

A skills demonstration must cover completely

- ◆ mastering the work processes
- ◆ mastering the work methods, equipment and material
- ◆ underpinning knowledge
- ◆ mastering key competences for lifelong learning.

If the vocational skills required in the module cannot be shown in a skills demonstration in full, it is completed with such other assessment of competence as interviews, assignments and other reliable methods.

4.3.2 Workplace instructor training

Skills requirements

Student is able to

- ◆ recognise the tasks at the workplace suited to on-the-job learning or skills demonstrations and finds out about their targets of assessment and assessment criteria
- ◆ negotiate on implementation of on-the-job learning and skills demonstrations in the work community
- ◆ prepare on-the-job learning and skills demonstration plans in cooperation with the teacher and workplace instructor
- ◆ instruct other students on the working tasks, customs and rules at the workplace or at school
- ◆ present the training and working opportunities in the field e.g. to students in an introductory period
- ◆ have guidance discussions, develop own activities based on feedback and arbitrate differences of opinion
- ◆ work with different learners and colleagues
- ◆ receive and give constructive feedback
- ◆ self-assess on-the-job learning and skills demonstration in accordance with the targets of assessment and assessment criteria agreed earlier
- ◆ assess occupational safety risks in his/her work and know how to act and also instruct others to act in accordance with the occupational safety instructions.

Assessment

The table comprises the targets of assessment and assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training, the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	Student		
Planning one's own work and drawing up plans	prepares on-the-job learning and skills demonstration plans under instructions	prepares on-the-job learning and skills demonstration plans as instructed	prepares on-the-job learning and skills demonstration plans independently and proactively
Mastering the work entity	needs instructions at times	completes given tasks independently	proceeds fluently in his/her work adjusting it to the activities of the working environment

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	Student		
Guiding a student	guides other students under instructions	guides other students as instructed and holds guidance discussions	instructs other students, acts flexibly with different people and arbitrates differences of opinion
Assessing a student	accepts and gives feedback on a task under instructions as well as, under instructions, self-assesses on-the-job learning and skills demonstrations based on targets of assessment and assessment criteria agreed beforehand	accepts and gives feedback on a task as well as self-assesses on-the-job learning and skills demonstrations based on targets of assessment and assessment criteria agreed beforehand	holds constructive feedback discussions and self-assesses on-the-job learning and skills demonstrations based on targets of assessment and assessment criteria agreed beforehand

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of working life and training opportunities in one's own field	presents some of the working and training opportunities in the field	presents working and training opportunities in the field	presents independently and variedly working and training opportunities in the field
Knowledge of curricula	recognises, under instructions, the subject matter to be learnt during on-the-job learning and the competence to be assessed in skills demonstration	recognizes, as instructed, the subject matter to be learnt during on-the-job learning and the competence to be assessed in skills demonstration	recognizes independently the subject matter to be learnt during on-the-job learning and the competence to be assessed in skills demonstration

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	Student		
Health, safety and ability to function	assesses occupational safety risks involved and follows the occupational safety instructions given	assesses occupational safety risks involved and follows the occupational safety instructions given	assesses occupational safety risks involved, follows and also instructs others to follow the occupational safety instructions given

Ways of demonstrating vocational skills

Student demonstrates his/her vocational skills by preparing an on-the-job learning or skills demonstration plan. He/She studies the activities, tasks, working culture and rules of the work community and assesses the occupational safety risks and ergonomics issues involved from his/her own work point of view. Student examines the opportunities of arranging his/her on-the-job learning and skills demonstration assessments at the workplace.

The skills demonstration is mainly given in connection with another skills demonstration.

A skills demonstration is to comprise at least

- ◆ mastering the work process
- ◆ mastering the work methods, equipment and materials: the guidance of the student, the assessment of learning and competence
- ◆ underpinning knowledge: the knowledge of the requirements of vocational qualifications
- ◆ mastering the key competences for lifelong learning: health, safety and ability to function

If the vocational skills required in the module cannot be shown in a skills demonstration in full, it is completed with such other assessment of competence as interviews, assignments and other reliable methods.

4.3.3 In-depth and enhancing vocational modules

In its approved curriculum, the education provider offers advanced or enhancing vocational modules the contents of which are based on the needs of local or regional working life. The module names must reflect the integrated activities in working life and their skills requirements, objectives and assessment criteria must be drawn up as well as the ways of demonstrating the skills in line with what is said in Chapter 9.3 in the appendices under “Vocational skills requirements, targets of assessment and general assessment criteria”. As to offering other optional modules, the education provider can work together with working life and other education providers.

4.3.4 Core subjects

In its curriculum, the education provider offers core subjects which increase the student’s opportunities of choosing core subjects listed in Chapter 5. The modules can be optional supplements to the compulsory ones (see the qualification requirements Chapter 5.2.1). The education provider determines the objectives, core contents and assessment for these modules. The modules may also be optional modules from core subjects presented in the qualification requirements in Chapters 5.2.2–5.2.7. The education provider may also offer them in cooperation with other education providers. The student can also choose these studies from modules offered by other education providers.

4.3.5 General upper secondary studies

In its curriculum, the education provider offers a student an opportunity to include in his/her qualification general upper secondary studies arranged by general upper secondary schools in accordance with the general upper secondary school curriculum and for which the general upper secondary school awards a certificate. The education provider may also offer them in cooperation with other education providers. The education provider can also decide that a student can choose general upper secondary studies (e.g. e-learning) from the spectrum offered by different general upper secondary education providers.

4.4 MODULES PROVIDING INDIVIDUAL IN-DEPTH VOCATIONAL COMPETENCE (MODULES THAT EXPAND THE SCOPE OF A VOCATIONAL UPPER SECONDARY QUALIFICATION)

The student or candidate may individually include in his/her vocational upper secondary qualification more modules, when it is necessary from the point of view of field-specific or local skills requirements or strengthening the vocational skills of the candidate. Modules providing advanced individual vocational competence should be implemented as widely as possible in workplaces with working life.

4.4.1 Business Operations

Skills requirements

The student or candidate is able to

- ◆ assess the possibilities of productization of his/her own competence (product or service)
- ◆ study the business operations environment of the company to be established
- ◆ identify and acquire cooperation businesses and partners
- ◆ find, recognise and assess the company's operating potential
- ◆ select a financially profitable business idea and develop a mission statement
- ◆ draw up a business plan for the enterprise
- ◆ make a management plan for the company's accounts and finance and find out about the resources required to run it
- ◆ present the business and financial plans to business consultants and financiers
- ◆ negotiate on company's operating potential and financing
- ◆ plan the manufacturing of the company's products and provision of its services
- ◆ prepare a marketing plan and report on it as well as decide on marketing activities
- ◆ make the logistics decisions needed
- ◆ prepare a company risk analysis
- ◆ plan the implementation and key tasks of profitable business operations
- ◆ select the form of enterprise, establish a business and close it down

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training, the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	The student or candidate		
Planning one's own work and drawing up plans	plans business operations under guidance	plans the operations of his/her enterprise and acts independently and responsibly	plans the operations of his/her enterprise innovatively and acts independently, responsibly and supportively
Managing the work entity	proceeds systematically in his/her work under guidance	proceeds systematically and fluently in his/her work	proceeds systematically and fluently in his/her work
	acquires a partner company under guidance	acquires partners and acts in partner networks	acquires partners, makes use of partner networks to develop operations
High-quality operations	works in accordance with quality objectives set for his/her work and changes own activities based on given feedback	acts in accordance with quality objectives set and assesses own activities in reaching them	acts in accordance with quality objectives set and develops own activities to reach them
	works in a service oriented manner	works in a service oriented manner and promotes customer satisfaction	works in a service oriented manner and promotes customer satisfaction

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	The student or candidate		
Technology and information technology	uses customary tools such as equipment and machinery, computer and software needed when setting up his/her business	uses tools such as equipment and machinery, computer and software needed when setting up his/her business	uses independently tools such as equipment and machinery, computer and software needed when setting up his/her business
	acts in accordance with the principles of information security	acts in accordance with the principles of information security	acts in accordance with the principles of information security

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	The student or candidate		
Assessment of productization opportunities	makes use, under guidance, of the business opportunities in productization	makes use of the business opportunities in productization	makes use of the business opportunities in productization
	searches information available in different networks under guidance	searches information available in different networks	makes use of information available in different networks
	identifies companies operating in the field and finds information on acting as an entrepreneur in the field under instructions	identifies companies operating in the field and finds information on acting as an entrepreneur in the field	identifies companies operating in the field and finds information on acting as an entrepreneur in the field
Looking into the business environment	follows, under instructions, development in the field from the point of view of starting business operations	follows development in the field from the point of view of starting business operations	follows development and outlook in the field from the point of view of starting business operations
	assesses his/her chances as an entrepreneur under guidance	assesses his/her chances as an entrepreneur	assesses independently his/her chances as an entrepreneur and sets personal development objectives
Choosing business idea	finds out about the business opportunities of the enterprise to be established under guidance	finds out about and reports on the business opportunities of the enterprise to be established	finds out about and reports on the business opportunities of the enterprise to be established
	acquires information from key authorities under instructions	acquires information from key authorities	acquires information from key authorities independently
	acquires under instructions information needed in planning business operations like how a product is made or service provided, sold and how accounting and finances are taken care of	acquires information needed in planning his/her business operations like how a product is made or service provided, sold and how accounting and finances are taken care of	makes use of information needed in planning his/her business operations like how a product is made or service provided, sold and how accounting and finances are taken care of
Drawing up a business plan	acquires under instructions information needed in planning company logistics	acquires information needed in planning company logistics	makes use of information needed in planning company logistics
	uses under instructions information needed in company risk analysis	uses information needed in company risk analysis	applies information needed in company risk analysis

	acquires under instructions information on support services available when setting up a business and running it, e.g. accounting office services	acquires information on support services available when setting up a business and running it, e.g. accounting office services	acquires information on support services available when setting up a business and running it, e.g. accounting office services
	acquires under instructions information on the entrepreneur's role in book-keeping and profit and loss analysis	acquires information on the entrepreneur's role in book-keeping and profit and loss analysis	acquires information on the entrepreneur's role in book-keeping and analysing the profit and loss account and balance sheet
	acquires under instructions information on key statutes related to products, services and contracts	acquires information on key legislation and statutes concerning products, services and contracts	applies key legislation and other statutes concerning products, services and contracts
Choosing form of enterprise, setting it up and closing it down	chooses under instructions form of enterprise and draws up the documents needed when setting up and closing down a business	chooses form of enterprise and draws up the documents needed when setting up and closing down a business	chooses form of enterprise and draws up the documents needed when setting up and closing down a business

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Learning and problem solving	makes decisions under instructions	makes choices and decisions	makes valid proposals, choices and decisions to develop company operations
	assesses his/her own activities and progress made under guidance	assesses his/her own activities and progress made	assesses his/her own activities independently and progress in his/her work and company operations
Interaction and cooperation	negotiates under guidance on cooperation with stakeholders	negotiates on cooperation with stakeholders	negotiates innovatively on cooperation with stakeholders
Vocational ethics	observes under instructions the financial, social and sustainable development values agreed when planning business operations	observes the financial, social and sustainable development values agreed when planning business operations	observes the financial, social and sustainable development values when planning business operations
Health, safety and ability to function	prepares under instructions plans on observance of occupational safety regulations in his/her business	prepares plans on observance of occupational safety regulations in his/her business	prepares independently plans on observance of occupational safety regulations in his/her business
	prepares under instructions plans on how to protect oneself against work and working environment related dangers	prepares plans on how to protect oneself against dangers related to the work done and the working environment	prepares spontaneously plans on how to prepare against dangers related to the work done and the working environment

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by planning the operations of his/her own enterprise and acting in cooperation with different stakeholders.

Skills demonstration is to cover completely

- ◆ mastering the work processes
- ◆ mastering the work method, equipment and material
- ◆ underpinning knowledge
- ◆ key competences for lifelong learning.

If the vocational skills required in the module cannot be shown in a skills demonstration in full, it is to be completed with such other assessment of competence as interviews, assignments and other reliable methods.

4.4.2 Modules from vocational qualifications (vocational upper secondary qualifications, further vocational qualifications and specialist vocational qualifications)

Besides modules from 4.2.3–4.2.5, modules from other further vocational qualifications can also be included in the Vocational Qualification in Hairdressing.

1. Modules from vocational upper secondary qualifications

Modules from vocational upper secondary qualifications can be included in the Vocational Qualification in Hairdressing, in accordance with the student's or candidate's individual study plan.

In the competence-based qualification system, a certificate of a completed upper secondary module is always awarded by the committee in charge of the upper secondary qualification concerned. The Qualification Committee for Hairdressing accepts the module in question into a student's Vocational Qualification in Hairdressing on the basis of the certificate.

2. Modules from further vocational qualifications

Modules from further qualifications can be included in the Vocational Qualification in Hairdressing, in accordance with the student's or candidate's individual study plan.

The education provider must have a valid contract for arranging competence-based qualification in question or the education provider can buy the competence tests from an education provider with a contract.

In vocational upper secondary education, a certificate of a completed further qualification module is always awarded by the committee in charge of the further qualification concerned and education provider accepts the module into student's qualification certificate.

In the competence-based qualification system, a certificate of a completed further qualification module is always awarded by the committee in charge of the further qualification concerned and the Qualification Committee for Hairdressing accepts the module in question into a student's Vocational Qualification in Hairdressing on the basis of the certificate.

3. Modules from specialist vocational qualifications

Modules from specialist vocational qualifications can be included in the Vocational Qualification in Hairdressing, in accordance with the student's or candidate's individual study plan.

The education provider must have a valid contract for arranging competence-based qualification in question or the education provider can buy the competence tests from an education provider with a contract.

In vocational upper secondary education, a certificate of a completed specialist vocational qualification module is always awarded by the committee in charge of the specialist vocational qualification concerned and education provider accepts the module into student's qualification certificate.

In the competence-based qualification system, a certificate of the completion of such a module of specialist vocational qualification is always awarded by the committee in charge of the specialist vocational qualification concerned. The Qualification Committee for Hairdressing accepts the module of specialist vocational qualification in question into a student's Vocational Qualification in Hairdressing on the basis of the certificate.

4.4.3 Locally offered modules providing in-depth vocational competence in curriculum-based vocational education and training

The education provider can provide in its approved curriculum the student with a chance to take individually vocational in-depth modules that correspond with local or regional working life skills requirements together with the student's need for deeper vocational skills. The modules must be named and their skills requirements, assessment criteria and ways of demonstrating vocational skills must be determined.

4.4.4 Beauty care and customer advice

The training provider can offer the student or candidate an opportunity to include in their qualification the Beauty Care and Customer Advice part of the Vocational Qualification in Beauty Care. This will be carried out following the requirements of the Vocational Qualification in Beauty Care (11.6.2009, 26/011/2009).

Within the competence-based qualification system, the certificate for having taken the relevant part of the vocational qualification is always issued by the qualification committee responsible for the vocational qualification in question, and the Qualification Committee for Hair Care will approve the part of the Vocational Qualification in question as part of the Vocational Qualification in Hair Care based upon the certificate.

4.5 FINAL PROJECT IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING

The student will plan and complete a Final Project that will demonstrate his/her competence. It can be, for example, a product, demonstration of skill, portfolio or performance. The student recognises his/her vocational key strengths and develops his/her creativity, innovativeness and promotes personal professional growth while completing the Final Project. He/she presents and assesses his/her Final Project as well as its planning process and realisation. With the Final Project, the student promotes his/her own employment. With the Final Project, the student promotes his/her own employment.

The education provider decides how the Final Project is carried out.

