



FINNISH NATIONAL
BOARD OF EDUCATION

Requirements for Vocational Qualifications

VOCATIONAL QUALIFICATION IN VISUAL EXPRESSION, VISUAL ARTISAN 2010

Study Programme/Specialisation In Graphic Design
Study Programme/Specialisation In Visual And Media Arts
Study Programme/Specialisation In Photography

Regulation 13/011/2010

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REGULATION

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Upper secondary vocational education and training providers
Qualification committees in the field

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

Repeals National Board of Education Regulation(s)
No. 5/011/2001 of 12 February 2001
And, for this qualification, the following Regulation(s)
No. 42/011/2001 of 1 August 2001
No. 34/011/2002 of 19 June 2002
No. 28/011/2004 of 27 August 2004
No. 32/011/2005 of 30 September 2005
No. 5/011/2007 of 13 February 2007 8

REQUIREMENTS FOR VOCATIONAL QUALIFICATIONS
Vocational Qualification in Visual Expression

Amends National Board of Education Regulation
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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 Visual Expression in accordance with the Annexe.

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 been started prior to entry into force of this Regulation may be completed in accordance with Regulation No. 5/011/2001 of 12 February 2001 by 31 July 2020, subject to the provisions of 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 terms specified in this Regulation and shall not deviate from it in any way.

Director General

Timo Lankinen

Counsellor of Education

Marja Hollo

ANNEXE

Vocational Qualification in Visual Expression

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INTRODUCTION

A vocational qualification can be completed either as a curriculum-based or competence-based qualification. The Qualification Requirements for an upper secondary vocational qualification include both the National Core Curriculum for the upper secondary vocational qualification and the Requirements of the Competence-based Qualification and their terminology has therefore been made more uniform. The Qualification Requirements document is a regulation guiding both providers of curriculum-based education and training and organisers of competence-based qualifications and the electronic version of the Qualification Requirements document allows one to distinguish, when necessary, between the sections relating to curriculum-based upper secondary vocational education and training and competence-based training. Chapter 1 and Chapter 4 together with the parts describing the occupational field and the value basis in Chapter 9 are common. Chapters 2, 5, 6, 7 and 8 only concern vocational qualifications completed in upper secondary vocational education and training and Chapter 3 covers those completed as competence-based qualifications.

The term ‘qualification module’ corresponds to the term ‘study module’ used previously in curriculum-based education and training. A qualification consists of vocational qualification modules, complete with core subjects and free-choice modules in upper secondary vocational education and training. Additional modules can be included in a qualification when it is necessary from the point of view of field-specific or local skills requirements or enhancing the student’s or candidate’s vocational skills.

The Qualification Requirements for a vocational qualification state the objectives set for the qualification and study programme or specialisation, the qualification structure, 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 qualification modules. These requirements also include other provisions concerning upper secondary vocational education and training as well as competence-based qualifications.

The vocational skills 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 work processes, working methods, equipment and material as well as fundamental 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 VISUAL EXPRESSION, VISUAL ARTISAN

1.1 OBJECTIVES OF THE VOCATIONAL QUALIFICATION IN VISUAL EXPRESSION

A person who has completed the Vocational Qualification in Visual Expression, Visual Artisan, has the broad basic readiness to work in different tasks in his/her occupational field and to pursue further studies. In addition, he/she has more specialised skills and vocational skills required by working life in one qualification module so that a person who has completed the qualification can find employment, perform the tasks of his/her occupational field in changing conditions as well as develop his/her vocational skills. The Vocational Qualification in Visual Expression consists of the study programmes or specialisations of Graphic Design, Visual and Media Arts as well as Photography, based on working life, business and culture, which differ from each other in terms of working methods and/or special skills.

A Visual Artisan has diverse vocational skills, and he/she knows how to apply the skills and knowledge learned in varying working life situations and to perceive his/her work as part of the environment and larger work entities. He/she knows how to take the tasks of professionals in related fields into consideration in his/her work. A Visual Artisan is reliable, quality-conscious, proactive and focused on customer service and co-operation and understands aesthetics. He/she performs his/her work in accordance with legislation and regulations concerning the occupational field. A Visual Artisan possesses basic readiness for working as an entrepreneur, and he/she works in accordance with the principles of sustainable and sound business operations. He/she takes the objectives of culturally, socially, economically and ecologically sustainable development into consideration in his/her work.

A Visual Artisan knows how to plan his/her work and schedule. He/she knows how to draw up material and cost calculations in his/her occupational field and to present and assess his/her own work. A Visual Artisan adheres to and maintains an occupational safety culture which values safe working methods and ways of working as well as the right attitude, including activities which promote occupational safety and health and working ability. A Visual Artisan knows how to use information technology needed in his/her work.

A Visual Artisan knows how to express him-/herself clearly and act in a co-operative manner in various interactive situations. He/she acts economically and in a service-oriented manner in different conditions. The skills of an internationally working Visual Artisan include language skills and understanding of the culture of the target country and adjusting to its conditions. A Visual Artisan acts in order to maintain and develop Finnish culture in the internationalising world.

A Visual Artisan who has completed the study programme or specialisation of Graphic Design in Visual Expression knows how to work as an employee in several fields of graphic design, as an entrepreneur or a self-employed person. He/she knows how to use extensively and diversely key ways of working, working methods and programs he/she has selected for graphic design work. He/she is creative, co-operative, customer-oriented and style and quality-conscious. He/she is cost-conscious and strives to develop his/her activities and work openly and in a confidence-building manner in co-operation with specialists in his/her own field and other fields. He/she knows how to market and commodify his/her work in the changing society. He/she adheres to consumer protection and copyright laws. He/she has the prerequisites to develop him-/herself into a graphic design professional and complete a further qualification after gaining work experience.

A Visual Artisan who has completed the study programme or specialisation of Visual and Media Arts in Visual Expression knows how to work as an employee in several fields of Visual and Media Arts, as an entrepreneur or a self-employed person. He/she is familiar with materials and ways of working within Visual and Media Arts and specialises in the tasks he/she has selected. He/she knows how to be creative, co-operative, customer-oriented and quality-conscious. He/she works in a cost-conscious and economical manner. A person who has completed the study programme in Visual and Media Arts has the readiness to develop and share his/her skills openly in co-operation with professionals and specialists in his/her own field and other fields. He/she knows how to market and commodify his/her work in the changing society. He/she acts in a proactive manner that builds confidence and adheres to consumer protection and copyright laws. He/she has the prerequisites to develop him-/herself and complete a further qualification after gaining work experience.

A Visual Artisan who has completed the study programme or specialisation of Photography in Visual Expression knows how to work as an employee in several fields of photography, as an entrepreneur or a self-employed person. He/she has extensive knowledge of areas and ways of working in photography and diversely uses the ways of working and working methods he/she has selected. He/she is creative, co-operative, customer-oriented and quality-conscious. He/she works cost-consciously and economically in accordance with the principles of sustainable develop-

ment. He/she has the readiness to develop his/her operations and act openly and in a confidence-building manner in co-operation with specialists of his/her own field and other fields. He/she knows how to market and commodify his/her work in the changing society. He/she adheres to consumer protection, privacy protection and copyright laws. He/she has the prerequisites to develop him-/herself as a photographer and complete a further qualification after gaining work experience.

In addition, upper secondary vocational education and training shall support the development of students into good and balanced individuals and members of society and provide them with the information and skills that they need in terms of further studies, hobbies and diverse development of personality as well as support for lifelong learning (Act 630/1998, Section 5).

1.2 STRUCTURE OF THE VOCATIONAL QUALIFICATION IN VISUAL EXPRESSION

VOCATIONAL QUALIFICATION IN VISUAL EXPRESSION, 120 CREDITS	
IN UPPER SECONDARY VOCATIONAL EDUCATION AND TRAINING	IN A COMPETENCE-BASED QUALIFICATION
4. Vocational modules, 90 credits The modules include a minimum of 20 credits of on-the-job learning, a minimum of 5 credits of entrepreneurship and a final project (2 cr.).	4. Vocational modules
4.1 Compulsory modules for all 4.1.1 Image realisation, 10 cr.	4.1 Compulsory modules for all 4.1.1 Image realisation
4.2 Study programme in Graphic Design 4.2.1 Working with graphic design methods, 20 cr. 4.2.2 Graphic design and designing a corporate image, 10 cr. 4.2.3 Publication design, 10 cr. 4.2.4 Professional practices and entrepreneurship in graphic design, 10 cr.	4.2 Specialisation in Graphic Design 4.2.1 Working with graphic design methods 4.2.2 Graphic design and designing a corporate image 4.2.3 Publication design 4.2.4 Professional practices and entrepreneurship in graphic design
4.3 Study programme in Visual and Media Arts 4.3.1 Perception and expression, 15 cr. 4.3.2 Working with visual arts methods, 20 cr. 4.3.3 Professional practices and entrepreneurship, 15 cr.	4.3 Specialisation in Visual and Media Arts 4.3.1 Perception and expression 4.3.2 Working with visual arts methods 4.3.3 Professional practices and entrepreneurship
4.4 Study programme in Photography 4.4.1 Photograph realisation, 10 cr. 4.4.2 Documentary photography, 10 cr. 4.4.3 Constructed image, 10 cr. 4.4.4 Photographic expression, 10 cr. 4.4.5 Professional practices and entrepreneurship in photography, 10 cr.	4.4. Specialisation in Photography 4.4.1 Photograph realisation 4.4.2 Documentary photography 4.4.3 Constructed image 4.4.4 Photographic expression 4.4.5 Professional practices and entrepreneurship in photography

<p>4.5 Optional modules for all A total of 30 credits to be chosen from sections 4.5.1–4.6.5</p> <p>4.5.1 Designing a marketing campaign, 10 cr. 4.5.2 Online publishing, 10 cr. 4.5.3 Package design, 10 cr. 4.5.4 Visual planning of spaces and milieus, 10 cr. 4.5.5 Illustration for publications, 10 cr. 4.5.6 Painting, 10 cr. 4.5.7 Sculpture, 10 cr. 4.5.8 Printmaking, 10 cr. 4.5.9 Time and space arts, 10 cr. 4.5.10 Implementation of exhibitions, 10 cr. 4.5.11 Implementation of a community art project, 10 cr. 4.5.12 Photography, 10 cr. 4.5.13 Photographer-oriented documentation, 10 cr. 4.5.14 Photojournalistic narration, 10 cr. 4.5.15 Focus group journalism, 10 cr. 4.5.16 Product photography, 10 cr. 4.5.17 Advertising and trend photography, 10 cr. 4.5.18 Modules from upper secondary vocational qualifications 4.5.19 Module from further vocational qualifications 4.5.20 Module from specialist vocational qualifications 4.5.21 Locally offered modules, 5–10 cr.</p>	<p>4.5 Optional modules for all A total of three modules to be chosen</p> <p>4.5.1 Designing a marketing campaign 4.5.2 Online publishing 4.5.3 Package design 4.5.4 Visual planning of spaces and milieus 4.5.5 Illustration for publications 4.5.6 Painting 4.5.7 Sculpture 4.5.8 Printmaking 4.5.9 Time and space arts 4.5.10 Implementation of exhibitions 4.5.11 Implementation of a community art project 4.5.12 Photography 4.5.13 Photographer-oriented documentation 4.5.14 Photojournalistic narration 4.5.15 Focus group journalism 4.5.16 Product photography 4.5.17 Advertising and trend photography 4.5.18 Modules from upper secondary vocational qualifications 4.5.19 Module from further vocational qualifications 4.5.20 Module from specialist vocational qualifications</p>
<p>4.6 Other optional modules in upper secondary vocational education and training, 0–10 cr.</p> <p>4.6.1 Entrepreneurship, 10 cr. 4.6.2 Workplace instructor training, 2 cr. 4.6.3 Advanced and enhancing vocational modules 4.6.4 Core subjects 4.6.5 General upper secondary studies</p>	
<p>4.7 Modules providing individual advanced vocational competence (modules that expand the scope of an upper secondary vocational qualification)</p> <p>4.7.1 Business operations, 10 cr. 4.7.2 Modules from vocational qualifications (upper secondary vocational qualifications, further vocational qualifications, specialist vocational qualifications) 4.7.3 Locally offered modules providing individual in-depth vocational competence in curriculum-based vocational education and training</p>	<p>4.7 Modules providing individual advanced vocational competence (modules that expand the scope of an upper secondary vocational qualification)</p> <p>4.7.1 Business operations 4.7.2 Modules from vocational qualifications (upper secondary vocational qualifications, further vocational qualifications, specialist vocational qualifications)</p>

IN UPPER SECONDARY VOCATIONAL EDUCATION AND TRAINING		
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, the scope of compulsory core subjects is 17 credits, and the scope of optional modules is 3 credits. The scope of compulsory studies is 1 credit each in both physical education and health education. The education provider may divide compulsory studies in physical education and health education differently, however, in such a way that their overall scope totals 2 credits.		
6. Free-choice modules in curriculum-based vocational education and training, 10 cr.		
The qualification modules comprise a minimum of 1.5 credits of guidance and counselling.		

Principles of the structure of an upper secondary vocational qualification

Upper secondary vocational qualifications consist of vocational qualification modules, which may be compulsory or optional. In addition, qualifications to be completed as upper secondary vocational education and training contain compulsory and optional modules from core subjects as well as free-choice modules. Additional modules which expand the scope of the qualification completed can also be included individually in a qualification when it is necessary from the point of view of field-specific or local vocational skills requirements in working life and enriching the student's or candidate's vocational skills. Qualification-specific rules regarding optional modules are presented above in the table introducing the structure of the Vocational Qualification in Visual Expression.

The student or candidate may also include modules from other vocational qualifications in the vocational qualification.

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

In order to facilitate choices and recognition of skills, the compensation principles for studies completed or to be completed at 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.

Completion of the entire qualification is the primary objective in education and training leading to an upper secondary vocational qualification arranged in accordance with the Vocational Education and Training Act. A student can also complete a vocational upper secondary qualification one or more modules at a time to obtain more vocation-specific competence when it is appropriate in terms of the individual's readiness to study, life situation or employability. The student must be provided with flexible opportunities to complete the qualification at a later date. In these kinds of situations, the education provider draws up a plan to help the student complete the qualification, preferably in cooperation with the employer.

1.3 KEY COMPETENCES FOR LIFELONG LEARNING

These key competences for lifelong learning are taken to mean such competences as are needed for continuous learning, for seizing future and new situations as well as for 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 general vocational learning and citizenship skills needed in all fields and help students or candidates to keep up with 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 National Core Curricula for Upper Secondary Vocational Education and Training, 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 (COM(2005)548, 2005/0221 (COD)) made by the European Parliament and the Council.

The key competences for lifelong learning are included in the objectives of core subjects and the vocational skills 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 co-operation, vocational ethics and health, safety and ability to function.

Key competences for lifelong learning include:

1. learning and problem-solving
2. interaction and co-operation
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. The student/candidate is adaptive, innovative and creative in his/her line of work, acquires information and analyses, assesses and applies it.

Interaction and co-operation

The student or candidate acts appropriately in different interactive situations and also expresses different views clearly, constructively and in a way that builds confidence. He/she works co-operatively with different people and as a member of a team and also treats all people equally. He/she observes the general code of conduct and regulations. He/she makes use of feedback received.

Vocational ethics

The student or candidate observes the value basis of the occupation. 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 in leisure time 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 the physical exercise needed in the occupation and also acts in a manner that prevents the dangers and health hazards relating to the work and 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 employee and/or entrepreneur. He/she plans activities and works to reach the objectives set. He/she acts economically and is results-orientated. He/she sets personal goals in line with the overall objectives.

Sustainable development

The student or candidate acts according to the ecological, economic, social and cultural principles of sustainable development in the occupation. He/she observes the rules, regulations and contracts of sustainable development prevailing in the field.

Aesthetics

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

Communication and media skills

The student or candidate uses his/her language skills in a way that is appropriate, varied and interactive considering the situation. The student/candidate observes, interprets and assesses different media products critically. He/she uses media and information technology and also 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 formulae, graphs, patterns and statistics, for example, to help solve work-related assignments and problems. The 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 occupation. He/she considers the benefits, limitations and risks of technology. He/she makes versatile use of information technology at work and as 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/she observes the acts governing equality and non-discrimination. He/she acts appropriately and in keeping with 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 section 4 of the Vocational Education and Training Act, upper secondary vocational studies grant the student eligibility for further studies at universities or polytechnics.

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 approve a curriculum for its education and training that is based on the qualification requirements laid down in this document. It must contain procedures to achieve the tasks and objectives set for education and training (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 as required. The curriculum of an education provider is a public document. The curriculum regulates and directs the education and training offered by the provider and all other activities closely related to it. In order to guarantee students' legal protection, 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 students to select vocational studies individually as well as to complete general upper secondary studies and the matriculation examination. The curriculum also acts as the basis for internal and external evaluation and allows the effectiveness of the education offered by the education provider to be evaluated.

The education provider reserves the resources needed for the education and training. The education provider also ensures that the curriculum allows the student to achieve the objectives set for the qualification, to receive the amount of teaching and counselling that he/she needs regardless of the way in which the education is organised on each school day, also during on-the-job learning and skills demonstrations.

The curriculum consists of a common part for all qualifications and fields of vocational education and training and qualification-specific parts.

2.1.1 Common part of the curriculum

The common principles and procedures for all the upper secondary vocational 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, section 15) and e-learning;
- ♦ plans and methods for completing a module or modules as well as students' opportunities to add to their studies and complete the whole qualification;
- ♦ providing education in co-operation with other education providers and the world of work (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, section 9);
- ♦ common practices on performing student assessment (Act 601/2005, section 25a) in accordance with Chapter 7;
- ♦ compliance with the provisions 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 education and training, 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 co-operation with other education providers and the world of work. It also determines the timing of the education, learning environments and teaching methods, which allow the student to achieve the vocational skills requirements and the objectives of the qualification.

The qualification-specific part also lists the studies that the education provider offers from other qualifications as well as the student's opportunities to complete more than one qualification. It specifies the assessment plan for the vocational modules and core subjects, including vocational skills demonstrations and other assessment of competence.

The qualification-specific part of the curriculum is to cover at least:

- ♦ the composition 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 for provision of individual advanced vocational modules (modules that expand the scope of an upper secondary vocational qualification);
- ♦ a plan for assessment of the modules and methods used for assessment of competence;
- ♦ a plan for assessing vocational modules in a way that 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

The Vocational Education and Training Act (630/1998, section 14) lays down provisions on a student's right to make individual choices in his/her studies. The Vocational Education and Training Decree (811/1998, sections 3, 4 and 12a) contains provisions on dissemination of information on the education and training offered, guidance and counselling and recognition of prior learning and competence. In order to guarantee a student's right to make individual choices, the education provider must prepare an individual study plan for the student based on his/her individual circumstances and update it throughout the period of education and training.

COMPLETING A VOCATIONAL QUALIFICATION AS A COMPETENCE-BASED QUALIFICATION

3.1 OVERVIEW OF THE 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 occupation. In a competence-based qualification, a person's vocational competence can be acknowledged nationally and qualitatively irrespective of whether the skills have been acquired through work experience, studies or other activities. In the competence-based qualification system, the employer side, the employee side and the educational sector work in close co-operation when developing the qualification structure, drawing up qualification requirements, planning and arranging competence tests as well as when assessing test performances.

Upper secondary, further and specialist vocational qualifications can be completed as competence-based qualifications. The Requirements of Competence-based Qualifications describe vocational skills as working life skills 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 Finnish National Board of Education and comprising representatives of employers, employees, teachers and, when necessary, self-employed people, are responsible for arranging and controlling competence-based qualifications and they award qualification certificates. The Qualification Committees sign contracts for arranging competence-based qualifications with education providers and, when necessary, with other organisations 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 for 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 educational sector. In vocational fields where self-employment is typical, this also needs to be considered when appointing assessors. The Qualification Committee makes the final decision on assessment. A qualification certificate can be awarded when all 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 each specific qualification and any possible specialisations made up of different modules, the qualification contents, the vocational skills required in each module, the guidelines for assessment (targets and criteria of assessment) as well as ways of demonstrating vocational competence.

Each qualification module constitutes a specific occupational area which can be isolated from a natural work process into an independent and assessable component. The vocational skills requirements defined in modules focus on occupation-specific key activities, mastery of processes and occupational practices relevant in the field concerned. They include the skills commonly required in working life, such as social skills.

The targets and criteria of assessment are derived from the vocational skills requirements. The targets of assessment define the areas of competence to which special attention will be paid during assessment. Definition of the targets of assessment also makes it easier to assess vocational competence in the work activity concerned. Assessment must cover all the targets listed in the Requirements of the Competence-based Qualification. Assessment criteria determine the quality and quantity levels for 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 to fulfil all the skills requirements comprehensively.

3.5

INDIVIDUALISATION IN COMPETENCE-BASED QUALIFICATIONS

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

3.6

ASSESSMENT OF VOCATIONAL SKILLS IN A COMPETENCE-BASED QUALIFICATION

Assessment of vocational skills must thoroughly and carefully examine the extent to which a candidate has demonstrated that he/she masters what the Requirements of the Competence-based Qualification specify for the vocational skills requirements of the module in question. Assessment must be carried out using the assessment criteria defined in the Requirements of the Competence-based Qualification. In terms of assessment, a variety of different and primarily qualitative assessment methods should be used. Using one method only does not necessarily yield a reliable result. The special characteristics of each field and qualification are taken into consideration in the assessment process in accordance with the Qualification Requirements.

If a person completing a qualification has reliable evidence of previously demonstrated competence, the assessors check its correspondence with the skills requirements described in the Requirements of the Competence-based Qualification. The assessors suggest the corresponding document to the Qualification Committee for recognition as part of a competence-based qualification. If the candidate has previously demonstrated his/her skills in one of the modules of this qualification either in curriculum-based education and training or as part of a competence-based qualification, the previously 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 for previously acquired and demonstrated skills but the validity of such skills can be verified. The Qualification Committee makes the final decision on recognition of previously 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. Representatives of the world of work and teachers carry out a careful and comprehensive tripartite assessment. Every person completing a qualification must be informed of the assessment criteria. The candidate must be given an opportunity to self-assess his/her perfor-

mance. The provider of a competence-based qualification must draw up minutes covering assessment 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

Those assessing a candidate's vocational skills are required 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 may request rectification of assessment from the Qualification Committee competent in the field and domain within which the qualification in question falls, within the statutory period of time. A written request for rectification shall be addressed to the Qualification Committee. Having heard the assessors, the Committee can oblige them to carry out a reassessment. There can be no appeal against a Qualification Committee's decision on a request for rectification of assessment.

3.7 CERTIFICATES

The Qualification Committee awards a qualification certificate or a certificate for completion of one or more modules. A representative of the education provider issues a certificate on completed preparatory training. The Finnish National Board of Education has issued a regulation on the information to be included on the certificates.

A certificate for completion of one or more qualification 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 completion of one or more individual modules.

An entry in the Certificate of Vocational Skills approved by the Finnish 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.

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 with an opportunity to participate in competence tests and to complete the qualification as part of the training.

