



FINNISH NATIONAL
BOARD OF EDUCATION

Requirements for Vocational Qualifications

VOCATIONAL QUALIFICATION IN SPORTS, SPORTS ASSISTANT 2010

Study Programme/Specialisation in Sports

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

REGULATION

17 February 2010 21/011/2010
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effective 1 Aug 2010 until further notice

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
8.3.2001 no. 12/011/2001
and for this qualification the following 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

REQUIREMENTS FOR VOCATIONAL
QUALIFICATIONS
Vocational Qualification in Sports

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 Sports 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 2010. 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 Regulation 8.3.2001 no. 12/011/2001 by 31 July 2020, 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 Matti Pietilä

ANNEXE

Vocational Qualification in Sports

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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.

OBJECTIVES AND STRUCTURE OF THE VOCATIONAL QUALIFICATION IN SPORTS, SPORTS ASSISTANT

1.1 OBJECTIVES OF THE VOCATIONAL QUALIFICATION IN SPORTS

A Sports assistant who has completed the Vocational Qualification in Sports, the Study Programme in Sports, is able to plan and instruct sports as well as provide sports assistance to different-aged people with a varying range of mobility in a safe and health-enhancing manner. He/She is able to provide instruction in an empathic and customer-oriented manner and offer personal instruction and guidance to promote the overall wellbeing of people. The qualification provides the skills to work naturally in customer service situations and adapt activities according to the individual or group. The qualification holder is familiar with the principles of group dynamics and is able to manage group activities.

The Vocational Qualification in Sports provides the skills to act competently and cooperatively in various interactive and communicative situations and with different kinds of people. The qualification holder has good manners, works as an educator and sets an example. He/She is able to naturally express him/herself verbally, in writing and through physical exercise. The qualification holder can cope with simple instructional tasks in the second national language and in one foreign language.

A person who has completed the Vocational Qualification in Sports is able to plan and organise sports events. He/She can work both independently and as a team member. The Vocational Qualification in Sports provides the skills to work flexibly in various tasks and working environments. Varying circumstances and instruction situations require creativity and problem-solving skills.

The Vocational Qualification in Sports provides the skills to work in diverse sports tasks in the public sector and in private companies as well as the sports club and organisation sector. A person who has completed the Vocational Qualification in Sports is familiar with the competence needs of different sectors and possesses the skills to improve his/her specialised vocational competence in working life.

A person who has completed the Vocational Qualification in Sports is able to acquire information from various sources and assess the accuracy and reliability of this information. He/She has the skills to use customary technical devices and in-

formation technology systems and tools in his/her work. The qualification holder is able to identify personal strengths and develop him/herself professionally.

A person who has completed the Vocational Qualification in Sports promotes the customer's functional and work capacity through goal-oriented physical exercise. He/She is also able to take care of his/her physical, mental, and social capacity to work and function, as well as ergonomic working methods and the readiness to exercise. A person who has completed the Vocational Qualification in Sports has the skills to apply his/her knowledge on the factors that improve physical fitness and influence wellbeing and health. He/She is able to compile a personal physical exercise programme with exercise that promotes the physical fitness and health of the customer. The qualification holder possesses the skills to instruct various types of sports and exercise.

A person who has completed the Vocational Qualification in Sports is familiar with the social significance of physical exercise. He/She has the skills to work in a multicultural and internationalising working environment. A person who has completed the Vocational Qualification in Sports respects nature and advances the principles of sustainable development by using environmentally friendly methods and approaches. A person who has completed the Vocational Qualification in Sports respects ethics in sports and the value of clean sport. He/She is familiar with the instructions and legislation pertaining to occupational safety and the anticipation of emergencies, in addition to being able to anticipate and respond to emergencies.

The Vocational Qualification in Sports contains one study programme, the Study Programme in Sports. The compulsory vocational modules in the qualification are Sports Instruction, Sports Assistance and Organising Sports Events. Optional modules allow the candidate to specialise in a field from the compulsory modules. A person who has completed the Vocational Qualification in Sports has the basic skills required in the labour market as well as the skills for self-employment or further studies following the completion of the qualification. Optional, field-specific modules are Instruction of Health-Enhancing Physical Activity, Sports Instruction for Children and Young People, Adapted Sports Instruction, Coaching, Cross-Country and Recreational Sports Instruction, Sports Club Activities and Sports Entrepreneurship.

Health-Enhancing Exercise Instruction is an optional module that provides the skills to plan and instruct individual physical exercise programmes that promote physical capacity, health and wellbeing. A person who has completed this module has the skills to assess physical capacity in individual and group situations and to engage in multiprofessional cooperation.

Exercise instruction for children and young people is an optional module that provides the skills to instruct sports in various operational environments and circumstances.

A person who has completed this module is able to work in planning, instruction and assessment tasks in the best interests of children and young people, instructing them towards an active lifestyle.

Applied exercise instruction is an optional module that provides the skills to plan and instruct sports for the elderly and special groups while working in the public sector, an organisation or a community. A person who has completed this module has the skills to search for multiprofessional and comprehensive sports solutions that benefit the customer as well as to adapt and individualise sports.

Coaching is an optional module that provides the skills to work as a coach in individual and team sports in both training and competition situations. A person who has completed this module has the skills to plan short-term and long-term training that develops the individual or team in a comprehensive and goal-oriented manner. He/She is able to assess his/her personal actions and monitor the success of the coaching process by using various testing and control methods.

Cross-country and recreational exercise instruction is an optional module that provides the skills to produce cross-country and recreational physical activities, in addition to sports programme services. A person who has completed this module is able to instruct and advise different kinds of customers and customer groups in a customer-oriented manner, while also taking the international operational environment into account. He/She has the skills to organise exercise events in nature during different seasons of the year.

Sports club activities is an optional module that provides the skills to work in various club tasks and develop club activities. A person who has completed this module is familiar with the principles of club and organisational activities in the field of sports as well as their support and funding systems. He/She has the skills to work in cooperation and interaction with interest groups in the field.

Sports entrepreneurship is an optional module that familiarises the student with his/her personal readiness to work as an entrepreneur. A person who has completed this module has the skills to compile a business plan for a sports company; establish the company; as well as productise, advertise and set a price for sports services. A person who has completed this module is familiar with the support and funding channels of entrepreneurship. He/She has the skills to work in key tasks and customer service situations in a sports company while observing the special characteristics of entrepreneurship in the field.

In addition, vocational upper secondary education and training should support the development of students, enabling them to become good and balanced individuals and members of society, and provide them with the knowledge and skills they need for further studies, their personal interests and the versatile development of their personalities. It should also provide support for lifelong learning (Finnish Act 630/98, Section 5).

1.2

THE STRUCTURE OF THE VOCATIONAL QUALIFICATION IN SPORTS

VOCATIONAL QUALIFICATION IN SPORTS, SPORTS ASSISTANT, 120 CREDITS	
IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING	IN A 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 of a minimum of 2 credits.	
4.1 Compulsory modules for all 4.1.1 Sports instruction, 25 cr. 4.1.2 Sports assistance, 25 cr. 4.1.3 Organising sports events, 20 cr.	4.1 Compulsory modules for all 4.1.1 Sports instruction 4.1.2 Sports assistance 4.1.3 Organising sports events
4.2 Optional modules for all A total of 20 credits must be selected from 4.2–4.3 4.2.1 Instruction of health-enhancing physical activity, 10 cr. 4.2.2 Sports instruction for children and young people, 10 cr. 4.2.3 Adapted sports instruction, 10 cr. 4.2.4 Coaching, 10 cr. 4.2.5 Cross-country and recreational sports instruction, 10 cr. 4.2.6 Sports club activities, 10 cr. 4.2.7 Sports entrepreneurship, 10 cr. 4.2.8 Modules from vocational upper secondary qualifications, 10 cr. 4.2.9 Module from further vocational qualification 4.2.10 Module from specialist qualification 4.2.11 Module from polytechnic studies 4.2.12 Locally offered modules, 5–10 cr.	4.2 Optional modules for all Two modules must be selected 4.2.1 Instruction of health-enhancing physical activity 4.2.2 Sports instruction for children and young people 4.2.3 Adapted sports instruction 4.2.4 Coaching 4.2.5 Cross-country and recreational sports instruction 4.2.6 Sports club activities 4.2.7 Sports entrepreneurship 4.2.8 Modules from vocational upper secondary qualifications 4.2.9 Module from further vocational qualification 4.2.10 Module from specialist qualification
4.3 Other optional modules in vocational upper secondary education and training, 0–10 credits 4.3.1 Entrepreneurship, 10 cr. 4.3.2 Workplace instructor training, 2 cr. 4.3.3 In-depth and enhancing vocational modules 4.3.4 Core subjects 4.3.5 General upper secondary studies	

4.4	Modules providing individual in-depth vocational competence (modules expanding the scope of a vocational qualification)	4.4	Modules providing individual in-depth vocational competence (modules expanding the scope of a vocational qualification)
4.4.1	Business operations, 10 cr.	4.4.1	Business operations
4.4.2	Modules from vocational upper secondary qualifications, further vocational qualifications and specialist qualifications	4.4.2	Modules from vocational upper secondary qualifications, further vocational qualifications and specialist qualifications
4.4.3	Locally offered modules providing in-depth vocational competence in curriculum-based vocational education and training		

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

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.

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.

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 qualification

Vocational qualifications are made up of vocational modules, which are either compulsory or optional. Curriculum-based qualifications also include compulsory and optional core subjects as well as free choice modules. Furthermore, a qualification can be personalised by including more modules, which expand the qualification, when that is necessary from to meet sector specific working life requirements or local vocational needs and to enrich the candidate's vocational skills. Qualification specific rules on optional modules are presented above in the table introducing the Vocational Qualification in Sports.

Student (curriculum-based training) or candidate (competence-based qualifications) can also include modules from other vocational qualifications in the vocational upper secondary qualification.

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

To facilitate making choices and validation of prior learning, the compensation principles for studies completed or to be completed in a general upper secondary school have been described in Section 5 Core subjects. Defining the principles of compensation also promotes cooperation between education providers and the use of common training 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. A student can also take a vocational qualification one or more modules at a time to give a more profession specific result when it is appropriate considering the individual's learning abilities, life situation or employability. The student must have flexible opportunities to complete the qualification at a later date. In these kinds of situations the education provider draws up a plan, preferably in cooperation with the employer, for completing the qualification.

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 competences 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 the requirements of vocational qualification modules and their assessment criteria. The key competences for lifelong learning 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 the 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 SPORTS

4.1 COMPULSORY MODULES FOR ALL

4.1.1 Sports instruction

Vocational skills requirements

The student or candidate is able to

- ◆ plan and instruct a sports programme as well as individual classes
- ◆ provide sports instruction in different operational environments and to different kinds of customers and customer groups
- ◆ recognise basic skills and has knowledge of different types of sports and physical exercise and uses them in instruction
- ◆ motivate, encourage and provide feedback
- ◆ observe the promotion of health, safety and ability to function when providing education
- ◆ work in an exemplary, responsible and interactive manner in customer service situations
- ◆ assess his/her possibilities to work as an entrepreneur
- ◆ assess his/her actions and receive feedback.