5

THE OBJECTIVES AND ASSESSMENT OF CORE SUBJECTS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING, 20 CREDITS

5.1 COMPULSORY MODULES

5.1.1 Mother tongue, 4 credits

5.1.1.1 MOTHER TONGUE, FINNISH

Objectives

Student

- ◆ communicates and acts in an interactive situation so that he/she can practice their profession, contribute to working life, be an active citizen and pursue further studies
- ◆ possesses the text skills needed in hairdressing
- ◆ knows how to act in a multi-cultural and lingual environment
- ◆ understands the key concepts and contents as well as the meaning of texts related to hairdressing such as products, equipment, guides and user instructions and articles
- ◆ acquires information from different sources in different ways and conveys it in speech and in writing
- ◆ interprets different text types and fiction
- ◆ assesses his/her skills in mother tongue and develops them continuously
- ◆ knows how to act in different interactive situations in hairdressing such as customer service, customer and sales situations
- ◆ masters different oral situations in the field of hairdressing e.g. telephone conversations, discussion, presentation and advice and for example in carrying out their work and presenting his/her final project
- ◆ knows how to draw up the most common written documents in the field of barbers and hairdressing, e.g. customer records, service, product and equipment brochures, marketing communications and advertising
- ◆ knows how to behave in a job hunting situation and how to draw up applications with relevant references

- ◆ makes use of journals and newspapers and other media in the field of hairdressing
- ◆ is critical in his/her use of media and knows the principles of the use of sources
- ◆ develops his/her communication and interaction skills and contributes to the development of communication at work.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	acquires information essential to his/her vocational field from clear texts under instruction	acquires information related to his/her vocational field from different sources and uses reliable texts	acquires information from different sources and from even difficult texts and assesses their reliability
Comprehension of texts	understands the core meaning of the text from a vocation point of view and knows how to combine its information to his/her own experiences and knowledge	understands the meaning and main contents of the text and also knows how to combine and compare its details to his/her own experiences and knowledge	understands both the meaning and message of the text as well as the meaning of the details, draws conclusions and evaluates the contents and the way of expression used in the text
Written communications	writes under instruction texts that are vital to vocational skills	writes texts that are vital to his/her vocational skills	writes in a target oriented manner and processes his/her texts based his/her own evaluation and feedback
	knows the basics of spelling	uses fluent phrases and sentence structures and breaks text into paragraphs	masters the basic norms of language use and also improves the wording and layout of the written text
	compiles documents under guidance following a model	draws up appropriate documents	draws up appropriate documents and knows how to use document templates
	observes the requirements of the text type following a model	observes the requirements of the text and uses his/her knowledge of other text types	applies text type requirements in his/her own texts

Interaction and acting in working life language situations	acts appropriately in interactive situations, like when applying for a job	acts appropriately and politely in interactive situations, like when applying for a job	is customer-oriented, flexible and convincing in different interactive situations
	participates in conversation making statements	participates in a conversation and facilitates it in a target-oriented manner	participates in the conversation in an active and constructive way and is partly responsible for the communication atmosphere
	validates his/her own opinions	gives a variety of grounds for his/her opinions and claims	gives a variety of grounds for his/her own views and also assesses the points made
	knows how to give a short presentation	establishes contact with his/her listeners as he/she speaks and knows how to construct his/her statement in a way that it is easy to follow	can maintain interaction while speaking, knows how to exemplify his/her presentation and how to construct its contents logically
Media competence	knows the central media in the vocational field	uses key communication tools and assesses media texts	makes versatile use of communication tools and assesses media texts critically
	observes copyrights under guidance	sees copyrights as rights and obligations and observes them by citing his/her sources	knows how to cite the sources used and asks permission to use them if necessary
Knowledge of language and culture	recognises the meaning of his/her own language and the meaning of cross-cultural communication	takes into account the cross-cultural communication in his/her own interactive situations	applies cross-cultural communications and his/her own cultural skills and acts liberally
	uses literature and other art forms to acquire experiences.	knows how to classify literature and other art forms.	knows how to analyse and interpret literature and other art forms.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 7. Aesthetics, 8. Communications and media skills, 10. Technology and information technology, 11. Active citizenship and different cultures

In validation of prior learning general upper secondary school courses *Language, texts and interaction* (ÄIS1), *Structures and meanings of texts* (ÄIS2) *Means of influence* (ÄIS4) and one of the following *Literary texts* (ÄIS3), *Text, style and context* (ÄIS5), *Language, literature and identity* (ÄIS6) or *Oral communication* (ÄIS7) compensate for *Mother tongue, Finnish studies* in core subjects.

5.1.1.2 MOTHER TONGUE, SWEDISH

In education and training provided in Swedish, the objectives and assessment criteria for mother tongue studies are the same as when the studies are in Finnish.

5.1.1.3 MOTHER TONGUE, SAAMI

Objectives

Student

- ◆ acquires versatile experiences in Saami both oral and literal
- ◆ understands his/her lingual roots and the development of his/her own lingual identity
- ◆ recognizes the meaning of language and culture to the work community
- ◆ familiarizes him/herself with Saami story telling tradition and its meaning to the Saami language and culture
- ◆ acquires information from different Saami language sources and also passes it on both in speech and in writing
- ◆ expands experience and work environment to other Saami language professionals in hairdressing, who live in Nordic countries and in Russia
- ◆ understands the meaning of multiculturalism and multilingualism and also develops lingual and cultural tolerance
- ◆ draws up the most common written work related to hairdressing and their community in Saami
- ◆ writes a report and job applications in Saami
- ◆ knows how to act when applying for a job and in other oral communication situations in hairdressing
- ◆ knows how to act in Saami in different interactive situations in the field of hairdressing
- ◆ knows how to communicate and interact in Saami so that he/she can participate in working life, be an active citizen and pursue further studies
- ◆ evaluates the his/her own mother tongue skills.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of language and culture	knows the basic features of Saami culture	knows the background of national Saami language and culture formation	strengthens and develops his/her own lingual identity
	uses Saami story telling tradition under instruction	knows Saami culture and familiarises him/herself with its unique character, e.g. story telling tradition	uses Saami story telling tradition and knows the history of Saami people through it
	recognises the variety and significance of languages and cultures	takes into account the meaning of different cultures and languages in communication situations in his/her activities	recognises the common roots of Saami and Finnish languages
Acquiring information and media competence	makes use of professional papers and other media in the field under instruction	uses the key communication tools in the field	acquires and analyses enriching experiences by making use of various communications tools
	knows the key media used in the vocational field	recognizes the different influences of the media and evaluates them	makes versatile use of the key media contents in the field and interprets them objectively
Understanding texts	understands the main purpose of a Saami language text and knows how to combine its information with his/her own experiences and knowledge	understands the meaning of the text and its core content in Saami language and knows how to combine and compare its details to his/her own experiences and knowledge	understands the meaning of the text as well as the meaning of its message, draws conclusions and evaluates the content and the way the text is written

Written communication	knows the basics of Saami language spelling	uses fluent phrases and sentence structures and breaks the text into paragraphs	plans his/her writing according to the objective and also improves his/her text based on his/her own assessment as well as that of the others
	writes in full sentences and uses information technology	compiles a text that is valid in contents and layout and matches the title and the purpose of the text	compiles a text that is both diverse in contents and fluent and coherent in structure
		communicates in writing according to the situation	compiles written documents for use in the vocational field as well as the community
Interaction and acting in working life language situations	acts correctly in interactive situations	acts correctly and politely in interactive situations	acts flexibly and convincingly in interactive situations
	participates in conversation making statements	participates in the conversation and directs the it towards desired end result	participates in the conversation in an active and constructive way
	gives a short presentation.	creates contact with his/her listeners when speaking and knows how to construct his/her speech in a way that it is easy to follow.	maintains interaction while speaking, knows how to exemplify his/her presentation and how to construct its contents logically.

Key competences for lifelong learning: 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

In validation of prior learning general upper secondary school courses *Language, texts and interaction* (ÄIS1), *Structures and meanings of texts* (ÄIS2) *Means of influence* (ÄIS4) and one of the following *Literary texts* (ÄIS3), *Text, style and context* (ÄIS5), *Language, literature and identity* (ÄIS6) or *Oral communication* (ÄIS7) compensate for *Mother tongue, Saami studies* in core subjects.

5.1.1.4 MOTHER TONGUE, SIGN LANGUAGE

Objectives

Student

- ◆ knows how to practise skills in hairdressing and other related skills
- ◆ appreciates the sign language skills as a part of his/her identity
- ◆ acts in sign language in interactive situations that require both spoken and written language
- ◆ knows how to communicate and interact in sign language in working life, as an active citizen and a further education student
- ◆ knows how to communicate in a way that makes social interaction, learning and working life success possible.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of language and culture	understands the stature of the sign language community in multilingual Finnish society	compares the communication used by signed and spoken language cultures	knows the background of the sign language community and knows how to represent the minority culture in the prevailing multilingual culture
	recognises the core characteristics of signed and spoken language	makes use of the characteristics of signed and spoken language	strengthens and develops his/her own lingual identity and the signs used in the vocational field

Knowledge of sign language linguistics	knows the core structure of the sign language	lists basic features in his/her mother tongue and analyses his/her own language use in relation to others	masters the basic structure of sign language
	uses sign language dictionaries under instruction	uses sign language dictionaries independently	searches for diverse information in sign language dictionaries and textbooks
	recognises the different forms of sign language (general and spoken language situations)	considers the target-oriented contents of sign language texts	knows the linguistic characteristics of sign language
Interaction and acting in working life language situations	uses profession related signs under instruction	knows a general set of signs and signs used in the vocation field	knows profession related signs well and the linguistic features related to professional identity
	acts correctly in interactive situations	participates in the conversation and facilitates it in a target-oriented manner	uses sign language that is structurally fluent and rich in expression
	reads signed (videoed) texts	explains professional things in sign language in presentations and in instructions prepared for others	reads texts written in sign language critically and utilises the newly acquired information
	produces and understands sign language	produces short presentations in sign language and uses sign language in conversations	maintains interaction while speaking and produces presentations in sign language, in which he/she makes use of the ways of expression and presentation used in the sign language culture
	gives a short presentation in sign language	acts in different environments with people who use sign language and with those who can hear	
Use of learning skills and aids	knows how to use a sign language interpreter in one-on-one conversations	knows how and when to use an interpreter	knows how to use a sign language interpreter fluently in various situations
	uses the professional literature and work manuals with the help of sign language under instruction	uses information search fluently and searches for information independently from different sources	interprets the information gathered from different points of view and passes it on using sign language
	uses memory techniques in work assignments under instruction	uses different learning strategies in sign language studies	utilises different learning strategies in his/her sign language studies
	masters the basics of communication technology and information search skills.	produces simple presentations with communication tools.	uses communication tools variedly when producing presentations in sign language.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communication and media skills.

In validation of prior learning general upper secondary school courses *Language, texts and interaction* (ÄIV1), *Structures and meanings of texts* (ÄIV2), *Texts and influence* (ÄIV4), and one of the following *Devices and influence of literature* (ÄIV3), *Text, style and context* (ÄIV5), *Language, literature and identity* (ÄIV6) or *Advanced Oral communication* (ÄIV7) compensate for *Mother tongue, Sign language* studies in core subjects.

5.1.1.5 MOTHER TONGUE, ONE'S OWN MOTHER TONGUE FOR FOREIGN LANGUAGE USERS

Objectives

Student

- ◆ reads, writes and expresses himself/herself in his/her mother tongue
- ◆ understands the lingual roots and the development of his/her own identity
- ◆ uses his/her own mother tongue and Finnish or Swedish in different connections
- ◆ acquires information in various ways from different sources and also forwards it orally and in writing
- ◆ knows how to communicate and to interact so that he/she can participate in working life in the field of business and administration, be an active citizen and pursue further studies
- ◆ knows how to act in a multicultural society and in professional hairdressing situations such as training, customer service and international contacts appreciating his/her own language and Finnish traditions.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of language and culture	perceives the writing methods of his/her own language	reads and writes short texts in his/her own language	reads variable texts in his/her own language and writes texts for different purposes
	knows how to tell about the main characteristics of his/her language environment and culture	becomes familiar with the literature in his/her own language and cultural circle	knows the structure and grammar of his/her own mother tongue
	can name the cultural roots of his/her language	knows the cultural roots of his/her own language and its family of languages	achieves a strong cultural identity and preserves cultural ties with the environment he/she has grown up in
		knows the ways of use of his/her mother tongue and its varieties in his/her region	is interested in his/her mother tongue and language background and is motivated to develop his/her mother tongue skills
Acquiring information and media skills	knows the most important communication channels of his/her own language	acquires information in his/her own mother tongue utilising different communication tools (for example dictionaries, data networks)	acquires information in his/her own mother tongue utilising different communication tools and compares different sources critically
Interaction and acting in working life language situations	knows how to give a short presentation in his/her mother tongue	knows how to communicate coherently in his/her own mother tongue in professional matters	compiles different texts observing the communication traditions of his/her own culture and uses oral skills actively
	knows the forms of oral expressions in his/her own and in Finnish culture	compares the use of his/her own language and Finnish/Swedish	compares the communication of people who speak the same language and Finnish/Swedish speaking people
	expresses him/herself orally in the most common language situations in his/her cultural circle.	uses the key terms of his/her own vocational field and participates in conversations in his/her own language region	knows how to act in a similar profession in his/her own culture
		understands the meaning of bilingualism to his/her own work.	expands his/her vocational vocabulary and develops his/her vocational skills in his/her own language if needed.

Key competences for lifelong learning: 2. Interaction and cooperation, 8. Communication and media skills, 10. Technology and information technology, 11. Active citizenship and different cultures

In validation of prior learning general upper secondary school courses One's own mother tongue and its use *Language, texts and interaction* (ÄIM1) and *Culture in the language area* (ÄIM3), *Communication and society* (ÄIM4), *World of information* (ÄIM6) compensate for *Mother tongue, one's own mother tongue for foreign language students* studies in core subjects.

5.1.1.6 MOTHER TONGUE, FINNISH AS A SECOND LANGUAGE

Objectives

Student

- ◆ possesses such communication and interactive skills that he/she has adequate recourses for working life, active citizenship and further studies
- ◆ understands the key contents of oral communication in Finnish, follows hair-dressing studies easily such as the chemistry of permanents and hair colouring and the principles of how products work and is able to participate in the work
- ◆ understands the key contents of written study material in hairdressing and is able to use it to make progress his/her studies
- ◆ gets inspiration and experiences when studying hairdressing literature and different articles, web-based material, and advertising and marketing texts in Finnish and if possible in his/her mother tongue
- ◆ writes hairdressing related documents and other texts e.g. customer records, service and product brochures marketing communications and advertising
- ◆ masters the key structures of Finnish language as well as professional glossary and expressions in the hairdressing sector
- ◆ knows how to act in his/her profession observing the main procedures of Finnish working life and society
- ◆ searches information from hairdressing professional magazines, product and equipment guides, books and network sources, uses dictionaries and makes notes independently and also uses material from literature and network sources to develop his/her language skills and further his/her studies.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	acquires information essential to his/her vocational field from clear texts under instruction	acquires information related to his/her vocational field from different sources and uses reliable texts	acquires information from different sources, even difficult texts, and assesses their reliability
Comprehension of texts	understands short practical texts, key words and important details and also texts, whose contents are professionally relevant	understands professional texts on his/her own field or on general topics and also texts that need little more inference, knows how to search and combine information from several different texts a few pages long	also understands texts independently on abstract topics that can be related to his/her own field of work and occupational safety, quickly perceives the contents and importance of the text and applies it to different assignments
Written communication	writes short structured text on familiar topics in most common written communication contexts and also possesses the vocabulary and structures needed to create general and professional texts	writes texts on familiar abstract as well as vocational field related topics, uses vocabulary and sentence structures that are needed for variable writing and also writes understandable and practically flawless language	writes fluent and detailed texts also on abstract topics and work assignments, combines or summarises information from different sources to his/her text, commands a vast vocabulary and demanding sentence structures and has the language skills to write fluent structured text
Interaction and acting in working life language situations	understands a speech on studying or his/her vocational field and a conversation containing general vocabulary	understands conversations that cover general topics and factual matters or are related to his/her vocational field and masters the vocabulary	understands concrete and abstract spoken language also when it is related to his/her vocational field, recognises different styles of speech and knows how to summarize key elements and important details from what he/she has heard

	speaks about familiar things and manages unofficial conversations and also communicates in different vocational situations	speaks about ordinary concrete topics and explains matters related to his/her work and also communicates using an vast vocabulary , variable structures and complicated sentences	communicates clearly in situations related to his/her experience and vocational field as well as in most practical and social situations and formal conversations, uses language structures and a fairly extensive vocabulary
Knowledge of language and culture	knows about Finnish society and culture and understands the importance of cross-cultural communication	understands the norms of Finnish society and the procedures of working life and also takes into account the cross-cultural communication in his/her interaction	applies the information on Finnish social norms and working life procedures and also applies cross-cultural communication and his/her own cultural skills
Language studies	knows different ways of studying languages and the principles of using dictionaries and other information sources.	applies different ways of studying languages and uses dictionaries and other information sources to facilitate understanding.	applies different language studying strategies in his/her studies and also uses dictionaries and other information sources to complete assignments.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

When defining the objectives of Finnish studies, the description scale of the common European framework of reference for languages: learning, teaching and assessment is applied, level B2.1 of which (basic level of independent language skills) describes in the main a student's excellent skills at the end of the studies. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school courses *Mastering the basics* (S21), *Putting language into action* (S22), *Advanced textual skills* (S24) and *Getting to know Finnish culture* (S25) compensate for *Mother tongue, Finnish as a second language* in core subjects.