4

VOCATIONAL MODULES, VOCATIONAL SKILLS REQUIREMENTS AND ASSESSMENT OF THE VOCATIONAL QUALIFICATION IN VISUAL EXPRESSION

4.1 COMPULSORY MODULES FOR ALL

4.1.1 Image realisation

Vocational skills requirements

The student or candidate

- ♦ creates visual communication works or products based on perception using a visual expression method;
- ♦ uses colours and composition in his/her works or products;
- ♦ plans and crops the images he/she created or realised;
- ♦ adheres to working hours and schedules;
- ♦ plans his/her work and use of materials;
- ♦ discusses his/her images and the use of images;
- ♦ uses the history and communication culture of graphic design, visual arts and photography in image realisation;
- ♦ assesses his/her activities.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Making visual communication works or products	completes visual communication works or products	makes technically high-quality works or products in accordance with objectives	makes technically high-quality works or products which are visually controlled and illustrative in accordance with objectives, showing the artist's expression and perspective
Time management when working	works in accordance with an agreed schedule	works and completes images in accordance with an agreed schedule	works during the agreed working hours, realises alternative solutions of images and completes the images in accordance with the schedule
		provides notification of possible deviations in the schedule	provides notification of and negotiates possible deviations in the schedule
Assessing one's activities	assesses his/her activities.	assesses his/her activities in relation to the objectives set.	assesses his/her activities in relation to the objectives set and recognises his/her strengths and areas for improvement.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Mastering working methods, equipment and material	uses working methods and equipment suitable for work	selects and uses appropriate working methods and equipment in his/her work	selects and uses working methods and equipment justifiable in terms of the end result and expression in his/her work
	uses materials and equipment suitable for work.	selects a technique suitable for work and uses materials and equipment suitable for work.	selects a technique suitable for work and equipment and materials which suit work effectively and uses their features in his/her work.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
Interpreting images	The student or candidate		
	discusses images and their technical quality	discusses images and their technical quality and the selected visual solutions	discusses and comments on images in different contexts using terminology characteristic of and correct for the field and recognises different perspectives and visual solutions
	talks about the basis of his/her works or products from the perspective of content and realisation	talks about the basis of his/her works or products from the perspective of content and realisation using terminology characteristic of the occupational field	talks about and analyses his/her works or products and the visual culture from the perspective of content and realisation using terminology characteristic of the occupational field
Taking aesthetics into consideration	recognises that the same image or work can be used in different ways	recognises the impact of different contexts on the message of images or works	recognises how the message of images or works changes in different contexts and perceives the connections of images or works with broader entities
	makes observations on the ambiguous nature of images or works	recognises cultural and historical messages and contents of images or works	recognises and dates stylistic features of images, works and communication products of different eras uses cultural and historical messages and contents in interpretation of images, works and communication products
Composition and cropping of images	composes and crops his/her images and talks about the communication objectives of the composition	composes and crops his/her images and justifies his/her solutions in relation to the message conveyed by the image	composes and crops his/her images by using image structure methods and justifies his/her solutions in relation to the message conveyed by the image and his/her expression
Using colours	uses colours and tones diversely in his/her images	uses colours and tones diversely and justifiably in his/her images	uses colours and tones diversely, justifiably and appropriately to support his/her expression

Distinguishing between stylistic features	distinguishes between different styles and stylistic features in graphic design, visual and media arts as well as photography.	recognises and dates stylistic features of images and communication products of different eras in graphic design, visual and media arts and takes the historical perspective into consideration in his/her work.	recognises and dates stylistic features and trends in graphic design, visual and media arts and photography and takes the historical and cultural perspective into consideration in his/her work.
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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	works in a familiar manner	comes up with new ideas and implements different solutions	comes up with new ideas and flexibly applies his/her skills and looks for new solutions
Interaction and co-operation	behaves and acts appropriately in any given situation.	behaves and acts appropriately in any given situation, taking others into consideration.	behaves flexibly and constructively and acts appropriately in any given situation, taking others into consideration.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in visual communication work assignments. He/she may work independently or in line with a position in a visual arts enterprise. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration is to comprise at least:

- ♦ mastering work processes completely;
- ♦ mastering working methods, equipment and material completely;
- ♦ interpreting images, composition and cropping of images and using colours from mastering fundamental knowledge;
- ♦ key competences for lifelong learning completely.

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, assignments and other methods.

4.2 STUDY PROGRAMME OR SPECIALISATION IN GRAPHIC DESIGN

4.2.1 Working with graphic design methods

Vocational skills requirements

The student or candidate

- ◆ uses graphic design methods;
- ◆ works in accordance with the production process of printing and takes factors influencing product realisation into consideration in his/her planning;
- ◆ visualises an idea and a plan;
- ◆ uses basic graphic design vocabulary;
- ◆ uses key forms of expression used in graphic design and communication;
- ◆ selects and uses different media in accordance with the communication environment;
- ◆ assesses his/her work and acts as a peer reviewer;
- ◆ adheres to a schedule;
- ◆ works both alone and as a member of a team.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Designing a communication product	designs a communication product	designs a communication product and visualises an idea into a product	designs a high-quality communication product, taking the target group into consideration
Realising a communication product	realises a communication product	realises a communication product he/she visualised and came up with	realises a high-quality communication product, taking the target group into consideration

Time management when working	completes work to an agreed schedule	carries out work and completes work to an agreed schedule	designs and realises a communication product in accordance with the schedule
		negotiates possible changes to the schedule	plans his/her time management and negotiates possible deviations
Assessing one's activities	assesses his/her working and work and receives feedback	assesses his/her working and work and receives feedback, developing his/her activities based on it	assesses his/her working and work and receives feedback, developing his/her activities based on it and also identifies his/her strengths and areas for improvement
Customer-orientation	works in a customer-oriented manner.	works in a customer-oriented manner and carries out the work assignment adhering to the client's wishes.	works in a customer-oriented manner and carries out the work assignment so that his/her own vision and the client's wishes generate a high-quality end result.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using tools, equipment and programs	makes a communication product appropriately	uses key graphics programs and working methods in realisation of the communication product	uses key graphics programs and working methods appropriately and creatively in realisation of the communication product
		selects the production method and materials for the communication product	selects the production method and materials for the communication product in an appropriate manner
Using visual expression methods	uses a familiar visual expression method.	uses different visual expression methods.	uses different visual expression methods and visualises in a versatile manner.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
Using the history of graphic design and typology in the realisation	The student or candidate		
	makes a graphic design communication product appropriately	makes a graphic design communication product and takes the requirements of the visual environment into consideration in his/her work	makes a graphic design communication product and takes the requirements of the visual environment and the importance of an image as a conveyor of messages into consideration in his/her work
		uses key forms of expression of graphic design and communication	takes into consideration the aesthetic and informative factors of a visual communication product as well as the requirements of the communication environment and media in his/her work
	uses typography	uses the basic rules of typography so that the product is easy to read	makes typographic designs and uses the basic rules of typography so that the product is easy to read
Using visual methods and techniques	uses colour, composition and form in his/her images	uses colour, composition and form in his/her images	diversely uses colour, composition and form in his/her images
		uses the angle of view, cropping, size and light to create ambience and impressions	applies the angle of view, cropping, size and light to create the desired impression
Selecting printing and publishing methods	selects a printing and publishing tool for his/her work.	selects a printing and publishing tool, taking the prerequisites and opportunities of the production process into consideration	selects a printing and publishing tool diversely, taking the basics of printing technology, prerequisites and opportunities of the production process into consideration
		draws up a request for quote for printing.	draws up a request for quote for printing and monitors the quality of printing.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	works as a member of a team.	works independently and plans his/her work	works independently, plans his/her work based on different solution models and works in interaction with different parties
		works in a team, taking the other members of the team into consideration.	works in a team, taking the other members of the team into consideration, discusses different options and shares information with others.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in graphic design assignments. He/she may work independently or in line with a position in a visual arts enterprise. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.2.2 Graphic design and designing a corporate image

Vocational skills requirements

The student or candidate

- ♦ uses graphic design working methods in different fields of graphic design, such as publication graphics, information graphics, typography, marketing communication and corporate graphics;
 - uses the history of graphic design and typography
- ♦ uses graphic design working methods;
- ♦ designs graphic design products such as logos, emblems and signs;
- ♦ designs products in accordance with communication objectives, such as a company's visual image and/or graphics guidelines;
- ♦ adheres to a schedule;
- ♦ assesses his/her work and receives feedback.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Designing a graphic design product	designs a graphic design product	designs a graphic design product, taking the target group into consideration	designs an appropriate graphic design product, taking the target group into consideration
	makes sketches	makes sketches and presents them to the person who ordered the work	makes sketches of his/her work and presents and justifies them to the person who ordered the work
Realising a graphic design product	realises a graphic design product	realises a graphic design product, taking the target group into consideration	realises an appropriate graphic design product, taking the target group into consideration

Time management in work	completes the work to an agreed schedule	completes the work within an agreed schedule and negotiates possible changes to the schedule	designs and realises a communication product in accordance with the schedule plans his/her time management and negotiates possible changes to the schedule
Assessing one's activities	assesses his/her working and work and receives feedback.	assesses his/her working and work and receives feedback, developing his/her activities based on it.	assesses his/her working and work and receives feedback, developing his/her activities based on it and also identifies his/her strengths and areas for improvement.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Realising a design using working methods, equipment and materials	realises a graphic design product	designs and realises a graphic design product	designs and realises an appropriate graphic design product and illustrates it with sketches
	uses key graphic design working methods, equipment and materials.	uses key graphic design working methods, equipment and materials diversely in the design and realisation of a product.	uses key graphic design methods, equipment and materials diversely and appropriately in the design and realisation of a product.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using the history of graphic design and typography when working	uses key forms of expression of graphic design and communication.	uses key forms of expression of graphic design and communication and uses his/her knowledge of the history of graphic design and typography in his/her work.	uses key forms of expression of graphic design and communication and uses his/her knowledge of the history of graphic design and typography in his/her work and justifies the solutions he/she made.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	works as a member of a team.	works independently and plans his/her work	works independently and plans his/her work using different kinds of solution models and works in interaction with different parties
		works in a team, taking the other members of the team into consideration.	works in a team, taking the other members of the team into consideration, discusses different options and shares information with others.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in corporate image and graphic design assignments. He/she may work independently or in line with a position in a visual arts enterprise. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.2.3 Publication design

Vocational skills requirements

The student or candidate

- ♦ makes a communication product to be published;
- ♦ makes an electronic publication;
- ♦ uses the rules of typography and knowledge of graphics technology in his/her work;
- ♦ applies key competence in graphic design;
- ♦ visualises and makes publications;
- ♦ uses key methods of publication design;
- ♦ carries out publication design;
- ♦ adheres to a schedule;
- ♦ works both alone and as a member of a team;
- ♦ assesses his/her work and acts as a peer reviewer.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
Designing the layout of the publication	The student or candidate		
	assists in the work stages of the publication design and production process	designs a publication for the client, taking the target group into consideration	designs an appropriate publication, taking the target group into consideration
		presents drafts of his/her publication designs	presents illustrative drafts of his/her publication designs
			applies the basics of publication design in his/her designs

Realising the layout of the publication	makes a publication in accordance with instructions	uses the basics of publication design in realisation of the product	realises an appropriate publication, taking the target group into consideration applies the basics of publication design in his/her realisation
Time management in work	completes work to an agreed schedule	completes work to an agreed schedule	designs and implements a communication product in accordance with the schedule
		negotiates possible changes to the schedule	plans his/her time management and negotiates possible deviations
Assessing one's activities	assesses his/her working and work and receives feedback.	assesses his/her working and work and receives feedback, developing his/her activities based on it.	assesses his/her working and work and receives feedback, developing his/her activities based on it and also identifies his/her strengths and areas for improvement.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using working methods and equipment of publication design	uses key working methods and equipment of publication design	uses key graphic design working methods and equipment diversely in publication design and realisation	uses key graphic design working methods and equipment diversely and appropriately in publication design and realisation
Selecting a production method and materials	selects the realisation method and materials with guidance.	selects the realisation method and materials so that the publication is acceptable from the production technology perspective.	compares and selects realisation methods and materials and takes production technology requirements into consideration in realisation of the publication.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
Using typography, composition and colours in the publication layout	The student or candidate selects the layout of the publication in a familiar manner.	selects the layout and typography of the publication appropriately.	selects the layout and typography of the publication applying the basics of publication design and typography.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Interaction and co-operation	The student or candidate works as a member of a team.	works independently and plans his/her work	works independently and plans his/her work and considers different kinds of solution models and works in interaction with different parties
		works in a team, taking the other members of the team into consideration.	works in a team, taking the other members of the team into consideration, discusses different options and shares information with others.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in publication design assignments. He/she may work independently or in line with a position in a visual arts enterprise. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.2.4 Professional practices and entrepreneurship in graphic design

Vocational skills requirements

The student or candidate

- ♦ promotes the well-being of the working community;
- ♦ promotes the cost-effectiveness and profitability of the company or organisation through his/her actions;
- ♦ assesses opportunities to commodify his/her skills;
- ♦ assesses his/her strengths and opportunities as an entrepreneur in his/her occupational field;
- ♦ works in various customer service and sales situations;
- ♦ finds out about clients' expectations and experiences;
- ♦ acts in various communication and interactive situations;
- ♦ plans and performs presentations;
- ♦ acts responsibly and knows his/her obligations;
- ♦ works in co-operation with the company's stakeholders, such as subcontractors, employees, the municipality and financiers;
- ♦ recognises different forms of business and assesses the business operations in his/her field and its development;
- ♦ quotes and invoices for his/her work;
- ♦ adheres to the copyright legislation and practice in his/her work;
- ♦ adheres to a schedule.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
Acting at work and in working communities	The student or candidate promotes the well-being at work of the working community with guidance.	promotes the well-being at work of the working community in his/her work.	is active in his/her work and promotes and builds the well-being at work of the working community.

High-quality operations in accordance with sustainable development	acts in accordance with the agreed quality and sustainable development objectives with guidance	acts in accordance with the company's or organisation's agreed quality and sustainable development objectives	acts in accordance with the company's or organisation's agreed quality and sustainable development objectives
Cost-effective and profitable operations	uses time and other resources effectively with guidance	uses time and other resources profitably and effectively	acts proactively, profitably and effectively, using time and other resources so that they promote operations
	acts promoting customer relationships in his/her work with guidance	acts promoting permanent customer relationships in his/her work	acts promoting continuity of operations and permanent customer relationships in his/her work
Assessing opportunities to work in the field	learns about the company's or organisation's operating or business ideas, key services and products with guidance	learns about the company's or organisation's operating or business ideas, key services and products	learns about the company's or organisation's operating or business ideas, key services and products
		searches for information on the development needs of products or services in co-operation	searches for information on the development needs of products or services independently
Assessing business operations in the occupational field	learns about the strengths and development opportunities of the company's or organisation's products with guidance	learns about the strengths and development opportunities of the company's or organisation's products	learns about the strengths and development opportunities of the company's or organisation's products and assesses his/her prerequisites to work in the occupational field
Client-focused operations	serves clients	serves clients by acting in a customer-focused manner in customer service and sales situations and by learning about the client's expectations towards the work	serves clients by acting in a customer-focused manner in customer service and sales situations and by analysing the client's expectations and needs and taking them into consideration
Time management when working	works to an agreed schedule	works and completes the work within an agreed schedule and negotiates possible changes to the schedule	works and completes the work within an agreed schedule, manages his/her time profitably and negotiates possible changes to the schedule
Assessing one's activities	assesses his/her working and work and receives feedback.	assesses his/her working and work and receives feedback, developing his/her activities based on it.	assesses his/her working and work and receives feedback, developing his/her activities based on it and also identifies his/her strengths and areas for improvement.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Working with graphic design methods	uses information technology with guidance, using graphic design working methods, equipment and materials.	uses information technology, making use of common information technology and traditional graphic design working methods, equipment and materials.	uses information technology, making use of information technology and traditional graphic design working methods, equipment and materials in interaction with his/her working community or clients.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Acting at work and in the community	acts in accordance with the rules and customs of the community with guidance	learns the rules concerning his/her work and community and acts accordingly	learns the rules concerning his/her work in the community and the field and acts accordingly
High-quality operations in accordance with sustainable development	learns about the quality requirements concerning his/her work with guidance and acts accordingly	learns about the quality requirements concerning his/her work and acts accordingly	learns about the quality requirements concerning his/her work and also sets personal quality objectives and acts in accordance with the requirements and objectives he/she sets
	assesses solutions he/she makes at work from the perspective of sustainable development	assesses economic and environmental solutions and values in accordance with sustainable development in his/her work	assesses social, economic and environmental solutions and values in accordance with sustainable development in his/her work
Pricing work profitability and products	calculates his/her input as well as other costs with guidance and prices his/her work and product	calculates his/her input as well as other costs and prices his/her work and product profitably and also compares different material and post-processing alternatives	calculates his/her input as well as other costs and prices his/her work and product profitably, takes different material and post-processing alternatives into consideration in costs and itemises them for clients

Commodifying one's skills	markets his/her work using communication products	markets his/her work and skills using appropriate communication products	markets his/her work and skills using well-designed, appropriate communication products of high visual quality
	brainstorms his/her activities as an entrepreneur	develops his/her skills into a business idea and searches for information on general prerequisites of being an entrepreneur	develops his/her skills into a functioning business idea and searches for information on general prerequisites of being an entrepreneur
Knowledge of the occupational field of graphic design and networking	learns about associations in the graphic design field as well as about the occupational field and network in Finland with guidance and co-operates with parties related to the work in the field with guidance.	learns about associations in the graphic design field as well as the occupational field and specialist network in Finland and internationally and co-operates with parties related to the work in the field	learns about and assesses associations in the graphic design field as well as the occupational field and specialist network in Finland and internationally and co-operates with parties related to the work in the field
			compares offers and selects the best one in terms of the work
			maintains and develops Finnish culture
		learns about associations and organisations in the graphic design field and assesses possible memberships.	learns about unions and organisations in the graphic design field and assesses the benefits and need of possible memberships to him-/herself.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	adheres to the instructions provided for interactive situations when working as a member of a group in a learning or working community	acts in a manner appropriate for any given situation in co-operation with the members of the community in different interactive situations	acts in a manner appropriate for any given situation in co-operation with the members of the community in different interactive situations, taking the members into consideration, clearly expresses his/her views and constructively brings up different views
	completes the assignments he/she is responsible for in the working community but needs supervision from time to time	completes the assignments he/she is responsible for meticulously	completes assignments he/she is responsible for meticulously and acts responsibly in his/her work
	works with different kinds of people in a familiar environment and asks for assistance, when needed	works with different kinds of people in the working community and assists others, when needed	acts co-operatively and equally with different kinds of people in the working community and team supports and helps others and also takes the next working phase and person performing it into consideration in his/her actions or work
Vocational ethics	acts in accordance with instructions provided in compliance with legislation concerning the publication of graphic design works and adheres to copyrights.	acts in compliance with legislation concerning the publication and illustration of graphic design works and images and adheres to copyrights.	acts in compliance with legislation and practice concerning the publication and illustration of graphic design works and images, adheres to copyrights and monitors his/her copyrights.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in a company in assignments in his/her field. He/she may work independently or in line with a position in a visual arts enterprise. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.3 STUDY PROGRAMME OR SPECIALISATION IN VISUAL AND MEDIA ARTS

4.3.1 Perception and expression

Vocational skills requirements

The student or candidate

- ♦ makes images based on perception;
- ♦ makes use of hand-eye co-ordination;
- ♦ works with visual arts tools and methods;
- ♦ uses the basic features of image, colour, form and spatial composition when working;
- ♦ assesses his/her work and discusses it with others.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Realisation	works and completes the work with the tools provided	works and completes the work with the tools he/she selected, adhering to the schedule	works and completes the work with the tools he/she selected, adhering to the schedule, systematically and independently
Work based on perception	makes observations and uses them as a basis for his/her work	makes consistent observations and uses what he/she perceives in his/her visual expression	makes consistent observations and uses and applies what he/she perceives in his/her visual expression
	uses a model and hand-eye co-ordination when working	uses hand-eye co-ordination when transforming a model into a piece	uses hand-eye co-ordination when transforming a model into a piece which shows not only perception but also the artist's expression and hand
Assessing one's activities	assesses one's working and actions in relation to the objectives.	assesses one's work, working and actions in relation to the objectives	realistically assesses his/her work, working and actions in relation to the objectives and receives instructions
		receives feedback and develops his/her working based on it.	receives feedback and develops his/her working both based on feedback and on his/her own initiative.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using materials and equipment	works with key materials and equipment of visual and media arts, making an illustrative image of the model	works with key materials and equipment of visual and media arts diversely and uses them to develop his/her expression	works with key materials and equipment of visual and media arts diversely, consciously and open-mindedly and uses them to develop his/her expression and to express his/her thoughts
Using work methods	works with key visual and media arts working methods.	works with visual and media arts methods, using them in a traditional manner.	works with visual and media arts methods and applies their possibilities in his/her expression.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using colours	uses colours when working and talks about the colour choices he/she makes	uses and makes use of his/her knowledge of colours by mixing colours, tones and values and justifies his/her choice of colours	uses and makes use of his/her knowledge of colours by mixing colours, tones and values consciously when working so that the use of colours supports the content of images
Composition	plans his/her work on paper or template or in a space.	plans his/her work so that the composition supports the conveyance of the message.	plans his works in an interesting manner, uses possibilities offered by rhythm, space and form so that the composition supports the content of the image and provides it with added value.