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		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning sports instruction	plans instructive sports classes, occasionally needing guidance	plans an instructive sports programme and individual sports classes independently in a customer-oriented manner	plans an instructive sports programme and individual sports classes independently in a customer-oriented manner while demonstrating expertise and innovativeness
Mastering the instruction process	occasionally needs guidance in mastering the instruction process	works independently and competently in the instruction process	works independently and systematically and incorporates own work into other activities in the working environment
Self-assessment	assesses own actions under guidance.	assesses own actions and adjusts working methods as instructed.	assesses own actions and recognises personal strengths and development targets.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Sports instruction in different operational environments	uses an unvarying instruction and working method in different operational environments	uses instruction and working methods that are suitable for the target group in different operational environments	uses varying and diverse instruction and working methods that take the target group and the individual into account in different operational environments
	uses customary technical devices and information technology systems required for tasks, occasionally needing guidance	uses technical devices and information technology systems required for tasks	utilises technical devices and information technology systems required in the profession in a diverse manner
	copes with simple sports instruction tasks also in the second national language and in one foreign language		
	takes care of personal hygiene and dresses appropriately in each situation		

Organisation and actions when providing instruction	maintains functionality and organises activities as required by the situation	organises activities in a goal-oriented manner while observing group needs	organises activities in a goal-oriented and learning-conducive manner while observing individual and group needs
	follows the plan without observing changing situations	follows the plan in accordance with the set goal	works competently and flexibly and alters class contents to meet group or customer needs, when necessary
	occasionally needs guidance in problem solving situations	resolves the most common problem situations independently	is able to anticipate and resolve problem situations flexibly and creatively with an adaptive, customer-oriented approach
Taking different-aged people and people with a varying range of mobility into account in sports instruction	takes the capabilities of different-aged people and people with a varying range of mobility into account under guidance	takes the capabilities of different-aged people and people with a varying range of mobility into account	takes the capabilities of different-aged people and people with a varying range of mobility into account in diverse ways and adapts activities in a customer-oriented manner
Providing motivation, encouragement and feedback	occasionally provides encouragement and feedback	creates an atmosphere that improves motivation, and provides general and individual encouragement and feedback	creates an atmosphere that improves motivation and encourages people to exercise through own actions
			provides general and individual feedback in a purposeful and customer-oriented manner
motivates the customer to exercise spontaneously			
Mastering physical exercise skills	masters the basic skills in the most common types of sports and physical exercise	masters the basic skills in the most common types of sports and physical exercise efficiently	masters physical exercise skills in a diverse, sport-specific and natural manner

Using basic skills in different types of sports and physical exercise in instruction	masters such skills in the instructed types of sports and physical exercise as to be able to demonstrate, assist and belay safely	masters such skills in the instructed types of sports and physical exercise as to be able to demonstrate, assist and belay safely as well as analyse the performance	masters such skills in the instructed types of sports and physical exercise as to be able to demonstrate, assist and belay safely as well as analyse the performance extensively, appropriately and individually
	uses the exercise and activity routines of the most common types of sports and physical exercise	uses key exercise and activity routines of the most common types of sports and physical exercise efficiently	uses the exercise and activity routines of different types of sports and physical exercise in a diverse and customer-oriented manner
	occasionally needs guidance in selecting and using different types of sports and physical exercise, venues and equipment	selects and uses different types of sports and physical exercise, venues and equipment appropriately	selects and uses different types of sports and physical exercise, venues and equipment in a diverse and customer-oriented manner while taking the circumstances into account
Equality and multiculturalism	observes equality		
	works competently with people from different cultural backgrounds in a multicultural and internationalising working environment.		

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
Using basic knowledge of types of sports and physical exercise	The student or candidate uses basic knowledge of types of sports and physical exercise in sports instruction	uses basic knowledge of types of sports and physical exercise in sports instruction and justifies own actions and choices	uses knowledge of types of sports and physical exercise in sports instruction in a customer-oriented, diverse and extensive manner and justifies own actions and choices
Using sports vocabulary	uses the most common sports vocabulary and concepts	uses sports vocabulary and concepts in a diverse manner	uses professional sports vocabulary extensively, as required by the customer and the situation
Familiarisation with sports business	becomes familiar with sports business and products		
Assessing possibilities to work as an entrepreneur	assesses the strengths and development needs of his/her personal activities and work under guidance.	independently assesses the strengths and development needs of his/her personal activities and work.	assesses the productisation of his/her personal expertise and the possibilities to work as an entrepreneur in sports.

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	acquires work-related information under guidance, but needs support in personal professional growth	actively acquires work-related information to support his/her work and takes responsibility for personal professional growth	acquires work-related information on his/her own initiative from different sources and takes responsibility for personal professional growth
Interaction and cooperation	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating cooperation between parties
	meets customers competently and expresses him/herself clearly	meets customers competently and expresses him/herself clearly as required by the situation	meets customers naturally, expresses him/herself clearly as required by the situation and is flexible in changing situations
	takes care of personal responsibilities, occasionally needing guidance	takes care of personal responsibilities independently	works responsibly, cooperatively and equally with different kinds of people as a member of the work community and team
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	actively seeks feedback and uses it to develop own actions
	works to improve customer relations, occasionally needing guidance	works to improve customer relations	works to improve the continuity of operations and lasting customer relations
Vocational ethics	complies with the rules, set schedules, agreements and instructions of the work community	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks, showing flexibility when required
	works in accordance with the values and ethical principles of sports while honouring the history of the sports and exercise culture		
	has good manners and works in an exemplary manner in sports situations		

Health, safety and ability to function	works responsibly and advances educational goals in all tasks
	maintains his/her mental and physical capacity to work and function while observing recovery as well as work and environmental strain factors, and uses ergonomically correct working methods
	takes safety into consideration when planning, organising, instructing and conducting sports
	follows the safety requirements of different types of sports and physical exercise, venues and equipment in sports instruction
	recognises the safety risks of activities, responds to possible emergencies and uses first aid skills when necessary (at least EA1 level).

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by planning and organising an instructive sports programme as well as individual classes to a group of children or youth as well as a group of adults or elderly. Vocational skills are demonstrated by working with customers in a genuine operational environment or in an educational institution. When providing education, the student or candidate may work independently, in a pair or as a member of a team, but so that he/she still demonstrates his/her ability to work independently. 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
- ◆ 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 or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.1.2 Sports assistance

Vocational skills requirements

The student or candidate is able to

- ◆ test and assess physical fitness and use the results to plan and provide sports assistance to an individual or a group
- ◆ recognise the basic skills and has knowledge of different types of sports and physical exercise and uses them when providing sports assistance
- ◆ observe the structure of the human body and the functions of the human organism in physical activity advice
- ◆ observe the improvement and maintenance of the customer's physical fitness and the promotion of health and wellbeing when providing sports assistance
- ◆ observe the special characteristics of different-aged people and people with a varying range of mobility in his/her work
- ◆ examine working conditions and ergonomics and improves the wellbeing of the work community
- ◆ work in an exemplary, responsible and interactive manner in customer service situations
- ◆ motivate, encourages and provides feedback
- ◆ work in accordance with established agreements and the ethical principles in the field
- ◆ comply with safety requirements and prevents emergencies
- ◆ assess his/her actions and receives feedback

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 sports assistance	plans sports assistance while taking the customer into account, occasionally needing guidance	plans sports assistance independently in a customer-oriented manner	plans sports assistance independently in a customer-oriented manner while demonstrating expertise and innovativeness

Mastering the sports assistance process	occasionally needs guidance in mastering the sports assistance process	works independently and competently in the sports assistance process	works independently and systematically and incorporates own work into other activities in the working environment
Self-assessment	assesses own actions under guidance.	assesses own actions and adjusts working methods as instructed.	assesses own actions and recognises personal strengths and development targets.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Testing or assessing physical fitness	selects and conducts a test or assessment of the customer's physical fitness under guidance and provides general instructions or recommendations for the customer	selects and conducts a test or assessment suitable for the target group, interprets the results and provides general instructions to the customer based on the results	selects and conducts a test or assessment suitable for the target group, draws conclusions based on the results and applies them individually when providing practical training instructions
	uses the necessary calculation formulas, statistics and charts to analyse the data, occasionally needing guidance	uses the necessary calculation formulas, statistics and charts to analyse the data	applies the necessary calculation formulas, statistics and charts to analyse the data and displays the results as statistics, charts and graphic presentations
Using technology and information technology	uses customary technical devices and information technology systems required in sports assistance, occasionally needing guidance	uses technical devices and information technology systems required in sports assistance	utilises technical devices and information technology systems required sports assistance in diverse ways
	selects and uses devices and aids required in sports assistance, occasionally needing guidance	selects and uses devices and aids required in sports assistance purposefully	selects and uses devices and aids required in sports assistance independently, purposefully and while taking the customer into account
Using instruction and working methods	uses an unvarying instruction and working method in sports assistance	uses instruction and working methods that are suitable for the target group	uses varying and diverse instruction and working methods that take the target group and the individual into account

Organisation and actions when providing education	maintains functionality	organises activities in a goal-oriented manner while observing group needs	organises activities in a goal-oriented and learning-conducive manner while observing individual and group needs
	follows the plan without observing changing situations	follows the plan in accordance with the set goal	works competently and flexibly and alters class contents to meet group or customer needs when necessary
	occasionally needs guidance in problem solving situations	resolves the most common problem situations independently	is able to anticipate and resolve problem situations flexibly and creatively with an adaptive customer-oriented approach
Taking different-aged people and people with a varying range of mobility into account when providing sports assistance	takes the capabilities of different-aged people and people with a varying range of mobility into when providing sports assistance under guidance	takes the capabilities of different-aged people and people with a varying range of mobility into account when providing sports assistance	takes the capabilities of different-aged people and people with a varying range of mobility into account in diverse ways and adapts activities in a customer-oriented manner
Providing motivation, encouragement and feedback	occasionally provides encouragement and feedback	creates an atmosphere that improves motivation, provides general and individual encouragement and feedback	creates an atmosphere that improves motivation and encourages people to exercise through own actions
			provides general and individual feedback in a purposeful and customer-oriented manner
	motivates the customer to exercise spontaneously		
Mastering physical exercise skills	masters the basic skills in the most common types of sports and physical exercise	masters the basic skills in the most common types of sports and physical exercise efficiently	masters physical exercise skills in a diverse, sport-specific and natural manner
Using basic skills in different types of sports and physical exercise when providing sports assistance	uses basic skills in different types of sports and physical exercise when providing sports assistance	uses skills in different types of sports and physical exercise competently when providing sports assistance	uses skills in different types of sports and physical exercise when providing sports assistance in a diverse and customer-oriented manner
	occasionally needs guidance in selecting and using different types of sports and physical exercise, venues and equipment	selects and uses different types of sports and physical exercise, venues and equipment appropriately	selects and uses different types of sports and physical exercise, venues and equipment in a diverse and customer-oriented manner while taking the circumstances into account

Sports assistance that improves and maintains physical fitness	creates a training programme that improves and maintains physical fitness under guidance	independently creates a training programme that improves and maintains physical fitness	creates a training programme that improves and maintains physical fitness while observing the customer's specific needs
Examining working conditions and ergonomics, and providing guidance on correct working methods	examines and observes the different aspects of working conditions and ergonomics and provides guidance on correct working methods improves the work community's wellbeing with his/her work.		

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	The student or candidate		
Using basic knowledge of types of sports and physical exercise	uses basic knowledge of types of sports and physical when providing sports assistance, occasionally needing guidance	uses basic knowledge of types of sports and physical exercise when providing sports assistance	uses knowledge of types of sports and physical exercise when providing sports assistance in a diverse and extensive manner
Using knowledge of the structure of the human body and the functions of its organs when providing sports assistance	uses basic knowledge and basic terminology of the structure and functions of the human body when providing sports assistance	uses basic knowledge of the structure of the human body and the functions of its organs when providing sports assistance and justifies own choices using the appropriate terminology	uses knowledge of the structure of the human body and the functions of its organs competently when providing sports assistance and justifies own choices using the appropriate terminology in a customer-oriented manner
Promoting health and wellbeing through sports assistance	describes the positive effects of sports on health and wellbeing	describes the positive effects of sports on health and overall wellbeing in a customer-oriented manner and provides justification	describes the positive effects of sports on health and overall wellbeing in a customer-oriented and diverse manner and provides justification from the perspective of the individual and society
	informs the customer about factors influencing health as well as physical, mental and social wellbeing	informs the customer about factors influencing health as well as physical, mental and social wellbeing, explaining their significance	provides extensive guidance to the customer on factors influencing health as well as physical, mental and social wellbeing, explaining their significance as part of overall wellbeing
	observes the impact of the most common diseases and health risks to exercising.		

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	acquires work-related information under guidance, but needs support in personal professional growth	actively acquires work-related information to support his/her actions and takes responsibility for personal professional growth	acquires work-related information from different sources on his/her own initiative and takes responsibility for personal professional growth
Interaction and cooperation	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating cooperation between parties
	meets customers competently and expresses him/herself clearly	meets customers competently and expresses him/herself clearly as required by the situation	meets customers naturally, expresses him/herself clearly as required by the situation and is flexible in changing situations
	takes care of personal responsibilities, occasionally needing guidance	takes care of personal responsibilities independently	works responsibly, cooperatively and equally with different kinds of people as a member of the work community and team
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	actively seeks feedback and uses it to develop own actions
Vocational ethics	complies with the rules, set schedules, agreements and instructions of the work community	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks, showing flexibility when required
	works in accordance with the values and ethical principles of sports		
	has good manners and works in an exemplary manner		
Health, safety and ability to function	leads a lifestyle that improves and maintains health and instructs others to lead such a lifestyle		
	works responsibly and advances educational goals in all tasks		
	maintains his/her mental and physical capacity to work and function while observing recovery as well as work strain factors, and uses ergonomically correct working methods		
	takes safety into consideration when planning, organising, instructing and conducting sports assistance		
	follows the safety requirements of different types of sports and physical exercise, venues and equipment when providing sports assistance		
	recognises the safety risks of activities, responds to possible emergencies and uses first aid skills when necessary (at least EA1 level).		