5.1.1.7 MOTHER TONGUE, SWEDISH AS A SECOND LANGUAGE

In education and training provided in Swedish the objectives and assessment criteria for *Mother tongue, Swedish as a second language* are the same as when the studies are in Finnish for *Mother tongue, Finnish as a second language*.

5.1.1.8 MOTHER TONGUE, FINNISH OR SWEDISH FOR SIGN LANGUAGE USERS

Objectives

Student

- ◆ acquires and passes on information according to his/her individual starting points and communicates in Finnish or Swedish in different situations
- ◆ is able to consider the connection with working life requirements and the culture and history of the deaf in the texts used
- ◆ produces texts needed in hairdressing
- ◆ uses professional Finnish or Swedish and his/her other language skills when interacting with those who can hear
- ◆ compares the forms of expression and grammar between sign language and spoken or written language
- ◆ knows how to work actively in communities and in hairdressing where Finnish or Swedish or sign language is used.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	acquires information in Finnish or Swedish under guidance	uses Finnish or Swedish in information gathering in his/her professional field	acquires information independently from written and digital sources and assesses them critically

Comprehension of text	understands the key contents of a general or professional text	understands the contents and style of a general text and compares literary, general and colloquial texts	understands without difficulty both general and professionally oriented written texts
Written communication	writes about general topics and uses understandable language	compiles a short written abstract from a general text	writes fluently understandable, articulate and precise general language and also masters spelling and punctuation rules
	draws up appropriate job applications under instruction and following an example	draws up appropriate job applications	draws up appropriate job applications that specify his/her skills
	writes general language so he/she copes with familiar communication situations	makes an understandable input in written communication	conveys and explains written texts in sign language comments on texts and information sources critically
Interaction and acting in working life language situations	reads professional, cultural and private text examples	reacts appropriately to different messages and asks for more information when needed	conveys orders and messages and is able to complete assignments in Finnish or Swedish
	acts cooperatively at work using helpful tools if needed	works cooperatively as a member of a team and knows how to convey messages	works in a team and communicates professionally and responsibly with people who can hear as well as the deaf
Media skills	recognises and observes the changing media environment	observes and critically assesses the contents and ways of expression used in the media	uses glossaries and electronic databases flexibly to understand texts
Knowing the grammar features of sign language and spoken language	knows the key differences of sign language and written language.	compares the typical spoken language structures to those in sign language.	knows the principles and form of spoken Finnish or Swedish and compares them to the corresponding structures in sign language.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communication and media skills.

In validation of prior learning general upper secondary school courses *Language, texts and interaction* (V21), *Text structures and meanings* (V22), *Texts and making an impact* (V24) and one of the following: *Means and interpretation of literature* (V23), *Text, style and context* (V25), *Language, literature and identity* (V26) or *In-depth course in oral communication* compensate for *Mother tongue, Finnish for sign language users* studies in core subjects.

5.1.1.9 MOTHER TONGUE, ROMANY

Objectives

Student

- ◆ uses Romany language and cultural heritage as a tool for interaction and thinking in Romany community and in hairdressing
- ◆ acquires information from different Romany language sources
- ◆ masters such communication and interaction skills that he/she can participate in working life, act as an active citizen and apply for further studies
- ◆ acts in different interactive situations in hairdressing in Romany
- ◆ masters spoken communication situations in hairdressing
- ◆ masters the key structures of Romany as well as the professional vocabulary and expressions in the field of hairdressing.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of language and culture	knows the key features of Romany culture and analyses his/her own language use compared to others	knows the background and culture of the national Romany language and also strengthens and develops his/her own lingual identity	understands for his/her own part the meaning of lingual identity and acts according to the Romany culture
Acquiring information	searches for information from clear Romany texts under guidance	searches for many kinds of information from clear Romany texts	masters the sources and materials that exist in the Romany language and uses them in his/her writing
Comprehension of texts	understands the essence of a Romany text and knows how to combine its information with his/her own experiences and knowledge	understands the main idea of a factual text in Romany and writes different kinds of texts in Romany	understands both the meaning and message of the text, draws conclusions and assesses the content and the way of expression

Interaction and acting in working life language situations	participates understandably in written and oral communication at work	communicates in spoken and written Romany according to the situation	communicates in Romany in speech and in writing according to the situation and develops his/her skills based on feedback
		reacts appropriately to different messages and asks for more information when needed	cope naturally in different situations in Romany
Knowledge of Romany linguistics	has a sufficient vocabulary on familiar topics in Romany.	is quite confident in his/her use of language forms in both oral and written communication.	uses fluent Romany clauses and sentence structures.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 11. Active citizenship and different cultures.

In validation of prior learning general upper secondary school courses *Strengthening the linguistic foundation* (ÄIR1) and *Expanding language skills beyond family and friends* (ÄIR2), *The Romany language and culture in modern society* (ÄIR6) and one of the following: *Oral and written Romany traditions* (ÄIR3), *History and distribution of the Romany language and culture* (ÄIR4), *Romany literature and other arts* (ÄIR5) or *Romany discourse skills and culture* compensate for *Mother tongue, Romany studies* in core subjects.

5.1.2 Second national language

5.1.2.1 SECOND NATIONAL LANGUAGE, SWEDISH, 1 CREDIT

Objectives

Student

- ◆ manages routine work assignments in the field of hairdressing and everyday situations in the second national language
- ◆ understands the significance of the both national languages and cultures in a multi-cultural Finland.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	knows the basic principles of using dictionaries and other information sources	uses dictionaries and also other, e.g. electronic information sources	uses dictionaries, including electronic dictionaries, and other sources to acquire further information from simple foreign language instructions in his/her own vocational field
Comprehension of text and written communication	understands the contents of short and simple written messages related to his/her own work and work safety, using helpful tools	writes such short work-related texts as work and safety instructions following an example	writes short work-related notes, instructions or order forms
Interaction and acting in working life language situations	tells about him/herself in few words or about familiar things in his/her work	manages routine day-to-day conversation situations, if the other person talks slowly and uses simple, basic vocabulary	acts in common communication situations both face-to-face and on the phone and asks for elaboration or clarification if needed
Significance of language and culture	is aware of the significance of Swedish language and culture	understands the meaning of Swedish language and culture when meeting people from the Nordic countries	understands the position of Swedish language and culture in multi-cultural Finland
Language studies	recognises his/her own learning strategies.	recognises the strengths and weaknesses of his/her own learning strategies.	tries new strategies and ways of learning.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

Grade Good 2 equals listening and text comprehension language skill level A1.3–A2.1 and speaking and writing skill level A1.3–A2.1 on the description scale of the common European framework of reference for languages: learning, teaching and assessment (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Translated into Finnish by Irma Hutunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school courses *Everyday living in the Nordic countries* (RUA1) or *School and leisure* (RUB1) compensate for *Second national language, Swedish* studies in core subjects.

5.1.2.2 SECOND NATIONAL LANGUAGE, FINNISH, 2 CREDITS

Objectives

The student possesses such communication and interaction skills that he/she can manage work assignments in hairdressing in Finnish and understands the significance of Finnish in his/her work and private life.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	knows the basic principles of using dictionaries and other information sources	uses professional dictionaries and Finnish language databases	uses dictionaries, manuals, reference books and Finnish websites to gather information
Comprehension of text and written communication	understands the contents of simple work or everyday life related instructions or notices in Finnish	understands the contents of work or everyday life related instructions or notices in Finnish	reads easily and understands various professional texts and manuals and follows professionally relevant events from Finnish professional publications and social events in Finnish media
	writes short notices, fills in forms and writes short reports in Finnish using tools	writes notices, letters and even longer reviews or minutes in Finnish, using tools if needed	fills in forms, writes orders, letters and reports and also answers to inquiries in writing in Finnish

Interaction and acting in working life language situations	understands simple work or everyday life related instructions and orders and is able to acceptably address a customer or co-worker in Finnish and understand questions made to him/her	understands clear instructions and language spoken at normal speed at work or on the phone, knows how to interact and understand a customer or a co-worker and also follows professional and social events in the media	understands various instructions and professionally related conversation even when spoken at fast speed, interacts with Finnish speaking customers naturally and understands their ways and wishes
	attends to Finnish speaking customers satisfactorily, copes with everyday situations and handles the most important work assignments in Finnish	attends to Finnish speaking customers well, answers questions and handles work assignments on the phone and also participates in routine Finnish language conversations at work	discusses his/her work assignments in Finnish without difficulty, knows how to describe processes and details and starts and carries on conversations in Finnish using variable speaking tempo
Significance of language and culture	understands the significance of mastering Finnish in everyday interaction as well as in the Finnish work community	works well in a Finnish work community and strives to improve his/her professional language skills	plays an active role in the Finnish work community and shows interest in the Finnish culture
Language studies	recognizes his/her own learning strategy.	recognizes the strengths and weaknesses of his/her own learning strategy.	tries new strategies and ways of learning.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

Grade Good 2 equals listening and text comprehension language skill level B1.2 and speaking and writing skill level B1.1 on the description scale of the common European framework of reference for languages: learning, teaching and assessment (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school courses *Everyday life and leisure* (FINA1) and one of the following: *Nature and the environment* (FINA2) *Commerce, technology and communications* (FINA3), *Society and the media* (FINA4), *Education, occupational and economic life* (FINA5) or *Finnish culture and literature* (FINA6) compensate for *Second national language, Finnish studies* in core subjects.

5.1.3 Foreign language

5.1.3.1 FOREIGN LANGUAGE, A LANGUAGE, 2 CREDITS

Objectives

Student

- ◆ communicates and acts in interactive situations in a way that he/she can work in his/her profession, contribute to working life, be an active citizen and pursue further studies
- ◆ possesses the language skills required in typical customer service and communication situations in the field of hairdressing
- ◆ knows how to act in a multicultural and multilingual environment.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	searches for information in work-related materials and instructions under instruction and using dictionaries	searches for professionally relevant information using dictionaries and also other, for example electronic information sources	searches for professionally relevant information in various ways, applies his/her knowledge and skills and justifies his/her decisions
Comprehension of text and written communication	understands short and simple written messages that are related to his/her vocational field	understands written instructions that are related to his/her work, products and processes using tools, asks detailed questions and knows how to act according to the answers given	understands written instructions that are related to his/her work, products and processes and the feedback given
	writes simple and short work-related texts under instruction	writes simple and short work-related texts following an example	writes ordinary personal messages and short texts and fills in simple work-related documents

Interaction and acting in working life language situations	understands short and simple oral messages related to his/her vocational field and knows how to act accordingly	understands the most common oral instructions related to his/her work, products and processes and knows how to act accordingly	understands the main idea of ordinary speech in normal tempo and acts accordingly
	tells briefly about him/herself and about tasks in his/her vocational field by answering the questions asked in foreseeable and familiar work situations_	tells about him/herself and his/her duties in a way that he/she is understood and participates in the conversation if the partner talks slowly and uses simple structures	tells in familiar situations about his/her workplace and duties and about related norms and customs, finds out about the similar things in other countries and acquires further instructions on the duties if needed
Knowledge of language and culture	is aware of the significance of the language studied as well as the culture it represents	understands the significance of the language studied as well as the culture it represents	applies his/her knowledge and skills in the foreign language and culture
Language studies	recognizes his/her own learning strategies.	assesses the strengths and weaknesses of his/her own learning strategies.	strengthens his/her learning by trying new strategies and ways of learning.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

Grade Good 2 equals listening and text comprehension language skill level A2.2 and speaking and writing skill level A2.1 on the description scale of the common European framework of reference for languages: learning, teaching and assessment (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school A Language courses *Young people and their world* and *Study and work* compensate for *Foreign language, A language studies* in core subjects.

5.1.3.2 FOREIGN LANGUAGE, B LANGUAGE, 2 CREDITS

Objectives

Student

- ◆ copes with everyday situations
- ◆ knows how to act in foreseeable and recurring customer service and communication situations in hairdressing using foreign language.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring information	knows the principles of using dictionaries and other information sources	uses dictionaries and other information sources, also electronic, to help him/her to understand	uses dictionaries and other information sources, also electronic, to help him/her produce texts
Understanding texts and written communication	writes under guidance and using helpful tools simple texts, e. g. instructions, adverts or lists from familiar topics	writes texts that consist of short and, using helpful tools, simple sayings and sentences, such as instructions, adverts or lists that are related to well known topics	writes, among other things, texts that consist of short and, using helpful tools, simple sayings and sentences, such as instructions, adverts or lists that are related to familiar topics in both private- and in working life

Interaction and functioning in language situations in working life	can tell about him/herself and his/her work in a few words, e. g. recognises tools, titles and assignments	asks simple questions and answers accordingly when the discussion is about the immediate, concrete environment and him/herself, when the conversation partner talks slowly and clearly	asks simple questions and answers them when the discussion is about the immediate, concrete environment and him/herself, when the conversation partner talks clearly and also asks for clarification – if needed communicates orally e. g. when introducing him/herself in everyday or working life familiar situations
Knowledge of language and culture	recognises and differs new sounds and signs	writes new signs and produces new sounds	advances the learning of the new language by comparing it to other languages he/she already masters
Language studies	recognises his/her own learning strategies.	evaluates the strengths and weaknesses of his/her own learning strategies.	strengthens his/her learning by trying out new strategies and ways of learning.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation.

Grade Good 2 equals listening and text comprehension language skill level A1.1 and speaking and writing skill level A1.1 on the description scale of the common European framework of reference for languages: learning, teaching and assessment (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. European framework. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In validation of prior learning general upper secondary school B1 courses *Young people and their world* and *Study, work and society* compensate for *Foreign language, B language* studies in core subjects.

5.1.4 Mathematics, 3 credits

Objectives

Student

- ◆ masters basic mathematics, percentage calculations and unit variations and uses them in the field of hairdressing
- ◆ counts areas and volumes and also applies geometry to the extent required in hairdressing such as calculating product sales and in cutting geometric cuts and is able to think three-dimensionally
- ◆ uses appropriate mathematical solutions to solve problems in hairdressing
- ◆ expresses dependencies of variables with mathematical expressions
- ◆ creates and forms equations, expressions, charts and drawings needed for work in hairdressing and solves work-related mathematical assignments using equations, deduction and graphs and assesses the correctness of his/her results
- ◆ uses a calculator, computer and other mathematical tools to help solve problems when needed.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Basic mathematical calculations, percentage calculations and unit variations as well as mathematical key concepts and ways of expression	completes routine work-related calculations and knows mathematical key concepts and ways of expression	completes work-related calculations proficiently and uses some mathematical concepts and ways of expression in his/her presentation	applies calculations that are needed in his/her profession and assesses the accuracy of the results and masters the mathematical concepts and ways of presentation that are needed in his/her profession
Mathematical procedures, problem solving and result assessment	solves basic, work-related mathematical problems either by deduction, graphic expression or calculating and also knows how to assess the scale of the results	solves work-related problems using mathematical procedures and assesses the correctness of the results	applies mathematical procedures in solving and forming work-related problems and assesses the reliability and precision of the methods

Using a calculator and computer	uses a calculator and computer to help solve work-related mathematical basic assignments	uses a calculator and computer efficiently to help solve work-related mathematical problems	uses a calculator and computer innovatively to help solve profession related mathematical problems
Processing, analyzing and producing numeric data	uses statistics, charts and graphical presentations as information sources	uses statistics, charts and graphic presentations to solve work-related problems	applies statistics, charts and graphic presentations to solve work-related problems and also presents the mathematical results as statistics, charts and graphic presentations
	calculates under instruction mathematical averages of material presented.	calculates essential statistical indicators.	calculates or defines statistical indicators on the material given.

