REGULATION

13 June 2012 24/011/2012

Period of validity:
effective 1 Aug. 2012 until further notice

Provisions on which the competence to issue the Regulation is based:
Act 630/1998, Section 13(2)
Decree 811/1998, Sections 10 and 12
Act 631/1998, Section 13(2)

REQUIREMENTS FOR VOCATIONAL QUALIFICATIONS
Vocational Qualification in Audio-Visual Communication

Amendments

The Finnish National Board of Education has decided on the Qualification Requirements (the National Core Curriculum and the Requirements of the Competence-based Qualification) for the Vocational Qualification in Audio-Visual Communication in accordance with Annexes 1–3.

Chapter 1
- The name of the study programme/specialisation and its qualification title included in the Decree on Upper Secondary Vocational Qualifications are added to the Qualification Requirements.

Section 1.2
- The structure of the qualification is amended to allow completion of the media recordings production module and a module from polytechnic studies as optional modules in the Study Programme in Audio-Visual Communication within curriculum-based upper secondary vocational education and training and the media recordings production module as an optional module in the Specialisation in Audio-Visual Communication as part of a competence-based qualification.

Section 4.2
- A new qualification module, 4.2.17 Media recordings production, is added to the qualification.

Section 4.2
- A new qualification module, 4.2.18 Module from polytechnic studies, is added to the qualification.

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 2012. All education and training and competence-based qualifications started prior to entry into force of this Regulation may be completed by 31 July 2022 in compliance with Regulation No. 32/011/2010 dated 10 March 2010, subject to other statutes and regulations.

In curriculum-based education and training, the education provider must draw up and approve a curriculum in compliance with the provisions of these Qualification Requirements.

In providing training leading to a competence-based qualification, the education provider determines the educational content and provision in accordance with the Qualification Requirements. Those participating in preparatory training must be provided with an opportunity to complete the competence-based qualification as part of the training.

The education provider, the competence test organiser and the Qualification Committee shall comply with the provisions of this Regulation and shall not deviate from it in any way.

AULIS PITKÄLÄ
Director General
Aulis Pitkälä

KATI LOUNEMA
Chief Engineer
Kati Lounema

ANNEXES
1 Chapter 1: Objectives and structure of the qualification
2 Section 4.2: The media recordings production module
3 Section 4.2: A module from polytechnic studies
1

OBJECTIVES AND STRUCTURE OF THE VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION, MEDIA ASSISTANT

1.2

STRUCTURE OF THE VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION

- - -

VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION, MEDIA ASSISTANT, 120 CREDITS
IN UPPER SECONDARY VOCATIONAL EDUCATION AND TRAINING STUDY PROGRAMME IN AUDIO-VISUAL COMMUNICATION

- - -

4.2.17 Media recordings production, 20 cr.
4.2.18 Module from polytechnic studies

- - -

VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION, MEDIA ASSISTANT
IN A COMPETENCE-BASED QUALIFICATION SPECIALISATION IN AUDIO-VISUAL COMMUNICATION

- - -

4.2.17 Media recordings production

- - -
4 VOCATIONAL MODULES, VOCATIONAL SKILLS REQUIREMENTS AND ASSESSMENT OF THE VOCATIONAL QUALIFICATION IN AUDIO-VISUAL COMMUNICATION

4.2.17 Media recordings production

Vocational skills requirements

The student or candidate is able to:

- record text, images, audio, video and three-dimensional models according to quality standards;
- handle all types of materials in an ethically correct manner, ranging from various documents to unique materials and those of cultural and historical value;
- take account of copyrights related to digitisation and distribution;
- pre-process, digitise, post-process, record and distribute recorded products;
- use, calibrate and maintain analogue and digital reproduction and recording equipment;
- receive image, audio and video recordings, improve their quality and find suitable technology and equipment to create archive-quality recordings;
- process material, make versions of it and record file copies and accessible copies according to the quality criteria and instructions provided;
- apply the organisation’s instructions to long-term digital storage of recordings;
- identify, collect and use descriptive, technical, structural and administrative metadata.

Assessment

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

<table>
<thead>
<tr>
<th>TARGET OF ASSESSMENT</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mastering the work process</td>
<td>Satisfactory 1</td>
</tr>
<tr>
<td>Planning the recording process</td>
<td>The student or candidate</td>
</tr>
<tr>
<td>Implementing the recording process</td>
<td>plans a recording process under instruction</td>
</tr>
<tr>
<td>Assessing the recording process</td>
<td>assesses the recording process under instruction.</td>
</tr>
</tbody>
</table>
## Requirements for Vocational Qualifications of Regulation

**Vocational Qualification in Audio-Visual Communication**

13 Juni 2012

This regulation changes the regulation No 32/011/2010 of 10 Mars 2010 of Finnish National Board of Education