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by planning and providing sports assistance. He/She selects and conducts a safe and reliable test or assessment of physical fitness as well as plans and provides sports assistance that promotes the functional capacity and health of different-aged customers through various types of sports and physical exercise. Vocational skills are demonstrated through work for a customer in a genuine operational environment or an education institution. The student or candidate assesses the realisation of the sports assistance process and his/her own actions based on self-assessment and feedback. 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
- ◆ 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 or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.1.3 Organisation of sports events

The student or candidate is able to

- ◆ participate in the planning, organisation and goal-oriented production of a sports event
- ◆ recognise with the basic skills and knowledge of different types of sports and physical exercise and uses and applies them when organising a sports event
- ◆ advertise the sports event and assesses the financial realisation of the event
- ◆ prepare a safety plan and carries out the sports event safely
- ◆ use different means of communication when organising the sports event
- ◆ utilise his/her knowledge of the operational environment and structures of sports when organising the sports event and complies with the legislation and permit conventions of the field
- ◆ work in cooperation with various active parties
- ◆ observe the principles of sustainable development
- ◆ assess the realisation of the sports event and his/her own 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
1. Mastering the work process	The student or candidate		
Planning a sports event	actively participates in the planning of a sports event, its marketing, communications and financial realisation as a member of a team	actively participates in the planning of a sports event, its marketing, communications and financial realisation as a member of a team, and is responsible for the planning of an individual element of the sports event	responsibly participates in the planning of a sports event, its marketing, communications and financial realisation, and is independently responsible for the planning of an individual element of the sports event
	compiles a safety plan under guidance	compiles a safety plan and observes it when organising the sports event	compiles a safety plan and organises the sports event in accordance with the plan
Assessment of the overall process of a sports event	assesses the organisation of a sports event from the perspective of own actions	assesses the organisation of a sports event as a whole while observing its different elements and own actions	assesses the organisation of a sports event as a whole in a diverse manner while observing its different elements and own actions, as well as proposes improvements
Self-assessment	assesses own actions under guidance	assesses own actions and adjusts working methods as instructed	assesses own actions and recognises personal strengths and development targets
	works in accordance with set goals, occasionally needing guidance.	works in accordance with independently set goals.	works in accordance with independently set goals and assesses own actions in terms of achieving those goals.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	The student or candidate		
Organising a sports event	organises tasks in his/her own sphere of responsibilities	organises duties in his/her own sphere of responsibilities and is familiar with the sports event as a whole	organises duties in his/her own sphere of responsibilities, delegating when necessary, and diversely masters the sports event as a whole
	occasionally needs guidance in problem solving situations	resolves the most common problem situations independently	is able to anticipate and resolve problem situations flexibly and creatively with an adaptive customer-oriented approach
Mastering physical exercise skills	masters the basic skills in the most common types of sports and physical exercise	masters the basic skills in the most common types of sports and physical exercise efficiently	masters physical exercise skills in a diverse, sport-specific and natural manner
Using basic skills in different types of sports and physical exercise in a sports event	uses basic skills in different types of sports and physical exercise when organising a sports event	uses skills in different types of sports and physical exercise competently when organising a sports event	uses skills in different types of sports and physical exercise in a diverse and customer-oriented manner when organising a sports event
	occasionally needs guidance in selecting and using different types of sports and physical exercise, venues and equipment suitable for a sports event	selects and uses different types of sports and physical exercise, venues and equipment appropriately	selects and uses different types of sports and physical exercise, venues and equipment in a diverse and customer-oriented manner while taking the circumstances into account and is able to adapt to changing situations when necessary
Advertising a sports event	advertises a sports event according to plan, occasionally needing guidance	advertises a sports event according to plan	advertises a sports event in a versatile, customer-oriented and innovative manner
Producing a sports event	produces a sports event according to plans as a member of a team	produces a sports event according to plans as a member of a team, but is also able to work independently when necessary	is independently responsible for a sports event or part of a sports event
Communicating at a sports event	participates in communication at a sports event in his/her sphere of responsibilities	participates in communication at a sports event with key cooperation partners	participates in communication at a sports event in a diverse manner and uses different communication channels

Using technology and information technology at a sports event	acquires the technology required to organise a sports event under guidance	acquires and utilises the technology required to organise a sports event	acquires, utilises and uses the technology required to organise a sports event in a creative and comprehensive manner
	uses basic skills in information technology when organising a sports event, occasionally needing guidance	uses basic skills in information technology when organising a sports event	utilises skills in information technology in a diverse and efficient manner when organising a sports event
Financial activities	assesses the financial realisation of his/her own sphere of responsibilities	assesses the financial realisation of his/her own sphere of responsibilities while also observing the overall finances of the sports event	works to improve the financial realisation and cost-efficiency of the sports event
Observing the principles of sustainable development	plans and organises a sports event in accordance with the principles of sustainable development and while respecting nature.		

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using basic knowledge of types of sports and physical exercise	uses basic knowledge of types of sports and physical exercise at a sports event, occasionally needing guidance	uses basic knowledge of types of sports and physical exercise at a sports event	uses knowledge of types of sports and physical exercise at a sports event in a diverse and extensive manner
	carries out a sports event in accordance with the rules of each sport		
Complying with laws and permit conventions	acquires the necessary permits required for the event and carries out the event according to law		
Cooperating with partners related to the event	is aware of the partners related to a sports event	cooperates with partners both within the different sectors of sports as well as in other fields	acquires diverse contacts and cooperation partners and establishes a network
Knowledge of operational environment and social structure of sports	describes the main structures and history of the operational environment of sports	justifies the social significance of sports using knowledge of the main structures and history of the operational environment	justifies the social significance of sports in a competent and comprehensive manner using knowledge of the structure and history of the operational environment
Knowledge of responsibilities as an employee and a citizen	is familiar with personal rights and responsibilities as an employee and a citizen		
Multiculturalism	takes people from different backgrounds as well as the multicultural and internationalising working environment into account when organising a sports event.		

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning	The student or candidate		
Learning and problem solving	acquires information required to organise a sports event under guidance, but needs support in personal professional growth	actively acquires information required to organise a sports event and takes responsibility for personal professional growth	acquires information required for organising a sports event from different sources independently on his/her own initiative and takes responsibility for personal professional growth
Interaction and cooperation	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating cooperation between parties
	meets customers competently and expresses him/herself clearly	meets customers competently and expresses him/herself clearly as required by the situation	meets customers naturally, expresses him/herself clearly as required by the situation and is flexible in changing situations
	takes care of personal responsibilities, occasionally needing guidance	takes care of personal responsibilities independently and works cooperatively in the work community and team	works responsibly, cooperatively and equally with different kinds of people as a member of the work community and team
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	actively seeks feedback and uses it to develop own actions
Vocational ethics	complies with the rules, set schedules, agreements and instructions of the work community	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks, showing flexibility when required
	works in accordance with the values and ethical principles of sports while honouring the history of the sports and exercise culture		
Health, safety and ability to function	works responsibly and advances educational goals in all tasks		
	maintains his/her mental and physical capacity to work and function while observing recovery as well as work strain factors, and uses ergonomically correct working methods		
	takes safety into consideration when planning, organising, instructing in and producing a sports event		
	follows the safety requirements of different types of sports and physical exercise, venues and equipment at a sports event		
	recognises the safety risks of activities, responds to possible emergencies and uses first aid skills when necessary (at least EA1 level).		

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by conducting planning, organisation and management tasks at a sports event or competition. He/She acquires the necessary information and participates in the planning, organisation and production of the event while observing the principles of sustainable development, a respect for nature as well as the financial aspects of the event. After the event, he/she assesses the realisation of the preliminary plan, his/her success in organising the event as well as personal development needs and ideas for improving the event. The environment for the competence-based qualification must be suitable for both the customer group as well as for the organisation of the sports event or competition. 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
- ◆ 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 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 FOR ALL

4.2.1 Instruction of health-enhancing physical activity

Vocational skills requirements

The student or candidate is able to

- ◆ plan and instructs sports programmes or individual classes that improve the physical fitness, wellbeing and health of the target group
- ◆ conduct a fitness training and health-enhancing physical activity test or assessment programme
- ◆ monitor the development of physical fitness
- ◆ take the special needs of the target group into account
- ◆ work interactively with customers
- ◆ motivate customers to exercise spontaneously
- ◆ observe the possibilities offered by multiprofessional cooperation
- ◆ assess the conducted sports programmes and individual lessons, developing own actions based on the assessment.

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 a health-enhancing physical activity programme and an individual lesson	examines the factors influencing instruction and plans a health-enhancing physical activity programme, also deriving individual classes from this	examines the factors influencing instruction and plans a health-enhancing physical activity programme, also deriving individual classes from this in accordance with the goal	examines the factors influencing instruction and plans a health-enhancing physical activity programme, also deriving individual classes from this in accordance with the goal while observing the special needs of the group and individuals

Mastering the tests, assessments and instruction of health-enhancing physical activity	occasionally needs guidance in mastering the full scope of work	works independently and competently with health-enhancing physical activity tests, assessments and instruction	works independently and systematically and incorporates own work into other activities in the working environment
Self-assessment	assesses own actions under guidance.	assesses own actions and adjusts working methods as instructed.	assesses own actions and recognises personal strengths and development targets.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	The student or candidate		
Testing or assessing physical fitness and monitoring development	selects and conducts a test or assessment of the customer's physical fitness and monitors development under guidance, tries to interpret the results and provide training instructions	selects and conducts a test or assessment suitable for the target group, monitors development, interprets the results and provides training instructions for the customer based on the results	selects and conducts a test or assessment suitable for the target group; monitors development; draws conclusions based on the results and applies them individually when providing customer-oriented, practical training instructions
	uses the necessary calculation formulas, statistics and charts to analyse the data, occasionally needing guidance	uses the necessary calculation formulas, statistics and charts to analyse the data	applies the necessary calculation formulas, statistics and charts to analyse the data and displays the results as statistics, charts and graphic presentations
Mastering instruction and working methods	uses an unvarying instruction and working method	uses instruction and working methods that are suitable for the target group	uses varying and diverse instruction and working methods that take the target group and the individual into account
Organising a health-enhancing physical activity programme and an individual class	maintains functionality and organises activities as required by the situation	organises activities in a goal-oriented manner while observing group needs	organises activities in a goal-oriented and learning-conducive manner while observing individual and group needs
	occasionally needs guidance in problem solving situations	resolves the most common problem situations independently	is able to anticipate and resolve problem situations flexibly and creatively with an adaptive customer-oriented approach

Providing motivation, encouragement and feedback	occasionally provides encouragement and feedback	creates an atmosphere that improves motivation, provides general and individual encouragement and feedback	creates an atmosphere that improves motivation and encourages people to exercise through own actions
	motivates the customer to exercise spontaneously		
Using different types of fitness training and health-enhancing physical activity in instruction	uses basic skills in the most common types of fitness training and health-enhancing physical activity	uses skills in different types of fitness training and health-enhancing physical activity efficiently	uses skills in different types of fitness training and health-enhancing physical activity in a diverse and customer-oriented manner
Multiprofessional activities	observes the possibilities offered by multiprofessional activities.	works in a multiprofessional manner in matters concerning health-enhancing physical activity.	combines personal expertise with that of other experts in a diverse manner.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Providing health education	informs the customer of the diverse health-enhancing qualities of sports as well as factors influencing health and wellbeing	informs the customer of the diverse health-enhancing qualities of sports as well as factors influencing health and wellbeing, explaining their significance	provides extensive guidance to the customer on factors influencing health and wellbeing, explaining their significance as part of overall wellbeing
Observing the special needs of the target group	observes the special needs and physical condition of the target group as well as its possibility to exercise, occasionally needing guidance.	observes the special needs and physical condition of the customer and target group as well as their possibility to exercise in planning and instruction.	plans and instructs in a customer-oriented and empathic manner, altering and adapting activities when necessary.

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	acquires information on health-enhancing physical activity from the most common sources under guidance	searches for current information on health-enhancing physical activity to support own actions when necessary	searches for and applies current information on health-enhancing physical activity in instruction

Interaction and communication skills	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating co-operation between parties
	meets customers competently and expresses him/herself clearly	meets customers competently and expresses him/herself clearly as required by the situation	meets customers naturally, expresses him/herself clearly as required by the situation and is flexible in changing situations
	has good customer service manners	behaves naturally in customer service situations	observes the customer in all tasks and is flexible and creative in different kinds of customer service situations
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	actively seeks feedback and uses it to develop own actions
Vocational ethics	complies with the rules, set schedules, agreements and instructions of the work community	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks, showing flexibility when required
	works in accordance with the values and ethical principles of sports		
	has good manners and works in an exemplary manner in all tasks		
Health, safety and ability to function	leads a lifestyle that improves and maintains health and instructs others to lead such a lifestyle		
	works responsibly and advances educational goals in all tasks		
	maintains his/her mental and physical capacity to work and function while observing recovery as well as work strain factors, and uses ergonomically correct working methods		
	takes safety into consideration when planning, organising, instructing and conducting health-enhancing physical activities		
	follows the safety requirements of different types of sports and physical exercise, venues and equipment in health-enhancing physical activities		
	recognises the safety risks of activities, responds to possible emergencies and uses first aid skills when necessary (at least EA1 level).		