Key competences for lifelong learning: 1. Learning and problem solving, 9. Mathematics and natural sciences.

In validation of prior learning general upper secondary school courses *Expressions and equations* (MAB1) and *Geometry* (MAB2) or *Functions and equations* (MAA1) compensate for *Mathematics* studies in core subjects.

5.1.5 Physics and chemistry, 2 credits

Objectives

Student

- ◆ applies the most common physical and chemical phenomena, concepts and laws relevant to hairdressing
- ◆ knows how to take into account the laws of nature in his/her work in hairdressing and in other activities and act observing them to save the environment and energy
- ◆ addresses basic environmental problems from a scientific point of view, particularly the environmental impacts of logistics
- ◆ applies the basic laws and concepts of physics in hairdressing such as heat, the effects of heat on chemical reactions, heat transfer, mechanical movement electricity and different forms of electric current
- ◆ knows the key concepts and phenomena in mechanics, thermal physics and humidity in respect of hairdressing, so that they can use products and systems required in hairdressing safely and economically and can work ergonomically

- ◆ considers central chemical phenomena relevant to the environment and hairdressing, such as chemical reactions, oxidation and reduction which requires him/her to know the chemical properties of the most common elements and inorganic and organic compounds such as the forms of substances and the basic composition of products
- ◆ stores, uses correctly and disposes appropriately of the substances needed in hairdressing, as well as calculates contents and concentrations such as concentrations of products and knows how to dilute them (e.g. oxidisers)
- ◆ is able to interpret factors affecting health and safety from product markings, as well as to consider the special properties of substances in their work so that they do not endanger his/her own safety or that of the environment
- ◆ observes and measures physical and chemical phenomena relevant to hairdressing
gathers, processes and analyzes the observations and measurements made.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowing the laws of thermal physics, mechanics and electricity and taking them into consideration at work	knows the laws of physics well enough to take into account the relevant related phenomena but needs guidance at times	takes into account the laws of physics in his/her work assignments	knows how to apply the laws of physics in his/her work independently

Knowing chemical substances and compounds as well as their properties and taking them into consideration at work	handles, stores and disposes correctly of the chemicals he/she uses at work and takes into account the properties and environmental risks of different substances but needs guidance at times	handles, stores and disposes correctly of the chemicals he/she uses at work and takes into account the properties and environmental risks of different substances in familiar work situations	handles, stores and disposes correctly of the chemicals he/she uses at work and takes into account the properties and environmental risks of different substances in changing work situations
	interprets the most common product markings but needs guidance at times	interprets the most common product markings	interprets independently different product markings in the field
	calculates concentrations and substance quantities under guidance as well as searches for information in chemical safety data sheets under instruction	calculates concentrations and substance quantities as well as searches for information in material safety data sheets	calculates concentrations and substance quantities flexibly in different work situations using the information he/she has obtained from different sources
Observation and measurement	carries out measurements using the most common methods and equipment in a guided work situation	carries out measurements using the most common methods and equipment independently and knows how to assess the reliability of the results	uses the most suitable measurement methods and equipment professionally, takes measurements in an organized and careful manner and knows how to assess the precision and reliability of the observations and measurements
	documents the measurements and observations made according to instructions and presents them as tables and graphs and calculates results if needed but needs guidance in certain areas	knows how to analyse the measurements and observations as well as to draw conclusions on the results	knows how to report and present results as well as how to assess the precision and reliability of the results and conclusions
Working safely and ergonomically	works according to safety instructions but needs guidance in ergonomic working methods.	works ergonomically and observing safety instructions.	works ergonomically and observing safety instructions and takes into account the risk factors in the working environment independently.

Key competences for lifelong learning: 1. Learning and problem solving, 4. Health, safety and ability to function, 6. Sustainable development 9. Mathematics and natural sciences, 10. Technology and information technology.

In validation of prior learning general upper secondary school courses *Physics as a natural science* (FY1) and *The chemistry of man and of the living environment* (KE1) compensate for *Physics and chemistry* studies in core subjects.

5.1.6 Social, business and labour-market subjects, 1 credit

Objectives

Student

- ◆ contributes to the management of common affairs at school and in the on-the-job training place
- ◆ assesses his/her abilities to be an active citizen and consumer
- ◆ knows how to use the services society offers
- ◆ draws up a plan on how to take care of his/her own finances
- ◆ assesses the significance of entrepreneurship to Finnish national economy
- ◆ searches for information on workplaces in his/her vocational field as well as information on the European Union and its citizens.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Participation at school and in the on-the-job learning organization	participates in the management of common affairs under guidance	participates in the management of common affairs as agreed and knows the social decision making process	participates in the management of common affairs independently and knows the social decision making process
Assessing the opportunities to act	assesses his/her abilities to act as a citizen and consumer under guidance	assesses his/her opportunities to function as a citizen and consumer	assesses his/her opportunities to function as an active citizen and as a consumer
	knows the rights, obligations and ways to influence as a student	knows the rights, privileges, obligations and key ways to influence as a student and citizen	knows the rights, privileges, obligations and key democratic ways to influence as a student and citizen
	searches for information on the basic rights and responsibilities of a consumer	knows the basic rights and responsibilities of a consumer	knows the basic rights and responsibilities of a consumer
Using the services of society	uses the services a student needs and understands the citizens' role in financing them	uses the services society offers and understands the citizens' role in financing them	uses the services society offers independently and understands the citizens' role in financing them

Taking care of personal finances	draws up a plan for his/her expenditure and finances under guidance	draws up a plan for his/her expenditure and finances	draws up a plan for his/her expenditure and finances
	searches for information on financing options and their costs under guidance	searches for information on financing options and their costs	searches for information on financing sources and compares their costs
Assessing the key factors affecting national economy	assesses the key impact of entrepreneurship on employment	assesses the impact of entrepreneurship and business operations on employment	assesses the impact of entrepreneurship and business operations on national economy independently
Searching for information on vacancies in the vocational field and the European Union	searches for information on vacancies in the local vocational field	searches for information on vacancies in the vocational field regionally and nationally	searches for information on vacancies in the vocational field regionally, nationally and in other EU countries
	searches for information on EU citizens under guidance.	searches for information on the EU and its citizens.	searches for comparative information on the EU and its citizens.

Key competences for lifelong learning: 2. Interaction and cooperation, 5. Initiative and entrepreneurship, 11. Active citizenship and different cultures.

In validation of prior learning general upper secondary school courses *Politics and society* (YH1) and *Economics* (YH2) compensate for *Social, business and labour-market* studies in core subjects.

5.1.7 Physical education, 1 credit

Objectives

Student

- ◆ promotes a healthy and active lifestyle through physical education while understanding the benefits of physical education to one's ability to function and work
- ◆ gets familiar with physical exercise that benefits health, mental vitality and endurance variedly
- ◆ keeps up his/her ability to function through exercise
- ◆ exercises and acts responsibly both alone and in group
- ◆ promotes the functioning and safety of the group with his/her actions.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Supporting and strengthening physical ability to function	uses the basic skills needed for physical exercise	uses the basic skills needed for physical exercise variedly	uses the basic skills needed for physical exercise and sport specific skills variedly
	keeps up his/her physical ability to function under guidance	keeps up his/her physical ability to function	monitors, assesses and keeps up his/her physical ability to function
Keeping up and promoting physical, mental and social wellbeing with the help of physical exercise	understands the meaning of exercise to physical, mental and social wellbeing under guidance	understands the meaning of exercise to his/her physical, mental and social wellbeing	understands the meaning of exercise to physical, mental and social wellbeing
Interaction and cooperation	takes part in physical exercise following the instructions given and observes the principles of fair play	takes an active part in physical exercise observing the principles of fair play	takes an active part in physical exercise promoting the principles of fair play
Considering health, safety and ability to function	usually observes safety in sports.	acts safely when taking physical exercise both independently and in a group.	promotes group safety with his/her actions.

Key competences for lifelong learning: 2. Interaction and cooperation, 4. Health, safety and ability to function.

In validation of prior learning general upper secondary school courses *Skill and condition* (LI1) or *Individual and group training* (LI2) compensate for *Physical education* studies in core subjects.

5.1.8 Health education, 1 credit

Objectives

Student

- ◆ displays the aspiration and ability to maintain and promote health with his/her actions and knowledge
- ◆ understands in his/her own lifestyle and environment the factors that impact physical, mental and social ability to function
- ◆ knows the meaning of mental health, sexual health and human relations to one's wellbeing
- ◆ knows the harms of smoking and intoxicants and knows how to prevent health damaging factors
- ◆ knows about lifestyles and habits that benefit health
- ◆ understands the links between exercise, nutrition, rest, sleep, recreation, human relations and health and takes them into account in his/her work in hairdressing
- ◆ recognizes the basic factors that burden health and ability to work in the field of hairdressing and knows how to develop his/her working methods, the safety and healthiness of his/her working environment in cooperation with others
- ◆ knows how to prevent injuries typical of the vocational field when working, copes with the most common first aid situations and how to get help as well as how to act ergonomically
- ◆ knows about the health differences of the population and the risk factors of the most common national diseases and how to prevent them
- ◆ recognizes the factors that influence his/her endurance and knows how to work to promote it
- ◆ knows how to use student and other healthcare services, engage in health enhancing physical activity and understands their significance to maintaining his/her ability to function.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Maintaining and promoting physical, mental and social health and wellbeing	takes into account, under instruction, the most common lifestyles and habits that benefit health (such as physical exercise, nutrition, rest, sleep, recreation, mental health, human relations, sexual health) and is willing to promote his/her own health and endurance	takes into account the most common lifestyles and habits that benefit health, participates in activities that promote them and his/her own endurance	acts in a way that promotes his/her health, wellbeing and endurance, prevents factors that are harmful to health and justifies his/her actions with research data and experience that link together lifestyle and health
Following the method of operation that promote physical, psychological and social health and safety of the operating environment	follows the methods of operation of the organization that promote health and security but needs guidance in new situations	takes into account the factors that burden health and his/her ability to function and wants to promote health and safety in his/her actions and the operating environment	considers factors that impact health and safety from different points of view and promotes the wellbeing of the community with his/her own actions
Making use of health enhancing physical activity and health care services	plans and engages in health promoting exercise under guidance and knows how to search for help from healthcare services when necessary	engages in health promoting exercise following a programme made and uses healthcare services when necessary	makes use of the possibilities of health enhancing physical activity independently to help keep up his/her ability to function and knows how to use the health care services accordingly
Prevention of injuries, first aid and ergonomic activity	recognises possible injury risks, knows how to get and give first aid in most common situations requiring first aid and also follows ergonomic procedures in familiar situations	prevents injuries with his/her actions, knows how to get and give first aid and also follows ergonomic procedures	acts carefully and prevents injuries, knows how to get and give first aid and also follows ergonomic procedures and saving him-/herself
Possessing the knowledge base of factors promoting physical, mental and social health and ability to function and factors preventing national diseases and harming health as well as the adverse effects of the profession	knows about the most common health hazards (such as smoking and substance abuse) and also about the most common factors that threaten health and condition and about national diseases but needs guidance to search for information on health promotion.	makes use of knowledge base that promotes health and ability to function in his/her activities, knows the factors harmful to one's health as well as health hazards due to an unhealthy lifestyle and is aware of possible occupational health issues.	utilises diverse information that promotes health and ability to function in his/her activities variedly and searches for information on possible occupational health issues independently.

Key competences for lifelong learning: 1.Learning and problem solving, 2.Interaction and cooperation, 3.Vocational ethics, 4.Health, safety and ability to function, 6.Sustainable development, 8.Communications and media skills, 10. Technology and information technology

In validation of prior learning general upper secondary school courses *Foundations of health* (TE1) compensates for *Health education* studies in core subjects.

5.1.9 Arts and culture, 1 credit

Objectives

Student

- ◆ understands the meaning of arts and culture in his/her own life and uses their various forms in a multi-cultural community
- ◆ participates in art and culture events, develops culture in the school community and maintains its aesthetic looks
- ◆ expresses ideas, experiences and feelings e. g. through music, dance, theatre, literature or visual arts and appreciates the ways of expression and visions of others
- ◆ observes the principles of sustainable development in his/her choice of materials and in work when planning and implementing tasks within the field of business and public administration.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Making use of arts and culture	participates in art and culture events	fosters the culture of the school community by maintaining its aesthetic looks	renews the culture of the school community by developing its aesthetic looks
Creating a production	plans and creates a product that displays his/her thoughts, experiences and emotions under guidance, in the way that best suits him/her	plans and creates a product that displays his/her thoughts, experiences and emotions in a way that best suits him/her	plans and creates a product, production or performance that portrays and displays his/her thoughts, experiences and emotions in a way that best suits him/her
	takes into account the saving energy and conserving nature in use of material and in his/her work as instructed	acts in a way that conserves nature and saves energy when using materials and working	chooses the materials for his/her work in a way that conserves nature and saves energy
Appreciation of the expression and views of the others	tells about the cultural characteristics that he/she has recognised in the expressions of the others.	gives constructive feedback on the expression and views of the others.	develops his/her own expression by appreciating the views of the others.

Key competences for lifelong learning: 2. Interaction and cooperation, 6. Sustainable development, 7. Aesthetics.

In validation of prior learning general upper secondary school courses *Me, visual images and culture* (KU1), *Environment, place and space* (KU2), *Music and me* (MU1) or *A polyphonic Finland* (MU2) compensate for *Arts and culture* studies in core subjects.

5.2 OPTIONAL MODULES

5.2.1 Optional additional modules to compulsory core subjects

Core subjects listed in Section 5.1 can be chosen as Optional additional modules to core subjects. The education provider defines their objectives, basic contents and assessment.

5.2.2 Environmental studies, 4 credits

Objectives

Student

- ♦ observes ways of working and acting that comply with the principles of sustainable development in a way they help him/her achieve and complement hairdressing skills
- ♦ works in an energy saving way
- ♦ prevents waste and sorts waste appropriately and also knows the lifespan of vocationally relevant products e.g. food, plastics, paper and metal
- ♦ works in a way that minimizes environmental risks and preserves cultural heritage.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowing the most important global, regional and local environmental problems and their proposed solutions as well as how to act according to the principles of sustainable development and responsible activity	knows the basic principles of sustainable development in his/her work	knows the challenges of sustainable development and how he/she can try to observe the principles of sustainable development at work	knows the basics of the circulation of matter and flow of energy on the earth knows the challenges of sustainable development and suggested solutions as well as how to act according to the principles of sustainable development in his/her work
Knowledge of vocationally essential waste management and prevention of waste	knows how to prevent waste and how to sort waste under guidance in ordinary duties	knows how to prevent waste and sorts waste according to instructions	knows how to prevent waste when designing and acquiring products and packaging and sorts waste independently

Preservation of cultural heritage in a way that complements vocational skills	recognizes the basics and significance of cultural heritage under instruction	knows how to preserve cultural heritage in his/her profession	is active in the preservation of the cultural heritage in his immediate environment and promotes it in his/her profession
Choosing eco-efficient working methods and materials as well as recognizing the lifespan of the key products from the point of view of vocational skills	chooses tools and materials that promote eco-efficiency under instruction	chooses tools and methods that promote eco-efficiency	chooses tools and methods that promote eco-efficiency and also recognizes their impact on the lifespan
Observing environmental legislation and acting according to environmental quality systems	work under instruction observing the essential environmental regulations in the profession	works according to the environmental regulations	works according to the environmental regulations and foresees future changes
	work under instruction observing environmental quality system	works according to the environmental quality systems in his/her profession	participates actively in the drawing up and/or development of the environmental quality system at the workplace
Obtaining and using information sources essential from the point of view of acquiring vocational skills	searches under instruction for environmental information from different sources and modifies it to suit vocational needs.	sorts, compares and analyses gathered environmental information and modifies it to suit vocational needs.	sorts , compares and analyses gathered environmental information, modifies it independently and applies it in his/her work.

Key competences for lifelong learning: 1.Learning and problem solving, 3.Vocational ethics, 6.Sustainable development, 8.Communications and media skills, 10. Technology and information technology

In validation of prior learning general upper secondary school course *Environmental ecology* (B13), compensates for 1 credit of *Environmental* studies in core subjects.