<table>
<thead>
<tr>
<th>Target of Assessment</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Mastering the work methods, equipment and material</strong></td>
<td><strong>Satisfactory 1</strong></td>
</tr>
<tr>
<td>Recording a media document, editing a recording and selecting equipment for work</td>
<td>The student or candidate</td>
</tr>
<tr>
<td>Quality assurance in media recordings production</td>
<td>requires separate quality assurance for the recording process</td>
</tr>
<tr>
<td>Using recordings production media, hardware and software</td>
<td>uses recording process media, hardware and software under instruction</td>
</tr>
<tr>
<td>Using recordings production media and materials</td>
<td>uses recordings production media and materials under instruction in order to perform a task according to the plan</td>
</tr>
<tr>
<td>Quality assurance in the recording process</td>
<td>determines the recording settings required for the quality of the recording process under instruction</td>
</tr>
<tr>
<td>Assuring the quality of the end product</td>
<td>works under instruction to ensure that the end product fulfils the quality criteria set for the work</td>
</tr>
<tr>
<td>Mastering and maintaining equipment required at work</td>
<td>implements basic maintenance of recording equipment under instruction and is able to ask for external assistance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target of Assessment</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Underpinning knowledge</strong></td>
<td><strong>Satisfactory 1</strong></td>
</tr>
<tr>
<td>Acquiring and using information</td>
<td>The student or candidate</td>
</tr>
</tbody>
</table>
### REQUIREMENTS

**FOR VOCATIONAL QUALIFICATIONS**

Vocational Qualification in Audio-Visual Communication

**TRANSFORM OF REGULATION**

13 Juni 2012  
24/011/2012  
24/011/2010

This regulation changes the regulation No 32/011/2010 of 10 Mars 2010 of Finnish National Board of Education

<table>
<thead>
<tr>
<th>Knowledge of professional terminology and technology</th>
<th>is familiar with key terminology used in media recordings production</th>
<th>uses professional terminology required in media recordings production</th>
<th>fluently uses professional terminology required in media recordings production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using hardware and software</td>
<td>uses hardware and software required in media recordings production</td>
<td>uses hardware and software required in media recordings production to each assignment</td>
<td>applies media recordings production hardware and software to varying work situations</td>
</tr>
<tr>
<td>Carrying out work assignments</td>
<td>carries out work assignments under instruction and with focus on performance</td>
<td>carries out work assignments in an independent and structured manner</td>
<td>carries out work assignments competently and systematically</td>
</tr>
<tr>
<td>Considering cultural frames of reference</td>
<td>identifies methods typical of a certain period under instruction.</td>
<td>identifies methods typical of a certain period.</td>
<td>identifies and applies methods typical of a certain period.</td>
</tr>
</tbody>
</table>

### TARGET OF ASSESSMENT

**ASSESSMENT CRITERIA**

<table>
<thead>
<tr>
<th>4. Key skills for lifelong learning</th>
<th>Satisfactory 1</th>
<th>Good 2</th>
<th>Excellent 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student or candidate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction and cooperation skills</td>
<td>cooperates sufficiently for the purpose of the work assignment</td>
<td>aims to promote effective operations through cooperation</td>
<td>actively promotes achievement of the common goal in his/her work and supports others when necessary</td>
</tr>
<tr>
<td>Vocational ethics</td>
<td>identifies the codes of ethics governing the field, issues relating to information security and copyrights as well as workplace rules and work instructions</td>
<td>applies the codes of ethics governing the field, practices relating to information security and copyrights as well as workplace rules and work instructions</td>
<td>has internalised and promotes the codes of ethics governing the field, information security and due consideration for copyrights as well as compliance with workplace rules and work instructions in his/her work</td>
</tr>
<tr>
<td>Learning and problem solving</td>
<td>tries different solutions under instruction</td>
<td>tries different solutions</td>
<td>tries different solutions and applies his/her knowledge to problem situations</td>
</tr>
<tr>
<td>Health, safety and ability to function</td>
<td>identifies factors affecting health, safety and ability to function at work and is able to avoid risks at work.</td>
<td>acts in a way that promotes health, safety and ability to function.</td>
<td>takes an active and proactive role to promote health, safety and ability to function.</td>
</tr>
</tbody>
</table>

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by performing work assignments according to the vocational skills requirements of the media recordings production field. Work is performed to such an extent that vocational skills may be deemed to meet the vocational skills requirements.
The vocational skills demonstration is to include
- Mastering the work process entirely (planning, developing and defining the topic, time management and scheduling)
- Mastering the work methods, equipment and material entirely
- Underpinning knowledge entirely
- Key skills for lifelong learning entirely.

If the vocational skills required for the module cannot be fully demonstrated in a vocational skills demonstration or a competence test, it is to be supplemented by other types of assessment of competence, such as interviews, work assignments and other methods.
Module from polytechnic studies

One professional module may be included in the Vocational Qualification in Audio-Visual Communication from the following polytechnic degrees in accordance with the student’s individual study plan:

- Bachelor of Culture and Arts;
- Bachelor of Business Administration;
- Bachelor of Engineering.

The provider of upper secondary education and training for the Vocational Qualification in Audio-Visual Communication approves the studies in question as part of the Vocational Qualification in Audio-Visual Communication. Vocational skills demonstrations are not required for polytechnic studies.