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by planning and instructing a health-enhancing physical activity programme. He/She selects and conducts a safe and reliable physical fitness test or assessment, interprets the results and plans and conducts a sports programme that improves the physical fitness and

health of different-aged participants through various types of fitness training and health-enhancing physical activity. He/She monitors the development of the customer's physical fitness. 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
- ◆ 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 or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.2.2 Sports instruction for children and young people

Vocational skills requirements

The student or candidate is able to

- ◆ plan and conduct an observation and examination process of the physical development of children and youth as well as programmes promoting physical development
- ◆ strive to support the motor, cognitive and socio-emotional development of children and youth as well as an active lifestyle
- ◆ motivate children and youth to exercise spontaneously
- ◆ work interactively with children and youth
- ◆ work in different operational environments with an understanding of his/her role as an instructor of children and youth
- ◆ assess and develops own 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		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning sports instruction	examines factors influencing instruction and plans instructive sports classes for the target group	examines factors influencing instruction and plans instructive sports programme as well as individual classes derived from this for the target group	examines factors influencing instruction and plans instructive sports programme as well as individual classes derived from this for the target group in a goal-oriented manner while observing the special needs of the group and individuals
Mastering the observation, examination and instruction process	occasionally needs guidance in mastering the full scope of work	works independently and competently when observing, examining and instructing sports for children and youth	works independently and systematically and incorporates own work into other activities in the working environment
Self-assessment	assesses own actions under guidance.	assesses own actions and adjusts working methods as instructed.	assesses own actions and recognises personal strengths and development targets.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Observing and examining physical development	observes and examines the physical development of the target group; tries to interpret the results, occasionally needing guidance in utilising the results	observes and examines the physical development of the target group appropriately, interprets the results and provides general instructions based on the results	observes and examines the physical development of the target group analytically and carefully; draws conclusions based on the results and applies them in individual, customer-oriented instructions for practical training
Using instruction and working methods	uses a customary instruction and working method suitable for children and youth	uses instruction and working methods that are suitable for children and youth	uses varying and diverse instruction and working methods that take the target group of children and youth as well as the individual into account
	responds to changes	adapts activities to suit the individual and the group	adapts and differentiates activities to suit the individual and the group

Mastering and organising a sports programme or an individual class	maintains functionality and organises activities as required by the situation	organises activities in a goal-oriented manner while observing group needs	organises activities in a goal-oriented and learning-conducive manner while observing individual and group needs
	occasionally needs guidance in problem solving situations	resolves the most common problem situations independently	is able to anticipate and resolve problem situations flexibly and creatively with an adaptive customer-oriented approach
Providing motivation, encouragement and feedback	occasionally provides encouragement and feedback	creates an atmosphere that improves motivation, provides general and individual encouragement and feedback	creates an atmosphere that improves motivation and encourages people to exercise through own actions
			provides general and individual feedback in a purposeful and customer-oriented manner
uses instruction methods and practices that promote an internal motivation to exercise.			

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Supporting the motor, cognitive and socio-emotional development of children and youth	observes the need to support the overall development of the target group in own actions	supports the overall development of the target group in own actions	promotes the overall development of the target group in a diverse and customer-oriented manner
Observing the special needs of the target group	observes the special needs of the target group, occasionally needing guidance.	observes the special needs of the customer and the target group in planning and instruction.	plans and instructs in a customer-oriented and empathic manner, altering and adapting activities when necessary.

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	acquires information on sports for children and youth from the most common sources under guidance	searches for current information on sports for children and youth to support own actions when necessary	searches for and applies current information on sports for children and youth in instruction

Interaction and cooperation	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating cooperation between parties
	meets children and youth competently and expresses him/herself clearly	meets children and youth competently and expresses him/herself clearly as required by the situation	meets children and youth naturally, expresses him/herself clearly as required by the situation and is flexible in changing situations
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	actively seeks feedback and uses it to develop own actions
Vocational ethics	treats children and youth fairly		
	works with an awareness of own role as an educator of children and youth		
	complies with the rules, set schedules, agreements and instructions of the work community	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks, showing flexibility when required
	works in accordance with the values and ethical principles of sports while honouring the history of the sports and exercise culture		
	has good manners and works in an exemplary manner in sports instruction situations		
Health, safety and ability to function	leads a lifestyle that improves and maintains health and guides children and youth in leading a healthy, active lifestyle		
	works responsibly and advances educational goals in all tasks		
	maintains his/her mental and physical capacity to work and function while observing recovery as well as work strain factors, and uses ergonomically correct working methods		
	takes safety into consideration when planning, organising, instructing and providing sports instruction for children and youth		
	follows the safety requirements of different types of sports and physical exercise, venues and equipment when providing sports instruction for children and youth		
	recognises the safety risks of activities, responds to possible emergencies and uses first aid skills when necessary (at least EA1 level).		

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by planning and conducting observations and examinations of the physical development of children and youth as well as by planning and conducting a physical exercise programme for the target group of children and youth. He/She takes his/her personal role as an educator of children and youth into account. 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
- ◆ 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 or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.2.3 Adapted sports instruction

Vocational skills requirements

The student or candidate is able to

- ◆ plan, organise and conduct an instructive sports programme for the elderly and for special groups
- ◆ observe and examine the customer's ability to function
- ◆ observe accessibility when planning and instructing adapted physical exercise
- ◆ adapt instruction according to the situation
- ◆ use alternative sensory channels to support speech
- ◆ use and adapt teaching aids and assistive exercise equipment
- ◆ apply personal knowledge of various illnesses and disabilities
- ◆ work in multiprofessional cooperation
- ◆ take the special characteristics of disabled sports into consideration in instruction and competition activities
- ◆ take the promotion of health, safety and functional capacity into consideration when providing instruction
- ◆ assess own actions and receive feedback.

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 an instructive sports programme and individual sports classes for the elderly and for special groups	examines factors influencing instruction and plans sports classes for the target group	examines factors influencing instruction and plans an instructive sports programme as well as individual classes derived from this for the target group	examines factors influencing instruction and plans an instructive sports programme as well as individual classes derived from this for the target group in a goal-oriented manner while observing the special needs of the group and individuals
Mastering the full scope of work	occasionally needs guidance in mastering the full scope of work	works independently and competently when observing, assessing and instructing adapted sports	works independently and systematically and incorporates own work into other activities in the working environment
Self-assessment	assesses own actions under guidance.	assesses own actions and adjusts working methods as instructed.	assesses own actions and recognises personal strengths and development targets.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	The student or candidate		
Observing and examining physical fitness	observes and examines the physical fitness of the target group; tries to interpret the results, occasionally needing guidance in utilising the results	observes and examines the physical fitness of the target group appropriately, interprets the results and provides general instructions based on the results	observes and examines the physical fitness of the target group analytically and carefully; draws conclusions based on the results and applies them in individual, customer-oriented instructions for practical training
Using instruction and working methods	uses a common instruction and working method suitable for the target group	uses instruction and working methods as well as sensory channels that are suitable for the target group	uses varying and diverse instruction and working methods as well as sensory channels that take the target group and the individual into account
Adapting	responds to changes and adapts activities as required by the situation	adapts activities independently as required by the situation and the target group	adapts, individualises and differentiates activities creatively, as required by the situation, the target group and the circumstances

Organising a sports programme or individual class	maintains functionality and organises activities as required by the situation	organises activities in a goal-oriented manner while observing group needs	organises activities in a goal-oriented and learning-conducive manner while observing individual and group needs
	occasionally needs guidance in problem solving situations	resolves the most common problem situations independently	is able to anticipate and resolve problem situations flexibly and creatively with an adaptive customer-oriented approach
Providing motivation, encouragement, and feedback	occasionally provides encouragement and feedback	creates an atmosphere that improves motivation, provides general and individual encouragement and feedback	creates an atmosphere that improves motivation and encourages people to exercise through own actions
			provides general and individual feedback in a purposeful and customer-oriented manner
Using and adapting types of sports and physical exercise	demonstrates, assists and belays safely	demonstrates, assists and belays safely; analyses the performance	demonstrates, assists and belays safely; analyses the performances extensively, purposefully and individually
	adapts types of sports and physical exercise when necessary, occasionally needing guidance	adapts types of sports and physical exercise when necessary, as required by the situation and the target group	adapts types of sports and physical exercise creatively, as required by the situation, the target group and the circumstances
Using teaching aids and assistive equipment	occasionally needs guidance in using teaching aids and the required assistive exercise equipment	purposefully selects and uses teaching aids and the required assistive exercise equipment	selects and uses teaching aids and the required assistive exercise equipment in a diverse and customer-oriented manner
Interacting with customers who use alternative and speech-enhancing communication methods	uses an unvarying alternative or speech-enhancing communication method	uses alternative and speech-enhancing communication methods	uses diverse alternative and speech-enhancing communication methods
Multiprofessional activities	observes the possibilities offered by multiprofessional activities.	works in a multiprofessional manner in matters concerning the instruction of the elderly and special groups.	combines personal expertise with that of other experts in a diverse manner.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	The student or candidate		
Observing the stages of ageing	observes the stages of physical, mental and social ageing in activities	consciously and purposefully uses own knowledge of the stages of physical, mental and social ageing in instruction	applies own knowledge of the stages of physical, mental and social ageing in instruction in a diverse and comprehensive manner
Observing the special features of disabled sports and physical exercise for special groups	observes the special features of disabled sports and physical exercise for special groups in activities	uses own knowledge of the special features of disabled sports and physical exercise for special groups purposefully in instruction	applies own knowledge of the special features of disabled sports and physical exercise for special groups in instruction in a diverse and comprehensive manner
Observing accessibility	takes accessibility into account	plans and conducts an adapted sports programme while observing accessibility	plans and conducts an adapted sports programme so that it is equally accessible to all customers
Observing illnesses and disabilities	observes the special needs and physical condition of the target group as well as its possibility to exercise, occasionally needing guidance	observes the special needs and physical condition of the customer and target group as well as their possibility to exercise in planning and instruction	plans and instructs in a customer-oriented and empathic manner, altering and adapting activities when necessary
	acquires information on the disabilities and illnesses of the target group and applies own knowledge under guidance	searches for information on the disabilities and illnesses of the target group and applies own knowledge when necessary	searches for information on the disabilities and illnesses of the target group and applies own knowledge in a diverse manner
	observes the importance and	necessity of a personal assistant in a customer-specific	
Working in a project or task concerning adapted sports	works as a member of a team in a project or task concerning adapted sports	conducts assigned duties independently in a project or task concerning adapted sports	conducts various duties independently on his/her own initiative in a project or task concerning adapted sports
Observing the operational environment of adapted sports	describes the key structures of the operational environment of adapted sports.	observes the operational environment of adapted sports when working on a task or project.	utilises personal knowledge of the operational environment of adapted sports when instructing as well as when working on a task or project.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning	The student or candidate		
Learning and problem solving	acquires information on adapted sports from the most common sources under guidance	searches for current information on adapted sports to support own actions when necessary	searches for and applies current information on adapted sports in instruction
Interaction and cooperation	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating cooperation between parties
	meets customers competently and expresses him/herself clearly	meets customers competently and expresses him/herself clearly as required by the situation	meets customers naturally, expresses him/herself clearly as required by the situation and is flexible in changing situations
	takes care of personal responsibilities, occasionally needing guidance	takes care of personal responsibilities independently	works responsibly, cooperatively and equally with different kinds of people as a member of the work community and team
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	receives feedback appropriately and uses it to develop actions and plans
Vocational ethics	complies with the rules, set schedules, agreements and instructions of the work community	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks, showing flexibility when required
	works responsibly, fairly and with a respect for diversity in accordance with the ethical principles of the field		
Health, safety and ability to function	works responsibly and advances educational goals as well as the physical and mental safety of customers in all tasks		
	maintains his/her mental and physical capacity to work and function while observing recovery as well as work and environmental strain factors, and uses ergonomically correct working methods		
	takes safety into consideration when planning, organising, instructing and conducting adapted sports		
	follows the safety requirements of different types of sports and physical exercise, venues and equipment in adapted sports		
	recognises the safety risks of activities, responds to possible emergencies and uses first aid skills when necessary (at least EA1 level).		