5.2.3 Information and communications technology, 4 credits

Objectives

Student

- ◆ uses IT tools and systems needed in work assignments in hairdressing to gather, process, modify, save and present data
- ◆ adopts and applies new IT peripherals, processes and programs (if needed using helpdesk)
- ◆ works using efficient methods and procedures, such as touch typing and different mouse techniques
- ◆ uses operating systems software and makes use of applications software, such as word processing, spreadsheet, email, presentation graphics and calendar software to produce, edit and present information needed in work assignments in the field of hairdressing
- ◆ manages the files produced by the applications software used in the field of hairdressing and searches for information needed in the field of hairdressing using different search engines and applications
- ◆ uses necessary network communications methods and applications to send and share information in hairdressing
- ◆ observes copyright, information security and confidentiality instructions and regulations
- ◆ uses ergonomically correct working postures.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Acquiring and processing information	searches, saves and copies files needed for work assignments and also searches for information needed for work assignments from online services	knows how to use professionally relevant files and web search engines appropriately and efficiently	takes into account the technical limitations and possibilities in file management applies professionally relevant web search engines case-by-case and situation-by-situation and uses them actively and also assesses the reliability and suitability of the information gathered
Information processing and editing	uses applications software in his/her work assignments, such as word processing, spreadsheet, email, presentation graphics and calendar software	uses applications software efficiently to produce and edit work-related data	uses applications software variedly to produce and edit information according to different working situations and circumstances
Sending and sharing information	uses web communications methods in work assignments	uses different web communications methods efficiently to send and share work-related information	applies the alternatives offered by web communications to the different work-related situations and needs, as well as takes into account the responsibility and safety aspects concerned
Observing copyrights, information security, confidentiality and ergonomics	acts according to copyright, information and data security and ergonomics instructions and regulations.	uses ergonomically recommended ways of working.	foresees and considers information and data security risks and develops his/her working environment and methods with information and data security and ergonomics objectives in mind.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 8. Communications and media skills, 9. Mathematics and natural sciences, 10. Technology and information technology

The qualification requirements for general upper secondary schools do not include a course that would compensate for the *Information and communications technology* studies in vocational upper secondary education.

5.2.4 Ethics, 4 credits

Objectives

Student

- ◆ ponders the meaning of values, norms and views in his/her life, personal relationships and in work
- ◆ justifies his/her choices and is able to assess their impact on human dignity, justice and sustainable development
- ◆ shows honesty and responsibility in his/her actions, respects other people and also shows good manners in his/her work and human relationships
- ◆ ponders ethical questions and problems that relate to his/her own life, relationships, society, environment and working life
- ◆ knows how to solve both alone and with other people working life related value and norm contradictions in his/her own vocational field in an ethically acceptable way
- ◆ acts ethically in different contradiction and crisis situations
- ◆ has the readiness to participate in the development of value base and ethical principles in the field of hairdressing such as developing ethical instructions in hairdressing
- ◆ gathers information on the vocation ethical value basis of his/her own and other vocational fields and understands and uses it as a vocational resource at work
- ◆ observes and recognizes ethical problems in the field of hairdressing, processes them and presents justified views on them.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Pondering ethical questions	discusses values related to his/her own life and relationships under instruction and talks about ethical and world view questions	discusses ethical, world view questions as well as questions and values related to his/her own life and human relations	ponders the significance of values, norms and different world views in his/her own life, in relationships between other people and in working life and society as a whole
Ethical actions	observes good manners and responsibilities at work and in its problem situations but need support and instruction in new situations	acts responsibly and ethically at work and in working life conflict and crisis situations	acts independently, responsibly and ethically in work and working life conflict and crisis situations and knows how to justify his/her actions
Acquiring information and using ethical knowledge base at work	searches for information on ethical questions in his/her vocational field under instruction and uses knowledge base in familiar situations	searches for information on vocationally ethical knowledge base of his/her own and other fields and uses it in his/her own life and work	actively acquires information on vocationally ethical knowledge base of his/her own and other fields and uses it as a professional resource
			justifies his/her choices and wants to participate in the development of the ethical principles and value basis his/her own field
Processing value and norm conflicts at work	knows how to detect ethical problem situations in his/her profession and solves work-related value and norm conflicts ethically together with members of the community.	recognises ethical problem situations in his/her profession and searches for solutions to these problems together with others and also assesses the impact of the solution from the point-of-view of the key parties.	recognises independently the ethical problem situations in working life and in his/her own vocational field, knows how to solve them ethically and assess their impact on the basis of human dignity, justice and sustainable development.

Key competences for lifelong learning: 1.Learning and problem solving, 3.Vocational ethics, 6.Sustainable development, 8.Communications and media skills, 10. Technology and information technology

In validation of prior learning general upper secondary school courses *Introduction into philosophical thinking* (FI1) and one of the following entities a) *Nature and significance of religion* (UE1), *The church, culture and society* (UE2) and *Human life and ethics* (UE3), or b) *The Orthodox world* (UO1), *Dogmatics and ethics* (UO2), and *Biblical studies* (UO3) or c) *A good life* (ET1), *The world view* (ET2) and *Individual and community* (ET3) compensate for *Ethics* studies in core subjects.

5.2.5 Cultural knowledge, 4 credits

Objectives

Student

- ◆ gets along with people representing different cultures
- ◆ knows how to greet and receive visitors and talk to them
- ◆ is able to observe the limits of appropriateness in his/her activities, the different roles of men and women, the instructions on dressing and behaviour as well as the unwritten rules and procedures
- ◆ recognizes cultural differences in workplace behaviour and hierarchy in work related public relations and behaves accordingly in normal work situations, especially in customer service
- ◆ describes his/her country's common cultural features to representatives of other cultures: such as essential history, sights, arts, sports achievements and entertainment and also results, companies and innovations in the field of hair-dressing
- ◆ ponders the interpretations of historical events in different countries and scales the meaningful events and eras of his/her native region and home country against the history of the neighbouring countries and the world
- ◆ compares the key cultural flows and icons in his/her country and Europe
- ◆ recognizes the special features in other countries in his/her vocational field.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Taking into account the most common cultural features	recognises general features of other cultures	recognises cultural differences in other people's activities	takes into account the cultural background of the people he/she meets
Behaviour and dress code in different situations and meeting different people	recognises cultural differences in people's day-to-day activities in Finland and elsewhere	works together with other people despite cultural differences	meets foreign co-workers, clients and visitors without cultural conflicts

Taking into account the special features in one's vocational field	recognizes the features of services and products in his/her field in different countries	compares the features of his/her culture to those in other cultures	takes into account the features of other cultures in his/her actions
Behaving according to organisation environment and duties	recognizes the key factors in his/her work	tells foreign visitors essential things about Finland and his/her work	develops his/her own organisation based on the experiences he/she receives from others
Taking essential cultural history and present situation of the immigrants and other minority cultures into account	searches for information on the backgrounds of immigrants and other minority cultures	takes others into account while working despite their ethnic background, language, disability or age	takes others into account while planning his/her work and working despite their ethnic background, language, disability or age
Making use of language skills and cultural knowledge	uses the language skills acquired in familiar situations.	uses the language skills acquired in international interaction situations.	works in international connections using his/her language skills.

Key competences for lifelong learning: 2. Interaction and cooperation, 8. Communications and media skills, 11. Active citizenship and different cultures.

The qualification requirements for general upper secondary schools do not include a course that would compensate for the *Cultural knowledge* studies in vocational upper secondary education.

5.2.6 Psychology, 4 credits

Objectives

Student

- ◆ observes and understands widely man and the factors affecting his activities
- ◆ recognizes, acknowledges and processes psychic phenomena with the help of psychological knowledge and concepts
- ◆ applies psychological knowledge to work assignments in the field of hairdressing
- ◆ applies the psychology of learning to his/her own studies
- ◆ knows how to observe and think critically
- ◆ knows how to observe the impact of feelings in different interaction and group situations

- ◆ explains his/her behaviour and that of others using psychological and social psychological knowledge
- ◆ knows how to act in a way that promotes his/her psychological wellbeing and coping with duties in the vocational field
- ◆ performs well in customer service and group work situations in the field of hairdressing.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Knowledge of psychological concepts and explaining and understanding human behaviour	knows the common concepts of psychology and understands their connection to human behaviour	uses psychological information to explain human behaviour in common everyday and working life situations	is able to apply his/her knowledge of cognitive psychology and personality psychology to common working life situations and is able to explain his/her behaviour and the behaviour of others through them
Knowledge of the development of human psyche	knows the mental, biological and social factors that form the basis for individual psychological development	understands the inter-relationships of the factors forming the foundations for psychological development in different phases of life and at different ages	understands the possible problems of psychological development and understands the development can be influenced
Learning and self-awareness	knows key factors that affect the learning situation	assesses his/her own learning under instruction relying on psychological knowledge	understands the learning process through psychological knowledge and applies it in his/her studies

Understanding the effect of motivation, feelings and commitment on his/her work performance and that of others	takes the significance of motivation, feelings and commitment into account in his/her own performance	works with different people in his/her work and study community and understands the significance of motivation and commitment on performance	applies basic psychological knowledge of human thinking, observation, personality features, feelings and other mechanisms regulating behaviour
		understands the impacts of committing to work and indentifying oneself with the group on work performances and coping at work	uses psychological knowledge to improve his/her self-knowledge and self-image acknowledges his/her own feelings and those of others and also controls his/her feelings and attitude in working life accordingly
Maintaining mental capability to work and functioning	promotes his/her mental capability to work and function under instruction	knows how to maintain mental well-being and contributes to the well-being of the workplace	acknowledges the mental factors that affect his/her own endurance and stress management and also knows how to influence them in a way that promotes his/her endurance
		understands the complexity of defining mental health	knows how to get help in his/her own mental health questions or those of close acquaintances
Acting in human relationship and interactive situations in the workplace	applies the most essential psychological knowledge when acting in common workplace customer service and interactive situations	knows the significance of social interaction and culture in mental human behaviour and recognises different methods of leadership and their influence on the work culture	works cooperatively in different roles and understands the meaning of leadership
Knowledge of the social aspect of socio- psychological information	knows the key concepts of social psychology.	understands the effect of the roles, norms and group dynamics in different social groups.	understands the behaviour of people from different social and cultural backgrounds through social psychology.

Key competences for lifelong learning: 1. Learning and problem solving, 2. Interaction and cooperation, 3. Health, safety and ability to function.

In validation of prior learning general upper secondary school courses *Mental activity, learning and interaction* (PS1) compensates for one credit of *Psychology* studies in core subjects. If the student has also completed *Human psychological development* (PS2), *Motivation, emotions and higher-level cognitive activity* (PS4) and *Personality and mental health* (PS5), they compensate for *Psychology* studies in core subjects.

5.2.7 Entrepreneurship, 4 credits

Objectives

Student

- ◆ develops business idea or productises his/her own knowhow regarding hair-dressing into entrepreneurship
- ◆ assesses the development needs based on changes in operating environment, customers needs, competition, working environment and his/her own expertise
- ◆ follows the principles of profitable business operations in his/her entrepreneurship and also takes into account the cost structure of the operation and the impact his/her own work input has on profitability.

Assessment

The table comprises the assessment criteria for three levels of competence together with the targets of assessment. In vocational upper secondary education and training the targets of assessment also constitute the core contents of the module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	Student		
Developing a business idea or productising one's own skills	develops a business idea as a member of a group or productises his/her own expertise under instruction	develops a business idea as a member of a group or productises his/her own expertise	develops a business idea independently or productises his/her own expertise making use of the expertise in the working community
	defines practices, key services or products related to his/her business operations under instruction	finds out about operational or business ideas related to his/her business operations and key services and products working in a group	finds out about the operational or business ideas of different companies or organisations and key services and products related to business activities
	acquires under instruction information on product or service development needs based on e.g. changes in operating environment, customer needs, competition or company expertise	acquires information on product or service development needs based on e.g. changes in operating environment, customer needs, competition or company expertise working in a group	acquires independently information on product or service development needs based on e.g. changes in operating environment, customer needs, competition or company expertise

	compares different alternative solutions under instruction	compares different alternative solutions	compares different alternative solutions independently
	compares different options under instruction	in his/her work compares options and sets quality and cost objectives that take sustainable development into account	in his/her work compares options and sets quality and cost objectives that take sustainable development into account
		presents the alternatives to e. g. an expert, the foreman or clients	presents the alternatives he/she considers the best to e.g. an expert, the foreman or clients and negotiates on them
Planning business activities	chooses the alternative to be carried out under instruction and draws up an operation plan that contains the key information on execution	chooses the option that is to be executed cooperatively and derives an operation plan that contains the basic information on execution	chooses or agrees on the viable alternative and draws up an operation plan that contains the key information on execution
	talks about the plan and makes the changes agreed on	presents the plan and changes it based on feedback received	presents the plan and develops it based on feedback received
Executing development projects or business activities	executes the prepared operation plan under instruction	executes the prepared operation plan	executes the prepared operation plan independently
	adopts usual working methods, tools and materials required for the operation plan under instruction using information technology	adopts usual working methods, tools and materials required for the operation plan using information technology	uses working methods, tools and materials required for the operation plan in interaction with his/her working community using information technology
	works with experts under instruction in different stages of the activities	works with experts in different stages of the activities	uses expert networks in different stages of the activities
	works in the enterprise observing safety instructions and agreed principles of sustainable development	works in the enterprise observing safety instructions and agreed principles of sustainable development	works in the enterprise observing safety instructions and especially the principles of quality and sustainable development
Assessment of the execution of one's own activities, projects or business operations	assesses the progress of his/her own activities and business operations under instruction	assesses the progress of his/her own activities and business operations	assesses the progress of his/her own activities and business operations against the objectives set
	makes the changes agreed on	agrees on possible changes	makes justified change or improvement suggestions and agrees on their execution

Presenting a development project or business operations	presents the execution phase and its results under instruction	presents the execution phase and its results	presents his/her whole development project or business operations and its results in a way that fits the nature of the project
Success and overall profitability of activities	works under instruction in his/her work or business activities observing profitability	works or runs his/her business operations observing profitability	works, acts in a working community or runs his/her business operations observing profitability
	calculates the share of the cost accumulated by his/her own work input.	calculates the costs of the activities and the share accumulated by his/her own work input.	works cost-efficiently while considering time and other available resources and also calculates the costs of the operation and the share accumulated by his/her own work input.

Key competences for lifelong learning: 1.Learning and problem solving, 2.Interaction and cooperation, 5. Initiative and entrepreneurship, 6.Sustainable development, 10. Technology and information technology

The qualification requirements for general upper secondary schools do not include a course that would compensate for *Entrepreneurship* studies in vocational upper secondary education.



6

FREE CHOICE MODULES IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING, 10 CREDITS

A student is to include 10 credits of free choice modules into his/her studies, the objectives and assessment of which are to be included in the student's personal study plan.

Free choice modules can be vocational studies in one's own or other vocational fields, or core subjects, general upper secondary studies or studies preparing for the matriculation examination or further studies, working experience or guided hobbies, which support the general and vocational training objectives and the growth of the student's personality.

STUDENT ASSESSMENT IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING

7.1 TASKS AND OBJECTIVES OF ASSESSMENT

In addition to what the Act on Changing the Act on Vocational Education and Training (Act 601/2005, section 25) stipulates, assessment is used to guide, motivate and encourage a student to reach the objectives and support him/her to develop a positive self-image and grow as a professional. In addition to guiding and supporting, the student assessment is to produce information on students' competence for the student him-/herself, the teacher and employer as well as for possible applying for further studies.

7.2 INFORMING ABOUT ASSESSMENT

The implementation of student assessment forms an entity, in which the education provider must include in its curriculum a plan on how to assess the various qualification modules. It includes a plan on the implementation and assessment of skills demonstrations approved by the local board for vocational skills demonstrations (Act 601/2005, section 25 a).

Before the studies begin, the students and all those taking part in the assessment process must be informed of the assessment principles and how they are to be applied (Decree 603/2005, section 3). The matters to be informed are at least the tasks and objectives of assessment, recognition and validation of prior learning, assessment of learning and competence including on-the-job learning and skills demonstrations, targets and criteria of assessment, deciding on the grade, reassessment process and improving the grades, rectification of assessment and receiving a qualification certificate.