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	performs work in a familiar manner and assesses his/her actions	brainstorms and makes different kinds of solutions in his/her work and assesses his/her actions realistically	brainstorms and applies his/her skills flexibly in his/her work, seeks new solutions, assesses his/her actions realistically and recognises his/her strengths and areas for development
Interaction and co-operation	talks about his/her work.	talks about his/her work and working process and comments on the works of others professionally.	talks about his/her work and working process diversely, provides new ideas for the discussion and comments on his/her works and on those of others constructively.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in visual expression assignments. He/she may work independently or on assignment in line with the position. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.3.2 Working with visual arts methods

Vocational skills requirements

The student or candidate

- ♦ paints images;
- ♦ makes proofs of images using graphic arts methods;
- ♦ works three-dimensionally by means of moulding, sculpting or building;
- ♦ works with a camera or video camera;
- ♦ completes work assignments to an agreed schedule;
- ♦ assesses his/her work and working.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning work	selects materials and methods for working with guidance	selects materials and methods for working	selects materials and methods and takes their impact on working into consideration
	plans his/her work so that the works are completed in accordance with the schedule	plans his/her work with the materials and methods he/she selected so that the works are completed in accordance with the schedule	plans his/her work and assesses the properties of the selected materials and methods so that the works are completed in accordance with the schedule
Working process	works with the materials and methods provided and completes the works in accordance with the agreed schedule	works with the materials and methods he/she selected, using their expressive possibilities and through trials, completes the works in accordance with the schedule	works with the materials and methods he/she selected and applies their possibilities when working, through trials and, in accordance with the schedule, creates a finalised piece in which expression supports the content
		makes use of feedback received when working	makes use of feedback received and independently corrects his/her actions based on observations he/she makes while working
Assessing one's working process and works	talks about his/her working process and the visual and technical solutions he/she selected.	talks about his/her working process and the visual and technical solutions he/she selected and assesses them.	talks about and discusses his/her working process and the visual and technical solutions he/she selected and assesses them in relation to the objectives.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using materials	uses the materials provided when working	uses appropriate materials he/she selected when working	uses appropriate materials he/she selected when working and justifies his/her choices by means of expressive methods

Using equipment and working methods	works using visual and media arts equipment and working methods	works using equipment and working methods suitable for visual and media arts materials	works using equipment and working methods suitable for visual and media arts materials
	uses equipment and methods of drawing, painting, graphic arts and sculpture and realises works	uses equipment and methods of drawing, painting, graphic arts and sculpture and realises appropriate works with them	uses equipment and methods of drawing, painting, graphic arts and sculpture and realises expressive and durable works with them
	photographs, transfers and stores the material he/she photographed with guidance	takes pictures or video, transfers and stores the recorded material in an appropriate format	uses and makes use of the narrative and visual methods of photographs or video, transfers and stores the material he/she recorded in an appropriate format and creates a visual and contemplated entity from the photographs or video he/she took
Taking sustainable development into consideration	sorts waste generated when working with guidance	uses working methods, equipment and materials which support sustainable development and sorts waste generated when working appropriately.	systematically uses working methods, equipment and materials which support sustainable development and sorts waste generated when working appropriately and develops his/her activities, taking sustainable development into consideration.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
Perceiving the works and working process in relation to traditions	works and completes works with the visual and media arts methods and style provided	distinguishes the differences between different visual and media arts methods, processes and genres and selects the most suitable for his/her work	recognises the differences between different visual and media arts processes, makes his/her own stylistic choices and selects a genre which supports his/her expression for his/her works
		uses concepts of the field when discussing his/her photographs	uses concepts of the field when discussing his/her photographs and their relation to the visual tradition and recognises the quality of his/her work

Knowledge of materials	uses visual and media arts materials in a manner characteristic of them.	uses visual and media arts materials and methods in a manner characteristic of them and achieves an appropriate and durable outcome.	uses visual and media arts materials and methods in a manner characteristic of them and applies his/her knowledge in order to achieve an expressive, appropriate and durable outcome.
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Health, safety and ability to function	The student or candidate		
	adheres to occupational safety instructions and collects his/her own belongings and waste and cleans work areas after finishing work.	adheres to occupational safety instructions and takes care of the tidiness of the work environment, collects his/her belongings and waste and returns the tools used to their original locations after work.	adheres to occupational safety instructions and takes care of his/her belongings and the tidiness of the work environment, collects his/her belongings and waste and returns the tools he/she used appropriately to their original locations and takes the other members of the work environment into consideration

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working using visual and media arts working methods. He/she may work independently or on assignment in line with the position. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration is to comprise at least:

- ♦ mastering work processes completely;
- ♦ mastering working methods, equipment and material completely;
- ♦ fundamental knowledge: knowledge of materials;
- ♦ key competences for lifelong learning completely.

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, assignments and other methods.

4.3.3 Professional practices and entrepreneurship in visual and media arts

Vocational skills requirements

The student or candidate

- ♦ promotes well-being at work in the work community, works in co-operation with the other members of the team;
- ♦ acts in his/her working community and searches for information on working in the vocation and on exhibition activities;
- ♦ displays his/her works;
- ♦ spends his/her time working;
- ♦ uses media for communication and obtaining information;
- ♦ finds various kinds of financing opportunities for his/her work, such as selling works, community projects, awards, grants, sponsors or financial aid for starting a company;
- ♦ evaluates the costs of working and works and compiles a plan to finance them;
- ♦ prices his/her skills and works profitably;
- ♦ assesses his/her strengths and opportunities to work in the occupational field and to find various publication channels for his/her works and sign related agreements;
- ♦ adheres to copyrights and assesses the operations in his/her field and its development in co-operation with specialist networks;
- ♦ makes a portfolio or publication presenting his/her working process and works by combining images and text;
 - uses a digital systems camera and flash to take pictures;
 - illuminates his/her works and takes pictures of them;
 - transfers the pictures he/she took over to a computer and stores them in an appropriate format;
 - writes a release or statement of his/her working process and compiles a CV;
 - adjusts colours, contrast and cropping using an image processing program.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Working in a working community	promotes well-being at work in the working community with guidance	promotes well-being at work in the working community in his/her work	is active in his/her work and promotes and builds well-being at work in the working community
High-quality operations in accordance with sustainable development	acts in accordance with the agreed quality and sustainable development objectives with guidance	acts in accordance with the community's or organisation's agreed quality and sustainable development objectives	acts in accordance with the community's or organisation's agreed quality and sustainable development objectives and is proactive in improving conditions
Cost-effective and profitable operations	uses time and other resources effectively with guidance	uses time and other resources profitably and effectively	uses time and other resources profitably, effectively and in a manner that promotes the operations and is proactive
Working in the visual and media arts field and displaying one's works	hangs or displays a piece or works safely in accordance with instructions	hangs or displays a piece or works safely and systematically in accordance with instructions	hangs or displays a piece or works safely and systematically in accordance with instructions, taking the exhibition as a whole into consideration
	assesses the strengths and development needs of his/her actions and working	assesses the strengths of his/her actions and working and his/her opportunities to work in the occupational field or pursue further studies	assesses the strengths of his/her actions and working and his/her opportunities to work in the occupational field or pursue further studies and sets development objectives for his/her skills
Compiling a portfolio	designs and realises a presentation, portfolio or a communication product containing visual material and text, which describes his/her working process and serves occupational practices	designs and realises an appropriate presentation, portfolio or a communication product containing visual material and text, which describes his/her working process and serves occupational practices	designs and realises a contemplated, aesthetic and appropriate presentation, portfolio or a communication product containing visual material and text, which describes his/her working process and serves occupational practices
	completes a portfolio or communication product within an agreed schedule	completes a technically and visually high quality portfolio or communication product within an agreed schedule	completes a technically and visually high quality portfolio or communication product within an agreed schedule
		creates informative images and readable text for the portfolio	creates informative and visually interesting images and readable and professional text for the portfolio

Assessing the operations of the visual and media arts field	learns about strengths and development opportunities in the field with guidance by comparing the changing tasks of artists in different eras and when needed, uses a specialist network with guidance.	learns about strengths and development opportunities in the operating models of the field by comparing the changing tasks of artists and art in different eras and when needed, uses a specialist network.	learns about and assesses strengths and development opportunities in the operating models and operating prerequisites of the field by comparing the changing tasks of artists and art in different eras and in different cultures and when needed, uses a specialist network.
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using working methods, equipment and material	uses common working methods, equipment and materials	selects and with consideration uses working methods, equipment and materials	discusses working methods, equipment and materials with others and makes his/her own choices keeping the end result in mind
Using a computer and an image processing program	uses information technology when transferring and storing images he/she took on a computer	uses information technology and various file formats when transferring and storing images he/she took on a computer	uses information technology and various file formats when transferring and storing images he/she took on a computer and when needed, processes pictures electronically
	combines image, text and computer graphics using appropriate software applications	combines image, text and computer graphics using appropriate software and makes use of software features	combines image, text and computer graphics using appropriate software diversely and makes use of software features
Using a digital camera and flash	uses a digital camera and takes pictures with it using automatic settings.	uses a digital camera and takes a picture with a correct exposure using automatic and manual settings.	uses a digital camera and takes a picture with a correct exposure using automatic and manual settings and combines ambient light and a flash.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Selecting a font	selects a readable font	selects a font suitable for the purpose of the presentation, portfolio or communication product	selects a font justifiably for the purpose of the presentation, portfolio or communication product
Realising a digital image	crops images and prints them out with guidance	carries out the basic adjustments for a digital image and prints out images	carries out appropriate adjustments for a digital image and prints out high-quality images
	performs the ASA adjustment and selects an appropriate image format	checks basic camera settings and selects the image format and quality	checks and interprets the basic camera settings and selects an appropriate image format, quality and size
Acting at work and in the community	acts in accordance with the rules and customs of the community with guidance	learns the rules concerning his/her work and community and acts accordingly	learns the rules concerning his/her work in the community and the field and acts accordingly
Assessing opportunities to work in the visual arts field	works using visual arts methods and searches for information with guidance on working in the visual arts field and on forms of entrepreneurship as well as the prerequisites of his/her activities	works actively using visual arts methods, sets visual objectives for his/her work and searches for information on forms of working and entrepreneurship suitable for the visual arts field as well as working opportunities and prerequisites of his/her activities	works using visual arts methods, acts in a target-oriented and professional manner, searches for information on forms of working and entrepreneurship suitable for the visual arts field, working opportunities and related matters, assesses the prerequisites of his/her activities in the field and orients to the occupational field
High-quality operations in accordance with sustainable development	learns about the quality requirements related to his/her works with guidance	learns about the quality requirements concerning his/her works and acts accordingly	learns about the quality requirements concerning his/her works, sets personal quality objectives and acts in accordance with the requirements and objectives he/she sets
	assesses solutions he/she makes when working from the perspective of sustainable development	assesses economic and environmental solutions and values in accordance with sustainable development when working	assesses social, economic and environmental solutions and values in accordance with sustainable development when working

Profitability of one's activities	estimates his/her use of time and consumption of materials with guidance	estimates and plans his/her use of time and material consumption based on the work assignment in order to save costs	estimates and plans his/her use of time and material consumption based on the work assignment in order to save costs and corrects his/her activities as required for the work assignment
Compiling a financing plan	calculates the costs of a piece or project and compiles a plan to realise it with guidance	calculates the costs of a piece or project, compiles a realistic financing plan in order to realise it and maps different financing alternatives	calculates the costs of a piece or project, compiles a realistic financing plan in order to realise it, compares different alternatives, selects the most profitable option for the piece or project and maps different financing alternatives
	prices his/her work and use of time profitably with guidance	prices his/her work and use of time profitably, takes the costs of the materials and equipment he/she uses into consideration	prices his/her work, use of time and skills profitably, takes the costs of the materials and equipment he/she uses into consideration
Assessing one's skills	assesses the impact of his/her work input on the end result	assesses his/her work input, use of time and material choices and their impact on the end result	assesses his/her work input, use of time, material choices and working plan and their impact on the end result and identifies the successes and development needs of his/her activities
Assessing the visual and media arts activities	learns about visual and media arts partners and networking with guidance	learns about visual and media arts partners as well as working opportunities and networking	learns about visual and media arts activities and development, partners, job opportunities as well as working opportunities and networking
Communication and using media skills	makes use of key communication tools of graphic design, visual and media arts and photography when presenting his/her working process.	makes systematic use of key communication tools of graphic design, visual and media arts and photography when presenting his/her working process and distinguishes between essential and non-essential messages.	makes systematic, goal-oriented and appropriate use of key communication tools of graphic design, visual and media arts and photography when presenting his/her working process and critically assesses media texts and non-essential messages.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	adheres to the instructions provided for interactive situations when working as a member of a team in the working community	acts in a manner appropriate for any given situation in co-operation with the members of the working community in different interactive situations	works in co-operation with the other members of the working community, taking them into consideration, expresses his/her opinions clearly and brings up different viewpoints constructively
	completes the work assignments he/she is responsible for in the working community but needs supervision from time to time	meticulously carries out the work assignments he/she is responsible for	meticulously carries out work assignments he/she is responsible for and acts responsibly
	works with different kinds of people in a familiar environment and asks for assistance, when needed	works with different kinds of people in the working community and assists others, when needed	acts co-operatively and equally with different kinds of people in the working community and team
			supports and helps others and also takes the next working phase and person performing it into consideration in his/her actions or work
Vocational ethics	adheres to copyrights in accordance with instructions provided	adheres to copyrights in his/her working process	adheres to copyrights in his/her working process and, when making an image, recognises approaches that may provoke or offend the values of others
	bears responsibility for his/her working process and works.	bears responsibility for his/her working process and works and identifies cultural values and attitudes.	bears responsibility for his/her working process and works and identifies cultural and social values and attitudes.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in visual and media arts work assignments. He/she may work independently or on assignment in line with the position. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration is to comprise at least:

- ♦ mastering work processes completely;
- ♦ mastering working methods, equipment and material completely;
- ♦ realising a digital image, assessing the profitability of one's activities and one's skills from mastering fundamental knowledge;
- ♦ key competences for lifelong learning completely.

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, assignments and other methods.

4.4 STUDY PROGRAMME OR SPECIALISATION IN PHOTOGRAPHY

4.4.1 Photograph realisation

Vocational skills requirements

The student or candidate

- ♦ performs a photography assignment and completes the photographs;
- ♦ adheres to schedules;
- ♦ assesses his/her work and acts as a peer reviewer;
- ♦ takes photographs using a systems camera, utilising technical features such as time, aperture, focal length and white balance;
- ♦ uses a flash to illuminate the photographs;
- ♦ uses any necessary additional equipment and supplies;
- ♦ uses various image production methods;
- ♦ adjusts the basic properties of photographs, such as cropping, colours, shades and definition using appropriate techniques;
- ♦ transfers, processes and prints out digital image files;
- ♦ uses terminology related to photography and associated equipment when working;
- ♦ works both alone and as a member of a team;
- ♦ adheres to occupational safety instructions when using equipment and materials.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering work processes	The student or candidate		
Performing a photography assignment and completing the photographs	makes complete photographs	makes photographs which are in accordance with objectives and have a high technical quality	makes photographs which are in accordance with objectives, have a high technical quality and are visually balanced
Time management when working	completes the photographs to an agreed schedule	works and completes the photographs to an agreed schedule	works during the agreed working hours and completes photographs in accordance with the schedule
	provides notification of possible deviations in the schedule	negotiates possible deviations in the schedule	plans his/her time management and negotiates possible deviations in the schedule
Assessing the working process and images	discusses his/her working process	discusses and assesses his/her working process and its outcome	discusses and assesses his/her working process and its outcome realistically in relation to the objectives
	discusses the technical quality of his/her photographs using some general concepts of photography.	discusses the technical quality and visual solutions of his/her photographs using general concepts of photography.	discusses the technical quality and visual solutions and perspectives of photographs using general concepts of photography.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
2. Mastering working methods, equipment and material	The student or candidate		
Using a systems camera and making use of its technical features	takes photographs and uses some of the camera's technical possibilities	takes photographs which have been properly exposed and makes conscious use of the camera's technical features	takes photographs which have been properly exposed and makes conscious and diverse use of the camera's technical features
		anticipates the impact of the adjustments he/she has made to the photograph	anticipates the impact of the adjustments he/she has made to the photograph and makes correct technical choices when taking photographs
Using a flash	illuminates his/her photographs by using the camera's automatic or manual settings	illuminates his/her photographs by using the camera's automatic or manual settings, taking the shooting situation into consideration and combines flash and ambient light	illuminates his/her photographs in a controlled manner by using the camera's automatic or manual settings, taking the shooting situation into consideration and combines flash and ambient light in a controlled manner
Digital image processing	uses key applications in image processing	uses key applications in image processing appropriately	uses key applications in image processing appropriately
	transfers and stores his/her images on a computer	transfers and stores his/her images on a computer in an appropriate format and modifies them in accordance with the targeted publication	transfers and stores his/her images between a number of storage media in appropriate formats and modifies them correctly in accordance with the targeted publication
	adjusts the basic properties of the image and prints out images	adjusts the basic properties of the image and uses a colour management system when processing and printing the images	adjusts the basic properties of the image in a controlled manner and creates a colour management system and uses it when processing and printing the images

Traditional image production	uses a traditional image production method and realises images with it	uses a traditional image production method and realises images of good quality with it	uses a traditional image production method and realises visually insightful images of good quality with it
	recognises some photography methods and materials.	recognises various photography methods and materials.	recognises various photography methods and materials and takes the impact of the selected method on working into consideration.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using colour systems of photography	uses different colour systems to be linked with monitor and printing environments	consciously uses different colour systems to be linked with monitor and printing environments and recognises their differences	consciously and in a controlled manner uses different colour systems to be linked with monitor and printing environments and recognises their differences when moving images from one system to another and applies his/her knowledge in different contexts
Knowledge of equipment concepts and reading user manuals	reads user instructions for cameras and flashes with guidance, makes use of some of the information read and when needed, requests assistance for interpreting what he/she has read.	reads user instructions for cameras and flashes and makes use of the information he/she has read.	reads user instructions for cameras and flashes and makes use of and applies the information he/she has read.
			searches for and finds new information from the user instructions to support his/her work.

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	works in familiar assignments	works independently, plans his/her work and takes different solution models into consideration	works independently, plans his/her work and tries different solution models and applies his/her skills
Interaction and co-operation	works as a member of a team	works in a team, taking the other members of the team into consideration	works in a team, taking the other members of the team into consideration, discusses matters he/she learned and shares information with others

Health, safety and ability to function	uses equipment and materials in accordance with occupational safety instructions and avoids occupational safety risks in familiar situations.	uses equipment and materials in accordance with occupational safety instructions and avoids occupational safety risks.	uses equipment and materials in accordance with occupational safety instructions and avoids occupational safety risks in unexpected situations as well.
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Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration is to comprise at least:

- ♦ mastering work processes completely;
- ♦ using a digital camera and making use of its technical properties, using a flash and digital image processing from mastering working methods, equipment and material;
- ♦ using colour systems in photography from fundamental knowledge;
- ♦ learning and problem-solving and health, safety and ability to function from key competences for lifelong learning.

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, assignments and other methods.

4.4.2 Documentary photography

Vocational skills requirements

The student or candidate

- ◆ constructs narrative entities of images;
- ◆ takes photographs of authentic environments based on observation, making use of the features of the camera;
- ◆ takes photographs of people in authentic situations making use of the features of the camera;
- ◆ films and edits documentary video footage;
- ◆ performs a photography assignment and completes the photographs within the schedule agreed;
- ◆ obtains background information for the photography assignment;
- ◆ assesses and develops his/her work;
- ◆ uses professional photography equipment;
- ◆ uses lighting equipment and related accessories as additional light when taking photographs in various environments;
- ◆ uses computer applications intended for image archiving and bulk processing;
- ◆ selects the equipment for the photography assignment;
- ◆ adheres to the rules of professional ethics when taking pictures.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Photographing in authentic situations and environments and compiling an entity of images	observes and records people and his/her environment by taking photographs	observes and records people and his/her environment by taking photographs	observes and records people and his/her environment diversely by taking photographs
	constructs an entity of his/her photographs	constructs narrative entities of his/her photographs and conveys messages from the environment with his/her photographs	constructs narratively and visually coherent entities of his/her images and conveys messages from the environment in accordance with the perspective he/she selected
Making a documentary video	takes documentary video footage for the needs of an electronic publication	takes documentary video footage for the needs of an electronic publication	takes visually controlled documentary video footage for the needs of an electronic publication
	edits his/her video	edits his/her video into a narrative entity and conveys the desired messages with his/her video	edits his/her video into a narratively controlled entity and conveys the desired messages with his/her video
Time management when working	completes the photographs to an agreed schedule	works on and completes the photographs to an agreed schedule	works during the agreed working hours and completes photographs in accordance with the schedule
	provides notification of possible deviations in the schedule	negotiates possible deviations in the schedule	plans his/her time management and negotiates possible deviations in the schedule
Obtaining background information	when requested, obtains the background information for his/her photographs	independently obtains the required background information for his/her photography assignments	independently obtains the required background information for his/her photography assignments
		understands the connection between image and text	understands the importance of image and text to the message and the importance of background information to documentary images

Developing working processes and self-assessment	plans his/her work and develops his/her work processes with support.	plans his/her work and takes the possibility of using a different approach into consideration	plans his/her work and tries different approaches and methods when photographing
		assesses his/her work and develops it based on feedback.	assesses and develops his/her work based on feedback.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using professional photography equipment	takes photographs using a familiar professional camera and uses some of the technical features of the camera	takes photographs using a professional camera suitable for the purpose, uses other equipment and its technical features	takes photographs using a professional camera suitable for the purpose, uses other equipment and diversely uses its technical features
Using light and lighting equipment	illuminates his/her photographs using moveable lighting equipment	illuminates his/her photographs using different moveable lighting equipment in varying conditions	illuminates his/her photographs in a controlled manner and uses different moveable lighting equipment in varying conditions
		combines light from the flash and ambient light	combines light from the flash and ambient light in a controlled and appropriate manner
Archiving and bulk processing images	uses applications or features intended for archiving and bulk processing of images.	diversely makes use of applications or features intended for archiving and bulk processing of images.	diversely makes use of applications or features intended for archiving and bulk processing of images and archives his/her images in a sensible manner and understands the benefits of bulk processing of images.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Selecting devices and equipment	selects familiar equipment to use.	selects photography and lighting equipment appropriate for different situations.	selects photography and lighting equipment appropriate for different situations, taking into consideration the impact of the choices he/she makes on the shooting situation and further processing of images.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Vocational ethics	takes responsibility for the photography targets and requests permission to photograph and publish.	takes responsibility for the photography targets, behaves as appropriate in different situations and requests permission to photograph and publish.	takes responsibility for the photography targets, behaves as appropriate in different situations and requests permission to photograph and publish.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration is to comprise at least:

- ♦ photography in authentic situations and environments and compiling an entity of images as well as time management when working, obtaining background information and developing working processes and self-assessment from mastering work processes;
- ♦ mastering working methods, equipment and material completely;
- ♦ mastering fundamental knowledge completely;
- ♦ key competences for lifelong learning completely.

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, assignments and other methods.