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by planning and conducting an adapted sports programme, where he/she selects instruction methods and practices suitable for the target group, adapts types of sports and physical exercise, takes the use of assistive devices and the necessity of a personal assistant into account, as well as uses his/her application and differentiation skills. He/She takes part in organising an adapted sports task, project or event, and reports on its implementation as well as his/her own actions. 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
- ◆ 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 or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.2.4 Coaching

Vocational skills requirements

The student or candidate is able to

- ◆ plan and conduct a coaching programme for an individual or team
- ◆ plan and conduct a test and assessment of physical and motor capacity and monitor the development of ability to function
- ◆ apply basic knowledge of coaching theory and mental coaching in practice
- ◆ apply basic knowledge of the structure and functions of the organs as well as growth, development and sensitive periods in practice
- ◆ utilise technical devices and information technology systems in coaching
- ◆ motivate, encourage and provide feedback
- ◆ work in different kinds of interactive situations
- ◆ work in accordance with the ethical principles of the field and the values of clean sport

- ♦ describe the structure of the Finnish coaching system and form a network with other experts in the field
- ♦ follow safety instructions and prevent emergencies
- ♦ assess his/her personal activities and receive feedback.

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 the coaching process	compiles a season plan for an individual or team, occasionally needing guidance	compiles a goal-oriented season plan for an individual or team while observing areas of emphasis	compiles a comprehensive season plan for an individual or team while observing the target group
	plans training, occasionally needing guidance	plans training in a goal-oriented manner	plans training that proceeds logically and is based on game analysis, information acquisition and acquired knowledge
Mastering the coaching process	occasionally needs guidance in mastering the full scope of work	works independently, competently and in a goal-oriented manner in the coaching process	works independently, systematically and innovatively, and incorporates own work into other activities in the working environment
	plans own use of time, occasionally needing guidance	plans own use of time	plans own use of time and prioritises tasks
Self-assessment	assesses own actions under guidance.	assesses own actions and adjusts working methods as instructed.	assesses own actions and recognises personal strengths and development targets.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	The student or candidate		
Testing and assessing physical and motor capacity	selects and conducts a suitable test and assessment for the target group; tries to interpret the results, occasionally needing guidance in utilising the results	selects and conducts a test and assessment that measures qualities relevant to the sport, interprets the results and provides general instructions based on the results	selects and conducts a test and assessment that is suitable for the target group and measures qualities relevant to the sport, draws conclusions based on the results and applies them in individual instructions for practical training
	uses the necessary calculation formulas, statistics and charts to analyse the data, occasionally needing guidance	uses the necessary calculation formulas, statistics and charts to analyse the data	applies the necessary calculation formulas, statistics and charts to analyse the data and displays the results as statistics, charts and graphic presentations
Monitoring the development of physical capacity	uses basic methods to monitor coaching, occasionally needing guidance in utilising the results	monitors the coached individual's development and utilises the results in practice	monitors the coached individual's development systematically and utilises the monitoring results in practice in accordance with set goals
Coaching in a training or instruction programme	conducts a training programme mainly according to plan	conducts a training programme in accordance with the set overall goal and masters the basics	conducts a training programme in accordance with set goals while applying basic knowledge creatively as required by the sport
	selects exercises that develop physical and motor capacity	selects exercises that develop physical and motor capacity as well as controls strain and recovery in training	selects exercises that develop physical and motor capacity and are suitable for the target group, paces training while observing the principles of strain and recovery
Using instruction and working methods	uses an unvarying instruction and working method	uses instruction and working methods that are suitable for the target group	uses varying and diverse instruction and working methods that take the target group and the individual into account
	occasionally needs guidance in problem solving situations	resolves the most common problem situations independently	is able to anticipate and resolve problem situations flexibly and creatively with an adaptive customer-oriented approach

Providing motivation, encouragement and feedback	occasionally provides encouragement and feedback	creates an atmosphere that improves motivation, provides general and individual encouragement and feedback	creates an atmosphere that improves motivation and encourages people to exercise through own actions provides general and individual feedback in a purposeful and customer-oriented manner
Using technology and information technology in coaching	uses technical devices and information technology systems as well as other devices and aids required in coaching, occasionally needing guidance.	uses technical devices and information technology systems as well as other devices and aids required in coaching independently.	uses technical devices and information technology systems as well as other devices and aids in coaching independently and competently.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	The student or candidate		
Using knowledge of the structure and functions of the organs in coaching	describes the structure and functions of the human organism	uses knowledge of the structure and functions of the organs in coaching	applies knowledge of the structure and functions of the organs in coaching and understands their significance in training
Using basic knowledge of coaching theory in coaching	describes the general features of improving physical capacity and skills	applies the conformities of improving physical capacity and skills while justifying actions with basic knowledge of coaching theory	applies knowledge of the main features of improving physical capacity and skills related to sports and exercise performance in a diverse manner while justifying actions with basic knowledge of coaching theory
Using knowledge of growth, development and sensitive periods in coaching	describes growth, development and sensitive periods as well as their effects on coaching	uses basic knowledge of growth, development and sensitive periods when coaching	applies personal knowledge of the stages of human growth and development as well as sensitive periods when planning and conducting training
Using knowledge of types of sports or exercise in coaching	describes the special features of a type of sport or exercise from the perspective of coaching	uses personal knowledge of the special features of a type of sport or exercise in coaching	applies personal knowledge of the special features of a type of sport or exercise in coaching in a diverse manner

Using knowledge of the key support measures for training in coaching	describes factors influencing recovery and progress, such as diet, rest, exercise injury prevention and muscle maintenance	describes factors influencing recovery and progress, such as diet, rest, exercise injury prevention and muscle maintenance, justifying their significance	provides extensive and individual guidance on factors influencing recovery and progress, justifying their significance as part of overall training
Using basic knowledge of mental coaching in coaching	identifies the athlete's state of mind and tries to enhance the athlete's progress	identifies the athlete's state of mind and alters own actions as required by the situation while enhancing the athlete's progress	identifies the athlete's state of mind and applies the principles of mental coaching in a diverse manner as required by the sport and the individual
	develops the coached individuals' abilities to encounter challenges related to training and competing		
Networking and cooperation	forms and maintains a network of contacts, occasionally needing guidance	forms and maintains a network of contacts almost independently	acquires and uses coaching networks to develop own expertise
Knowledge of coaching system	is familiar with the Finnish coaching system and aware of his/her role in it.		

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	acquires information on coaching from the most common sources under guidance	searches for current information on coaching to support own actions	searches for and applies current information on coaching in instruction
Interaction and cooperation	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating cooperation between parties
	takes care of personal responsibilities, occasionally needing guidance	takes care of personal responsibilities independently	works responsibly, cooperatively and equally with different kinds of people as a member of the work community and team
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	actively seeks feedback and uses it to develop own actions
Vocational ethics	works in accordance with the values and ethical principles of sports		
	works as a coach while observing own role and importance in terms of the growth and wellbeing of the coached individuals		
	promotes anti-doping work through own actions and educates coached individuals in accordance with the principles of clean sport		

Health, safety and ability to function	promotes an active lifestyle through own actions and observes the promotion of overall health and wellbeing in coaching
	works responsibly and advances educational goals in all tasks
	maintains his/her mental and physical capacity to work and function while observing recovery as well as work strain factors, and uses ergonomically correct working methods
	takes safety into consideration when planning, organising, instructing and providing coaching
	follows the safety requirements of different types of sports and physical exercise, venues and equipment in coaching
	recognises the safety risks of activities, responds to possible emergencies and uses first aid skills when necessary (at least EA1 level).

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working as a coach in an individual or team sport. He/She becomes familiar with coaching a particular sport, plans and conducts a training programme and the related tests as well as monitors the development of physical and motor capacity. 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
- ◆ 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 or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.2.5 Cross-country and recreational sports instruction

Vocational skills requirements

The student or candidate is able to

- ◆ plan and organise cross-country and recreational sports during different seasons
- ◆ ensure safety as the starting point for planning cross-country and recreational sports
- ◆ adapt different types of cross-country sports
- ◆ apply own knowledge of nature and utilises it in instruction in different regions
- ◆ assess own capabilities to work as an entrepreneur
- ◆ observe the principles of sustainable development
- ◆ assess his/her personal activities based on self-assessment and received feedback.

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		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning cross-country and recreational sports	plans a cross-country and recreational sports programme, occasionally needing guidance	plans a cross-country and recreational sports programme independently in a customer-oriented manner	demonstrates expertise and innovativeness in planning
	compiles a safety plan	compiles a safety plan and observes it in actions	compiles a safety plan and emphasises its importance in own actions and in group work
Mastering the full scope of cross-country and recreational sports	occasionally needs guidance in mastering the full scope of work	works independently and competently with cross-country and recreational sports	works independently and systematically and incorporates own work into other activities in the working environment

Self-assessment	assesses own actions under guidance.	assesses own actions and adjusts working methods as instructed.	assesses own actions and recognises personal strengths and development targets.
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	The student or candidate		
Cross-country and recreational sports instruction	works in diverse instructive situations in cross-country and recreational sports	works naturally in diverse instructive situations in cross-country and recreational sports	works naturally and in a customer-oriented manner in diverse instructive situations in cross-country and recreational sports, enhancing and creating a motivating atmosphere
	uses an unvarying instruction and working method	uses instruction and working methods that are suitable for the target group	uses varying and diverse instruction and working methods that take the target group and the individual into account
	works competently with people from different cultural backgrounds as well as in a multicultural and internationalising working environment		
Organising	maintains functionality and organises activities as required by the situation	organises activities in a goal-oriented manner while observing group needs	organises activities in a goal-oriented and learning-conducive manner while observing individual and group needs as well as the circumstances
	occasionally needs guidance in problem solving situations	resolves the most common problem situations independently	is able to anticipate and resolve problem situations flexibly and creatively with an adaptive customer-oriented approach
Providing motivation, encouragement, and feedback	occasionally provides encouragement and feedback	creates an atmosphere that improves motivation, provides general and individual encouragement and feedback	creates an atmosphere that improves motivation and encourages people to exercise through own actions
			provides general and individual feedback in a purposeful and customer-oriented manner
Mastering skills used in cross-country and recreational sports	uses unvarying methods when exercising and working in nature	uses key exercise skills when exercising in nature	uses diverse exercise skills when exercising in nature

Applying skills used in cross-country and recreational sports	uses unvarying opportunities to engage in cross-country sports	uses different opportunities to engage in cross-country sports appropriately	uses different opportunities to engage in cross-country sports in a diverse manner while observing the target group and the circumstances
	selects a suitable operational environment for cross-country and recreational sports, occasionally needing guidance	purposefully selects a suitable operational environment	utilises the operational environment in a diverse and customer-oriented manner
Using equipment and gear	selects and uses equipment and gear for cross-country and recreational sports, occasionally needing guidance	independently selects and uses equipment and gear for cross-country and recreational sports while observing the operational environment	selects and uses equipment and gear for cross-country and recreational sports in a diverse manner while observing the operational environment and the target group
Working while observing sustainable development and respecting nature	observes the principles of sustainable development and a respect for nature at work.	works in compliance with the principles of sustainable development and a respect for nature.	promotes the principles of sustainable development and a respect for nature through own work.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using vocabulary concerning cross-country and recreational sports	uses the most common vocabulary and concepts concerning cross-country and recreational sports	uses diverse vocabulary and concepts concerning cross-country and recreational sports	uses extensive vocabulary concerning cross-country and recreational sports as required by the customer and the situation
Assessing possibilities to work as an entrepreneur	becomes familiar with the entrepreneurship and products related to cross-country and recreational sports, and assesses the strengths and development needs of his/her work under guidance.	becomes familiar with the entrepreneurship and products related to cross-country and recreational sports, and assesses the strengths of his/her work, as well as the possibilities to work as an entrepreneur in the field.	assesses entrepreneurship and its development in terms of cross-country and recreational sports, and assesses the strengths of his/her work as well as the possibilities to work as an entrepreneur in the field.

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	acquires information on cross-country and recreational sports from the most common sources under guidance	searches for current information on cross-country and recreational sports to support own actions when needed	searches for and applies current information on cross-country and recreational sports in instruction

Interaction and cooperation	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating co-operation between parties
	meets customers competently and expresses him/herself clearly	meets customers competently and expresses him/herself clearly as required by the situation	meets customers naturally, expresses him/herself clearly as required by the situation and is flexible in changing situations
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	actively seeks feedback and uses it to develop own actions
Vocational ethics	works in accordance with the values and ethical principles of sports		
Health, safety and ability to function	works responsibly and advances educational goals in all tasks		
	maintains his/her mental and physical capacity to work and function while observing recovery as well as work strain factors, and uses ergonomically correct working methods		
	takes safety into consideration when planning, organising, instructing and conducting cross-country and recreational sports		
	follows the safety requirements of different types of sports and physical exercise, venues and equipment used in cross-country and recreational sports		
recognises the safety risks of activities, responds to possible emergencies and uses first aid skills when necessary (at least EA1 level).			