7.3 RECOGNITION AND VALIDATION OF A STUDENT'S PRIOR LEARNING

The education provider is to inform the student of what kind of material and documents must be presented for the recognition of prior learning and when the student must apply for recognition of prior learning (Decree 603/2005, section 3).

Recognition of prior learning

In addition to what the Government Decree on amending the Decree on Vocational Education and Training (Decree 603/ 2005, section 10 (1) stipulates, a student's competence must be assessed as early as at the beginning of the studies. The student's competence and its level must be investigated for the identification of his/her strengths and for the recognition of prior learning. Recognition of prior learning forms the basis when setting his/her personal objectives, but also to be able to determine the amount of guidance and support needed.

Recognition of prior learning calls for an assessment discussion in which the student and teacher or teachers participate. To promote recognition of prior learning different facilitating assessment methods must be developed.

Validation of prior learning

In addition to what the Act on Amending the Act on Vocational Education and Training and the Decree on Amending the Decree on Vocational Education and Training stipulate (Act 601/2005, section 30, Decree 603/ 2005, section 12 a), recognition on prior learning is to prevent overlapping studies and shorten the study time.

If the recognition process shows that the objectives set for the module in question, or part thereof, have been reached, such prior learning is validated. Validation of prior learning is recorded in the student's personal study plan. More detailed information on personal study plan in Chapter 8.1.

Validation of prior learning is part of student assessment and it is subject to the same statutes as other forms of assessment (Act 601/2005, sections 25, 25a and 25c). Studies in the qualification to be completed can be substituted or accredited by validation of prior learning. The modules substituted by the validation of prior learning are marked in the qualification certificate (Chapter 7.9). The teacher or teachers in charge of the studies in question decide on the validation of prior learning. No general time limit can be set before which the acquired competence could not be validated, but the validity of the competence can be checked. If necessary the

student must demonstrate the correspondence of his/her competence with the skills requirements and objectives of the qualification concerned.

The studies assessed in another qualification certificate or general upper secondary school certificate compensate for corresponding core subjects as well as free choice modules and the optional modules included in vocational modules, a total of 40 credits at most. Recognition of individual general upper secondary school courses into core subjects is regulated in Chapter 5.

If there is no grade for the competence that covers a complete module and has been achieved through earlier studies or in another way, such competence must be demonstrated to receive a grade for the qualification certificate. Skills demonstrations are used to show evidence of competence in vocational qualification modules. In further and specialist vocational qualifications the grade “approved” awarded by the qualification committee is marked in the qualification certificate for the recognised module.

The grades of qualification modules which are substituted through recognition and validation can be raised during training. After the training is completed such improvement of grades is done as a private student.

Conversion of grades

The grade scale is valid in a way that is stipulated in the Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 10). A student is assessed based on the assessment practices prevailing in the institute, where he/she currently pursues his/her studies. If the grade scales differ from one institute to another, the institute performing the recognition must convert the grades and determine their correspondence in the student’s favour. The grades are to be converted as follows:

GRADE SCALE		
1–3	1–5	5–10
excellent 3	excellent 5	excellent 10
		excellent 9
good 2	good 4	good 8
	good 3	satisfactory 7
satisfactory 1	satisfactory 2	fair 6
	satisfactory 1	pass 5

7.4 ASSESSMENT OF LEARNING AND COMPETENCE

Student assessment is criteria based, which is to say that a student's learning and competence is always compared to either the skills requirements of vocational qualification modules or the objectives of core subjects as well as the assessment criteria based on them.

A student has the right to learn before the competence described in the skills requirements and the learning objectives are assessed to obtain a grade in the qualification certificate.

Assessment of learning

The objective of assessment of learning is that the student knows what he/she knows and what there is still to learn. When performing assessment of learning, the teacher and workplace instructor must use methods that motivate and activate the student. They are used to support and motivate the student to reach the skills requirements or objectives as well as to develop his/her self-assessment skills. The student assesses his/her learning based on the skills requirements, objectives and assessment criteria of the module.

Learning is assessed during the whole training period or duration of studies by giving the student oral or written feedback on the progress of learning. Numerical assessment is not needed when assessing learning. Feedback is used to support and guide the student to achieve the best possible performance by bringing out the student's strengths. Assessment of learning is used as a basis to make the necessary changes in the student's tuition and learning support. The changes are recorded in the personal study plan.

Assessment of competence

The student receives the grades shown in the qualification certificate based on assessment of competence using the assessment scale prescribed in the valid Decree on Vocational Education and Training.

When competence is being assessed, the assessment methods are chosen so that they measure reaching the skills requirements and objectives set, suit the study methods used and support the student's learning process. The students must have an opportunity to show his/her competence in various ways and also assess his/her competence him-/herself.

Skills in vocational modules are assessed using a skills demonstration and other ways of assessing competence. A skills demonstration is used to assess the competence determined in vocational skills requirements as widely as possible but at least what the qualification requirements state. If necessary, other forms of competence assessment supplements the competence necessitated by skills requirements. The education provider decides on the other methods to assess competence in its assessment implementation plan.

Skills demonstrations

In addition to what the Act on Amending the Act on Vocational Education and Training and Decree on Amending the Decree on Vocational Education and Training (Act 601/2005, sections 25, 25a and 25b, Decree 603/2005, section 5) stipulate on skills demonstrations, local board for vocational skills demonstrations, assessment and assessors, quality of skills demonstration venues and occupational safety, the skills demonstrations are planned, implemented and assessed in cooperation between the institute and the workplace based on the qualification requirements.

In a skills demonstration the skills requirements of vocational qualification modules are demonstrated as stated in Chapter 4. A skills demonstration is given in all the vocational qualification modules, optional modules included, if they are vocational modules. In core subjects and free choice modules skills demonstrations are not arranged. However, the education provider can decide that a skills demonstration is arranged in free choice modules if they are vocational modules.

A grade for a skills demonstration is given for all the vocational modules. A skills demonstration can be given in one or more modules at a time. If competence in more than one module is assessed in one and the same skills demonstration, a separate grade must be given for each module as per target of assessment set. If a skills demonstration for a qualification module is given in more than one parts, a grade is given for each part as per target of assessment, but an overall grade is not formed until all the parts have been completed.

Skills demonstrations are placed along the duration of the studies. The student must have an opportunity to acquire the competence to be assessed in the skills demonstration before the demonstration is arranged and improve his/her performance based on the feedback received on the demonstrations. The principles of coordinating on-the-job learning and skills demonstrations are listed in the skills demonstration implementation and assessment plan, which the local board for vocational skills demonstrations approves.

A student is also allowed to give skills demonstrations abroad, which must be agreed on in advance.

The education provider ensures that the student receives sufficient support and guidance to give a skills demonstration. Support and guidance are given before skills demonstrations, during them as well as in the form of constructive feedback after them.

Targets and criteria of assessment

The targets of assessment (what is assessed) and assessment criteria (level of competence) are stated in the qualification requirements module by module for levels: Satisfactory 1, Good 2 and Excellent 3. Assessment focuses on

- ◆ mastering the work process
- ◆ mastering the work methods, equipment and material
- ◆ underpinning knowledge
- ◆ mastering the key competences for lifelong learning.

Key competences for lifelong learning are learning and problem solving, interaction and cooperation, vocational ethics, health, safety and ability to function, initiative and entrepreneurship, sustainable development, aesthetics, communication and media skills, mathematics and natural sciences, technology and information technology, active citizenship and different cultures.

In the targets of assessment Key competences for lifelong learning, the following four key competences are assessed: learning and problem solving, interaction and cooperation, vocational ethics together with health, safety and ability to function. Other key competences are assessed in connection with the work process, work methods, equipment and material or underpinning knowledge.

Education provider draws up the assessment criteria based on the general assessment criteria given in Chapter 9.3 for the optional modules for which they have not been prescribed in the qualification requirements.

7.5 DECIDING ON THE GRADE

In addition to what the Act on Amending the Act on Vocational Education and Training and Decree on Amending the Decree on Vocational Education and Training stipulate (Act 601/2005, section 25 b, Decree 603/2005, section 11, Decree 488/2008, sections 10 and 13) stipulate, grades must be given on all the modules

in compliance with the qualification requirements, including the other optional modules and vocational competence enhancing modules included in the vocational studies (90 credits).

The grade to be awarded for a module is decided based on assessment of competence. If there have been several teachers assessing the competence, a decision is taken during an assessment discussion. A skills demonstration grade is mainly decided by teachers and working life representatives together according to the decision taken by the local board for vocational skills demonstrations. The grounds for assessment must always be recorded.

7.6 STORING ASSESSMENT MATERIAL

In addition to what the Decree on Amending the Decree on Vocational Education and Training (Decree 603/2005, section 11a) stipulates on storing assessment material, the grade given on a skills demonstration is stored as per target of assessment. If the skills demonstration taken by the student covers only a part of the module, the material on which the assessment of each part is based, must be stored so that it is possible to decide on a skills demonstration grade for the whole module.

7.7 REASSESSMENT AND IMPROVING THE GRADE

The Decree on Amending the Decree on Vocational Education and Training (Decree 603/2005, section 12) stipulates on reassessment and improving of grades.

7.8 RECTIFICATION OF ASSESSMENT

The Act on Amending the Act on Vocational Education and Training (Decree 601/2005, section 25c) stipulates on rectification of assessment.

7.9 CERTIFICATES

Qualification certificates

A qualification certificate is an official document, whose contents are to follow the qualification requirements. The Decree on Amending the Decree on Vocational

Education and Training stipulates on awarding a qualification certificate (Decree 488/2008, section 13). A qualification certificate must be awarded in apprenticeship training arranged as vocational upper secondary education and training.

A qualification certificate is an entity that comprises a vocational upper secondary certificate and skills demonstration certificate. A vocational upper secondary certificate contains grades on all the modules the qualification comprises. In the vocational upper secondary certificate The Driver Certificate of Professional Competence (Driver CPC) certifying the initial qualification in transport sector is marked as: See skills demonstration certificate. Only free choice modules can be left without a grade at student's option. In the vocational upper secondary certificate the module grades are based on assessment of the skills demonstration and other competence. Skills demonstrations must be passed in order for a grade to be given on the module for the vocational upper secondary certificate.

Separate grades are given for the core subjects determined by the Government. Competence achieved by core subjects included in vocational modules is assessed as vocational module skills requirements.

The Final Project is assessed in connection with the modules it is included in. Its scope and name are marked in the vocational upper secondary certificate, no separate grade is given. As to on-the-job learning the vocational upper secondary certificate gives its extent but no separate grade is given, because the competence acquired during on-the-job learning is assessed with skills demonstrations.

Studies compensating for a module or competence acquired in some other way are marked in the student's vocational upper secondary certificate with their grades. If the grade scales differ the conversion table given in Chapter 7.3 is used. For a module recognised from a further or specialist vocational qualification the grade to be marked in the certificate is "approved" and a footnote is used to show that it was completed as a competence-based qualification, for which the qualification committee concerned has awarded a certificate.

Skills demonstrations covering a whole module given previously are marked with their grades and short descriptions in the skills demonstration certificate. The certificate is also to provide the name of the institute that performed the assessment.

If recognition of prior learning is done for studies in a qualification that has not included skills demonstrations, the skills demonstration certificate is to bear the name and scope of the module together with a footnote to state that prior learning has been recognised from a qualification that has not included skills demonstrations. When prior learning is recognised from further or specialist vocational qualifications, the skills demonstration certificate is to bear the name and scope of the qualification together with a footnote to state that prior learning has been recogn-

ised from further or specialist vocational qualification X, for which the qualification committee in question has awarded a certificate.

When vocational modules (90 credits) include core subjects or general upper secondary studies in compliance with Government resolution (216/2001), the skills demonstration certificate is to bear the footnote: "Student has included x credits of core subjects, which are not assessed with skills demonstrations".

The qualification certificate must show that it consists of the vocational upper secondary certificate and skills demonstration certificate. The qualification certificate must also bear the name of the education provider or the institute awarding the certificate or both. A vocational upper secondary certificate is signed by the education provider and a skills demonstration certificate by the chairman of the local board for vocational skills demonstrations (Decree 488/2008).

Vocational upper secondary certificate is to provide the following information:

- ◆ student's name and personal identity code
- ◆ name of qualification and its scope 120 credits /3 years
- ◆ name of study programme
- ◆ qualification title according to Ministry of Education Decree
- ◆ modules completed grouped into vocational modules (90 credits), core subjects (20 credits) and free choice modules (10 credits), their scope and grades
- ◆ name and scope of Final Project
- ◆ scope of on-the-job learning
- ◆ date and signatures
- ◆ stamp of education provider or school.

Skills demonstration certificate is to provide the following information:

- ◆ student's name and personal identity code
- ◆ name of qualification and its scope 120 credits /3 years
- ◆ name of study programme
- ◆ qualification title
- ◆ skills demonstrations completed by module (name and scope of module, short description of skills demonstration completed, name of skills demonstration venue, grade on skills demonstration or for special needs students a short description of student's vocational competence and skills shown in the skills demonstration.)
- ◆ date and signature (chairman of the local board for vocational skills demonstrations)
- ◆ stamp of education provider of school.

Qualification certificate is also to provide the following information:

- ◆ contact information of the education provider or institute awarding the certificate
- ◆ name of education provider or institute if not mentioned earlier
- ◆ authorization to provide education the Ministry of Education has granted
- ◆ legislation the training is based on
- ◆ mention that training has been arranged in accordance with the qualification requirements decided by National Board of Education (date of regulation and register number)
- ◆ mention that the qualification is approved by the Ministry of Education (date and number of the Government Decree in force at the time training begins)
- ◆ prerequisites for admission and national level of qualification
- ◆ eligibility for further studies the qualification provides
- ◆ definition of scope of qualification, academic year and credit
- ◆ assessment scale
- ◆ special regulations related to practising the profession

Certificate on completed training

Government Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 13) stipulates the contents of a certificate on training completed.

A certificate of completed training, qualification modules or skills demonstrations

In addition to what the Government Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 13) stipulates on awarding certificates, a student is awarded a certificate on completed modules and studies, skills demonstrations and prior learning. In addition to the grades achieved the certificate must also list participation in modules that the student has not been given a grade yet as well as information of what the student must complete to receive a qualification certificate.

When a student enters working life after completing a module or modules, the certificate is to include a supplement describing the vocational competence achieved by completing the modules in question.

Certificate of resignation

Government Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 13) stipulates on the contents of a certificate of resignation.

Qualification certificate or certificate supplement for international use

Government Decree on Amending the Decree on Vocational Education and Training (Decree 488/2008, section 13) stipulates on issuing a qualification certificate or certificate supplement for international use.

The Driver Certificate of Professional Competence (Driver CPC) certifying the initial qualification in transport sector

The instructions given in Ministry of Education letter (12.6.2007 No. 146/530/2007) are in force concerning Driver CPC certifying the initial qualification in transport sector.

7.10 ASSESSMENT IN SPECIAL EDUCATION

The same principles are to be applied in assessing special needs students as to other students. If a student does not reach in a module the Satisfactory 1 level objectives set in the qualification requirements, the training can be adjusted. When the skills requirements or objectives of a qualification have been adjusted based on the Act on Vocational Education and Training 630/1998, sections 20 and 21 (2 and 3), an entry must be made in the certificate. A student must receive a qualification certificate even if qualification objectives have been adjusted.

A footnote must be made in the vocational upper secondary certificate as well as the skills demonstration certificate of adjusted skills requirements or objectives. Assessment must be implemented in proportion to the adjusted skills requirements or objectives, which means assessment criteria must be drawn up for them. The education provider draws up adjusted skills requirements or objectives for the module based on the Government Decree on Vocational Education and Training 811/1998, section 8. The grade scale must be the same as the one in general use. According to Section 10 of Government Decree on Amending the Decree on Vocational Educa-

tion and Training 603/2005, when training is arranged as special education, skills demonstrations can also be assessed verbally. A student must know that training completed in accordance to adjusted skills requirements or objectives may affect application for further studies and success in them.

If a student's competence level falls considerably short of the skills requirements and objectives set, a certificate of studies completed must be awarded instead of a qualification certificate. An appendix must be issued stating what the student knows best.