4.4.3 Constructed image

Vocational skills requirements

The student or candidate

- ♦ lights and takes milieu portraits in different environments;
- ♦ lights and takes studio portraits;
- ♦ selects and uses different kinds of backgrounds and locations;
- ♦ directs the person being photographed;
- ♦ takes constructed images in accordance with the assignment and/or his/her own plan;
- ♦ designs and builds studio milieus;
- ♦ performs a photography assignment and completes the photographs to the schedule provided;
- ♦ assesses and develops his/her work;
- ♦ uses professional photography equipment;
- ♦ uses lighting equipment in order to light people, items, groups of people and spaces;
- ♦ processes photographs by means of professional techniques;
- ♦ selects the equipment for the photography assignment;
- ♦ works in co-operation with others.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Taking portraits	takes portraits in both studio and other environments	takes portraits depicting the characteristics of the person being photographed in a studio and other environments	takes portraits depicting the characteristics of the person being photographed in a studio and other environments
	selects shooting locations	selects shooting locations and backgrounds	selects shooting locations and backgrounds which support the content of the images
	directs the person being photographed	directs the person being photographed	directs the person being photographed in order to bring out desired characteristics
Taking studio photographs and other constructed images	takes studio photographs and constructed images in other environments of various targets in accordance with the assignment	takes technically controlled studio photographs and constructed images in other environments of various targets in accordance with the assignment	takes technically and visually controlled studio photographs and constructed images in other environments of various targets in accordance with the assignment
	comes up with ideas for images with guidance and takes photographs in accordance with a preset plan	when needed, comes up with ideas for images and takes photographs in accordance with his/her plan	when needed, comes up with ideas for images him-/herself and takes photographs in accordance with his/her plan, experimenting with different solutions
Time management when working	completes the photographs to an agreed schedule	works on and completes the photographs to an agreed schedule	works during the agreed working hours and completes photographs in accordance with the schedule
	agrees schedules with models and informs them of potential deviations in the schedule	negotiates and agrees on schedules with those involved in the photo session and informs them of potential deviations in the schedule	negotiates and agrees on schedules with those involved in the photo session, plans his/her own time management and negotiates potential deviations in the schedule
Developing working processes and self-assessment	develops his/her images and working processes based on the support he/she receives and assesses his/her work.	develops his/her images and working processes based on the feedback he/she receives and assesses his/her work realistically.	develops his/her images and working processes based on experiments and the feedback he/she receives and assesses his/her work realistically in relation to the objectives.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using professional photography equipment	uses a professional camera and other equipment and uses some of the camera's technical features	uses different professional cameras and other equipment and makes use of their features	uses different professional cameras and other equipment and makes diverse use of their features in order to obtain the required technical quality in his/her photographs
Using light and lighting equipment	uses lighting equipment to illuminate different targets	uses lighting equipment in order to illuminate different targets in studio and other environments	uses lighting equipment in a controlled manner in order to illuminate different targets in studio and other environments
		designs and comes up with ideas for lighting	designs and comes up with ideas for lighting, experimenting with different solutions and takes the nature of the target to be photographed into consideration in lighting
Using digital image processing programs	finalises his/her photographs with an image processing program.	finalises his/her photographs with an image processing program and modifies them to meet the requirements in the field.	finalises his/her photographs with an image processing program and modifies them to meet the requirements in the field and makes diverse use of the possibilities of image processing.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Selecting devices and equipment	selects the photography and lighting equipment for shooting situations.	selects the appropriate photography and lighting equipment for shooting situations.	selects the appropriate photography and lighting equipment for shooting situations and assesses the impact of his/her choices on the shooting situation and outcome.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	communicates with co-operation partners.	communicates with co-operation partners and understands the roles of different individuals involved.	communicates with co-operation partners and understands the roles of different individuals involved
			develops his/her activities as a co-operation party.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.4.4 Photographic expression

Vocational skills requirements

The student or candidate

- ♦ expresses his/her thoughts and/or feelings with photographs;
- ♦ constructs entities of images;
- ♦ sets content and visual objectives on his/her work;
- ♦ designs and realises a photography project and adheres to schedules;
- ♦ assesses photographs and develops his/her work;
- ♦ uses different working methods, equipment and materials when working;
- ♦ uses photographic methods to support his/her expression;
- ♦ discusses photographs and their interpretation.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Expressing thoughts and/or feelings with photographs and constructing an entity of images.	makes entities of images which aim to express thoughts or feelings.	makes entities of images which are consistent visually or in terms of content and which express thoughts and/or feelings	makes entities of images which are consistent visually and in terms of content and which express the thoughts and/or feelings he/she wants
Time management when working	compiles a photography plan and completes the photographs to the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs to the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs to the agreed schedule
		agrees on deviations to the schedule	agrees schedules with different parties, works in accordance with agreements and negotiates deviations

Developing the working process and assessing photographs	assesses his/her photographs and working process in relation to the objectives	assesses his/her photographs, working process and actions realistically in relation to the objectives	assesses his/her photographs, working process and actions realistically in relation to the objectives, talks about the objectives and content of his/her photographs and identifies development areas
	discusses the photographs.	receives feedback and provides constructive feedback on the photographs of others.	receives feedback, develops his/her working process based on it and provides constructive feedback on the photographs of others.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using professional cameras and lighting equipment	selects familiar equipment for his/her work and uses their features in his/her expression	uses different kinds of cameras and lighting equipment and selects suitable ones for his/her work	uses different kinds of cameras and lighting equipment and selects the most suitable ones for his/her work
		makes use of the features of the equipment in his/her expression	diversely makes use of the features of the equipment in his/her expression
Photofinishing	selects a photofinishing method.	selects a photofinishing method suitable for the topic and makes use of its features.	selects a photofinishing method suitable for the topic and diversely makes use of its features.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using photography methods	uses some photography methods when working	uses content and technical methods of photography when working	uses content and technical methods of photography diversely, resourcefully and in a justified manner when working
Interpreting images	discusses photographs and their interpretation.	discusses photographs and their interpretation, taking different perspectives and analysis methods into consideration.	discusses photographs and their interpretation, taking different perspectives and analysis methods and the subjectivity of image interpretation into consideration.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Learning and problem-solving	The student or candidate		
	tries different solutions.	tries different solutions and approaches in his/her work and works in a persistent manner.	tries new approaches and solution models, applies his/her skills in work situations and works in a persistent manner.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration is to comprise at least:

- ♦ mastering work processes completely;
- ♦ mastering working methods, equipment and material completely;
- ♦ using photography methods from fundamental knowledge;
- ♦ key competences for lifelong learning completely.

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, assignments and other methods.

4.4.5 Professional practices and entrepreneurship in photography

Vocational skills requirements

The student or candidate

- ♦ commodifies his/her vocational skills into a business idea and compiles a business plan;
- ♦ creates a financing plan and applies for grants and subsidies aimed at entrepreneurs;
- ♦ manages the finances of the enterprise;
- ♦ markets his/her skills;
- ♦ assesses his/her strengths and opportunities as an entrepreneur in his/her occupational field;
- ♦ assesses operations in the field of photography and its development in co-operation with specialist networks;
- ♦ uses the key management features and most important office applications of the operating system;
- ♦ makes a professional website and a brochure;
- ♦ is familiar with the occupational field and organisational activities of photography;
- ♦ selects a form of business and acts in accordance with the statutory obligations of an entrepreneur;
- ♦ adheres to the principles of sustainable development in his/her activities;
- ♦ makes photography and image usage agreements;
- ♦ adheres to legislation and practice related to photography and publication of photographs as well as copyrights;
- ♦ promotes the well-being of the working community.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Business idea and compiling a business plan	comes up with ideas for his/her activities as an entrepreneur	comes up with ideas for and develops his/her vocational skills into a business idea and compiles a business plan	comes up with ideas for and develops his/her vocational skills into a functioning business idea and compiles a functioning business plan
Creating a financing plan	creates a financing plan for the business he/she came up with	creates a financing plan for the business he/she came up with and makes an application for financing	creates a realistic financing plan for the business he/she came up with and makes an application for financing and submits it to the correct recipient
	prices his/her work and writes invoices	prices his/her work and writes invoices as required by law	prices his/her work correctly and writes invoices as required by law
Marketing the activities	is in contact with clients	creates customer contacts	creates and maintains customer contacts
	markets his/her work with communication products	markets his/her work and skills with appropriate communication products	markets his/her work and skills with well-designed, appropriate communication products
Assessing opportunities to work as an entrepreneur	assesses the strengths and development needs of his/her business idea with guidance	assesses the strengths of his/her business idea and activities and his/her possibilities to work as an entrepreneur in his/her field	assesses the strengths of his/her business idea and activities and his/her possibilities to work as an entrepreneur in his/her field and sets development objectives for his/her skills as an entrepreneur
Assessing business operations in the occupational field	learns about the strengths and development opportunities of the company's or organisation's products or services with guidance.	learns about the strengths and development opportunities of the company's or organisation's products or services.	learns about the strengths and development opportunities of the company's or organisation's products
			assesses operations in his/her field and its development in co-operation with specialist networks.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using an operating system and office applications	uses an operating system and processes text	uses an operating system, carries out spreadsheet calculations and processes text	uses an operating system, carries out spreadsheet calculations using cost calculation and invoice templates and processes text
Using computer applications intended for designing websites and brochures	combines image, text and computer graphics using computer applications	combines image, text and computer graphics using computer applications and makes use of the features of the applications	combines image, text and computer graphics diversely using computer applications and makes use of different features of the applications
	designs a website, saves a layout file and prints it out with guidance.	designs a functioning website, saves and prints out a layout file.	designs a functioning and user-friendly website, saves and prints out a technically functioning layout file.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Familiarity with the occupational field and associations of photography	recognises different occupational areas of photography in order to work in the field	recognises the different occupational areas of photography and quality requirements concerning work in order to work in the field	recognises the different occupational areas of photography and the basic qualities required therein as well as the quality requirements in order to work in the field
	learns about the photography quality requirements, trade unions, associations and services provided by them with guidance	learns about photography trade unions, associations and services provided by them and assesses his/her need for memberships	learns about and assesses photography trade unions, associations and services provided by them and assesses the benefits to him-/herself and the need for possible memberships
Knowledge of forms of business and statutory obligations of entrepreneurs	selects a form of business suitable for his/her operations with guidance	selects a form of business suitable for his/her operations	selects a form of business suitable for his/her operations and justifies his/her choice when assessing different forms of business
	acts in accordance with the statutory obligations of entrepreneurs with guidance	acts in accordance with the statutory obligations of entrepreneurs	acts in accordance with the statutory obligations of entrepreneurs

Supporting sustainable development	assesses environmental solutions in accordance with sustainable development as a competitive factor in a company or organisation with guidance	assesses financial and environmental solutions in accordance with sustainable development as a competitive factor in a company or organisation	assesses social, financial and environmental solutions in accordance with sustainable development as a competitive factor in a company or organisation
	acts in accordance with sustainable development objectives with guidance.	acts in accordance with sustainable development objectives.	acts in accordance with sustainable development objectives and develops his/her activities taking the objectives into consideration.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Vocational ethics	compiles photography and publication agreements in accordance with the practice in the field and complies with laws	compiles photography and publication agreements and works in accordance with legislation and practices concerning photography and publication of images	compiles photography and publication agreements and works in accordance with legislation and practices concerning photography and publication of images
		acts in accordance with photograph copyright laws	acts in accordance with photograph copyright laws and monitors his/her copyrights
Health, safety and ability to function	with guidance learns about an entrepreneur's opportunities to promote well-being at work and promotes well-being at work in the working community with guidance.	learns about an entrepreneur's opportunities to promote well-being at work and promotes well-being at work in the working community.	learns about an entrepreneur's opportunities to promote well-being at work and occupational safety and promotes well-being at work in the working community.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration is to comprise at least:

- ♦ compiling a business idea and a business plan, marketing activities and assessing opportunities to work as an entrepreneur from mastering work processes;
- ♦ using computer applications intended for designing websites and brochures from mastering working methods, equipment and material;
- ♦ knowledge of forms of business and statutory obligations of entrepreneurs from fundamental knowledge;
- ♦ vocational ethics from key competences for lifelong learning.

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, assignments and other methods.

4.5 OPTIONAL MODULES FOR ALL

4.5.1 Designing a marketing campaign

Vocational skills requirements

The student or candidate
plans the different stages of campaign realisation;
designs and realises a marketing campaign;

- ♦ makes use of the influence and channels of marketing communication;
- ♦ selects the medium or media for the marketing campaign;
- ♦ when needed, uses instructions;
- ♦ adheres to a schedule;
- ♦ works as a member of a team.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Designing a marketing campaign	comes up with ideas for different solutions and makes drafts	comes up with ideas for different solutions, makes drafts and presents them to the person who ordered the work	comes up with ideas for different solutions, compiles drafts of his/her work and presents and justifies them to the person who ordered the work
	participates in planning as a member of the team	participates in planning and selection of the communication channel as a member of the team	makes plans as a member of the team and assesses factors influencing selection of the communication channel, taking the target group and brand into consideration
Realising the marketing campaign	realises the work as a member of the team	realises the work and selects the channel as a member of the team, taking the target group and brand into consideration	realises the work and selects the channel that best suits the campaign as a member of the team, taking the target group and brand into consideration
Time management when working	completes the work	completes the work to an agreed schedule and negotiates possible changes to the schedule	plans and completes the work in accordance with the schedule, plans his/her time management and negotiates possible changes to the schedule
Assessing one's activities	assesses his/her working process and work and receives feedback.	assesses his/her working process and work and receives and gives feedback.	assesses his/her working process and work and receives and gives feedback and develops his/her activities based on the feedback.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Realising a work plan visually and in writing	uses the key working methods, equipment and materials of the field when realising the plan.	diversely uses the key working methods, equipment and materials of the field when realising the plan.	appropriately and diversely uses the key working methods, equipment and materials of the field when realising the plan.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using key marketing communication methods	uses marketing communication methods.	uses marketing communication methods and analyses the brand, taking the target group into consideration.	uses marketing communication methods and analyses the brand, taking the target group into consideration and justifies his/her choices.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	adheres to the instructions provided for interactive situations when working as a member of a group in a learning or working community	acts in a manner appropriate for any given situation in co-operation with the members of the community in different interactive situations	acts in a manner appropriate for any given situation in co-operation with the members of the community in different interactive situations, taking other members into consideration, clearly expresses his/her views and constructively brings up differing views
	completes the assignments he/she is responsible for in the working community but needs supervision from time to time	completes the assignments he/she is responsible for meticulously	completes assignments he/she is responsible for meticulously and acts responsibly in his/her work
	works with different kinds of people in a familiar environment and asks for assistance, when needed.	works with different kinds of people in the working community and assists others, when needed.	acts co-operatively and equally with different kinds of people in the working community and team supports and helps others and also takes into account the next work stage and the person performing it in his/her working process or work.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in graphic design assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.2 Online publishing

Vocational skills requirements

The student or candidate

- ♦ uses the most common applications and equipment for online publishing;
- ♦ designs and realises an online publication;
- ♦ plans the different stages of realisation, from an order to an online publication;
- ♦ uses images and/moving image in the online publication;
- ♦ interacts with the client;
- ♦ adheres to a schedule.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Designing an online publication	makes drafts and designs a simple online publication	makes and presents drafts for an online publication	makes and presents justified drafts for an online publication
		designs and realises a draft into a functioning online publication	designs and realises a draft into a functioning, versatile and user-friendly online publication
Realising an online publication	realises a simple online publication in accordance with instructions	realises a functioning online publication in accordance with his/her plan	realises a versatile and user-friendly online publication in accordance with his/her plan
		uses requirements set and opportunities provided by the media	makes use of requirements set and opportunities provided by the media
Time management when working	works in accordance with a schedule	completes the online publication in accordance with an agreed schedule and negotiates possible changes to the schedule	designs and realises an online publication in accordance with a schedule, plans his/her time management and takes possible deviations into consideration
Assessing one's activities	assesses his/her working process and work and receives feedback.	assesses his/her working process and work and receives feedback, developing his/her activities based on it.	assesses his/her working process and work and receives feedback, developing his/her activities based on it, identifies his/her strengths and development areas and acts in a proactive and innovative manner.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using online publishing applications	uses key applications and equipment for making an online publication	diversely uses key working methods, equipment and materials when designing and realising the online publication	diversely uses key working methods, equipment and materials of the field when designing and realising the online publication and presents his/her illustrative drafts to the person who ordered the work

Releases the online publication to the public	makes a transferrable website.	makes a transferrable website and publishes his/her work on the web.	makes a transferrable website and publishes his/her work on the web and updates it.
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using forms of expression of online publishing	uses key forms of expression of online publishing when realising the publication	uses key forms of expression of online publishing when realising the publication and makes an online publication which is easy to locate	uses key forms of expression of online publishing diversely when realising the publication and makes an online publication which is easy to locate and use and justifies the solutions he/she made
Using colours, shapes and typography in online publications	makes a technically functioning online publication.	makes a technically functioning online publication in which he/she uses typography, colours and shapes as well as visual expression.	makes a technically and visually functioning online publication in which he/she uses typography, colours and shapes as well as visual expression innovatively.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	works as a member of a team.	works independently and plans his/her work and works in a team taking other team members into consideration.	works independently, using different solution models and works in a team, taking other members of the team into consideration, discusses work-related matters and shares information with others.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in graphic design assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.3 Package design

Vocational skills requirements

The student or candidate

- ♦ designs the appearance of a package, taking standards and structures into consideration;
- ♦ takes the package printing process into consideration in his/her design;
- ♦ makes a package design by using visual expression methods;
 - colour, shape and space composition
 - typography as a visual element
 - 3D observation
- ♦ adheres to a schedule;
- ♦ uses the principles of recycling in package design;
- ♦ assesses his/her activities.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Designing the structure and appearance of the package	makes drafts and designs packages and their appearance	makes drafts, based on which he/she designs packages and their appearance, taking the target group into consideration and presents his/her drafts to the person who ordered the work	makes drafts, based on which he/she designs packages and their appearance, taking the target group into consideration and presents and justifies his/her drafts to the person who ordered the work
Realising the structure and appearance of the package	realises the structure and appearance of the package	realises the structure and appearance of the package, taking the target group into consideration	realises a package, structure and appearance suitable for the intended use, taking the target group into consideration
			takes the visual identity of the package into consideration as part of the overall communication of the company
Time management when working	completes the work	completes the work to an agreed schedule and negotiates possible changes to the schedule	designs and realises the work in accordance with a schedule, plans his/her time management and takes possible deviations into consideration
Assessing one's activities	assesses his/her working process and work and receives feedback.	assesses his/her working process and work and receives feedback, developing his/her activities based on it.	assesses his/her working process and work and receives feedback, developing his/her activities based on it, identifies his/her strengths and development areas and acts in a proactive and innovative manner.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Selecting and using working methods, equipment and materials for package design	uses the working methods, equipment and materials of the field when making a package design	diversely uses the key working methods, equipment and materials of the field when making a package design	diversely and appropriately uses the key working methods, equipment and materials of the field when making a package design

Material choices	designs a package taking sustainable development into consideration.	designs a package from the perspective of sustainable development and uses recyclable materials in the realisation.	designs a package from the perspective of sustainable development, investigates packaging materials and uses materials which suit the realisation in terms of their lifecycle.
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Taking package design standards, structures and printing process into consideration when working	designs the structure of the package and dimensions it to the correct size	designs the structure of the package and dimensions it to the correct size	designs a functional and innovative structure for the package and dimensions it correctly
		plans the printing and post-processing of the package	finalises the appearance of the package printing plan and plans the post-processing of printing
Using visual expression methods in package design	uses colour, space and shape composition in his/her work	uses colour, space and shape composition in his/her work	diversely uses colour, space and shape composition in his/her work
	uses typography.	uses typography as a visual element.	uses typography as a visual element and justifies his/her solutions.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	works as a member of a team.	works independently and plans his/her work and works in a team taking other team members into consideration.	works independently, using different solution models and works in a team, taking other members of the team into consideration, discusses work-related matters and shares information with others.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in graphic design assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.4 Visual design of space and milieu

Vocational skills requirements

The student or candidate

- ♦ designs and/or realises the visual appearance of an exhibition, trade fair booth or equivalent;
 - graphic elements, colours and materials
 - typography
- ♦ adheres to a schedule;
- ♦ works in co-operation with others.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Visual design of space and milieu	makes drafts and designs the visual appearance of an exhibition, trade fair booth or equivalent	makes drafts and designs the visual appearance of an exhibition, trade fair booth or equivalent, taking the client into consideration and presents the draft to the person who ordered the work	makes drafts and designs the visual appearance, graphics and typography of an exhibition, trade fair booth or equivalent, taking the client into consideration and presents an illustrative draft of his/her designs to the person who ordered the work
Visual realisation of space and milieu	realises an exhibition, trade fair booth or equivalent with guidance	realises a functioning exhibition, trade fair booth or equivalent based on a draft he/she made	realises a clear and functioning exhibition, trade fair booth or equivalent which takes the wishes of the person who ordered the work into consideration, based on a draft he/she made
Time management when working	completes work to an agreed schedule	completes the work to an agreed schedule and negotiates possible changes to the schedule	designs and realises the work in accordance with a schedule, plans his/her time management and takes possible deviations into consideration
Assessing one's activities	assesses his/her working process and work and receives feedback.	assesses his/her working process and work and receives feedback, developing his/her activities based on it.	assesses his/her working process and work and receives feedback, developing his/her activities based on it, identifies his/her strengths and development areas and acts in a proactive and innovative manner.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using methods of space and milieu design	uses methods, equipment and materials of the visual appearance design of space and milieu	designs and appropriately uses methods, equipment and materials of the visual appearance design of space and milieu	designs and appropriately and diversely uses methods, equipment and materials of the visual appearance design of space and milieu and presents his/her drafts as a projection drawing or 3D model

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using exhibition graphics and typography	uses graphical elements and typography in his/her work.	designs, visualises and uses graphical and typographic elements	designs, visualises and uses graphical and typographical elements suitable for the client's corporate image
		designs and realises lighting in an appropriate manner.	designs and realises lighting in a manner suitable for the visual appearance of the work.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	works as a member of a team.	works independently and plans his/her work and works in a team taking other team members into consideration.	works independently, using different solution models and works in a team, taking other members of the team into consideration, discusses work-related matters and shares information with others.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in graphic design assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.5 Illustration for publications

Vocational skills requirements

The student or candidate

- ♦ plans his/her work and use of materials;
- ♦ makes illustrations taking the history of illustration and the communication culture into consideration;
- ♦ uses visual expression methods when realising the illustration;
- ♦ selects a storage format for his/her illustration materials;
- ♦ uses colours and composition in his/her illustrations;
- ♦ crops the illustrations he/she makes;
- ♦ talks about and discusses his/her illustrations and use of images in different contexts using the correct terminology;
- ♦ assesses his/her activities;
- ♦ adheres to schedules;
- ♦ takes the target group into consideration.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Completing a visual communication work / illustration product	completes works or illustration products of visual communication	completes works or illustration products which are in accordance with objectives and have a high technical quality	completes works or illustration products which are in accordance with objectives, visually controlled and have a high technical quality
Time management when working	works in accordance with an agreed schedule	works and completes images in accordance with an agreed schedule	works during the agreed working hours, realises alternative solutions of the images and completes the images in accordance with the schedule
		provides notification of possible deviations in the schedule	provides notification of and negotiates possible deviations in the schedule
Assessing one's activities	assesses his/her working process and work and receives feedback.	assesses his/her working process and work and receives feedback, developing his/her activities based on it.	assesses his/her working process and work and receives feedback, developing his/her activities based on it, identifies his/her strengths and development areas and acts in a proactive and innovative manner.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Mastering working methods, equipment and material in illustration	uses working methods, equipment and materials suitable for the work assignment.	uses working methods, equipment and materials suitable for the work assignment.	uses working methods, equipment and materials most suitable for the work assignment and makes use of their properties when working.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using colours in illustration	uses colours in his/her illustrations	uses colours and shades diversely and justifiably in his/her illustrations	uses colours and shades diversely, appropriately and justifiably in his/her illustrations, the illustrations are interesting in terms of their colours, and he/she uses colours to convey a desired message
Composition of illustration	composes his/her illustration	composes and crops his/her illustration justifiably	applies and makes use of composition and cropping in his/her work in an interesting manner
Discussing the illustration	discusses the illustration and its technical quality	discusses the illustration, its technical quality and the selected visual solutions	discusses and comments on his/her illustration by taking different perspectives and visual solutions into consideration, perceives the connections of illustration with larger wholes
	realises that an image can be used in different ways	understands the impact of different contexts on the message of an image	understands how the message changes in different contexts and makes use of it recognises and dates stylistic features of images and communication products from different eras
Making use of the history and genres of illustration	distinguishes different illustration styles and stylistic features.	selects suitable stylistic features for his/her illustrations and dates and identifies the stylistic features of illustration in different eras.	selects suitable stylistic features for his/her illustration and understands their importance in conveying the desired message and, when needed, adopts influences from illustrations of different eras.