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by planning, organising and instructing a cross-country and recreational sports programme service, happening or event in a natural and adventurous environment. He/She acquires the necessary information, participates in the various stages of conducting cross-country and recreational sports or a programme service, as well as in planning, organising and arranging the service while observing the principles of sustainable development and a respect for nature. He/She takes safety into consideration when planning, organising, instructing and conducting cross-country and recreational sports or a programme service. 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
- ◆ 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 or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.2.6 Sports club activities

Vocational skills requirements

The student or candidate is able to

- ◆ plan personal tasks as part of the activities of the club organisation
- ◆ conduct diverse tasks in a sports or exercise club
- ◆ instruct and motivate volunteer club workers and organises volunteer work
- ◆ work in cooperation with partners from different sectors
- ◆ work in accordance with the relevant legislation pertaining to associations and organisations
- ◆ apply knowledge of the typical features of club and organisational activities in own actions
- ◆ enhance the financial operations of the club
- ◆ work in projects
- ◆ assess own actions as a club employee.

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 activities	plans own work in the organisation under guidance	plans own work in the organisation on his/her own initiative	plans own work independently while observing the goals of the entire organisation
	participates in planning club activities	plans club activities from the perspective of own work	plans club activities actively and extensively in cooperation with other club workers

Self-assessment	assesses own actions under guidance.	assesses own actions and adjusts working methods as instructed.	assesses own actions and recognises personal strengths and development targets.
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering the work method, equipment and material	The student or candidate		
Conducting diverse tasks in a sports or exercise club	conducts diverse club tasks, occasionally needing guidance in changing situations	conducts diverse club tasks competently and independently	conducts diverse club tasks independently, diversely and flexibly
Instructing and organising volunteer activities	organises volunteer club activities under guidance	motivates volunteer club workers as well as instructs and organises volunteer activities	motivates and encourages volunteer club workers as well as instructs and organises volunteer activities while observing the general principles and significance of civic and volunteer activities
	occasionally needs guidance in problem solving situations	resolves the most common problem situations independently	is able to anticipate and resolve problem situations flexibly and creatively with an adaptive customer-oriented approach
Developing club activities	develops own actions under guidance	develops own actions independently in accordance with the general goals of the club and tries to find areas of development in club activities	tries to actively develop own actions and compiles a development plan for one sphere of activities in the club
Cooperating with the private, public and third sector of the field of sports	works in cooperation with the key partners of a club.	works in cooperation with partners operating in different sectors.	works in natural and diverse cooperation with partners operating in different sectors while actively developing partnership, and tries to network with new partners.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
		The student or candidate	
Working in accordance with the relevant legislation pertaining to associations and organisational activities	works with an awareness of the basic statutes pertaining to associations and organisations	works in compliance with the legislation pertaining to associations and organisations and develops own actions in accordance with the legislation	promotes activities in the club organisation and at work that comply with the legislation pertaining to associations and organisations, addressing faults when necessary
Applying knowledge of the special features and social role of organisational activities in sports	describes the special features and social role of organisational activities in sports	takes the special features and social role of organisational activities in sports into account at work	justifies actions with a knowledge of the special features and social role of organisational activities in sports
Financial affairs	participates in the financial planning of a club and searches for information on support and funding systems and taxation	is familiar with the basic principles of club finances, searches for information on support and funding systems and taxation, and estimates the funding needs of a club	enhances the financial operations of a club through own actions, examines various support and funding systems and taxation practices, as well as compiles plans concerning financial affairs
Working in a project	works according to the project plan, occasionally needing guidance.	works independently according to the project plan.	works according to the project plan while assessing and developing own actions.

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	acquires information under guidance, but needs support in personal professional growth	actively acquires information to support own actions and takes responsibility for personal professional growth	acquires information from different sources on his/her own initiative and takes responsibility for personal professional growth

Interaction and cooperation	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating cooperation between parties
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	actively seeks feedback and uses it to develop own actions
	takes care of personal responsibilities, occasionally needing guidance	takes care of personal responsibilities independently	works responsibly, cooperatively and equally with different kinds of people as a member of the work community and team
Vocational ethics	works in accordance with the values and ethical principles of sports		
	complies with the rules, set schedules, agreements and instructions of the work community	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks, showing flexibility when required
Health, safety and ability to function	works responsibly and advances educational goals in all tasks		
	takes safety into consideration in own actions and is able to anticipate emergencies.		

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills in club or organisational activities in sports. He/She participates in the activities of a club or organisation and prepares a plan on his/her work and club activities in a particular field of know-how, such as hobbies, health-enhancing physical activities or coaching. He/She prepares plans and works while observing the special features and social significance of civic activities, volunteer work and the civic sector. 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
- ◆ 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 or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.2.7 Sports entrepreneurship

Vocational skills requirements

The student or candidate is able to

- ◆ assess personal readiness to work as an entrepreneur in sports
- ◆ plan entrepreneurship based on business principles, cost and quality consciousness, as well as marketing and customer segmentation principles
- ◆ productise, advertise and set the price for sports services
- ◆ master customer-oriented entrepreneurial practices
- ◆ acquire the essential information and expert services needed to establish a company and manage the different stages of its operations
- ◆ work in cooperation with parties that produce support services for sports companies as well as other cooperation partners
- ◆ assess the special features, active parties and future scenarios of sports entrepreneurship
- ◆ use the information technology and tools required in the 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		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning own work	plans the progress of own work and the stages included, occasionally needing guidance	plans the progress of own work and the stages included almost independently	plans the progress of own work and the stages included independently and systematically
	plans own use of time, occasionally needing guidance	plans own use of time and compiles a personal development plan as an entrepreneur	realistically plans own use of time and compiles a personal development plan as an entrepreneur
Self-assessment	assesses own actions under guidance.	assesses own actions and adjusts working methods as instructed.	assesses own actions and recognises personal strengths and development targets.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning entrepreneurship	prepares a business plan, occasionally needing guidance	prepares a business plan almost independently	prepares a business plan independently and innovatively
	examines some customer groups and various marketing methods for a company, and prepares a marketing plan, occasionally needing guidance	examines key customer groups and various marketing methods for a company, and prepares a marketing plan	independently examines customer groups and various marketing methods for a company, and prepares a marketing plan
Assessing possibilities to work as an entrepreneur	assesses the possibilities and risks involved in establishing a company as well as the company's actual competitive means, occasionally needing guidance	works mostly independently when assessing the possibilities and risks involved in establishing a company as well as the company's actual competitive means	independently assesses the possibilities and risks involved in establishing a company as well as the company's actual competitive means, justifying own assessment and utilising acquired experiences from the perspective of entrepreneurship
Using information technology and tools	uses the information technology and tools required in sports entrepreneurship, occasionally needing guidance in their use	uses the information technology and tools required at work	independently uses diverse information technology and tools required at work

Behaviour in customer service situations	behaves in a service-oriented manner in the most common customer service tasks in a sports company.	behaves in a service-oriented manner and works to ensure customer satisfaction in customer service situations.	behaves naturally in a service-oriented manner as well as works to ensure customer satisfaction in diverse customer service situations.
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning entrepreneurship	plans the entrepreneurship that he/she aims to pursue while considering the basic concepts of entrepreneurship, various forms of enterprise and their differences as well as legislation, occasionally needing guidance	plans the entrepreneurship that he/she aims to pursue almost independently while considering the basic concepts of entrepreneurship, various forms of enterprise and their differences as well as legislation	independently plans the entrepreneurship that he/she aims to pursue while considering the basic concepts of entrepreneurship, various forms of enterprise and their differences as well as legislation
Planning the financial management of entrepreneurship	draws up a budget as well as pricing and profitability calculations under partial guidance, and knows how accounting and taxation influence the management of company finances	draws up a budget as well as pricing and profitability calculations as instructed, and knows how accounting and taxation influence the management of company finances	independently draws up a budget as well as pricing and profitability calculations, and knows how accounting and taxation influence the management of company finances
Productising and pricing	participates in designing and setting the price for a sports product as a member of a team	independently designs and sets a price for a sports product	designs a sports product independently, creatively and in a customer-oriented manner and sets a price for the product
Observing the special features and future of sports when planning entrepreneurship	becomes familiar with his/her line of business by examining future scenarios from the perspective of personal entrepreneurial plans	becomes acquainted with his/her line of business by examining future scenarios and development from the perspective of personal entrepreneurial plans	becomes acquainted with his/her line of business by examining national and international future scenarios, development and market prospects from the perspective of personal entrepreneurial plans
Selecting a form of enterprise and establishing a company	participates in the guided acquisition of information from the necessary authorities	participates in the acquisition of information from the necessary authorities	independently acquires information from the necessary authorities
	selects a form of enterprise in cooperation with a team and prepares the founding documents for the company.	selects a form of enterprise and prepares the founding documents for the company.	selects a form of enterprise and prepares the founding documents for the company, assessing various forms of enterprise and their taxation requirements.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning	The student or candidate		
Learning and problem solving	acquires information on expert services as well as the support and funding systems for sports entrepreneurship, occasionally needing guidance	acquires information on expert services as well as the support and funding systems for sports entrepreneurship to support own work	actively and independently searches for information on expert services as well as the support and funding systems for sports entrepreneurship, assessing them from the perspective of personal entrepreneurial plans
Interaction and cooperation	forms and maintains a network of contacts, occasionally needing guidance	forms and maintains a network of contacts almost independently	independently forms and maintains a diverse network of contacts
	works competently in interactive situations	works appropriately in different kinds of interactive situations	works constructively and spontaneously in different kinds of interactive situations while facilitating cooperation between parties
	takes care of personal responsibilities, occasionally needing guidance	takes care of personal responsibilities independently	works responsibly, cooperatively and equally with different kinds of people as a member of the work community and team
	receives feedback appropriately	receives feedback appropriately and uses it to develop own actions	actively seeks feedback and uses it to develop own actions
Vocational ethics	works in accordance with the ethical principles of the field		
	complies with ethical operational principles when planning and acquiring company information		
	complies with the rules, set schedules, agreements and instructions of the work community	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks	complies with the rules, set schedules, agreements and instructions of the work community and takes responsibility for his/her own tasks, showing flexibility when required
Health, safety and ability to function	observes the safety requirements of sports entrepreneurship when planning work		
	maintains his/her mental and physical capacity to work and function while observing recovery as well as work strain factors, and uses ergonomically correct working methods.		

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in co-operation with sports companies or in a practice company, and by preparing a plan to establish a company. 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
- ◆ 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 or a competence test, it is to be completed with such other assessment of competence as interviews, assignments and other methods.

4.2.8 Modules from vocational upper secondary qualifications

Modules from another vocational upper secondary qualification can be individually included in a Vocational Qualification in Sports, according to the personal study plan of the student or candidate, for example:

- ◆ Vocational Qualification in the Tourism Industry
- ◆ Vocational Qualification in Youth and Leisure Instruction
- ◆ Vocational Qualification in Social and Health Care
- ◆ Vocational Qualification in Dance.

In the competence-based qualification system, a certificate of a completed vocational qualification module is always issued by the committee in charge of the qualification in question. The qualification committee of the vocational qualification approves the module in question as a part of the Vocational Qualification in Sports on the basis of the certificate.

4.2.9 Module from further vocational qualifications

One vocational module from the further vocational qualifications, whose qualification requirements have been decided by the National Board of Education, can be included in a Vocational Qualification in Sports, for example:

- ◆ Further Qualification in Hiking and Nature Guide Services
- ◆ Further Qualification in Golf Course Maintenance
- ◆ Further Qualification for Masseurs/Masseuses
- ◆ Further Qualification in Sports
- ◆ Further Qualification in Sports Facilities Maintenance
- ◆ Further Qualification in Coaching
- ◆ Further Qualification for Entrepreneurs.

The education provider must have a valid contract for arranging the further vocational qualification in question or the education provider can purchase the competence tests from an education provider with such a contract for arranging qualifications.

In vocational upper secondary education and training, a certificate of a completed further vocational qualification module is always issued by the qualification committee in charge of the qualification in question and the education provider accepts the further vocational qualification module into the qualification certificate of the student.

In a competence-based qualification system, a certificate of a completed further vocational qualification module is always issued by the qualification committee in charge of the qualification in question. The qualification committee of the Vocational Qualification in Sports approves the module in question as a part of the Vocational Qualification in Sports on the basis of the certificate.

4.2.10 Module from specialist vocational qualifications

One vocational module from the specialist vocational qualifications, whose qualification requirements have been decided by the National Board of Education, can be included in a Vocational Qualification in Sports, for example:

- ◆ Specialist Qualification in Golf Course Maintenance
- ◆ Specialist Qualification for Masseurs/Masseuses
- ◆ Specialist Qualification in Management
- ◆ Specialist Qualification in Sports Facilities Maintenance
- ◆ Specialist Qualification in Coaching.

The education provider must have a valid contract for arranging the specialist vocational qualification in question or the education provider can purchase the competence tests from an education provider with such a contract for arranging qualifications.

In vocational upper secondary education and training, a certificate for a completed specialist vocational qualification module is always issued by the qualification committee in charge of the qualification in question and the education provider accepts the specialist vocational qualification module into the qualification certificate of the student.