7.11 ASSESSING IMMIGRANT STUDENTS AND THOSE REPRESENTING DIFFERENT LANGUAGES AND CULTURES

The competence of immigrant students and those representing different languages and cultures is to be assessed in the same way as that of other students. Competence is to be assessed by using methods which allow assessing competence despite possible lacking language skills.

A student, whose mother tongue is other than the teaching language of the institute, must have, before taking a skills demonstration, such language skills that he/she understands the instructions and orders related to the work to be completed as the skills demonstration. The need for support must be identified and support activities based on the need must be planned in cooperation with the training institute, representatives of working life and the student. If necessary persons arranging and assessing a skills demonstration must receive instruction on how cultural factors affect communication between individuals. Persons arranging and assessing the skills demonstration must also be instructed to speak clearly when giving instructions.

Assessing mother tongue

If Finnish or Swedish is not the student's mother tongue, his/her Finnish or Swedish skills must be assessed according to the objectives of Finnish or Swedish as second language, also in the case that he/she has not received separate Finnish or Swedish as second language tuition. If both the teacher and the student consider the student's Finnish or Swedish skills to be of the Finnish or Swedish, mother tongue level, competence must be assessed against Finnish or Swedish, mother tongue objectives. Vocational upper secondary certificate must state which objectives the assessment of competence is based on, however, on the scale 1–3. Student's individual study plan,

including assessment, can include both mother tongue studies above (see Chapter 8.4).

The Finnish or Swedish skills of student who use sign language are assessed based on the objectives set in Finnish or Swedish for sign language users.

Assessing second national language

If the student has not studied Swedish or Finnish as a second national language, the vocational upper secondary certificate must state what he/she has studied instead. Teaching arrangements that affect assessment are determined in Chapter 8.4.

OTHER REGULATIONS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING

8.1 GUIDANCE AND COUNSELLING AND PERSONAL STUDY PLAN

Objectives for guidance and counselling

The objective of guidance and counselling is that the student receives enough information on his/her education and training before it starts and during it. The student is to know the modules included in the qualification, the studies and the options available. Another objective is that the student knows how to act in the educational institute community, knows how to develop his/her learning and interaction skills and self-knowledge as well as to assess his/her own activities and productions. He/She is able to plan his/her studies, draw up a personal study plan together with the teacher and assume responsibility for the studies. He/She knows how to follow the accumulation of credits and search for help to plan his/her studies.

The student is able to make choices and decisions concerning studies and life career. He/She recognizes possible problems related to his/her studies and life situation and know where to find support in them. He/She knows how to use the student social services society offers as well as other counselling, advice and information services. Reaching the objectives is supported by the education provider's obligation to inform the guardians of a minor student on vocational education and the progress of the student's studies.

Student's right to student counselling

The qualification comprises a minimum of 1.5 credits of student counselling (Government resolution 213/1999). Counselling activities are to support the student comprehensively in the different phases of the studies. Every student has the right to receive personal and other student counselling. The student has the right to receive the support services he/she may need in studies or life situation changes.

Arranging student counselling

The objective of student counselling is to promote educational, ethnic and gender equality. Objectives also include increasing students' well-being, preventing drop-outs, promoting employment and supporting application for further studies. Education provider must pay special attention the counselling of those students who have studying or learning difficulties (e.g. dyslexia), frequent absenteeism or life management difficulties.

As part of its curriculum the education provider is to draw up a student counselling plan, which determines the tasks and division of work for those involved in the counselling process. The plan serves as a development tool for the whole institute. It states how and what kind of support a student receives by those involved in counselling. The plan presents how cooperation with different education providers has been arranged in order that the student can choose modules and studies from different study programmes and qualifications as well as plan completing more than one qualification. It also determines other cooperation outside specialists and guardians. Student welfare plan is part of the counselling plan.

All the teachers of the institute and other persons responsible for counselling take part in the counselling process. Student counsellor has the main responsibility for arranging student counselling as well as for planning and implementing the counselling entity. A teacher's task is to guide and motivate the student to complete the qualification and planning the studies. The teacher's task is also to help the student find his/her strengths and develop his/her learning skills.

Student counselling is arranged as studies related, personal, group counselling and other guidance. Student receives counselling to support his/her studies and to make choices so that he/she is able to plan the contents and structure of his/her studies in accordance with his/her resources. Student counselling promotes students' community spirit throughout the training. The students' studies and well-being are monitored and supported in cooperation with the guardians.

The education provider is to inform the pupils of comprehensive school, their guardians, student counsellors and teachers of vocational education and training and how to apply. The education provider is to direct informing and counselling especially to those young people who have not managed to secure a training place after completed basic education and to their guardians.

The education provider is to develop its career and recruitment services in cooperation with business life and employment services as well as to promote and support students finding employment and getting access to further studies.

Individual study plan

An individual study plan supports a student's career planning and develops his/her skills in self-assessment. It is based on the student planning his/her own studies, individual choices, progressing in studies and assessing learning. A student is instructed in drawing up an individual study plan and monitoring its implementation. It is a plan the student is committed and motivated to implement throughout the training.

An individual study plan is drawn up through negotiation by the student, teacher or teachers and student counsellor when needed. The plan determines the learning objectives, completing the studies, methods used and timing together with assessment of the studies. When drawing up the plan the different learning styles are considered. Possible factors that prevent learning are recognized and the student's self-direction and vocational growth are supported.

The implementation of individual study plan and the progress of studies are monitored and if necessary the student is given remedial teaching. The student and teachers assess the possible barriers to implementing the individual study plan. The student is guided to make decisions concerning his/her learning as well as redefine and change the plan as studies advance if necessary.

An individual study plan comprises the student's individual choices, advancing in studies, assessment of learning, recognition and validation of prior learning, on-the-job learning places and times together with skills demonstrations.

8.2 ON-THE-JOB LEARNING AND WORKING SAFETY

In addition to what the Decree on Vocational Education and Training (Decree 811/1998, section 5, Government Decree Amendment 603/2005, sections 3 and 5) stipulate, the following is to be considered in on-the-job learning:

On-the-job learning is part of vocational education and training. It is a mode of arranging vocational education and training, in which qualification objectives are learnt at a workplace. On-the-job learning is objective oriented, guided and assessed training that takes place in a genuine working environment. On-the-job learning periods must be sufficiently long and versatile from the point of view of mastering the profession. Only in exceptional cases a student can complete on-the-job learning at a training institution in a practice enterprise or with similar arrangements.

Cooperation between workplaces and the education provider ensures that on-the-job learning and other training corresponds with the working life, is of quality and up-to-date. The education provider's responsibility is to take care that all the

partners in the area have the same view on arranging on-the-job learning. The education provider must see that the student receives sufficient counselling and training during on-the-job learning and that the teacher and other staff members have the resources to cooperate with working life. The education provider and teachers must together with working and business life ensure the quality of on-the-job learning so that the student achieves the skills requirements given in the qualification requirements.

The education provider is responsible for the implementation of on-the-job learning. Implementation includes planning, student counselling and assessment. The education provider must also see to the teachers' working life competence and training as well as training workplace instructors. At the workplace special attention is paid to guiding the student and giving feedback.

Usually the student does not sign a contract of employment with the employer for an on-the-job learning period and he/she is not paid wages or a salary. During an on-the-job learning period a student is entitled to receiving student financial aid and student social benefits in accordance with separate instructions. When on-the-job learning is arranged abroad, local regulations are also taken into consideration.

In addition to what the Act on Vocational Education and Training (Act 630/1998, sections 19 and 28) and the working safety regulations in force stipulate, the following is to be considered in working safety questions:

The agreement on training and skills demonstrations to be arranged at the workplace in connection with practical work assignments is to include the responsibilities related to safety, injuries and damages and insurances. Before starting the work, the employer and education provider ensure together that the student has the resources to do the work in question safely and without risking his/her health and by following the instructions given.

The regulations concerning the employer according to the Occupational Safety and Health Act Section 4 (1) are applied to the education provider when the work takes place at the institute or otherwise in the way determined by the education provider.

Student assessment during on-the-job learning period is described in Chapter 7.

8.3 VOCATIONAL SPECIAL EDUCATION

For equality in education to come true each student must have equal opportunities to pursue vocational studies and find employment after training and assume the role of an independent citizen in society disregarding their different learning capabilities.

The vocational education and training of a special needs student must be arranged in view of the equality principle primarily in ordinary vocational institutes in the same study groups with other students. Education and training can also be provided partly or completely in special groups. Vocational special education institutions primarily provide training for severely handicapped as well as preparatory and rehabilitative training and counselling. They are also to offer expert help to other training institutions. Vocational special education can also be provided as apprenticeship training.

Students who are in need of special teaching arrangements or student social services due to disability, illness, delayed development, emotional disorder or some other reason must receive special education. It ensures learning that is based on individual resources, self development and growth as a person. If necessary other support services and rehabilitation in cooperation with rehabilitation service suppliers are added to special education.

The education provider determines the principles of special education: objectives, implementation, teaching methods, support and special services, expert services, social partners and responsibilities. The institution must reserve sufficient resources for special education. Promoting special needs students' learning is everyone's task in the institution.

Need for special education must be determined based on the Act on Vocational Education and Training Section 20 and qualification requirements for each student individually. Reaching the objectives must be supported with the help of an individually designed and guided learning process and different support activities.

Individual educational plan (IEP)

A written individual educational plan (IEP) must always be drawn up for a student in need of special education (Act 630/1998, section 20). The plan is to include (Decree 811/1998, section 8)

- ◆ qualification to be completed
- ◆ qualification requirements used in teaching
- ◆ scope of qualification
- ◆ individual study plan drawn up for the student
- ◆ special teaching and student social services the student receives
- ◆ other personal services and support activities as well as
- ◆ criteria for special education

An IEP is to be drawn up together with the student, when necessary his/her guardian, representatives of previous school as well as teachers and student service specialists.

If vocational skills requirements have been adjusted, the personal study plan is to include a personal curriculum, which determines the student's learning objectives. They are based on the requirements of the qualification the student aim for. Vocational special education must be planned so that the student reaches as extensively as possible the same competence as in other vocational education. The objectives can be adjusted according to the student's resources either so that all the learning objectives are adjusted or only those of one or more modules. Teaching must focus on supporting the student's strengths so that he/she is ensured good opportunities to find employment. Special attention must be paid to achieving working confidence during on-the-job learning periods. The student must be explained how he/she can get the special services required after the training has been completed.

Student's progress must be monitored during training and the personal objectives and support activities changed as needed. Regulations on assessing special needs students are to be found in Chapter 7.10.

8.4 TEACHING IMMIGRANTS AND REPRESENTATIVES OF DIFFERENT LANGUAGE AND CULTURAL GROUPS

General

The skills requirements for immigrant students and students belonging to other language and culture groups, such as Saami, Romany and sign language students, are in the main the same as for other students. The requirements for vocational upper secondary qualification are applied to teaching.

Students, whose mother tongue is other than the language of teaching at the institution, must receive support particularly in language studies and through special teaching arrangements. If necessary the students' background, like mother tongue, culture and the language skills developing during the training, must be observed. Teaching arrangements are made to support students' own lingual identity along side with the majority language and culture. The education provider's curriculum is to comprise the implementation immigrants' and other language and culture group students' teaching arrangements.

Immigrants

In this connection immigrants are taken to mean students who have moved to Finland or were born in Finland but have an immigrant background. If necessary the reason for immigration, time spent in the country and developing Finnish skills are taken into consideration in teaching. The studies support the student's growth into an active and balanced member of both his/her own language and cultural community and Finnish society.

Saami speakers

Saami language teaching started in basic education is continued when possible in vocational education and training. Saami language training can be provided in Northern Sami, Inari Sami and Skolt Sami. Saami can be studied as mother tongue although education would not otherwise be provided in Saami.

Romanies

Teaching Romanies is done taking in to consideration the position of Finnish Romanies as an ethnic and cultural minority. Romany culture is considered in teaching arrangements. Romany language training is arranged as possible in cooperation with other education providers.

Sign language users

The requirements for vocational upper secondary qualification are applied to sign language culture and communication in sign language students' teaching and learning. Finnish or Swedish are used as reading and writing language alongside with sign language. Sign language teaching is planned so that it is possible for the student to act with an interpreter. Sign language users and hearing-impaired students' opportunities to communicate naturally are to be taken into consideration in learning environments.

Language teaching arrangements

The following teaching arrangements, which are in compliance with Government resolution (VnP 213/1999), can be applied to immigrants', Saami and Romany speakers' and sign language users' language studies (mother tongue, second national language, foreign language), if their mother tongue is other than Finnish or Swedish.

Mother tongue

If the student's mother tongue is other than Finnish or Swedish, the education provider can divide the compulsory modules in mother tongue and second national language differently from the stipulations of the Act on Vocational Education Section 12 (2).

The credits reserved for mother tongue and second national language (4 + 1 = 5 credits) can be combined and divided flexibly in possible student's own mother tongue studies, Finnish or Swedish as second language studies and second national language studies. Finnish or Swedish as second language means a language that has been learnt after the mother tongue in a Finnish language environment. A separate Finnish or Swedish for sign language user module (Chapter 5) has been drawn up for sign language students.

Students can study Finnish or Swedish either

- 1) in accordance with Finnish or Swedish as second language objectives (Chapter 5) or
- 2) in accordance with Mother tongue, Finnish or Swedish objectives (Chapter 5), if the student's Finnish or Swedish skills are assessed to be of mother tongue level.

A student, whose Finnish or Swedish skills are not of mother tongue level on all the area of language skills, studies according to Finnish or Swedish as second language objectives and contents. His/Her Finnish or Swedish language competence is assessed according to these objectives whether or not the education provider has offered Finnish or Swedish as second language teaching. Education provider can offer and student's study plan may include both of the above mentioned studies. A student can change in the middle of his/her Finnish or Swedish as second language studies over to studying Finnish or Swedish according to Mother tongue, Finnish or Swedish objectives.

A student must be offered his/her mother tongue studies when possible. As a mother tongue as student can choose to study also Romany, sign language or some other mother tongue (Act 630/1998, section 12 (3)). The immigrants' own mother tongue objectives are given in Chapter 5. A student can study his/her own mother tongue in accordance with the objectives of either Mother tongue, own mother tongue for foreign students (4 credits) or Foreign language (2 credits) or as free choice studies.

If a student studies his/her mother tongue according to the objectives of Own mother tongue for foreign students, his/her studies are to include Finnish or Swedish language studies.

Second national language

The students' second national language (Swedish or Finnish) teaching is arranged in accordance with the objectives of second national language taking into consideration the level of the students' language skills.

Foreign students can also replace second national language studies with their own mother tongue or Finnish or Swedish language studies (5 credits), Chapter 5. If necessary the teaching can be arranged as basics in second national language depending on the needs of the student and the vocational field.

Foreign language

A student's studies must also include foreign language studies. The foreign language of a student, whose mother tongue is other than Finnish or Swedish, can also be his/her mother tongue.

8.5 APPRENTICESHIP TRAINING

Apprenticeship training is regulated by the stipulations of the Act on Vocational Education and Training (Act 630/1998, sections 8 and 17), the Decree on Vocational Education and Training (Decree 811/1998, sections 6 and 7) and the Act on the Financing of the Provision of Education and Culture (635/1998).

The valid qualification requirements (national core curriculum and qualification Requirements of competence-based qualifications) are applied to apprenticeship training arranged as curriculum-based vocational education and training.

The education provider issues a qualification certificate in accordance with the qualification requirements for a qualification taken in vocational upper secondary education in accordance with the regulations of Chapter 7.9.

8.6 COOPERATION BETWEEN HOME AND EDUCATIONAL INSTITUTION

In addition to what the Act on Vocational Education and Training (Act 630/1998, sections 5 and 14) stipulates, the following is to be observed when arranging cooperation between home and educational institution:

In education and training offered to the young the education provider and the educational institution must take the initiative and maintain cooperation with a student's parents or guardians. Cooperation between home and institution is arranged so that it enhances student's independence and responsibility, advances studies and offers support in matters related to student's health, security and wellbeing. The individual needs of special needs students and students with different language and cultural backgrounds are to be taken into consideration in the cooperation.

The education provider and the guardians must cooperate in student counselling both during and at the end of studies. Counselling must support the students' transition to working life or further studies and enhance students' life management skills.