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	performs work in a familiar manner and assesses his/her actions	comes up with ideas for and finds different kinds of solutions in his/her work and assesses his/her actions realistically	comes up with ideas for and applies his/her skills flexibly in his/her work and seeks new solutions assesses his/her activities realistically and identifies his/her strengths and development areas
Interaction and co-operation	behaves and acts appropriately in any given situation.	behaves and acts appropriately in any given situation, taking others into consideration.	behaves flexibly and constructively and acts appropriately in any given situation, taking others into consideration.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in visual communication assignments. He/she may work either independently or in line with a visual field assignment in a workplace/company. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration is to comprise at least:

- ♦ mastering work processes completely;
- ♦ mastering working methods, equipment and material completely;
- ♦ using colours in illustration, composition of illustration and discussing illustration from fundamental knowledge;
- ♦ key competences for lifelong learning completely.

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, assignments and other methods.

4.5.6 Painting

Vocational skills requirements

The student or candidate

- ♦ uses one or more painting techniques or a combination thereof in his/her work;
- ♦ expresses him-/herself by means of painting and uses colours in his/her expression;
- ♦ makes bases for his/her paintings;
- ♦ paints pictures/works on the painting bases he/she made;
- ♦ selects the working equipment and materials needed;
- ♦ makes use of the possibilities offered by the materials and techniques he/she selected;
- ♦ when needed, makes use of different models, pictures and sketches when presenting his works and ideas;
- ♦ adheres to occupational safety instructions;
- ♦ assesses his/her paintings and working process.
- ♦ talks about the content of his/her paintings and the solutions he/she made;
- ♦ adheres to an agreed schedule.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
Planning the working process, setting content and visual objectives	The student or candidate plans his/her working process	plans his/her working process and sets visual objectives for it	plans his/her working process in accordance with a schedule and takes the necessary work stages into consideration and sets his/her own content and visual objectives for the working process

Working process, developing one's expression and time management when working	completes his/her paintings within the agreed schedule and accepts guidance	completes the painting within the agreed schedule and solves problems which emerge during working	completes the painting within the agreed schedule and solves problems which emerge during working and changes his/her plan flexibly in accordance with the requirements of work
		develops his/her paintings and expression based on feedback	when working, applies his/her skills, makes use of feedback in the development of his/her paintings, working process and expression and puts it into proper perspective
Assessing the working process and the outcome	assesses his/her working process and paintings in terms of their technical properties.	assesses his/her working process and success of his/her paintings in relation to the objectives and assesses their form and technical properties.	assesses his/her working process, selected solutions and success of his/her paintings in relation to the objectives and assesses the realisation of his/her paintings and the relation between content and form.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using working methods, equipment and material	realises paintings with a familiar technique and method	realises technically good paintings with a technique and method he/she selected	realises high-quality paintings and seeks his/her own ways of using the working equipment, materials and techniques so that the expression of paintings supports the content
	uses working methods, equipment and materials of painting in his/her working process.	uses working methods, equipment and materials of painting in his/her working process and selects them justifiably, taking the content into consideration.	uses working methods, equipment and materials of painting diversely in his/her working process and selects them justifiably, taking the content into consideration.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using materials	uses colours with a glue, wax, gum arabic or oil binder base when painting on a surface	uses colours with a glue, wax, gum arabic or oil binder base in his/her paintings	uses colours with a glue, wax, gum arabic or oil binder base in his/her paintings
		selects and, when necessary, primes a base suitable for the painting technique in order to achieve a durable end result	selects and, when necessary, primes a base suitable for the painting technique in order to achieve a durable end result and makes use of the properties of the painting technique, materials and primer in his/her expression
Composing the painting and using colours	composes and paints a painting with the colours he/she chose	composes and paints a finished painting with the colours he/she chose and applies solutions which support the content in his/her paintings	composes and paints a finished painting with the colours he/she chose and applies interesting and unique composition solutions which support and provide added value to the content in his/her paintings
		proportions his/her working process to traditions	proportions his/her working process to traditions
	uses colours in his/her works.	uses colours in his/her works and applies chromat-ics and with consideration selects colour combinations which support the content	uses colours in his/her works and applies chromat-ics and selects interesting and unique colour combinations which support the content
		makes use of the basic factors of surface composition in painting.	makes use of the possibilities offered by colour, rhythm and form in painting.

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	solves problem situations which arose when working	solves problem situations which arose when working	solves problem situations which arose when working and decides on a suitable course of action

Interaction and co-operation	works in shared spaces taking others into consideration	works in shared spaces taking others into consideration and keeps the work space in order	works in shared spaces in a natural manner, keeps the work space and equipment in order and flexibly and constructively takes others into consideration
Vocational ethics	adheres to copyrights and works in accordance with the agreements made	adheres to copyrights, works in accordance with the agreements made and when needed, searches for information from laws governing works	adheres to copyrights, works in accordance with agreements made and searches for information from other laws governing working or works and from potential permission applications
Health, safety and ability to function	complies with the safety instructions provided without endangering himself/herself or others	complies with the occupational safety instructions provided and takes the safety of the working environment into consideration without endangering him-/herself or others	complies with occupational safety instructions provided regarding work and takes the safety of the working environment and members of the community into consideration

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in painting assignments. He/she may work either independently or in line with a visual field assignment in a workplace/company. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.7 Sculpture

Vocational skills requirements

The student or candidate

- ♦ uses one or more sculpting methods or a combination thereof in his/her work;
- ♦ moulds a work/works;
- ♦ makes a mould with several parts and casts a work in a suitable medium;
- ♦ sculpts and/or constructs one or more three-dimensional works;
- ♦ selects the working equipment and materials needed;
- ♦ makes use of the possibilities offered by the material and techniques he/she selected;
- ♦ when needed, makes use of different models, pictures and drawings when presenting his works and ideas;
- ♦ adheres to occupational safety instructions;
- ♦ assesses his/her works and working process;
- ♦ talks about the content of his/her works and the solutions he/she made;
- ♦ adheres to an agreed schedule;
- ♦ makes use of the possibilities of the method(s) he/she selected.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering work processes	The student or candidate		
Planning the working process, setting content and visual objectives	plans his/her working process	plans his/her working process and sets visual objectives for it	plans the schedule of his/her working process and takes the necessary work stages into consideration and sets his/her own content and visual objectives for working
Working, developing one's expression and time management when working	completes his/her paintings within the agreed schedule and accepts guidance	completes his/her work within the agreed schedule and solves problems which emerge during working	completes the work within the agreed schedule and solves problems which emerge during working and changes his/her plan flexibly in accordance with the requirements of work
		develops his/her works and expression based on feedback	makes use of feedback in the development of his/her works, working process and expression and puts it into proper perspective and applies his/her previously learned skills when working
Assessing the working process and the outcome	assesses his/her working process and works in terms of their technical properties.	assesses his/her working process and success of his/her works in relation to the objectives and assesses the form and technical properties of the works.	assesses his/her working process, selected solutions and success of his/her works in relation to the objectives and assesses the realisation of his/her works and the relationship between content and form.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using working methods, equipment and material	realises works with a familiar technique and method	realises technically good works with a technique and method he/she selected	realises high-quality works and seeks his/her own ways of using the working equipment, materials and techniques so that the expression of works supports the content
			uses and applies his/her technical skills in his/her expression
	uses working methods, equipment and materials of sculpture in his/her work	uses working methods, equipment and materials of sculpture in his/her work and selects them justifiably, taking the content into consideration	uses working methods, equipment and materials of sculpture diversely in his/her work and selects them justifiably, taking the content into consideration
	selects the equipment and methods most suitable for his/her work with guidance.	selects the equipment and methods most suitable for his/her work.	selects the equipment and methods most suitable for his/her work based on the material, selects the material based on the topic and to support his/her expression.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Plastic composition	uses the key principles of plastic composition when working	uses the key concepts of plastic composition when working and takes the work's relation to time, location and space into consideration	uses key concepts of plastic composition when working and makes use of the principles of plastic composition as well as the work's relation to time, location and space and uses sculpture terminology when discussing his/her works

Using materials	uses a familiar material in order to achieve a durable outcome.	uses materials taking their properties into consideration in order to achieve a durable outcome and makes use of technical skills	uses materials taking into consideration their differences and reactions with other materials and takes material issues into account in order to achieve a durable outcome
		proportions his/her working process to traditions.	makes use of differences between techniques and the material he/she selected so that the choices support the content of the work, and proportions his/her working process to traditions.

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	solves problem situations which arose when working	solves problem situations which arose when working	solves problem situations which arose when working and chooses a solution most suitable for the situation
Interaction and co-operation	works in shared spaces taking others into consideration	works in shared spaces taking others into consideration and keeps the work space in order	works in shared spaces in a natural manner, keeps the work space and equipment in order and flexibly and constructively takes others into consideration
Vocational ethics	adheres to copyrights and works in accordance with the agreements made	adheres to copyrights, works in accordance with the agreements made and when needed, searches for information from laws governing works	adheres to copyrights and works in accordance with the agreements made and searches for information from other laws governing working or works and from potential permission applications
Health, safety and ability to function	complies with the safety instructions provided without endangering himself/herself or others	complies with the occupational safety instructions provided and takes the safety of the working environment without endangering him/herself or others	complies with occupational safety instructions provided regarding work and takes the safety of the working environment and members of the community into consideration

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in sculpture assignments. He/she may work either independently or in line with a visual field assignment in a workplace/company. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.8 Printmaking

Vocational skills requirements

The student or candidate

- ♦ uses one or more printmaking techniques or a combination thereof in his/her work;
- ♦ expresses him-/herself by means of printmaking;
- ♦ makes a series of proofs from blocks produced by means of printmaking methods;
- ♦ makes use of the possibilities of the materials, techniques and methods he/she selected;
- ♦ selects the working equipment and materials needed;
- ♦ when needed, makes use of different models, pictures and sketches when presenting his works and ideas;
- ♦ adheres to occupational safety instructions;
- ♦ assesses his/her proofs and working process;
- ♦ talks about the content of his/her works and the solutions he/she made;
- ♦ adheres to an agreed schedule.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering work processes	The student or candidate		
Planning the working process, setting content and visual objectives	plans his/her working process	plans his/her working process and sets visual objectives for it	plans the schedule of his/her working process and takes the necessary work stages into consideration and sets his/her own content and visual objectives for working
Working, developing one's expression and managing time when working	completes his/her print-making proofs within the agreed schedule and accepts guidance	completes his/her print-making proofs within the agreed schedule and solves problems which emerge during working	completes his/her print-making proofs within the agreed schedule and solves problems which emerge during working and changes his/her plan flexibly in accordance with the requirements of work
		develops his/her working process and expression based on feedback	when working, applies his/her skills, makes use of feedback in the development of his/her works, working process and expression and puts it into proper perspective
Assessing the working process and the outcome	assesses the technical properties of his/her working process and works.	assesses his/her working process and the success of his/her proofs in relation to the objectives he/she set	assesses his/her working process, solutions and the success of his/her proofs in relation to the objectives he/she set
		assesses the form and technical qualities of his/her works.	assesses the realisation of his/her works as well as the relationship between content and form.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using working methods, techniques and material	makes proofs by means of a familiar printmaking technique and method	makes a technically good series of proofs by means of the technique and method he/she selected	makes a technically good series of proofs and seeks his/her own ways of using the materials, techniques and methods he/she selected so that the expression of the images supports the content
	uses printmaking working methods, equipment and materials in his/her working process.	uses printmaking working methods, equipment and materials in his/her working process and selects them justifiably, taking the content into consideration.	uses printmaking working methods, equipment and materials diversely in his/her working process and selects them appropriately in terms of the content and expression of work.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using printmaking methods	selects either a gravure or letterpress method for his/her working process	uses technical applications of gravure and letterpress methods	combines and creatively uses two or more printmaking methods in order to create interesting works
			experiments with different plates or blocks, proofing methods and materials in order to develop his/her own expression

Composition and using colours	composes and designs printmaking proofs with the colours he/she selected	composes and designs printmaking proofs with the colours he/she selected, using one or more combinations of colour in order to achieve a desired outcome	uses possibilities offered by printmaking in his/her composition by using one or more plates or blocks and makes use of the technical properties of proofing materials and transparent and opaque colours
		proportions his/her working process to traditions	makes interesting and unique composition solutions which support the content and provide it with added value and proportions his/her working process to traditions
Using materials	uses a familiar material in order to achieve a durable outcome.	uses materials taking their properties into consideration in order to achieve a durable outcome and makes use of his/her technical skills.	uses and makes use of materials taking their properties and the content of the piece into consideration in his/her expression and realises a durable outcome making use of his/her technical skills.

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	solves problems which arose when working	solves problem situations which arose when working	solves problem situations which arose when working and concludes a suitable course of action
Interaction and co-operation	works in shared spaces taking others into consideration	works in shared spaces taking others into consideration and keeps the work space in order	works in shared spaces in a natural manner, keeps the work space and equipment in order and flexibly and constructively takes others into consideration
Vocational ethics	marks his/her proofs, adheres to copyrights and works in accordance with the agreements made	marks his/her proofs in accordance with the practices of the occupational field, adheres to copyrights, works in accordance with the agreements made and when needed, searches for information from laws governing works	marks his/her proofs in accordance with the practices of the occupational field, adheres to copyrights and works in accordance with the agreements made and searches for information from other laws governing working or works and from potential permission applications

Health, safety and ability to function	complies with the safety instructions provided without endangering himself/herself or others.	complies with the occupational safety instructions provided and takes the safety of the working environment into consideration without endangering him-/herself or others.	complies with occupational safety instructions provided regarding work and takes the safety of the working environment and members of the community into consideration
			searches for information on new and less hazardous working methods and materials and uses them in his/her work.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in print-making assignments. He/she may work either independently or in line with a visual field assignment in a workplace/company. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.9 Time and space arts

Vocational skills requirements

The student or candidate

- ♦ uses one or more working methods or a combination thereof when working / in his/her works;
- ♦ expresses him-/herself by means of time and space arts methods or conceptually;
- ♦ completes a piece/works by means of the techniques he/she selected;
- ♦ selects the working equipment and materials needed for a piece;
- ♦ makes use of the possibilities offered by the material and techniques he/she selected;
- ♦ when needed, makes use of different models, pictures and drawings when presenting his works and ideas;
- ♦ adheres to occupational safety instructions;
- ♦ assesses his/her works and working process;
- ♦ talks about the content of his/her works and the solutions he/she made;
- ♦ adheres to an agreed schedule;
- ♦ makes use of the possibilities of the method(s) he/she selected.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning the working process, setting content and visual objectives	plans his/her working process	plans his/her working process and sets visual objectives for it	plans the schedule of his/her working process and takes the necessary work stages into consideration and sets his/her own content and visual objectives for working
Working, developing one's expression and managing time when working	completes his/her paintings within the agreed schedule and accepts guidance	completes his/her works within the agreed schedule and solves problems which arose during working	completes the work within the agreed schedule and solves problems which arose during working and changes his/her plan flexibly in accordance with the requirements of work
		develops his/her working process and expression based on feedback	when working, applies his/her skills, makes use of feedback in the development of his/her works, working process and expression and puts it into proper perspective
Assessing the working process and the outcome	assesses the technical properties of his/her working process and works.	assesses his/her working process and the success of his/her works in relation to the objectives and assesses the form and technical properties of the works.	assesses his/her working process, the solutions selected and the success of his/her works in relation to the objectives and assesses the realisation of his/her works and the relation between content and form.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using working methods, techniques and material	realises a piece/works with a familiar technique and method	realises a conscious piece/works using a technique or method he/she selected and selects the realisation by taking the content into consideration	realises a high-quality and conscious piece/works which demonstrate conceptual thinking, seeks his/her own ways of using the working equipment, materials and techniques so that the expression of the works supports the content
			applies his/her skills when working and uses his/her technical knowledge for bringing out the expression
	uses familiar working methods, equipment and materials when working	uses appropriate working methods, equipment and materials when working and selects them justifiably, taking the content into consideration	uses working methods, equipment and materials diversely, appropriately and in a controlled manner when working and selects them justifiably, taking the content into consideration
	selects the equipment and methods most suitable for his/her work with guidance.	selects the equipment and methods most suitable for his/her work.	selects the equipment and methods most suitable for his/her work based on the material and selects the material based on the topic to support his/her expression.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Conceptual working	designs and realises a piece/work based on a certain point of view	designs and realises a piece/works with external references and based on a conceptual starting point or one taking a stand	designs and realises a piece/works with external references and based on a conceptual starting point or one taking a stand and expresses the piece/works verbally
	notes the relationship of the piece to time, location and space.	notes the relationship of the piece to time, location and space and proportions his/her own working process to traditions	notes the relationship of the piece to time, location and space and proportions his/her working process and piece to the environment and traditions
		identifies characteristics of the genre and justifies his/her choices based on them.	identifies and is aware of the characteristics of time and space art and the thinking behind them and makes justified choices based on them.

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	solves problems which arose when working	solves problem situations which arose when working	solves problem situations which arose when working and concludes a suitable course of action
Interaction and co-operation	works in shared spaces taking others into consideration	works in shared spaces taking others into consideration and keeps the work space in order	works in shared spaces in a natural manner, keeps the work space and equipment in order and flexibly and constructively takes others into consideration
Vocational ethics	adheres to copyrights and works in accordance with the agreements made	adheres to copyrights, works in accordance with the agreements made and when needed, searches for information from laws governing works	adheres to copyrights and works in accordance with the agreements made and searches for information from other laws governing working or works and from potential permission applications

Health, safety and ability to function	complies with the safety instructions provided without endangering himself/herself or others.	complies with the occupational safety instructions provided and takes the safety of the working environment into consideration without endangering him-/herself or others.	complies with occupational safety instructions provided regarding work and takes the safety of the working environment and members of the community into consideration.
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Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in time and space arts assignments. He/she may work either independently or in line with a visual field assignment in a workplace/company. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.10 Realising an exhibition

Vocational skills requirements

The student or candidate

- ♦ works using a visual and media arts method;
- ♦ finalises the works to be displayed for the exhibition;
- ♦ displays a piece/works he/she made at the exhibition;
- ♦ hangs his/her piece in the exhibition space;
- ♦ takes the safety of the public into consideration when hanging a piece/works;
- ♦ writes a press release;
- ♦ uses communication media to communicate about the exhibition;
- ♦ participates in arrangements for the opening event and the organisation of the exhibition space;
- ♦ adheres to an agreed schedule;
- ♦ assesses his/her exhibition as a whole and the related working process;
- ♦ assesses his/her actions.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning work	agrees on participating in setting up the exhibition	agrees on participating in the exhibition and in setting it up	agrees on participating in the exhibition and in setting it up and makes a preliminary working and exhibition plan
		develops ideas and uses them to design works for the exhibition	develops ideas and independently thinks about the starting points of his/her working process and selects one idea for further development

Setting up an exhibition	arrives on time and participates in setting up the exhibition	arrives on time, brings his/her piece/works to the exhibition space, or arranges for them to be brought in, and participates in setting up the exhibition	arrives on time, brings his/her piece/works to the exhibition space, or arranges for them to be brought in, and actively participates in setting up the exhibition, taking others into consideration
	hangs works and puts them on display with guidance	hangs works and puts them on display, plans the display of his/her own works and takes other exhibitors into consideration	experiments with different options, taking the overall entity into consideration, before deciding which works to select and how to hang or display them, and takes the works of other exhibitors into consideration in his/her choices in order to achieve the best possible outcome
Using feedback in the working process	corrects his/her actions on the basis of feedback.	makes use of the feedback he/she receives and discusses his/her actions.	discusses and agrees on activities with others, uses feedback he/she received and provides constructive feedback to others.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Use of equipment	uses the equipment provided to hang or display works when setting up the exhibition	uses the equipment required to hang or display works when setting up the exhibition	uses the equipment required and when needed, brings his/her own tools when setting up the exhibition and hanging or displaying works
			plans the hanging mechanisms or special supplies needed for displaying his/her works ahead of time
Displaying works	hangs or displays a piece/works safely in accordance with instructions.	hangs or displays a piece/works safely and deliberately	hangs or displays a piece/works carefully and takes the exhibition entity into consideration
		documents the exhibition.	documents the different stages of setting up the exhibition and the exhibition entity.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Agreeing on the exhibition	determines the exhibition location and the schedule for setting up the exhibition	agrees exhibition arrangements with the other participants and/or the exhibition organiser	works on his own initiative and actively with the other participants and/or the exhibition organiser and agrees exhibition arrangements with them
Naming the works	names his/her works with guidance.	names his/her works.	names his/her works in accordance with occupational practices in the field.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	adheres to instructions provided on hanging or displaying the works	works taking others into consideration when setting up the exhibition	works flexibly and takes others into consideration when setting up the exhibition shares responsibility for the exhibition entity and its appearance and when needed, helps other exhibitors to hang their works
Health, safety and ability to function	adheres to the safety instructions provided concerning work.	adheres to the safety instructions provided concerning work and takes the safety of the exhibition environment into consideration.	adheres to the safety instructions provided concerning work and takes the safety of the exhibition environment and the members of the community into consideration and acts deliberately.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in exhibition setup assignments. He/she may work either independently or in line with a visual field assignment in a workplace/company. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration is to comprise at least:

- ♦ mastering the work process completely;
- ♦ mastering working methods, equipment and material completely;
- ♦ agreeing on the exhibition from fundamental knowledge;
- ♦ key competences for lifelong learning completely.

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, assignments and other methods.