In a competence-based qualification system, a certificate of a completed specialist vocational qualification module is always issued by the qualification committee in charge of the qualification in question. The qualification committee of the Vocational Qualification in Sports approves the module in question as a part of the Vocational Qualification in Sports on the basis of the certificate.

4.2.11 Module from polytechnic studies

One vocational module from the following polytechnic studies can be included in a Vocational Qualification in Sports:

- ◆ Bachelor of Sport Studies, Sports Instructor.

The education provider of the Vocational Qualification in Sports accepts the studies in question into the Vocational Qualification in Sports. Vocational skills demonstrations are required for polytechnic studies.

4.2.12 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 tasks 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		
1. Mastering the work process	Satisfactory 1	Good 2	Excellent 3
	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		
2. Mastering the work method, equipment and material	Satisfactory 1	Good 2	Excellent 3
	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		
3. Underpinning knowledge	Satisfactory 1	Good 2	Excellent 3
	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)

1. Modules from vocational upper secondary qualifications

Modules from vocational upper secondary qualifications can be included in the Vocational Qualification in Sports in accordance with the student's or candidate's personal 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 of Sports accepts the module in question as part of the Vocational Qualification in Sports based on the certificate.

2. Modules from further vocational qualifications

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

The education provider must have a valid contract for arranging the further vocational 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 the education provider accepts the module into the qualification certificate of the student.

In the competence-based qualification system, a certificate of a completed further qualification module is always awarded by the qualification committee in charge of the further qualification concerned. The qualification committee of the Vocational Qualification in Sports accepts the module in question as part of the Vocational Qualification in Sports based on the certificate.

3. Modules from specialist vocational qualifications

Modules from specialist qualifications can be included in the Vocational Qualification in Sports in accordance with the student's or candidate's personal study plan.

The education provider must have a valid contract for arranging the specialist vocational 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 qualification module is always awarded by the qualification committee of the specialist qualification concerned and the education provider accepts the module into the qualification certificate of the student.

In the competence-based qualification system, a certificate of the completed specialist qualification module is always awarded by the committee in charge of the specialist qualification concerned. The qualification committee of the Vocational Qualification in Sports accepts the specialist qualification module in question as part of the Vocational Qualification in Sports based on 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.

4.5 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 interactive situations so that he/she can practice the profession, contribute to working life, be an active citizen and pursue further studies
- ◆ possesses the textual skills needed in working life
- ◆ knows how to act in a multicultural and multilingual environment
- ◆ understands the key concepts and relevant content and meaning of texts related to sports
- ◆ 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 the mother tongue and develops them continuously
- ◆ knows how to act in different interactive situations in the field of sports
- ◆ masters different oral communication situations in the field of sports, e.g. presenting his/her work performance and final project
- ◆ knows how to draw up the most common written documents used in the professions and work communities in the field of sports
- ◆ knows how to behave in a job hunting situation and how to prepare job applications
- ◆ makes use of journals and other media in the field of sports
- ◆ 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 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 one's vocational skills	writes target oriented and processes his/her texts based his/her own evaluation and feedback
	knows the basics of spelling	uses fluent phrase and sentence structure 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-orientated, flexible and convincing in different interactive situations
	participates in conversation making statements	participates in a conversation and takes it forward towards the target	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	creates contact to 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	recognizes 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 construe literature and other art forms.	knows how to analyze 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 both spoken and written Saami
- ◆ understands his/her linguistic roots and the development of his/her linguistic identity
- ◆ recognises the meaning of language and culture to the work community
- ◆ familiarises him/herself with the Saami story-telling tradition and its meaning to the Sami language and culture
- ◆ acquires information from different Saami language sources and also passes it on in both speech and writing
- ◆ expands his/her sphere of experiences and cooperation to other Saami language colleagues in the field of sports in the Nordic countries and in Russia
- ◆ understands the meaning of multiculturalism and multilingualism and also develops his/her linguistic and cultural tolerance
- ◆ draws up the most common written work in the profession and the 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 the vocational field of sports
- ◆ knows how to act in Saami in different interactive situations in the field of sports
- ◆ 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
- ◆ assesses his/her skills in the mother tongue.

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	know Saami culture and familiarises himself/herself with its unique character, e.g. story telling tradition	uses Saami story telling tradition and knows the history of Saami people through it
	recognizes the variety and significance of languages and cultures	takes into account the meaning of different cultures and languages in communication situations in his/activities	recognizes 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 the 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 core of the 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 phrase and sentence structure and breaks the text into paragraphs	plans his/her writing according to the objective and also improves his/her text according 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 meaning 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 sports as well as work as a Sports assistant in sign language
- ◆ appreciates sign language skills as part of his/her identity
- ◆ uses 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 in further studies
- ◆ 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 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
	recognizes the core characteristics of signed and spoken language	makes use of the characteristics of signed and spoken languages	strengthens and develops his/her own lingual identity and the vocational field signs

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
	recognizes the different forms of sign language (general and spoken language situations)	ponders the objective contents of sign language texts	knows the linguistic characteristics of sign language
Interaction and acting in working life language situations	uses vocation related signs under instruction	knows general set of signs and vocation related sign set	knows vocation related sign set well and the linguistic features related to professional identity
	acts correctly in interactive situations	participates in the conversation and directs the it towards desired end result	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 objectively 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 ways 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 means of help	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 information independently from different sources	interprets the information gathered from different points of view and forwards it 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 him/herself in his/her mother tongue
- ◆ understands his/her linguistic roots and the development of his/her linguistic identity
- ◆ uses his/her mother tongue as well as Finnish in different situations
- ◆ acquires information in various ways from different sources and also passes it on orally and in writing
- ◆ knows how to communicate and interact through language so that he/she can participate in working life, be an active citizen and pursue further studies
- ◆ knows how to act in a multicultural society and in professional situations in the field of sports while valuing 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 text for different purposes
	knows how to tell about main characteristics of his/her language environment and culture	pursues practical studies into the literature 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 strong cultural identity and preserves cultural bindings in 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 objectively
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	compares the communication of people who speak the same language and Finnish speaking people
	expresses himself/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 interaction skills that he/she has adequate resources for working life, active citizenship and further studies
- ◆ understands the key content of oral communication in Finnish, is easily able to follow the topic that is being studied and is able to participate in work
- ◆ understands the main content of written learning materials in sports and is able to use them to progress in his/her studies
- ◆ receives inspiration and experiences from literature and different text types in Finnish and, if possible, in his/her mother tongue
- ◆ produces texts that are necessary in a sports job
- ◆ masters the key structures of the Finnish language as well as professional vocabulary and expressions in the field of sports
- ◆ knows how to work while observing the main practices of Finnish working life and society
- ◆ searches for information from different sources, uses dictionaries and makes notes independently as well as uses written and electronic material to develop his/her language skills and advance 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 personal capacity and communicates in Finnish or Swedish in different situations
- ◆ is able to use texts while considering their connection with working life requirements and the culture and history of the deaf
- ◆ produces texts needed in the field of sports
- ◆ uses professional Finnish or Swedish and his/her other language skills when working in cooperation with people who can hear
- ◆ compares the means of expression and grammar between sign language and spoken or written language
- ◆ knows how to work actively in communities and professional assignments where both Finnish or Swedish and sign language are 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 objectively
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 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 identifying the applicant's 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 objectively
Interaction and acting in working life language situations	reads professional, cultural and private life 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	recognizes and observes the changing media environment	observes and assesses objectively the contents and ways of expression used in the media	uses glossaries and electronic databases flexibly to understand text
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 ones 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 the Romany language and cultural heritage as a tool for interacting and thinking in the Romany community and in professional situations in the field of sports
- ◆ 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 pursue further studies
- ◆ acts in different interactive situations in the field of sports in Romany
- ◆ masters the spoken communication situations in the field
- ◆ masters the key structures of the Romany language as well as the professional vocabulary and expressions in the 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		
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 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 Romany factual text 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 Romany orally and literally 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	manages him-/herself naturally in different situations in Romany
Knowledge of Romany linguistics	has a sufficient vocabulary on familiar things in Romany.	is quite confident in his/her use of language forms in both oral and written communication.	uses fluent Romany clause and sentence structure.

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

- ◆ copes with routine assignments in the field of sports and everyday situations in the second national language
- ◆ understands the significance of the both national languages and cultures in a multicultural 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, for example electronic information sources	uses dictionaries, electronic 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 himself/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	recognizes his/her own learning strategies.	recognizes 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 assignments in the field of sports in Finnish and understands the significance of Finnish in his/her working 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 in Finnish and follows professionally relevant events from Finnish professional publications and social events in Finnish media
	writes short notices, fills in forms and writes short reviews 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 spoken language in normal tempo 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 in fast tempo, 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 behaves in interactive situations so that he/she can practice his/her profession, contribute to working life, be an active citizen and pursue further studies
- ◆ possesses the language skills required in sports tasks
- ◆ knows how to work 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 usual 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 according to them	understands the most common oral instructions related to his/her work, products and processes and knows how to act according to them	understands the main idea of ordinary speech in normal tempo and acts accordingly
	tells briefly about himself/herself and about tasks in his/her vocational field by answering the questions asked in foreseeable and familiar work situations	tells about himself/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 of 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 common, everyday service situations
- ◆ knows how to act in foreseeable and recurring communication situations in sports in a 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 himself/herself and his/her work in few words, e. g. recognizes tools, titles and assignments	asks simple questions and answers accordingly when the discussion is about immediate, concrete environment and himself/herself, when the conversation partner talks slowly and clearly	asks simple questions and answers them when the discussion is about immediate, concrete environment and himself/herself, when the conversation partner talks clearly and also asks for clarification – if needed
			communicates orally e. g. when introducing himself/herself in everyday or working life familiar situations

Knowledge of language and culture	recognizes 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	recognizes his/her own study strategies.	evaluates the strengths and weaknesses of his/her own study 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 calculations, percentage calculations and unit conversions as well as uses them in the field of sports
- ◆ calculates areas and volumes and applies geometry to the extent required in sports
- ◆ uses appropriate mathematical methods to solve problems in sports tasks
- ◆ expresses dependencies of variables using mathematical expressions
- ◆ creates and forms equations, expressions, charts and drawings concerning sports tasks as well as solves work-related mathematical problems using equations, deduction and graphs, assessing the validity of the results
- ◆ uses a calculator, computer and other mathematical tools, when necessary, to help solve mathematical problems.

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 profession related calculations proficiently and uses, to some extent, 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 profession related problems using mathematical procedures and assesses the correctness of the results	applies mathematical procedures in solving and forming profession 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 graphical presentations to solve profession related problems	applies statistics, charts and graphical presentations to solve profession 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 key figures.	calculates or defines statistical key figures 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 work-related assignments
- ◆ knows how to observe the laws of nature at work and in other activities and work accordingly while preserving the environment and saving energy
- ◆ examines key environmental problems from a scientific point of view
- ◆ applies the laws and concepts of physics that are relevant to the profession
- ◆ masters the basic concepts and phenomena of mechanics, thermodynamics and electricity that are essential in sports so that he/she is able to handle necessary equipment and systems safely and economically as well as work ergonomically
- ◆ considers environmentally and professionally relevant chemical phenomena, entailing the ability to identify the chemical properties of the most common elements as well as inorganic and organic compounds
- ◆ stores, uses correctly and disposes appropriately of the substances needed in the field
- ◆ is able to interpret factors affecting health and safety from product markings and considers the special properties of substances at work so as to prevent endangering personal safety or that of others or the environment
- ◆ observes and measures physical and chemical phenomena that are relevant in the profession
- ◆ collects, processes and analyses personal observations and measurements.

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 cautious way 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 analyze 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 for ergonomic working.	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 during on-the-job training
- ◆ assesses his/her capacities as an active citizen and a consumer
- ◆ knows how to use the services offered by society
- ◆ draws up a plan for the management of personal finances
- ◆ assesses the significance of entrepreneurship to the Finnish national economy
- ◆ searches for information on jobs 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 training 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 one's own 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 about 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 employment independently
Searching for information vacancies in the vocational field and the European Union	searches for information on vacancies in the vocational field locally	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 functional and work capacity
- ◆ becomes familiar with diverse forms of physical exercise that enhance health, mental agility and endurance
- ◆ maintains his/her functional capacity through exercise
- ◆ exercises and works responsibly both independently and in a team
- ◆ facilitates the activities and safety of the team 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, psychological and social wellbeing with the help of physical exercise	understands the meaning of exercise to physical, psychological and social wellbeing under guidance	understands the meaning of exercise to his/her physical, psychological and social wellbeing	understands the meaning of exercise to physical, psychological 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 will and ability to maintain and promote health through his/her actions and knowledge
- ◆ understands the factors in his/her personal lifestyle and operational environment that impact physical, mental and social ability to function
- ◆ knows the meaning of mental health, sexual health and human relations to personal wellbeing
- ◆ knows the harmful effects of smoking and drugs and is able to prevent factors that damage health
- ◆ knows about lifestyles and habits that promote health
- ◆ understands the connection between exercise, nutrition, rest, sleep, recreation, human relations and health as well as takes them into account in his/her actions
- ◆ recognises the basic professional factors that threaten health and work capacity and knows how to develop his/her working methods as well as the safety and health of his/her working environment in cooperation with others
- ◆ knows how to prevent injuries, responds to the most common first aid situations, seeks help and is able to work ergonomically
- ◆ knows about the health differences of the population and the risk factors of the most common national diseases and their prevention
- ◆ recognises the factors that influence his/her endurance and knows how to work to promote endurance
- ◆ knows how to use health care services when needed and engage in health-enhancing physical activity, understanding their significance to maintaining his/her functional capacity.