The part of the curriculum dealing with cooperation between home and educational institution is to be drawn up in cooperation with the authorities in charge of the implementation of social and healthcare in the home municipality of the educational institution.

8.7 STUDENT WELFARE SERVICES

In addition to what the Act on Vocational Education and Training (Act 630/1998, Sections 14, 28 and 37 a) stipulates on implementation of student welfare services and student's right to a safe learning environment, the following is to be observed:

The objective of student welfare services is to create a safe and healthy learning environment and promote the community spirit of the educational institution, wellbeing and pleasantness. The objective is to support the student and maintain the institution community's ability to function in situations threatening physical and psychological safety. Student welfare services are to promote early recognition of learning difficulties and other problems and prevent school drop-outs. In the case of minor students the education provider must cooperate with the guardians.

The education provider is to ensure the achievement of the objectives of student welfare services by issuing in its curriculum operating instructions which promote students' health and safety together with prevention and early recognition of different problems. Education provider is to issue instructions on attending to such activities of the educational institution as student's participation in training,

monitoring the progress of studies and staying at the school dormitory. Preventive instructions are to be issued on smoking, use of substances, school bullying and disturbing. The education provider must have a crisis plan and instructions in case of disturbing behaviour, violence, injuries, accidents and deaths.

The education provider must monitor the outcome of the student welfare services and take necessary action. Students are to be encouraged to take part in and contribute to promoting wellbeing in their own school community. All those working with the students in the school community are responsible for student welfare services. The duties of multi-professional student welfare staff include coordinating and developing student welfare services.

The part in the curriculum dealing with student welfare services is to be drawn up in cooperation with the authorities and other parties attending to the implementation of social and welfare matters in the municipality or municipalities the institution operates in. The stipulations of the Primary Health Care Act and the Child Welfare Act must be considered when arranging student welfare services. At the same time arrangements must be made to ensure social inclusion and expert services in student welfare and psycho-social support. Student feedback is to be used in developing the services.

During vocational education and training a student must be informed on the implementation of student counselling and welfare services, the services of different administrative sectors, local support networks and qualification specific health requirements. In addition to the student also the guardian of a minor student must be informed of matters related to occupational safety and labour protection during on-the-job learning.

The education provider must see that the students know the school rules that are in force in the institution. The student's own responsibility must be emphasized in the observance of the school rules and other instructions.

9.1 DESCRIPTION AND BASIC VALUES OF HAIRDRESSING

The work of a hairdresser, a professional of the hair care sector, comprises individual customer service in which important key skills are highlighted, such as customer service, interaction, communication and cooperation skills, manual skills and aesthetic vision. A hairdresser cuts hair and does shaves, cares for the hair and scalp, dyes hair and beards and does various types of permanents. A hairdresser follows hair fashions and guides customers in finding their individual style, which is reflected in the customer's overall welfare and wellbeing. A hairdresser does hair styles and applies make-up, and guides the customer in the care of the hair and scalp and the use of cosmetic products. They also sell various types of cosmetic products and tools for the home care of hair.

Hairdressers either work as an employee, or in some stage of their careers, choose to act as independent entrepreneurs. A majority of hair care enterprises are small. The largest growth centres have operative prerequisites for the sizes of larger enterprises and hairdresser chains. For these reasons, entrepreneurial skills and internal entrepreneurship in particular are highlighted in the field. In larger businesses, a hairdresser can be employed as the overseer of the business.

In the future, the number of various clusters of entrepreneurs and multiprofessional networks will go up. In these clusters, competence in several vocational fields will be utilised and complement each other. In that case, a hair care enterprise can be partnered with entrepreneurs active in the fields of beauty, health, wellbeing, style and fashion. A hairdresser can also work in various sales, consultancy and training tasks or be employed in the theatre and media sector.

The values of working as a hairdresser and the hair care field comprise a high quality of services, customer-oriented actions and customer satisfaction. Equally important values to be considered include health, safety and aesthetics. As multiculturalism is becoming more widespread among both customers and hairdressers, respect for individuality and cultural backgrounds, equality and tolerance are important. Principles guiding operations within the hair care field include responsibility, creat-

ing and maintaining confidential customer relationships and providing a comfortable and relaxing service environment for the customers.

Central values of enterprising activities in hair care include co-operativeness, responsible entrepreneurship and healthy competition. These promote profitable enterprising activities and an ability to engage in team work and cooperation. Environmental awareness and supporting sustainable development are also vital.

Prerequisites for working as a hairdresser include a healthy self-esteem, innovativeness, control of one's own life and internalised vocational ethics. A hairdresser is service and cooperation oriented, honest and reliable, able to develop and be creative, and shows initiative. In order to maintain their ability to work for as long as possible, hairdressers must pay attention to health hazards in the working environment, ergonomics and a healthy lifestyle. Additional factors affecting their wellbeing at work include working conditions, working time arrangements, interaction within the work community and the mental and social communality of professionals.

9.2 QUALIFICATION SPECIFIC HEALTH REQUIREMENTS IN VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING

Guidelines for the admission of students into training leading to a vocational upper secondary qualification are set in Section 27 of the Act on Vocational Education and Training. A person, whose illness or injury is likely to prevent him/her participating in training, cannot be admitted as a student. Student admission into vocational education can only be limited when the illness, objectively assessed, prevents studies or would endanger the safety of the student or others. The practical problems an illness or injury causes to studies must primarily be solved using teaching arrangements and student welfare services.

An applicant is to provide education provider such information on his/her health condition as the admission process requires. Education provider must also make sure that the health condition of the person admitted is such that he/she can also cope with on-the-job learning in a way that working in the tasks in the field and achieving the qualification skills requirements presuppose.

From the point of view of a student's legal protection it is justified that he/she is not admitted to a study programme the future working tasks of which his/her health would not allow. When deciding who is admitted the various tasks related to the professions and work must be taken into consideration. It is possible that there are modules in a qualification that presuppose different health requirements and thus allow a student to make individual decisions on how to complete the training.

For student admission to have the best possible result from the student's point of view, education provider must inform applicants of the requirements of the vocational upper secondary qualification or vocational field as well as of possible health risks in the Guide for Applicants and during student admission process. Applicant's own description of his/her health condition or treatment of illness is most often enough in the admission situation.

If the legislation on or special features of the training sector or qualification in question require a person admitted into the institution to present a doctor's certificate on his/her health, it is enough that the certificate states the student is suitable for the vocational field. Student admission is conditional until such a doctor's certificate has been presented.

Student's illness or injury must not stop his/her studies or lead to a rash decision to change of profession or training sector. The practical problems an illness or injury causes in training must primarily be solved using individual teaching arrangements and personalisation that meet the student's needs. Student counselling, student support, instructing on the use of ergonomic work methods and aids facilitate completing the training. When a student falls ill or is injured cooperation between student welfare services and occupational health care at workplaces is absolutely necessary.

In all the situations where personal data classified as delicate in the Personal Data Act is dealt with and stored, such as information concerning a student's health condition, education provider is to act with due caution and good practices to handle data as prescribed in the regulations.

Health risks and exposures in the education, training and work of a hairdresser require a normal level of physical fitness and psychological balance. Allergic or atopic tendency may restrict coping with the work, but is not an obstacle to pursuing a career in the field. Individual factors, severity of symptoms and the student or candidate's motivation to treat and protect him/herself will play a role. A positive skin prick or patch test (e.g. a nickel allergy) alone will not stop him or her from working in the profession. It may be necessary to consider a student or candidate's suitability for the field based upon the symptoms and restrictions to functional ability in the following situations, for example:

- ◆ symptomatic epilepsy, other serious neurological diseases affecting balance or muscular coordination
- ◆ visual impairment (poor visual accuracy, problems in colour perception) or hearing impairment
- ◆ illness, structural problem or injury in the musculoskeletal system
- ◆ asthma, respiratory symptoms
- ◆ rash in hands or a wide-spread rash with severe symptoms.

9.3

VOCATIONAL SKILLS REQUIREMENTS, TARGETS OF ASSESSMENT AND GENERAL ASSESSMENT CRITERIA

Determining the skills requirements as well as the targets of assessment and general assessment criteria are to help education providers when drawing up curricula for modules that are not determined in the national core curriculum.

Vocational modules are formed according to and named after work entities. Skills requirements are described as concrete work outputs. Assessment criteria are determined for three levels: Satisfactory 1, Good 2 and Excellent 3.

The following criteria are meant as guidelines so that they are applied according to the objectives of core subjects and the skills requirements set for vocational modules. The criteria proposed are always portrayed against the requirements of the qualification module in question, which is to say that the work described in the criteria always means work contained in the module concerned.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering the work process	Student		
Planning one's own work, self-assessment of performance and development of one's activities.	plans his/her work but need instruction in new situation or working environment changes	plans his/her own work	plans independently work assignments and tasks he/she is responsible for
	assesses the success of his/her performance	assesses the success of his/her performance while working and copes with new and changing situations without help	assesses the success of his/her performance, justifies the assessment and assesses and develops his/her work methods and environment

Performance, independence and responsibility of work package.	performs in familiar work assignments	considers the work entity while working (e-g- where to start, where to finish and what tools and equipment to use etc.)	considers the work entity in the working environment and his/her own work as part of it
	work so that the outcome can be accepted as fulfilling the work plan and quality objectives	works so that the outcome includes some of the special requirements of the work assignment	works according to the special requirements of the workplace so that the outcome is in accordance with the objectives set
	need occasional guidance to advance in work phases	advances fluently from one work phase to another	advances systematically and fluently in his/her work adjusting it to other activities in the working environment
	follows working instructions, working hours, agreements and negotiates on discrepancies	completes given assignments independently and takes care of his/her assignments from start to finish and assumes responsibility for his/her own part of the work	spontaneously completes duties other than those assigned in his/her area of responsibility

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	Student		
Choice and use of work method, equipment and materials that suit the assignment and work environment.	uses the most common work methods, equipment and materials related to his/her work in repeating work situations, but needs some instruction (procedures, equipment and materials are defined by qualification module)	uses work methods, equipment and materials related to his/her work independently in work situations	chooses the most suitable work methods, equipment and materials and uses them skilfully in various work situations

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
Possession and application of the knowledge needed at work	Student uses the knowledge that is the basis for the most common procedures, equipment and materials needed in repeating work situations (i.e. the procedures, equipment and materials that have been defined in section 2), but needs guidance in acquiring the knowledge and applying it	searches and uses independently information needed at work	searches and uses information independently in his/her work in various situations and justifies the work-related decisions on the basis of the information gathered

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
4. Key competences for lifelong learning: a) The four key competences to be assessed in their own group in Point 4	Satisfactory 1	Good 2	Excellent 3
Student			
Learning and problem solving	searches for information under instruction	searches for information according to instructions	searches for information independently
Own competence as an employee and work development, problem solving as well as making choices and decisions.	plans his/her work but needs instruction in new situations or when the work environment changes	plans his/her work and assesses its success while working	plans the assignments he/she is responsible for independently and assesses his/her competence and the success of the work and also justifies the assessment
			assesses and develops his/her work methods and work environment
	assesses the success of his/her work	accepts feedback and acts according to it	develops his/her actions on the basis of feedback
	cope with familiar situations but needs instruction and support in change and option situations	cope with change and option situations spontaneously	acts independently in different situations in a way that suits the situations and finds alternative procedures to his/her actions

<p>Interaction and cooperation</p> <p>Actions in interactive situations and cooperative abilities.</p>	<p>abides given instructions on interactive situations in his/her own learning and working environment</p>	<p>considers the situation in his/her learning and working community in different interactive situations</p>	<p>expresses him-/herself clearly and brings forth different viewpoints constructively</p>
	<p>completes the work assignments he/she is responsible for but needs instruction from time to time</p>	<p>completes the work assignments he/she is responsible for spontaneously</p>	<p>acts responsibly, cooperatively and equally with different people as a member of a work community and group</p>
	<p>works in a familiar work community and group and asks for help from the others when needed</p>	<p>works with different people in a work community and group</p>	<p>supports and helps others and also takes into account the next work phase and employee in his/her work</p>
<p>Vocational ethics</p> <p>Activities based on vocational ethics, professional value basis and the agreements made.</p>	<p>abides the ethical instructions and timetables given</p>	<p>abides the given ethical instructions, agreements and decrees as well as timetables</p>	<p>acts according to the values in the work community, ethical instructions, agreements and regulations in variable situations and also keeps to timetables</p>
<p>Health, safety and ability to function</p> <p>Actions that maintain health and safe operations and maintain the ability to function.</p>	<p>abides the given safety instructions and does not endanger him- /herself or others</p>	<p>abides the work community's instructions and takes into account the safety of the members of the work community and working environment</p>	<p>abides the work community's instructions and takes into account the safety of the members of the work community and working environment</p>
	<p>ensures safety in accordance with instructions</p>	<p>ensures safety</p>	<p>ensures safety and reports on dangers and risks he/she observes</p>
	<p>uses safely protective equipment, tools and work methods as instructed</p>	<p>uses protective equipment, tools and work methods safely</p>	<p>uses protective equipment, tools and work methods safely</p>
	<p>works ergonomically in most situations</p>	<p>works ergonomically</p>	<p>uses safe, variable work methods, which do not cause excessive workload while taking ergonomics into account</p>
<p>Are included in the objectives and assessment criteria of the core subjects , Psychological education (1 credit) and Health education (1 credit). Respective skills requirements and assessment criteria for health, safety and ability to function are drawn up for every vocational qualification if needed.</p>			

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
4. b) Rest of the key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Student			
Initiative and entrepreneurship target-oriented, economic and productive operations and self management.	Are included in the objectives and assessment criteria of the core subjects , social, business and labour-market subjects (1 credit) and also in the skills requirements and assessment criteria of the entrepreneurship part that is included in the skills requirements of the vocational modules. In addition, when necessary, skills requirements and assessment criteria for the vocational modules of each qualification have been drawn up.		
Sustainable development Observing technological, economic, social and cultural principles.	works and acts taking sustainable development into account under instruction	works and acts taking sustainable development into account	works and acts independently taking sustainable development into account and takes up development needs
Aesthetics Taking aesthetics into account while working	works according to the aesthetic principles, pleasantness of work environment and other factors that affect the appearance of the end result under instruction	works according to the aesthetic principles, pleasantness of work environment and other factors that affect the appearance of the end result	makes versatile use of aesthetic principles in the field – works to promote the pleasantness of the working environment and other factors that impact the appearance of the end result
Communication and media skills Objective recognition, observation and interpretation of the media products and use of media and information technology	Are included in the objectives and assessment criteria of the core subjects Mother tongue (4 credits). In addition, when necessary, skills requirements and assessment criteria for communication and media skills in compliance with the requirements of each vocational field have been drawn up.		
Mathematics and natural sciences Numeracy required at work and knowledge of the laws of physics needed	Are included in the objectives and assessment criteria of the core subjects Mathematics (3 credits), Physics and chemistry (2 credits). In addition, skills requirements and assessment criteria for mathematics and natural sciences in compliance with the requirements of each vocational field have been drawn up.		

<p>Technology and information technology Use of technology and information technology in the vocational</p>	<p>uses common technical and information technical systems that are needed in his/her profession, in repeating work situations, but sometimes needs instruction</p>	<p>uses common technical and information technical systems that are needed in repeating work situations</p>	<p>uses common technical and information technical systems that are needed in repeating work situations variedly</p>
<p>field and taking into account the benefits, limitations and risks of</p>	<p>chooses the machinery and equipment needed, under instruction and recognises the risks</p>	<p>chooses the machinery and equipment needed and recognises the risks</p>	<p>chooses the machinery and equipment needed independently and recognises the limitations and risks</p>
<p>technology</p>	<p>Information technology is included in the objectives and assessment criteria of core subjects (social, business and labour-market subjects). In addition, skills requirements and assessment criteria for technology and information technology in compliance with the requirements of each vocational field have been drawn up.</p>		
<p>Active citizenship and different cultures Participating in community activities and decision making with people from different backgrounds and observing the rights and obligations as an employee and citizen and abiding equality regulations.</p>	<p>Are included in the objectives and assessment criteria of the core subjects social, business and labour-market subjects (1 credit) and also Mother tongue (4 credits). In addition, when necessary, the skills requirements and assessment criteria for this key skill have been drawn up considering the skills requirements of each qualification.</p>		



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