4.5.11 Implementation of a community art project

Vocational skills requirements

The student or candidate

- ♦ designs and participates in a community project;
- ♦ selects a perspective for the project in co-operation with other participants;
- ♦ obtains background information as a basis for the work;
- ♦ obtains permits needed for implementing the project;
- ♦ plans the project implementation or presentation method in co-operation with others;
- ♦ plans and adheres to schedules;
- ♦ assesses and develops his/her work;
- ♦ discusses the importance and messages of the project;
- ♦ selects the project working methods, materials and techniques in co-operation with others;
- ♦ uses his/her knowledge of the traditions and current state of community art as a basis for his/her work;
- ♦ when needed, works independently or as a member of a team;
- ♦ creates contacts and communicates with various co-operation partners;
- ♦ agrees on operating policies with the community.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering work processes	The student or candidate		
Participating in the project	participates in a community project as a member and/or supervisor of a team	participates in the planning and implementation of a community project as a member and/or supervisor of a team	plans a meaningful project for the community and actively participates in implementation of the project as a member and/or supervisor of a team
Selecting a perspective	discusses the perspective of the project with the team and obtains additional information, when needed	plans and discusses the perspectives of the project with the team and obtains additional information for the basis of the work	selects a perspective for the project and develops it in co-operation with the team and obtains additional information for the basis of the work
Implementing the project	participates in a community project	participates in a community project and obtains the required permits when requested	participates in a community project and obtains the required permits
		comes up with ideas and discusses the project implementation method with the participants	comes up with ideas, discusses and agrees the project implementation method with the participants and plans project activities and schedules
	completes the assigned tasks in accordance with the schedule and asks questions if problems arise	completes his/her share of the agreed tasks in accordance with the schedule and solves problems which arise during the work	completes his/her share of the agreed tasks in accordance with the schedule, solves problems which arise during the work and modifies the plan flexibly in accordance with requirements as the work progresses

Assessing one's activities	talks about the project and assesses his/her actions.	talks about the background, objectives and success of the project and assesses his/her actions	talks about the background and objectives of the project, assesses its problem areas and success in relation to those and assesses his/her actions
		provides feedback on the actions of others.	corrects his/her actions when needed and provides constructive feedback on the actions of others.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Selecting and using working methods	uses the equipment and materials provided	uses materials and equipment suitable for the work	uses equipment and materials suitable for the work and instructs other members of the team in using them
	uses the agreed working methods and receives instructions on the agreed ways of working and working methods and adheres to them.	uses the agreed ways of working and discusses and makes suggestions on possible ways of working, working methods, materials and techniques.	uses the agreed ways of working and discusses and selects the ways of working, working methods, materials and techniques most suitable for implementation of the project after consulting others.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using the knowledge of the traditions and current state of depiction	works using the methods and backgrounds of community art.	works using the methods of community art and makes use of its traditions for setting up the background for the work	works in an insightful manner using the methods of community art, and makes use of its traditions and methods for setting up the background for the work and for selecting the perspective and planning the realisation
		positions the project in the field of community art.	positions the project in the field of community art and understands its importance to the community.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	communicates with co-operation partners	communicates with co-operation partners	communicates with co-operation partners and creates contacts
	works as a member of a team	works in a team taking other members of the team into consideration	works in a team taking other members of the team into consideration and develops his/her actions based on the co-operation
Vocational ethics	works in accordance with the agreed rules	works in accordance with the agreed rules and agrees shared operating methods with the group	works in accordance with the agreed rules and negotiates and agrees shared operating methods with the group and different parties
	works in accordance with laws and regulations governing the project with guidance.	works in accordance with laws and regulations governing the project and, when requested, ensures that permits have been applied for and are valid.	works in accordance with laws and regulations governing the project and, when needed, ensures that permits have been applied for and are valid.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in community art project assignments. He/she may work either independently or in line with a visual field assignment in a workplace/company. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.12 Photography

Vocational skills requirements

The student or candidate

- ♦ designs and makes entities of photographs of the topics/targets he/she selected;
- ♦ sets content and visual objectives for his/her work from artistic starting points;
- ♦ selects a perspective for his/her work and obtains background information for the basis of his/her work;
- ♦ selects the presentation method for his/her work and finalises the photographs accordingly;
- ♦ plans his/her schedule and works accordingly;
- ♦ assesses and develops his/her work;
- ♦ discusses the meaning and messages of the photographs using appropriate terminology;
- ♦ selects the working methods, equipment and techniques for the work entity;
- ♦ uses his/her knowledge of the traditions and present state of photographic art as a basis for his/her work;
- ♦ communicates with various co-operation partners and works alone or in a team.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Designing and making an entity of photographs from an artistic starting point	designs and makes entities of photographs with an artistic goal	designs and makes artistically controlled entities of photographs	designs and makes artistically controlled and insightful entities of photographs
Setting visual and content objectives	sets some objectives for his/her work	sets content and visual objectives for his/her work	sets content and visual objectives for his/her work and achieves a consistent outcome

Selecting the perspective, expressing thoughts/emotions and obtaining background information	deliberates a perspective for his/her work and takes photographs based on it	selects a perspective for his/her work and expresses the desired thoughts/emotions by making use of the narrative and visual methods of photography	selects a clear perspective for his/her work and expresses the desired thoughts/emotions insightfully by making use of the narrative and visual methods of photography
	obtains background information, when requested	obtains background information for the basis of his/her work	independently obtains the necessary background information for the basis of his/her work
Selecting a presentation method and finalising photographs	selects a presentation method for his/her work and finalises the photographs	selects the presentation method for his/her work and finalises the photographs accordingly	selects a presentation method most suitable for his/her work and finalises the photographs carefully and accordingly
Time management when working	makes a photography plan and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule
	agrees schedules with different parties	agrees schedules with different parties and notifies them of deviations in the schedule	negotiates and agrees schedules with different parties, works in accordance with the agreement and negotiates deviations
Developing the working process and assessing photographs	presents his/her photographs and assesses his/her work	talks about the content of his/her photographs and assesses his/her work realistically	talks about the objectives and content of his/her photographs, assesses his/her work realistically and talks about improvement suggestions
Discussing the photographs	discusses the photographs	discusses the photographs and their meaning	discusses the photographs and understands their different meanings
	receives feedback.	receives feedback and provides constructive feedback to others.	receives feedback, provides constructive feedback to others and develops his/her work based on the feedback.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Mastering working methods, equipment and techniques	uses familiar working methods, equipment and techniques in his/her work and makes use of their features.	uses different working methods, equipment and techniques in his/her work and selects the ones which support his/her expression	uses different working methods, equipment and techniques in his/her work and selects the ones which best support his/her expression
		makes use of the features of equipment and techniques.	makes use of the features of equipment and techniques diversely in order to achieve a technically high-quality outcome.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Making use of the knowledge of the traditions and current state of photography	makes use of his/her knowledge of the history, traditions and current state of photography in his/her work.	makes use of his/her knowledge of the history; traditions and current state of photography when creating the background for his/her piece and in his/her work.	makes use of his/her knowledge of the history; traditions and current state of photography insightfully when creating the background for his/her piece and in his/her work.
		positions his/her work in the field of photography.	positions his/her work in the field of photography and understands the importance of traditions in modern photography.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	communicates with the people being photographed and other potential co-operation partners	communicates with the people being photographed and other potential co-operation partners	communicates with the people being photographed and other potential co-operation partners
	works as a member of a team, when needed.	works in a team, when needed, taking other members of the team into consideration and constructively brings up his/her point of view.	works in a team, when needed, taking other members of the team into consideration, constructively brings up different points of view and develops his/her actions based on the co-operation.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.13 Photographer-oriented documentation

Vocational skills requirements

The student or candidate

- ♦ designs and takes documentary entities of photographs of people, phenomena and environments;
- ♦ selects a perspective for his/her work in order to convey a desired message;
- ♦ obtains background information for the basis of his/her work;
- ♦ selects the presentation method for his/her work and finalises the photographs accordingly;
- ♦ plans and adheres to schedules;
- ♦ assesses and develops his/her work;
- ♦ discusses the meaning and messages of the photographs using appropriate terminology;
- ♦ selects the working methods, equipment and techniques for his/her work;
- ♦ uses his/her knowledge of the traditions and present state of documentary photography as a basis for his/her work;
- ♦ acts ethically in relation to his/her photography targets;
- ♦ creates contacts and communicates with various co-operation partners.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Building a documentary entity of photographs	designs and takes documentary entities of photographs of people, phenomena and environments	designs and takes topical documentary entities of photographs of people, phenomena and environments	designs and takes insightful, topical and visually interesting documentary entities of photographs of people, phenomena and environments
	selects his/her topics with guidance	selects his/her topics independently	selects his/her topics independently

Selecting a perspective, conveying a message and obtaining background information	thinks of a perspective for his/her work and works to convey a message with his/her photographs	selects a perspective for his/her work and conveys a desired message by making use of narrative methods of photography	selects a clear perspective for his/her work and conveys a desired message by making use of narrative and visual methods of photography insightfully
	obtains background information, when requested	obtains background information for the basis of his/her work	independently obtains the necessary background information for the basis of his/her work
Selecting a presentation method and finalising photographs	selects a presentation method for his/her work and finalises the photographs	selects the presentation method for his/her work and finalises the photographs accordingly	selects a presentation method most suitable for his/her work and finalises the photographs carefully and accordingly
Time management when working	makes a photography plan and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule
	agrees schedules with different parties	agrees schedules with different parties and notifies them of deviations in the schedule	negotiates and agrees schedules with different parties, works in accordance with the agreement and negotiates deviations
Developing the working process and assessing photographs	presents his/her photographs and assesses his/her work	talks about the content of his/her photographs and assesses his/her work realistically	talks about the objectives and content of his/her photographs, assesses his/her work realistically and talks about improvement suggestions
Discussing the photographs	discusses the photographs	discusses the photographs and their meanings	discusses the photographs and recognises their different meanings
	receives feedback.	receives feedback and provides constructive feedback to others.	receives feedback, provides constructive feedback to others and develops his/her work based on the feedback.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Mastering working methods, equipment and techniques	uses familiar working methods, equipment and techniques in his/her work.	uses different working methods, equipment and techniques and selects the ones suitable for his/her work	uses different working methods, equipment and techniques and selects the most suitable ones for his/her work
		makes use of the features of equipment and techniques.	makes use of the features of equipment and techniques diversely in order to achieve a technically high-quality outcome.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Knowledge of the traditions and current state of photography	makes use of his/her knowledge of the history, traditions and current state of documentary photography in his/her work.	makes use of his/her knowledge of the history, traditions and current state of documentary photography in creating a background for his/her piece and in his/her work	makes use of his/her knowledge of the history, traditions and current state of documentary photography insightfully in creating a background for his/her piece and in his/her work
		positions his/her work in the field of documentary photography.	positions his/her work in the field of documentary photography and understands the importance of traditions in modern photography.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	communicates with the people being photographed and other co-operation partners	creates contacts and communicates with the people being photographed and other co-operation partners	creates contacts and communicates with the people being photographed and other co-operation partners
		brings up his/her own point of view on things constructively	brings up different points of view constructively and develops his/her actions based on the co-operation

Vocational ethics	respects his/her photography targets and requests permissions to photograph and publish.	respects and takes responsibility for his/her photography targets, generally behaves appropriately in different situations and requests permissions to photograph and publish.	respects and takes responsibility for his/her photography targets, behaves appropriately in different situations and requests permissions to photograph and publish.
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Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.14 Photojournalistic narration, 10 cr.

Vocational skills requirements

The student or candidate

- ♦ takes journalistic photographs in order to transfer information on topical events and phenomena;
- ♦ constructs narrative, journalistic entities of photographs for different types of articles and their structure;
- ♦ makes use of the connection between images and text in his/her work;
- ♦ adheres to the schedules provided;
- ♦ assesses and develops his/her work;

- ♦ selects photography and lighting equipment suitable for the assignment;
- ♦ processes his/her photographs as required by the targeted publication and intended use;
- ♦ makes use of his/her knowledge of the traditions and current state of photo-journalism;
- ♦ makes use of his/her knowledge of the basics of mass communication;
- ♦ adheres to provisions concerning freedom of speech, code of ethics and privacy protection in journalism;
- ♦ communicates with different co-operation partners and works alone or in co-operation with a journalist and/or graphic artist.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering work processes	The student or candidate		
Taking journalistic photographs	photographs different topical events and phenomena for various types of articles	takes aptly communicative photographs of topical events and phenomena for various types of articles	takes aptly communicative and visually interesting photographs of topical events and phenomena for various types of articles
	notices that photographs can have different internal meanings	understands the internal references of meaning in photographs	understands the internal references of meaning in photographs and makes use of them when working
Mastering documentary narration	takes and constructs entities of photographs	designs, takes and constructs narrative entities of his/her photographs	designs, takes and constructs normatively controlled entities of his/her photographs
	conveys a message	conveys a desired message clearly and makes use of the interaction between the images and the written word	conveys a desired message insightfully and clearly and makes use of and understands the interaction between the images and the written word

Time management when working	agrees schedules with different parties	agrees schedules with different parties and works in accordance with the agreement	negotiates and agrees schedules with different parties, works in accordance with the agreement and negotiates deviations
	makes a photography plan and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule
Developing the working process and assessing photographs	presents his/her photographs and assesses his/her work	talks about the content of his/her photographs and assesses his/her work realistically	talks about the objectives and content of his/her photographs, assesses his/her work realistically and talks about improvement suggestions
		assesses the financial profitability of his/her work	assesses the objectives and financial profitability of his/her work
Discussing the photographs	discusses the photographs	discusses the photographs and their meaning	discusses the photographs and understands their different meanings
	receives feedback.	receives feedback and provides constructive feedback to others.	receives feedback, provides constructive feedback on the photographs of others and develops his/her work based on the feedback.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using cameras and equipment	uses familiar equipment and strives to make use of their features	uses different kinds of cameras and lighting equipment and selects suitable ones for his/her work	uses different kinds of cameras and lighting equipment and selects the most suitable ones for his/her work
		makes use of the features of the equipment	makes use of the features of the equipment diversely

Processing photographs electronically	processes his/her photographs using up-to-date programs.	processes his/her photographs using up-to-date programs correctly in accordance with the targeted publication and intended use.	processes his/her photographs using up-to-date programs correctly in accordance with the targeted publication and intended use
			manages the workflows and material distribution on the level of both photographs and materials.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Knowledge of the traditions and current state of photojournalism	makes use of his/her knowledge of the history, traditions and current state of photojournalism in his/her work	makes use of his/her knowledge of the history, traditions and current state of photojournalism when creating a background for his/her piece and in his/her work	makes use of his/her knowledge of the history, traditions and current state of photojournalism insightfully when creating a background for his/her piece and in his/her work
		understands the nature of photojournalism and positions his/her work in the field of photojournalism	understands the importance of the nature and traditions of photojournalism to modern photography and positions his/her work in the field of photojournalism
Using the basics, laws and regulations of mass communication	makes use of some of the basics of mass communication in his/her work	makes use of the basics of mass communication in his/her work	makes use of and applies the basics of mass communication in his/her work
			adjusts his/her expression to support the conveyance of a message
	works in accordance with laws and regulations governing freedom of speech and privacy protection.	works in accordance with laws and regulations governing freedom of speech and privacy protection.	works in accordance with laws and regulations governing freedom of speech and privacy protection.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Interaction and co-operation	The student or candidate		
	communicates with the people being photographed and co-operation partners and works as a member of a team when needed.	communicates with the people being photographed and co-operation partners and works in a team, when needed, taking other team members into consideration.	communicates with the people being photographed and co-operation partners, brings up different points of views constructively and develops his/her actions based on the co-operation and works in a team, when needed, taking other members of the team into consideration.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.15 Focus group journalism, 10 cr.

Vocational skills requirements

The student or candidate

- ♦ takes photographs and illustrates different types of articles in accordance with the client's assignment or a concept;
- ♦ plans and realises photo sessions in accordance with the visual and communication concept of the publication;
- ♦ participates in the planning of the publication's concept in co-operation with the client or other co-operation partners, when needed;
- ♦ creates a project schedule and adheres to it and/or adheres to the schedules provided;
- ♦ assesses and develops his/her work;
- ♦ selects photography and lighting equipment for the assignment;
- ♦ processes his/her photographs as required by the targeted publication and intended use;
- ♦ makes use of his/her knowledge of the traditions and current state of mass communication;
- ♦ makes use of his/her knowledge of marketing communication in his/her work;
- ♦ adheres to the provisions concerning freedom of speech, code of ethics and privacy protection in journalism;
- ♦ communicates with different co-operation partners and works alone or in co-operation with, for example, a graphic artist when needed.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Taking communicative photographs	takes photographs for different articles in accordance with the client's needs	takes communicatively apt photographs for different articles in accordance with the client's needs	takes communicatively apt and visually interesting photographs for different articles in accordance with the client's needs
	notices that photographs can have different internal meanings	understands the internal references of meaning in photographs	understands the internal references of meaning in photographs and makes use of them when working
Designing a visual and communication concept and/or working in accordance with it	strives to work in accordance with the client's communication and/or visual concept	works in accordance with the client's communication and/or visual concept	works taking into consideration the requirements of different communication and/or visual concepts set on photographs
		participates in designing and developing the concept, when needed	participates insightfully in designing and developing the concept, when needed
Time management when working	agrees schedules with different parties	agrees schedules with different parties and works in accordance with the agreement	negotiates and agrees schedules with different parties, works in accordance with the agreement and negotiates deviations
	makes a photography plan and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule
Developing the working process and assessing photographs	presents his/her photographs and assesses his/her work	talks about the content of his/her photographs and assesses his/her work realistically	talks about the objectives and content of his/her photographs, assesses his/her work realistically and can talk about improvement suggestions
		assesses the financial profitability of his/her work	assesses the objectives and financial profitability of his/her work
Discussing the photographs	discusses the photographs	discusses the photographs and their meaning	discusses the photographs and understands their different meanings
	receives feedback.	receives feedback and provides constructive feedback to others.	receives feedback, provides constructive feedback on the works of others and develops his/her work based on the feedback.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Using cameras and equipment	uses familiar equipment and works to make use of their features	uses different kinds of cameras and lighting equipment and selects suitable ones for his/her work	uses different kinds of cameras and lighting equipment and selects the most suitable ones for his/her work
		makes use of the features of the equipment	makes use of the features of the equipment diversely
Processing photographs electronically	processes his/her photographs using up-to-date programs.	processes his/her photographs using up-to-date programs correctly in accordance with the targeted publication and intended use.	processes his/her photographs using up-to-date programs correctly in accordance with the targeted publication and intended use
			manages the workflows and material distribution on the level of both photographs and materials.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Knowledge of the traditions and current state of photojournalism	makes use of his/her knowledge of the history, traditions and current state of photojournalism in his/her work	makes use of his/her knowledge of the history, traditions and current state of photojournalism when creating the background for his/her piece and in his/her work	makes use of his/her knowledge of the history, traditions and current state of photojournalism insightfully when creating the background for his/her piece and in his/her work
		understands the nature of photojournalism	understands the importance of the nature and traditions of photojournalism to modern photography
		positions his/her work in the field of photojournalism	positions his/her work in the field of photojournalism

Making use of the basics, law and regulations of marketing communication	makes use of the basics of marketing communication when working	makes use of the basics of marketing communication when working and in understanding the client's needs	makes use of and applies the basics of marketing communication when working and in understanding the client's needs
	works in accordance with the laws and regulations governing freedom of speech and privacy protection.	works in accordance with the laws and regulations governing freedom of speech and privacy protection.	works in accordance with the laws and regulations governing freedom of speech and privacy protection.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	communicates with the people being photographed and co-operation partners	communicates with the people being photographed and co-operation partners	communicates with the people being photographed and co-operation partners, constructively brings up different points of view and develops his/her actions based on the co-operation
	works as a member of a team, when needed.	works as a member of a team, when needed, taking other members of the team into consideration.	works as a member of a team, when needed, taking other members of the team into consideration.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.16 Product photography, 10 cr.

Vocational skills requirements

The student or candidate

- ♦ takes product photographs and entities of photographs in accordance with the client's assignment;
- ♦ agrees on the location and arrangements for the photo session with the client;
- ♦ builds and/or selects a desired environment for the photo session;
- ♦ when needed, uses a photo session assistant and/or other assistants;
- ♦ illuminates and photographs targets of different size and material;
- ♦ agrees schedules, works in accordance with the agreed schedule and plans his/her photo schedule;
- ♦ assesses and develops his/her work;
- ♦ selects the working methods, equipment and techniques suitable for the work entity;
- ♦ modifies photographs in accordance with the intended use and processes them to the requirements of the product description;
- ♦ uses his/her knowledge of the traditions and current state of product photography as a basis of his/her work;
- ♦ creates contacts, communicates with different co-operation partners and works as a member of the production team, when needed.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Taking product photographs and managing entities of photographs	takes product photographs in accordance with the client's needs	takes photographs depicting the properties of a product in accordance with the client's needs	takes visually interesting photographs depicting the properties of a product in accordance with the client's needs
	makes entities of photographs of the product groups provided, when needed	makes visually coherent entities of photographs of the product groups provided, when needed	makes visually coherent and insightful entities of photographs of the product groups provided, when needed
Building and/or selecting the environment and arrangements for the photo session	agrees the location and arrangements for the photo session with the client	negotiates and agrees the location and arrangements for the photo session with the client	negotiates and agrees the location and arrangements for the photo session with the client and offers ideas, when needed
	builds a photo session environment in a studio or other milieu	builds a photo session environment in a studio or other milieu	builds a photo session environment in a studio or other milieu according to the client's wishes
		uses assistants, when needed	assesses the workload and uses assistants, when needed
Illuminating the targets	illuminates the targets being photographed and knows that different materials place different requirements on lighting	illuminates the targets being photographed and understands the requirements of different materials in terms of photography and takes them into consideration when setting up the lighting	illuminates the targets of different size and type being photographed in a controlled manner and understands the nature and requirements of different materials in terms of photography and takes them into consideration when setting up the lighting
Time management when working	agrees schedules with different parties	agrees schedules with different parties and works in accordance with the agreement	negotiates and agrees schedules with different parties, works in accordance with the agreement and negotiates deviations
	makes a photography plan and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule

Developing the working process and assessing photographs	presents his/her photographs and assesses his/her work	talks about the objectives of his/her photographs and realistically assesses his/her work and its financial profitability	talks about the objectives of his/her photographs, realistically assesses his/her work, talks about improvement suggestions and assesses the objectives and financial profitability of his/her work
Discussing the photographs	discusses the photographs	discusses the photographs and their meanings	discusses the photographs and understands their different meanings
	receives feedback.	receives feedback and provides constructive feedback to others.	receives feedback, provides constructive feedback on the works of others and develops his/her work based on the feedback.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Mastering working methods, equipment and techniques	uses familiar working methods, equipment and techniques and makes use of their features	uses different working methods, equipment and techniques and selects the ones suitable for his/her work	uses different working methods, equipment and techniques and selects the most suitable ones for his/her work
		makes use of the features of equipment and techniques	makes use of the features of equipment and techniques diversely in order to achieve a technically high-quality outcome
Processing photographs electronically	processes his/her photographs using up-to-date programs.	processes his/her photographs using up-to-date programs correctly in accordance with the intended use and the requirements of the product photographs.	processes his/her photographs using up-to-date programs in accordance with the intended use and the requirements of the product photographs correctly in order to make technically high-quality photographs.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Knowledge of the traditions and current state of product photography	makes use of his/her knowledge of the history, traditions and current state of product photography in his/her work.	makes use of his/her knowledge of the history, traditions and current state of product photography in creating the background for his/her piece and in his/her work	makes use of his/her knowledge of the history, traditions and current state of product photography in creating the background for his/her piece and in his/her work
		positions his/her work in the field of photography.	positions his/her work in the field of photography and understands the importance of traditions in modern photography.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	communicates with various co-operation partners	creates contacts and communicates with various co-operation partners	creates contacts and communicates with various co-operation partners
		understands his/her role in relation to the client's responsible person	understands his/her role in relation to the client's responsible person and develops his/her actions based on the co-operation
	works as a member of a team, when needed.	works as a member of a team, when needed, taking other members into consideration.	works as a member of a team, when needed, taking other members into consideration.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.17 Advertising and trend photography, 10 cr.

Vocational skills requirements

The student or candidate

- ♦ takes advertising/trend photographs and entities of photographs in accordance with the client's assignment;
- ♦ agrees the location and arrangements for the photo session with the client;
- ♦ builds/selects an environment for the photo session according to the client's wishes;
- ♦ when needed, uses a photo session assistant and/or other assistants;
- ♦ illuminates and photographs people, objects, spaces and other targets as required;
- ♦ works in co-operation with the client's responsible person;
- ♦ directs the models;
- ♦ agrees schedules, works in accordance with the agreed schedule and plans his/her photo schedule;
- ♦ assesses and develops his/her own work and discusses photographs using appropriate terminology;
- ♦ selects the working methods, equipment and techniques suitable for the work entity;
- ♦ modifies photographs in accordance with the intended use and processes them to the requirements of the field;
- ♦ performs photo manipulation, when needed;
- ♦ uses his/her knowledge of the traditions and current state of advertising and trend photography as the basis of his/her work;
- ♦ creates contacts, communicates with different co-operation partners and works as a member of the production team, when needed.