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, psychological 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 healthiness 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	recognizes 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, psychological 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 burden 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 unhealthy lifestyle and is aware of possible occupational health issues.	utilises information that promotes health and ability to function in his/her activities variedly and searches for information on possible occupational health issues independently.
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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 life and uses their various forms in a multicultural community
- ◆ participates in art and cultural events, develops culture in the school community and maintains its aesthetic image
- ◆ expresses ideas, experiences and feelings through e.g. music, dance, theatre, literature or visual arts and appreciates the expressions and visions of others
- ◆ observes the principles of sustainable development in material selection and 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		
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, according to the instructions saving energy and conserving nature in use of material and in his/her work	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 it conserves nature and saves energy
Appreciation of the expression and views of the others	tells about the cultural characteristics that he/she has recognized 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 working methods and practices that comply with the principles of sustainable development so that they support his/her learning process and complement his/her vocational skills
- ♦ works in a manner that saves energy
- ♦ prevents the formation of waste and sorts waste appropriately as well as knows the lifecycle of products that are relevant to the profession
- ♦ works in a way that minimises environmental risks and preserves the 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 circulation of matter and flow of energy on the earth knows 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 life span 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	acts 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 sports assignments to collect, process, edit, save and present data
- ◆ adopts and applies new IT peripherals, processes and programmes (using a helpdesk, if needed)
- ◆ works using efficient methods and practices, such as touch typing and different mouse techniques
- ◆ uses operating system software and applies tools, such as word processing, spreadsheets, email, presentation graphics and calendar software to produce, edit and present essential information in sports assignments
- ◆ handles the files produced by the application software in the field of sports and searches for information needed in professional assignments using various search engines and applications
- ◆ uses network communication methods and applications to send and share information
- ◆ observes copyright, data security and confidentiality instructions and regulations
- ◆ uses ergonomically correct working positions.

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 application software in his/her work assignments, such as word processing, spreadsheet, email, presentation graphics and calendar software	uses application software efficiently to produce and edit work related data	uses application software variedly to produce and edit information according to different working situations and circumstances
Sending and sharing of 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 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

- ◆ considers the meaning of values, norms and views in his/her life, human relationships and at 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 behaves according to good manners at work and in his/her relationships
- ◆ considers ethical questions and problems that relate to his/her personal life, relationships, society, the environment and working life
- ◆ is able to resolve work-related value and norm conflicts both independently and together with others in an ethically acceptable way
- ◆ behaves ethically in different conflict and crisis situations
- ◆ possesses the skills to participate in the development of the value basis and ethical principles in the field of sports
- ◆ gathers information on the vocational ethics of his/her field and other vocational fields and understands and uses it as a professional resource at work
- ◆ observes and recognises ethical problems in the field of sports, 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 contradiction and crisis situations	acts independently, responsibly and ethically in work and working life contradiction and crisis situations and knows how to justify his/her actions
Acquiring information and using ethic 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 contradictions at work	knows how to detect ethical problem situations in his/her profession and solves work related value and norm contradictions ethically together with members of the community.	recognizes 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.	recognizes 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

- ◆ works with people from 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 dress code and rules of conduct, as well as the unwritten rules and manners
- ◆ recognises cultural differences in workplace behaviour and hierarchy and in work-related public relations, and behaves appropriately in normal work situations, especially in customer service
- ◆ describes the general cultural features of his/her country to representatives of other cultures, such as basic history, sights, arts, sports achievements and entertainment as well as skills, working methods and innovations in the field of sports
- ◆ considers the interpretations of historical events in different countries and relates the major events and eras of his/her native region and home country to the history of the neighbouring countries and the world
- ◆ compares the major cultural trends and icons in his/her country and Europe
- ◆ recognises the special characteristics of his/her vocational field in other countries.

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	recognizes 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 received 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

- ◆ extensively observes and understands humans and the factors influencing human behaviour
- ◆ recognises, acknowledges and processes mental phenomena using psychological knowledge and concepts
- ◆ applies psychological knowledge in sports
- ◆ 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 diverse interactive and group situations
- ◆ explains personal behaviour and that of others using psychological and socio-psychological knowledge
- ◆ knows how to behave in a way that promotes his/her mental wellbeing and the ability to cope with assignments in his/her vocational field
- ◆ copes with work-related customer service and teamwork situations.

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 psychological, biological and social factors that form the basis for individual psychological development	understands the inter-relations 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 psychological capability to work and functioning	promotes his/her psychological capability to work and function under instruction	knows how to maintain psychological well-being and contributes to the well-being of the workplace	acknowledges the psychological 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 persons in his/her immediate family
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 psychological human behaviour and recognizes 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 a business idea or productises his/her personal know-how into entrepreneurship
- ◆ assesses development needs based on changes in the operational environment, customer needs, competition, working environment and his/her personal expertise
- ◆ complies with the principles of profitable business operations in his/her entrepreneurship as well as observes the cost structure of operations and the impact of his/her work input 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 procedures, central 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
	surveys different alternative solutions under instruction	surveys different alternative solutions	surveys 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 e. g. to 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 for it that contains the key information on execution	chooses the option that is to be executed cooperatively and derives an operation plan for it that contains the basic information about the execution	chooses or agrees on the viable alternative and draws up an operation plan for it 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 operation plan drawn up under instruction	executes the operation plan drawn up	executes independently the operation plan drawn up
	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 work 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
Assessment of the execution of one's own activities, projects or business operations	works in the enterprise observing safety instructions and agreed principles of sustainable development	works in the corporation observing safety instructions and agreed principles of sustainable development	works in the corporation observing safety instructions and especially the principles of quality and sustainable development
	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
Presenting of a development project or business operations	makes the changes agreed on	agrees on possible changes	makes justified change or improvement suggestions and agrees on their execution
	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.

7

STUDENT ASSESSMENT IN CURRICULUM-BASED VOCATIONAL UPPER SECONDARY 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 THE SPORTS SECTOR

Description of the field

Professionals in the field of Sports produce sports services for different-aged customers with varying goals and expectations. The aim of the field is to promote overall wellbeing, life management and functional and work capacity as well as a communal spirit through sports at different stages of life.

Social changes in the operational environment affect the nature of work and professions in Sports. Municipal administration reforms, the professionalisation of the club and organisational sector as well as the growth of Sports entrepreneurship influence professional competence requirements and the number of jobs in the field. As the population ages and the economy fluctuates, maintaining the functional and work capacity of the working and ageing population as well as measures that prevent lifestyle diseases are becoming increasingly important. The aim is to also guide children, youth and families towards a physically active lifestyle.

Operational methods that rely on networks as well as the cooperation of parties, organisations and industries increase the significance of multiprofessional cooperation between Sports and other fields. The importance of maintaining and developing personal vocational skills and competence as well as flexibility and creativity is essential as the labour market is constantly changing. Finding a job in Sports requires personal initiative, an active attitude as well as the ability to advertise personal expertise. In order to succeed in the job, tasks must be handled carefully, responsibly and in a customer-oriented manner while complying with the practices and values of the work community.

Vocational competence in Sports emphasises the ability to educate, plan and instruct; the promotion of health and safety as well as compliance with the principles of sustainable development. In addition, professionals in the field are required to be able to work in changing situations, observe customer- and situation-oriented practices and possess good customer service skills as well as diverse communication

and interaction skills. Internationalisation brings new features, customers as well as language and cultural skills requirements to Sports.

Sports and exercise clubs as well as organisations in the field offer qualification holders jobs, especially in the education and instruction of children and youth, the instruction of afternoon activities, coaching and the organisation of coaching activities as well as the instruction of health-enhancing physical exercise for adults and the elderly.

Companies, public enterprises, municipalities and other communities that produce physical exercise services provide a range of jobs in the field. Sports professionals work, for example, in marketing and sales as well as in tourism and recreational activities both in Finland and abroad. Working in fitness and exercise centres, for instance, requires the ability to monitor changing developmental trends as well as the readiness to improve vocational skills in accordance with the requirements of the labour market.

Those who have completed the Vocational Qualification in Sports work increasingly often as self-employed persons or entrepreneurs. The ability to produce, set the price and advertise physical exercise services requires continual development of professional expertise. Tasks may be project-like in nature and their goals may be determined by regional or national projects.

Basic values of the field

The values of the sports sector are founded on knowledge of the history of the sports and exercise culture as well as an understanding of contemporary phenomena.

The mission of sports is to promote the overall wellbeing and health, functional and work capacity as well as the ability to cope at work of different-aged individuals from the perspective of individual and national health. Physical exercise services guide individuals towards an active lifestyle that enhances and maintains health. Children and youth are offered diverse and positive exercise and learning experiences.

Customer-orientation, cooperativeness and equal consideration of individual needs and possibilities serve as the guiding principles of work. When providing instruction and education, the Sports Assistant focuses on accepting and respecting the individual and diversity, developing a healthy self-esteem as well as considering ethics and morals.

A person who has completed the Vocational Qualification in Sports works in an exemplary and responsible manner in all tasks, treats customers equally and encourages them to adopt a healthy lifestyle. Interactive working methods, empathy

and good manners are central to the vocational value base of sports. Responsibility, internal entrepreneurship, the continued development of competence through self-assessment as well as the principle of lifelong learning are prerequisites for professional development and also enhance employment.

A person who has completed the Vocational Qualification in Sports is familiar with his/her responsibility for the environment and works to promote sustainable development and safety in every possible way.

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 situations where personal data specified as sensitive in the Personal Data Act, such as information on the student's state of health, the education and train

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		
	Satisfactory 1	Good 2	Excellent 3
3. Underpinning knowledge	Student		
Possession and application of the knowledge needed at work	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		
	Satisfactory 1	Good 2	Excellent 3
4. Key competences for lifelong learning: a) The four key competences to be assessed in their own group in Point 4	Student		
Learning and problem solving Own competence as an employee and work development, problem solving as well as making choices and decisions.	searches for information under instruction	searches for information according to instructions	searches for information independently
	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
	copers with familiar situations but needs instruction and support in change and option situations	copers 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
Interaction and cooperation Actions in interactive situations and cooperative abilities.	abides given instructions on interactive situations in his/her own learning and working environment	considers the situation in his/her learning and working community in different interactive situations	expresses him-/herself clearly and brings forth different viewpoints constructively
	completes the work assignments he/she is responsible for but needs instruction from time to time	completes the work assignments he/she is responsible for spontaneously	acts responsibly, cooperatively and equally with different people as a member of a work community and group
	works in a familiar work community and group and asks for help from the others when needed	works with different people in a work community and group	supports and helps others and also takes into account the next work phase and employee in his/her work
Vocational ethics Activities based on vocational ethics, professional value basis and the agreements made.	abides the ethical instructions and timetables given	abides the given ethical instructions, agreements and decrees as well as timetables	acts according to the values in the work community, ethical instructions, agreements and regulations in variable situations and also keeps to timetables

Health, safety and ability to function Actions that maintain health and safe operations and maintain the ability to function.	abides the given safety instructions and does not endanger him- /herself or others	abides the work community's instructions and takes into account the safety of the members of the work community and working environment	abides the work community's instructions and takes into account the safety of the members of the work community and working environment
	ensures safety in accordance with instructions	ensures safety	ensures safety and reports on dangers and risks he/she observes
	uses safely protective equipment, tools and work methods as instructed	uses protective equipment, tools and work methods safely	uses protective equipment, tools and work methods safely
	works ergonomically in most situations	works ergonomically	uses safe, variable work methods, which do not cause excessive workload while taking ergonomics into account
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.			

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
Initiative and entrepreneurship target-oriented, economic and productive operations and self management.	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

<p>Communication and media skills Objective recognition, observation and interpretation of the media products and use of media and information technology</p>	<p>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.</p>		
<p>Mathematics and natural sciences Numeracy required at work and knowledge of the laws of physics needed</p>	<p>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>		
<p>Technology and information technology Use of technology and information technology in the vocational field and taking into account the benefits, limitations and risks of technology</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>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>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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