Assessment

The table comprises the targets of assessment 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 qualification module.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
1. Mastering work processes	The student or candidate		
Taking advertising and trend photographs and managing entities of photographs	strives to take advertising and trend photographs in accordance with the client's needs	takes photographs depicting the properties of the target in accordance with the client's needs	takes visually interesting photographs depicting the properties of the target in accordance with the client's needs
	makes entities of photographs of the targets and/or product groups provided, when needed	makes visually coherent entities of photographs of the targets and/or product groups provided, when needed	makes visually coherent and insightful entities of photographs of the targets and/or product groups provided, when needed
Selecting and building the location and arrangements for the photo session	agrees the location and arrangements for the photo session with the client	negotiates and agrees the location and arrangements for the photo session with the client	negotiates and agrees the location and arrangements for the photo session with the client and offers ideas, when needed
	builds a photo session environment in a studio or other milieu	builds a photo session environment in a studio or other milieu	builds an environment for the photo session in a studio or other milieu according to the client's wishes
		uses assistants, when needed	assesses the workload and uses assistants, when needed
Illuminating the targets	illuminates the targets being photographed and knows that different targets place different requirements on lighting	illuminates people, objects, spaces and other targets as required and understands the requirements of different targets in terms of photography and takes them into consideration when setting up the lighting	illuminates people, objects, spaces and other targets as required in a controlled manner and understands the nature and requirements of different targets in terms of photography and takes them into consideration when setting up the lighting

Actions in the photo session	understands his/her role in relation to the client's responsible person and assistants	understands his/her role in relation to the client's responsible person and assistants	understands his/her role in relation to the client's responsible person and assistants and promotes co-operation
	directs the models	directs the models in order to achieve a desired outcome	directs the models in a natural manner in order to achieve a desired outcome
Time management when working	agrees schedules with different parties	agrees schedules with different parties, works in accordance with the agreement and makes notifications of deviations	negotiates and agrees schedules with different parties, works in accordance with the agreement and negotiates deviations
	makes a photography plan and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule	makes a scheduled photography plan, works in accordance with it and completes the photographs within the agreed schedule
Developing the working process and assessing photographs	presents his/her photographs and assesses his/her work	talks about the objectives of his/her photographs and realistically assesses his/her work and its financial profitability	talks about the objectives of his/her photographs, realistically assesses his/her work, talks about improvement suggestions and assesses the objectives and financial profitability of his/her work
Discussing the photographs	discusses the photographs	discusses the photographs and their meanings	discusses the photographs and understands their different meanings
	receives feedback.	receives feedback and provides constructive feedback to others.	receives feedback, provides constructive feedback on the works of others and develops his/her work based on the feedback.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Mastering working methods, equipment and techniques	uses familiar working methods, equipment and techniques in his/her work	uses different working methods, equipment and techniques and selects the ones suitable for his/her work	uses different working methods, equipment and techniques and selects the most suitable ones for his/her work
	strives to make use of their features	makes use of the features of equipment and techniques	makes use of the features of equipment and techniques diversely in order to achieve a technically high-quality outcome

Processing photographs electronically	processes his/her photographs using up-to-date programs	processes his/her photographs using up-to-date programs correctly in accordance with the intended use and the requirements of advertising/trend photographs	processes his/her photographs using up-to-date programs in accordance with the intended use and the requirements of advertising/trend photographs correctly in order to make technically high-quality photographs
	performs photo manipulation, when needed.	performs photo manipulation according to the client's wishes, when needed.	performs credible photo manipulation according to the client's wishes, when needed.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Knowledge of the traditions and current state of advertising and trend photography	makes use of his/her knowledge of the history, traditions and current state of advertising and trend photography when working.	makes use of his/her knowledge of the history, traditions and current state of advertising and trend photography when working and when making the background for his/her work	makes use of his/her knowledge of the history, traditions and current state of advertising and trend photography when working and when making the background for his/her work
		positions his/her work in the field of photography.	positions his/her work in the field of photography and understands the importance of traditions in modern photography.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Interaction and co-operation	communicates with the people being photographed and other co-operation partners	creates contacts and communicates with the people being photographed and other co-operation partners	creates contacts and communicates with the people being photographed and other co-operation partners
	works as a member of a team, when needed.	works as a member of a team, when needed, taking other members into consideration.	works in a team, when needed, taking other members of the team into consideration and develops his/her actions based on the co-operation.

Ways of demonstrating vocational skills

The student or candidate demonstrates his/her vocational skills by working in photography assignments. He/she may work independently or in line with a position in an enterprise in the field. Work is carried out to the extent that it can be established that vocational skills meet the skills requirements.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other methods.

4.5.18 Modules from upper secondary vocational qualifications

Modules from another upper secondary vocational qualification can be included in the Vocational Qualification in Visual Expression in accordance with the student's or candidate's individual study plan.

In a competence-based qualification system, a certificate of a completed qualification module is always awarded by the Qualification Committee in charge of the qualification in question. The Qualification Committee responsible for the Vocational Qualification approves the module in question as part of the Vocational Qualification in Visual Expression on the basis of the certificate.

4.5.19 Module from further vocational qualifications

One vocational module from any further vocational qualification can be included in a Vocational Qualification in Visual Expression.

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 a contract.

In upper secondary vocational education and training, a certificate of a completed further vocational qualification module is always awarded by the Qualification Committee in charge of the qualification in question and the education provider approves the further vocational qualification module to be included on the student's qualification certificate.

In a competence-based qualification system, a certificate of a completed further vocational qualification module is always awarded by the Qualification Committee in charge of the qualification in question. The Qualification Committee responsible for the Vocational Qualification in Visual Expression approves the module in question as part of the Vocational Qualification in Visual Expression based on the certificate.

4.5.20 **Module from specialist vocational qualifications**

One vocational module from any specialist vocational qualification can be included in a Vocational Qualification in Visual Expression.

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 a contract.

In upper secondary vocational education and training, a certificate for a completed specialist vocational qualification module is always awarded by the Qualification Committee in charge of the qualification in question and the education provider approves the specialist vocational qualification module to be included on the student's qualification certificate.

In a competence-based qualification system, a certificate of a completed specialist vocational qualification module is always awarded by the Qualification Committee in charge of the qualification in question. The Qualification Committee responsible for the Vocational Qualification in Visual Expression approves the module in question as part of the Vocational Qualification in Visual Expression based on the certificate.

4.5.21 Locally offered modules

In its approved curriculum, the education provider offers modules that include vocational skills requirements based on the needs of the local and regional world of work. The names of such modules must reflect functional areas in the world of work. Vocational skills requirements and assessment criteria as well as ways to demonstrate vocational skills must be drawn up for them in line with Section 9.3 in the Appendix under ‘Vocational skills requirements, targets of assessment and general assessment criteria’.

4.6 OTHER OPTIONAL MODULES IN UPPER SECONDARY VOCATIONAL 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 the needs of the local or regional world of work, modules from other vocational qualifications as well as competence acquired at work. The modules must be assigned names and vocational skills requirements, objectives and assessment criteria, while the ways of demonstrating vocational skills must also be defined for vocational modules.

In terms of offering other optional modules, the education provider may work together with the world of work 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.

4.6.1 Entrepreneurship

Vocational skills requirements

As part of a team, the student is able to:

- ♦ assess commodification opportunities;
- ♦ assess the operating opportunities of a proposed 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 plan to business consultants and financiers;
- ♦ negotiate the company's operating opportunities and the initial financing required;
- ♦ set up a business;
- ♦ plan and launch business operations;
- ♦ work within 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 targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The 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 as a whole	proceeds systematically in his/her work with guidance	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 feedback received	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		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student		
Use of equipment	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. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student		
Assessing commodification opportunities and operating conditions	makes use of the business opportunities in commodification offered by his/her own field or other fields in co-operation with the team	makes use of the business opportunities in commodification offered by his/her own field or other fields in co-operation with the team	makes use of the business opportunities in commodification offered by his/her own field or other fields in co-operation with the team
		searches for information available via different networks	makes use of information available via different networks
	surveys businesses operating in the field and finds information on acting as an entrepreneur in the field, working under supervision as part of a team	surveys businesses operating in the field and finds information on acting as an entrepreneur in the field, working as part of a team	surveys businesses operating in the field and finds information on acting as an entrepreneur in the field, working as part of a team
	follows developments in the field from a business point of view, working under supervision as part of a team	follows developments in the field from a business point of view, working as part of a team	follows developments and outlook in the field from a business point of view, working as part of a team
	assesses his/her own possibilities as an entrepreneur, working with guidance as part of a team	assesses his/her own possibilities as an entrepreneur, working as part of a team	independently assesses 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 with guidance as part of a team	finds out about and reports on the operating opportunities of the enterprise to be set up in co-operation with the team	finds out about and reports on the operating opportunities of the enterprise to be set up in co-operation with the team
	selects a form of enterprise and draws up the documents needed for setting up a business, working under supervision as part of a team	selects a form of enterprise and draws up the documents needed for setting up a business, working as part of a team	selects a form of enterprise and draws up the documents needed for setting up a business, working as part of a team
		takes part in acquiring information from key authorities	acquires information from key authorities independently
Planning business operations and working within the company	takes part in searches for information needed when planning operations, such as how to make a product or provide a service, how to sell these and how to manage finances, working under supervision as part of a team	takes part in searches for information needed when planning operations, such as how to make a product or provide a service, how to sell these and how to manage finances, working as part of a team	makes use of information needed when planning operations on how to make a product or provide a service, how to sell these and how to manage finances, working as part of a team
	takes part in searches for information needed when planning company logistics, working under supervision as part of a team	takes part in searches for information needed when planning company logistics, working as part of a team	makes use of information needed when planning company logistics, working as part of a team
	acquires information on support services available when setting up a business and running it, e.g. accounting services, working as part of a team	acquires information on support services available when setting up a business and running it, e.g. accounting services, working as part of a team	acquires information on support services available when setting up a business and running it, e.g. accounting services, working as part of a team
	applies the fundamental knowledge needed to complete agreed tasks, working under supervision	applies the fundamental knowledge needed to run the business	independently applies the fundamental knowledge needed to run the business
	finds out with guidance what legislation requires of bookkeeping	finds out what legislation requires of bookkeeping	finds out what legislation requires of bookkeeping and why
	keeps the receipts and vouchers needed for bookkeeping, working under supervision.	keeps the receipts and vouchers needed for bookkeeping	keeps the receipts and vouchers needed for bookkeeping
		interprets the business profit and loss account and balance sheet e.g. with the help of an accounting firm.	interprets the business 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
	The student		
Learning and problem-solving	searches for information on key regulations related to products, services and contracts under supervision	searches for 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 co-operation	participates in preparing choices and decisions as part of the team	makes proposals, choices and decisions as part of the team	makes justified proposals, choices and decisions as part of the team to develop business operations
	assesses his/her own activities and progress made with 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 co-operation negotiations with team members and stakeholders	negotiates on co-operation with team members and participates in negotiations with stakeholders	negotiates on co-operation with team members and stakeholders
Vocational ethics	observes financial, social and sustainability-related values in business operations under supervision	observes financial, social and sustainability-related values in business operations	observes financial, social and sustainability-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 himself/herself against the dangers related to the work and working environment with guidance	protects himself/herself against the dangers related to the work and working environment	protects himself/herself against the dangers related to the work and working environment
	ensures his/her own safety and that of colleagues and customers in familiar situations with guidance.	ensures his/her own safety and that of colleagues and customers in different situations as instructed.	ensures his/her own safety and that of colleagues and customers in different situations develops the safety and working capacity of his/her team by developing own working practices and the environment instructs others to act in a healthy and safe way when working as a team member.

Ways of demonstrating vocational skills

The student demonstrates his/her vocational skills by working in co-operation with team members, representatives of partner companies, stakeholders or other parties in practice enterprises or similar.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning

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

4.6.2 Workplace instructor training

Vocational skills requirements

The student is able to:

- ♦ recognise the tasks at the workplace suitable for on-the-job learning or vocational skills demonstrations and find out about their targets of assessment and assessment criteria;
- ♦ negotiate implementation of on-the-job learning and vocational skills demonstrations in the working community;
- ♦ prepare on-the-job learning and skills demonstration plans in co-operation with the teacher and workplace instructor;
- ♦ provide other students with orientation in the tasks, customs and rules at the workplace or at school;
- ♦ present the training and working opportunities in the field e.g. to students on workplace guidance periods;
- ♦ have guidance discussions, develop his/her own activities based on feedback and arbitrate differences of opinion;
- ♦ work with different learners and colleagues;
- ♦ receive and give constructive feedback;
- ♦ self-assess his/her on-the-job learning and skills demonstration in accordance with the targets of assessment and assessment criteria agreed in advance;
- ♦ assess occupational safety risks in his/her work, 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 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student		
Planning one's own work and drawing up plans	prepares on-the-job learning and skills demonstration plans under supervision	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 as a whole	requires occasional supervision.	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 working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student		
Guiding a student	orients other students under supervision	orients other students as instructed and holds guidance discussions	orients other students, acts flexibly with different people and arbitrates differences of opinion
Assessing a student	accepts and gives feedback on tasks under supervision and self-assesses on-the-job learning and skills demonstrations under supervision, based on targets and criteria of assessment agreed in advance.	accepts and gives feedback on tasks and self-assesses on-the-job learning and skills demonstrations based on targets and criteria of assessment agreed in advance.	holds constructive feedback discussions and self-assesses on-the-job learning and skills demonstrations based on targets and criteria of assessment agreed in advance.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student		
Knowledge of working life and training opportunities in one's own field	presents some of the working and training opportunities within the field	presents working and training opportunities within the field	presents working and training opportunities within the field independently and diversely

Knowledge of curricula	recognises the subject matter to be learnt during on-the-job learning and the competence to be assessed through skills demonstrations under supervision.	recognises the subject matter to be learnt during on-the-job learning and the competence to be assessed through skills demonstrations as instructed.	independently recognises the subject matter to be learnt during on-the-job learning and the competence to be assessed through skills demonstrations.
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TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
4. Key competences for lifelong learning	Satisfactory 1	Good 2	Excellent 3
Health, safety and ability to function	The student assesses occupational safety risks involved in his/her work and complies with occupational safety instructions.	assesses occupational safety risks involved in his/her work and complies with occupational safety instructions.	assesses occupational safety risks involved in his/her work, complies with and also instructs others to comply with occupational safety instructions.

Ways of demonstrating vocational skills

The 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 working community and assesses its occupational safety risks and ergonomics issues in terms of his/her own work. The student examines opportunities to arrange his/her on-the-job learning and skills demonstration assessments at the workplace. The student analyses the assessments of his/her own on-the-job learning and skills demonstration.

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

A vocational skills demonstration is to comprise at least:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material: supervision of the student, assessment of learning and competence;
- ♦ fundamental knowledge: knowledge of the Qualification Requirements;
- ♦ key competences for lifelong learning: health, safety and ability to function.

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

4.6.3 Advanced 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 the local or regional world of work. The names of such modules must reflect the functional areas in the world of work while vocational skills requirements, objectives and assessment criteria as well as the ways of demonstrating vocational skills must be drawn up for them in line with Section 9.3 in the Appendix under ‘Vocational skills requirements, targets of assessment and general assessment criteria’. In terms of offering other optional modules, the education provider can work together with the world of work and other education providers.

4.6.4 Core subjects

In its curriculum, the education provider offers core subjects which increase the student’s opportunities to choose from the core subjects listed in Chapter 5. The modules can be optional additional modules to the compulsory ones (see Section 5.2.1 of the Qualification Requirements). The modules can be optional additional modules to the compulsory ones (see Section 5.2.1 of the Qualification Requirements). The education provider defines their objectives, core contents and assessment. The modules may also be optional modules from core subjects presented in Sections 5.2.2–5.2.7 of the Qualification Requirements. The education provider may also offer them in co-operation with other education providers. The student can also choose these modules from modules offered by other education providers.

4.6.5 General upper secondary studies

In its curriculum, the education provider offers students an opportunity to include in their qualification general upper secondary studies arranged by general upper secondary schools in accordance with the general upper secondary school curriculum, for which the general upper secondary school in question awards a certificate. The education provider can also decide that students can choose general upper secondary studies (such as online studies) from the courses offered by different general upper secondary education providers.

4.7 MODULES PROVIDING INDIVIDUAL ADVANCED VOCATIONAL COMPETENCE (MODULES THAT EXPAND THE SCOPE OF AN UPPER SECONDARY VOCATIONAL QUALIFICATION)

The student or candidate may individually include in his/her upper secondary vocational qualification more modules, when it is necessary from the point of view of field-specific or local skills requirements or strengthening his/her vocational skills.

Modules providing advanced individual vocational competence should be implemented, as far as possible, at workplaces in co-operation with the world of work.

4.7.1 Business operations

Vocational skills requirements

The student or candidate is able to:

- ♦ assess the possibilities of commodification of his/her own competence (product or service);
- ♦ study the business environment of the enterprise to be established:
 - identify and acquire co-operation 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 financial management plan for the enterprise and find out about the resources required to run it,
 - present the business and financial plan to business consultants and financiers,
 - negotiate the enterprise's operating opportunities and the initial financing required,
 - plan the manufacturing of the enterprise's products and provision of services,
 - prepare a marketing plan and report on it as well as decide on marketing activities,
 - make the necessary logistics decisions,
 - prepare a risk analysis for the enterprise,
 - plan 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 targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
1. Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Planning one's own work and drawing up plans	plans business operations with 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
Mastering the work as a whole	proceeds systematically in his/her work with guidance	proceeds systematically and fluently in his/her work	proceeds systematically and fluently in his/her work
	acquires a partner company with guidance	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 feedback received	acts in accordance with quality objectives set and assesses his/her own activities in achieving them	acts in accordance with quality objectives set and develops his/her own activities to achieve 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 working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Technology and information technology	uses customary tools needed when setting up his/her business, such as equipment and machinery, computers and software	uses tools needed when setting up his/her business, such as equipment and machinery, computers and software	independently uses tools needed when setting up his/her business, such as equipment and machinery, computers and software
	observes the principles of information security.	observes the principles of information security.	observes the principles of information security.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The student or candidate		
Assessment of commodification opportunities	makes use of his/her own field's business opportunities in commodification with guidance	makes use of his/her own field's business opportunities in commodification	makes use of his/her own field's business opportunities in commodification
	searches information available via different networks with guidance	searches for information available via different networks	makes use of information available via different networks
	identifies companies operating in the field and finds information on entrepreneurship in the field under supervision	identifies companies operating in the field and finds information on entrepreneurship in the field	identifies companies operating in the field and finds information on entrepreneurship in the field
Looking into the business environment	follows developments in the field from the point of view of starting business operations under supervision	follows developments in the field from the point of view of starting business operations	follows developments and the outlook in the field from the point of view of starting business operations
	assesses his/her chances as an entrepreneur with guidance	assesses his/her chances as an entrepreneur	independently assesses his/her possibilities as an entrepreneur and sets personal development objectives
Choosing a business idea	finds out about the operating opportunities of the enterprise to be established with guidance	finds out about and reports on the operating opportunities of the enterprise to be established	finds out about and reports on the operating opportunities of the enterprise to be established
	acquires information from key authorities under supervision	acquires information from key authorities	acquires information from key authorities independently
	acquires information needed in planning business operations under supervision, such as how to make a product or provide a service, how to sell these and how to manage finances	acquires information needed in planning his/her business operations, such as how to make a product or provide a service, how to sell these and how to manage finances	makes use of information needed in planning his/her business operations, such as how to make a product or provide a service, how to sell these and how to manage finances

Drawing up a business plan	acquires information needed for planning company logistics under supervision	acquires information needed for planning company logistics	makes use of information needed for planning company logistics
	uses information needed for company risk analysis under supervision	uses information needed for company risk analysis	applies information needed for company risk analysis
	acquires information on support services available for setting up and running a business under supervision, such as accounting services	acquires information on support services available for setting up and running a business, such as accounting services	acquires information on support services available for setting up and running a business, such as accounting services
	acquires information on the entrepreneur's role in book-keeping and profit and loss analysis under supervision	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
	searches for information on key regulations related to products, services and contracts under supervision	acquires information on key legislation and statutes concerning products, services and contracts	applies key legislation and other statutes concerning products, services and contracts
Choosing a form of enterprise and setting up and closing down a business	chooses a form of enterprise and draws up the documents needed for setting up and closing down a business under supervision.	chooses a form of enterprise and draws up the documents needed for setting up and closing down a business.	chooses a form of enterprise and draws up the documents needed for 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 supervision	makes choices and decisions	makes valid proposals, choices and decisions to develop business operations
	assesses his/her own activities and progress made with guidance	assesses his/her own activities and progress made	independently assesses his/her own activities and progress in his/her work and business operations
Interaction and co-operation	negotiates co-operation with stakeholders with guidance	negotiates co-operation with stakeholders	innovatively negotiates co-operation with stakeholders
Vocational ethics	complies with the financial, social and sustainability-related values agreed when planning business operations under supervision	complies with the financial, social and sustainability-related values agreed when planning business operations	complies with the financial, social and sustainability-related values when planning business operations

Health, safety and ability to function	prepares plans on compliance with occupational safety regulations in his/her business under supervision	prepares plans on compliance with occupational safety regulations in his/her business	independently prepares plans on compliance with occupational safety regulations in his/her business
	prepares plans on how to protect oneself against dangers related to the work and working environment under supervision.	prepares plans on how to protect oneself against dangers related to the work carried out in the enterprise and its working environment.	independently prepares plans on how to prepare against dangers related to the work carried out in the enterprise and its 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 co-operation with different stakeholders.

A vocational skills demonstration must completely cover:

- ♦ mastering work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge;
- ♦ key competences for lifelong learning.

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, assignments and other reliable methods.

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

1. Modules from upper secondary vocational qualifications

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

In the competence-based qualification system, a certificate of a completed upper secondary vocational qualification module is always awarded by the Quali-

cation Committee in charge of the upper secondary vocational qualification concerned. The Qualification Committee for the field approves the module in question as part of the Vocational Qualification in Visual Expression based on the certificate.

2. Modules from further vocational qualifications

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

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 a contract.

In upper secondary vocational education and training, a certificate of a completed further vocational qualification module is always awarded by the Qualification Committee in charge of the qualification in question and the education provider approves the further vocational qualification module to be included on the student's qualification certificate.

In a competence-based qualification system, a certificate of a completed further vocational qualification module is always awarded by the Qualification Committee in charge of the qualification in question. The Qualification Committee responsible for the Vocational Qualification in Visual Expression approves the module in question as part of the Vocational Qualification in Visual Expression based on the certificate.

3. Modules from specialist vocational qualifications

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

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 a contract.

In upper secondary vocational education and training, a certificate for a completed specialist vocational qualification module is always awarded by the Qualification Committee in charge of the qualification in question and the education provider approves the specialist vocational qualification module to be included on the student's qualification certificate.

In a competence-based qualification system, a certificate of a completed specialist vocational qualification module is always awarded by the Qualification Committee in charge of the qualification in question. The Qualification Committee responsible for the Vocational Qualification in Visual Expression approves the module in question as part of the Vocational Qualification in Visual Expression based on the certificate.

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

In its approved curriculum, the education provider can provide students with a chance to take individually advanced vocational modules that meet the skills requirements of the local or regional world of work and students' individual needs for in-depth vocational skills. The modules must be named and their skills requirements, assessment criteria and ways of demonstrating vocational skills must be determined.

4.8 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 skills, portfolio or performance. The student recognises his/her vocational key strengths and develops his/her creativity, innovativeness and promotes personal vocational 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.

The education provider decides how the final project is carried out.

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

The student

- ♦ communicates and acts in an interactive situation so that he/she can practise the occupation, participate in working life, be an active citizen and pursue further studies;
- ♦ possesses the textual skills of the occupational field needed in working life, such as different reports, documentation and business correspondence required in business operations;
- ♦ knows how to act in a multicultural and multilingual environment;
- ♦ understands the key concepts, essential contents and meaning of texts such as work specifications, plans and user instructions related to his/her occupational field;
- ♦ acquires information from different sources in different ways and conveys it orally and in writing;
- ♦ interprets different text types and literary works;
- ♦ assesses his/her mother tongue skills and develops them continuously;
- ♦ knows how to act in different interactive situations in the field, such as customer encounters;
- ♦ masters different oral communication situations in the field, such as presenting work and the final project in visual expression;
- ♦ knows how to draw up the most common written materials in his/her occupational field and community, such as work plans, offers and contracts;
- ♦ knows how to behave in a job-seeking situation and how to draw up documents relevant to applying for a job;

- ♦ makes use of visual expression trade journals and other media;
- ♦ 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 constructively contributes to communication at work.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Acquiring information	acquires information essential to his/her occupational field from clear texts under supervision	acquires information related to his/her occupational field from different sources and uses reliable texts	acquires information from different sources, even difficult texts, and assesses their reliability
Reading comprehension	understands the core meaning of the text in terms of vocational skills and knows how to combine its information with 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 with his/her own experiences and knowledge	understands both the meaning and message of the text as well as the significance of the details, draws conclusions and evaluates the contents and the way of expression used in the text
Written communication	writes texts that are essential to vocational skills with guidance	writes texts that are essential to vocational skills	writes purposefully and processes his/her texts based on his/her own evaluation and feedback
	knows the basics of spelling	uses fluent phrase and sentence structures and breaks the text into paragraphs	masters the basic norms of language use and also improves the wording and layout of the written text
	draws up documents with 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 type and also uses his/her knowledge of text types in other respects	applies text type requirements in his/her own texts

Interaction and acting in work-related language situations	acts appropriately in interactive situations, such as when applying for a job	acts appropriately and politely in interactive situations, such as when applying for a job	is customer-orientated, flexible and convincing in different interactive situations
	participates in conversation making statements	participates in the conversation and directs it towards the goal	participates in conversation in an active and constructive way and takes partial responsibility for the communication atmosphere
	justifies 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 with his/her listeners as he/she speaks and knows how to construct his/her statement in a way that is easy to follow	can maintain interaction while speaking, knows how to exemplify his/her presentation and how to construct its contents logically
Media skills	knows the central media in the occupational field	uses key communication tools and assesses media texts	makes versatile use of communication tools and assesses media texts critically
	observes copyrights with guidance	sees copyrights as rights and obligations and observes them by citing his/her sources	knows how to cite the sources used and asks permission to use them if necessary
Knowledge of language and culture	recognises the meaning of his/her own language and the meaning of cross-cultural communication	takes cross-cultural communication into account in his/her own interaction	applies cross-cultural communication and his/her own cultural skills and acts in an open-minded manner
	uses literature and other art forms to acquire experiences.	knows how to construe literature and other art forms.	knows how to analyse and interpret literature and other art forms.

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

In recognition of prior learning, general upper secondary school courses *Language, texts and interaction* (ÄI1), *Structures and meanings of texts* (ÄI2), *Means of influence* (ÄI4) and one of *Literary texts* (ÄI3), *Text, style and context* (ÄI5), *Language, literature and identity* (ÄI6) or *Oral communication* (ÄI7) 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 for the equivalent studies in Finnish.

5.1.1.3 Mother tongue, Saami

Objectives

The student

- ♦ acquires versatile experiences in Saami, both orally and literally;
- ♦ understands his/her linguistic roots and the development of his/her own linguistic identity;
- ♦ recognises the meaning of language and culture to the working community;
- ♦ familiarises himself/herself with Saami story-telling traditions and its significance to the Saami language and culture;
- ♦ acquires information from different Saami-language sources and also passes it on both in speech and in writing;
- ♦ expands his/her experience and co-operation to also cover Saami-speaking visual expression colleagues living in other 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 documents of his/her occupational field and community in Saami;
- ♦ writes reports and job applications in Saami;
- ♦ knows how to act when applying for a job and in other oral communication situations relating to his/her occupational field;
- ♦ knows how to act in Saami in different interactive situations in his/her occupational field;
- ♦ 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 own mother tongue skills.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Knowledge of language and culture	knows the basic features of Saami culture	knows the background of the national Saami language and the formation of Saami culture	strengthens and develops his/her own linguistic identity
	uses Saami story-telling traditions with guidance	knows Saami culture and familiarises himself/herself with its unique character, such as story-telling traditions	uses Saami story-telling traditions and knows the history of Saami people through it
	recognises the variety and significance of languages and cultures	takes the meaning of different cultures and languages in communication situations into account in his/her activities	recognises the common roots of Saami and Finnish languages
Acquiring information and media skills	makes use of trade journals and other media in the field with guidance	uses the key communication tools in the field	acquires and analyses enriching experiences by making use of various communications tools
	knows the key media used in the occupational field	recognises different media influences and evaluates them	makes versatile use of the key media contents in the field and interprets them objectively
Reading comprehension	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 the Saami language and knows how to combine and compare its details with his/her own experiences and knowledge	understands both the meaning and message of the text, draws conclusions and assesses the content and the way of expression

Written communication	knows the basics of Saami-language spelling	uses fluent phrase and sentence structures and breaks the text into paragraphs	plans his/her writing according to the objective and also improves his/her text based on his/her own assessment as well as that of others
	writes full sentences and uses information technology	compiles a text that is valid in terms of content and layout and matches the title and the meaning of the text	compiles a text that is both diverse in content and fluent and coherent in terms of structure
		communicates in writing according to the situation	compiles written documents in Saami for use in his/her occupational field and community
Interaction and acting in work-related 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 it towards the goal	participates in 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 co-operation, 8. Communication and media skills, 11. Active citizenship and different cultures.

In recognition 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 *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

The student

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

Assessment

The table comprises the targets of assessment 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.

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

Knowledge of sign language linguistics	knows the basic structure of 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 with guidance	uses sign language dictionaries independently	searches for diverse information in sign language dictionaries and textbooks
	recognises the different forms of sign language (standard and colloquial language situations)	reflects on the contents of sign language texts in terms of goals	knows the linguistic characteristics of sign language
Interaction and acting in work-related language situations	uses occupational signs under instruction	knows the general set of signs and the occupational sign set	is well versed in the occupational sign set and the linguistic features related to occupational identity
	acts correctly in interactive situations	participates in the conversation and directs it towards the goal	uses sign language that is structurally fluent and rich in expression
	reads signed (videoed) texts	explains occupational 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
	gives a short presentation in sign language	acts with sign language users and hearing people in different environments	in presentations, makes use of the means of expression and presentation used in the sign language culture
Use of learning skills and aids	knows how to use a sign language interpreter in one-on-one conversations	knows how and when to use an interpreter	knows how to use a sign language interpreter fluently in various situations
	uses trade literature and work instructions with the help of sign language under supervision	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 supervision	uses different learning strategies in sign language studies	utilises different learning strategies in his/her sign language studies
	masters the basics of communications technology and information search skills.	produces simple presentations with communication tools.	uses communication tools in a variety of ways when producing presentations in sign language.

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

In recognition 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 *Devices and interpretation of literature* (ÄIV3), *Text, style and context* (ÄIV5), *Language, literature and identity* (ÄIV6) or *Advanced oral communication skills* (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

The student

- ◆ reads, writes and expresses himself/herself in his/her mother tongue;
- ◆ understands his/her linguistic roots and the development of his/her own linguistic identity;
- ◆ uses his/her own mother tongue and Finnish in different contexts;
- ◆ acquires information from different sources in different ways and conveys it orally and in writing;
- ◆ knows how to communicate and to interact 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 occupational situations of visual expression appreciating his/her own language and Finnish traditions.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The 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 explain the main characteristics of his/her language environment and culture	familiarises himself/herself with the literature of his/her own language and cultural circle in practical terms	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 ties to the environment in which he/she has grown up
		knows the various opportunities to use his/her mother tongue and its variations in his/her region	is interested in his/her mother tongue and linguistic 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 (such as dictionaries, information networks)	acquires information in his/her own mother tongue utilising different communication tools and compares different sources objectively
Interaction and acting in work-related 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 occupational matters	compiles different texts observing the communication traditions of his/her own culture and makes active use of his/her oral skills
	knows the forms of oral expression 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 occupational field and participates in conversations in his/her own language region	knows how to work in a corresponding occupation in his/her own culture
		understands the meaning of bilingualism to his/her own work.	expands his/her professional vocabulary and develops his/her vocational skills in his/her own language if needed.

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

In recognition of prior learning, general upper secondary school courses *Native language and its usage* (ÄIM1), *Culture in the language area* (ÄIM3), *Communication and society* (ÄIM4) and *The world of knowledge* (ÄIM6) compensate for *mother tongue, one's own mother tongue for foreign language users* studies in core subjects.

5.1.1.6 MOTHER TONGUE, FINNISH AS A SECOND LANGUAGE

Objectives

The student

- ♦ possesses such communication and interactive skills that he/she has adequate resources for working life, active citizenship and further studies;
- ♦ understands the key contents of oral communication in Finnish, for example in customer encounters, and follows the topic being studied with ease and is able to participate in the work;
- ♦ understands the key contents of written study material and is able to use it to make progress in his/her studies;
- ♦ gets inspiration and experiences when studying literature and different text types of visual expression in Finnish and, if possible, in his/her mother tongue;
- ♦ produces texts required in his/her occupational field and other texts;
- ♦ masters the key structures of the Finnish language as well as professional vocabulary and phrases in his/her occupational field;
- ♦ knows how to act in his/her occupation in keeping with the main procedures of the Finnish world of work and society;
- ♦ searches information from different sources, uses dictionaries and makes notes independently and also uses material from printed and online sources to develop his/her language skills and further his/her studies.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Acquiring information	acquires information essential to his/her occupational field from clear texts under supervision	acquires information related to his/her occupational field from different sources and uses reliable texts	acquires information from different sources, even difficult texts, and assesses their reliability
Reading comprehension	understands short practical texts, key words and important details as well as texts of occupational relevance	understands professional texts relating to his/her own field or general topics and also texts that need some inference, knows how to search and combine information from several different texts of a few pages long	independently understands texts, even 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 occupational topics, uses vocabulary and sentence structures that are needed for a wide variety of writing and also writes understandable and practically flawless language	writes fluent and detailed texts, even 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 work-related language situations	understands speech on studying or his/her occupational field and a conversation containing general vocabulary	understands conversations that cover general topics and factual matters or are related to his/her occupational field and masters the vocabulary	understands spoken language dealing with concrete and abstract topics and his/her occupational field, recognises different styles of speech and knows how to summarise key elements and important details from what he/she has heard
	speaks about familiar things and manages informal conversations and also communicates in different occupational situations	speaks about ordinary concrete topics and explains matters related to his/her work and also communicates using a reasonably large vocabulary, variable structures and complicated sentences	communicates clearly in situations related to his/her experience and occupational 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 working life practices and also takes cross-cultural communication into account in his/her interaction	applies information on Finnish social norms and working life practices and also applies cross-cultural communication and his/her own cultural skills

Language studies	knows different ways of learning languages and the principles of using dictionaries and other information sources.	applies different ways of learning languages and uses dictionaries and other information sources to facilitate understanding.	applies different language learning strategies in his/her studies and also uses dictionaries and other information sources to complete assignments.
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Key competences for lifelong learning: 1. Learning and problem-solving, 2. Interaction and co-operation, 8. Communication and media skills, 11. Active citizenship and different cultures.

When defining the objectives of Finnish studies, the language proficiency scale of the Common European Framework of Reference for language learning, teaching and assessment is applied, level B2.1 of which (basic level of independent language skills) describes a student's excellent skills at the end of the studies in general terms. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. *Eurooppalainen viitekehys. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In recognition 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 for *Mother tongue, Finnish as a second language*.

5.1.1.8 MOTHER TONGUE, FINNISH FOR SIGN LANGUAGE USERS

Objectives

The student

- ♦ acquires and passes on information according to his/her individual circumstances and communicates in Finnish or Swedish in different situations;
- ♦ is able to consider the connections with working life requirements and the culture and history of the deaf in the texts used;
- ♦ produces texts required in the occupational field;
- ♦ uses professional Finnish typical of the field when interacting with those who can hear;
- ♦ compares the forms of expression and grammar between sign language and spoken or written language;
- ♦ knows how to work actively in communities and in working life where both Finnish and sign language are used.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Acquiring information	acquires information in Finnish or Swedish with guidance	uses Finnish or Swedish to acquire information in his/her occupational field	acquires information independently from printed and digital sources and assesses them objectively
Reading comprehension	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 abstracts 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 supervision and following an example	draws up appropriate job applications	draws up appropriate job applications identifying the applicant's skills
	writes general language so as to cope with familiar communication situations	makes an understandable input in written communication	conveys and explains written texts in sign language comments on texts and information sources critically
Interaction and acting in work-related language situations	reads text samples related to professional, cultural and private life	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 co-operatively at work using aids if needed	works co-operatively as a member of a team and knows how to convey messages	works in a team and communicates professionally and responsibly with both deaf and hearing people
Media skills	recognises and observes the changing media environment	critically observes and assesses 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 between sign language and written language.	compares the typical spoken language structures with those in sign language.	knows the principles and form of spoken Finnish or Swedish and compares them with the equivalent structures in sign language.

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

In recognition of prior learning, general upper secondary school courses *Language, texts and interaction* (V21), *Structures and meanings of texts* (V22), *Texts and influence* (V24) and one of *Devices and interpretation of literature* (V23), *Text, style and context* (V25), *Language, literature and identity* (V26) or *Advanced oral communication skills* (V27) compensate for *mother tongue, Finnish or Swedish for sign language users* studies in core subjects.

5.1.1.9 MOTHER TONGUE, ROMANY

Objectives

The student

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

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Knowledge of language and culture	knows the key features of Romany culture and analyses his/her own language use compared with others	knows the background and culture of the national Romany language and also strengthens and develops his/her own linguistic identity	understands for his/her own part the meaning of linguistic identity and acts according to the Romany culture
Acquiring information	searches for information from clear Romany texts with guidance	searches for many kinds of information from clear Romany texts	masters the sources and materials that exist in the Romany language and uses them in his/her writing
Reading comprehension	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 work-related language situations	participates understandably in written and oral communication at work	communicates in Romany orally and in writing according to the situation	communicates in Romany orally 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 himself/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 co-operation, 11. Active citizenship and different cultures.

In recognition of prior learning, general upper secondary school courses *Strengthening the linguistic foundation* (ÄIR1) and *Expanding language skills beyond family and friends* (AIR2), *The Romany language and culture in modern society* (ÄIR6) and one of *Oral and written Romany traditions* (ÄIR3), *History and distribution of the Romany language and culture* (ÄIR4), *Romany literature and other arts* (ÄIR5) or *Romany-language speaking skills and oral culture* (ÄIR7) 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

The student

- ♦ manages routine work assignments in his/her occupational and everyday situations in the second national language;
- ♦ understands the significance of both national languages and cultures in a multicultural Finland.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Acquiring information	knows the principles of using dictionaries and other information sources	uses dictionaries as well as some other information sources, such as electronic sources	uses dictionaries, electronic and other sources to acquire further information from simple foreign-language instructions in his/her own field
Reading comprehension and written communication	understands the contents of short and simple written messages related to his/her own work and occupational safety, using helpful tools	writes short work-related texts, such as work and safety instructions, following examples	writes short work-related notes, instructions or order forms
Interaction and acting in work-related language situations	talks about himself/herself in a 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 other Nordic countries	understands the position of Swedish language and culture in a multicultural Finland
Language studies	recognises his/her own learning strategies.	recognises 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 co-operation, 8. Communication 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 language proficiency scale of the Common European Framework of Reference for language learning, teaching and assessment. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. *Eurooppalainen viitekehys. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Translated into Finnish by Irma Hutunen and Hanna Jaakkola 2003.)

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

5.1.2.2 SECOND NATIONAL LANGUAGE, FINNISH, 2 CREDITS

Objectives

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

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Acquiring information	knows the principles of using dictionaries and other information sources	uses professional dictionaries and Finnish-language databases	uses dictionaries, manuals, reference books and Finnish websites to acquire information
Reading comprehension and written communication	understands the contents of simple Finnish-language instructions or notices related to work or everyday life	understands the contents of Finnish-language instructions or notices related to work or everyday life	reads with ease 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 even writes short reports in Finnish, using tools	writes notices, letters and even longer reports or minutes in Finnish, using tools if needed	fills in forms, writes orders, letters and reports and also answers inquiries in writing in Finnish

Interaction and acting in work-related language situations	understands simple instructions and orders related to work or everyday life and is able to address a customer or co-worker in acceptable Finnish and understand questions asked	understands clear instructions and spoken language at a normal tempo at work or on the phone, is able 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 conversations even when spoken at a fast tempo, is able to interact with Finnish-speaking customers naturally and understands their meanings 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 a variable speaking tempo
Significance of language and culture	understands the significance of mastering Finnish in everyday interaction as well as in a Finnish working community	works well in a Finnish working community and strives to improve his/her professional language skills	plays an active role in a Finnish working community and shows interest in the Finnish culture
Language studies	recognises his/her own learning strategies.	recognises 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 co-operation, 8. Communication 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 language proficiency scale of the Common European Framework of Reference for language learning, teaching and assessment. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. *Eurooppalainen viitekehys. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In recognition of prior learning, general upper secondary school courses *Everyday life and leisure* (FINA1) and one of *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

The student

- ♦ communicates and acts in an interactive situation so that he/she can practise the occupation, participate in working life, be an active citizen and pursue further studies;
- ♦ possesses the language skills required in tasks of his/her occupational field;
- ♦ knows how to act in a multicultural and multilingual environment.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Acquiring information	searches for information in work-related materials and instructions under guidance and using dictionaries	searches for professionally relevant information using dictionaries as well as other information sources, such as electronic sources	searches for professionally relevant information in various ways, applies his/her knowledge and skills and justifies his/her decisions
Reading comprehension and written communication	understands short and simple written messages that are related to his/her occupational 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 answers received	understands written instructions that are related to his/her work, products and processes and feedback received
	writes simple and short work-related texts under guidance	writes simple and short work-related texts following examples	writes common personal messages and short texts and fills in simple work-related documents

Interaction and acting in work-related language situations	understands short and simple oral messages related to his/her occupational 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 at a normal tempo and acts accordingly
	briefly talks about himself/herself and about tasks in his/her occupational field by answering the questions asked in foreseeable and familiar work situations	talks 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	talks about his/her workplace and duties and about related norms and customs in familiar situations, finds out about similar things in other countries and acquires further instructions on the duties if needed
Knowledge of language and culture	is aware of the significance of the language studied as well as the culture it represents	understands the significance of the language studied as well as the culture it represents	applies his/her knowledge and skills in the foreign language and culture
Language studies	recognises his/her own learning strategies.	evaluates 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 co-operation, 8. Communication 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 language proficiency scale of the Common European Framework of Reference for language learning, teaching and assessment. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. *Eurooppalainen viitekehys. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In recognition 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

The student

- ♦ copes with ordinary everyday service situations;
- ♦ knows how to act in foreseeable and recurring service situations in working life, for example customer encounters, using the foreign language.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Acquiring information	knows the principles of using dictionaries and other information sources	uses dictionaries and other information sources, including electronic sources, to help him/her understand	uses dictionaries and other information sources, including electronic sources, to help him/her produce texts
Reading comprehension and written communication	writes simple texts, such as instructions, adverts or lists from familiar topics, with guidance and using helpful tools	writes texts that consist of short and simple phrases and sentences, such as instructions, adverts or lists that are related to very familiar topics, using helpful tools	writes, among other things, texts that consist of short and simple phrases and sentences, such as instructions, adverts or lists that are related to familiar topics in both private and in working life, using helpful tools
Interaction and acting in work-related language situations	can talk about himself/herself and his/her work in a few words and recognises tools, titles and assignments	asks simple questions and answers accordingly when dealing with the immediate, concrete environment and himself/herself, when the conversation partner talks slowly and clearly	asks simple questions and answers them when dealing with the immediate, concrete environment and himself/herself, when the conversation partner talks clearly and also asks for clarification if needed
			communicates orally when introducing himself/herself, for example, and in familiar everyday or working life situations

Knowledge of language and culture	recognises and distinguishes new sounds and characters	writes new characters and produces new sounds	advances the learning of the new language by comparing it with other languages he/she already masters
Language studies	recognises his/her own learning strategies.	evaluates the strengths and weaknesses of his/her own learning strategies.	strengthens his/her learning by trying out new strategies and ways of learning.

Key competences for lifelong learning: 1. Learning and problem-solving, 2. Interaction and co-operation.

Grade Good 2 equals listening and text comprehension language skill level A1.1 and speaking and writing skill level A1.1 on the language proficiency scale of the Common European Framework of Reference for language learning, teaching and assessment. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Published by arrangement with the Council of Europe 2001. *Eurooppalainen viitekehys. Kielten oppimisen, opettamisen ja arvioinnin yhteinen eurooppalainen viitekehys*. Translated into Finnish by Irma Huttunen and Hanna Jaakkola 2003.)

In recognition of prior learning, general upper secondary school B1 language 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

The student

- ♦ masters basic mathematics, percentage calculations and unit conversions and proportions and uses them in calculations relevant to the occupational field, including, for example, calculations related to business operations and material consumption;
- ♦ calculates areas and volumes and also applies geometry to the extent required in work assignments, in, for example, reading and compiling various drawings in the occupational field;
- ♦ uses appropriate mathematical solutions to solve problems related to work assignments, for example, methods of geometry in different stages of production and creation;
- ♦ expresses dependencies of variables using mathematical expressions;

- ♦ creates and forms equations, expressions, charts and drawings needed for assignments in the occupational field and solves work-related mathematical assignments using equations, deduction and graphs and assesses the correctness of his/her results;
- ♦ uses a calculator, computer and other mathematical tools, such as a pair of compasses, a set square and mathematical applications used in the occupational field, to help solve mathematical problems when needed.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Basic mathematical calculations, percentage calculations and unit variations as well as mathematical key concepts and presentation methods	completes routine work-related calculations and knows mathematical key concepts and presentation methods	completes occupationally relevant calculations proficiently and uses some mathematical concepts and presentation methods in his/her presentation	applies calculations that are needed in his/her occupation, assesses the accuracy of results and masters the mathematical concepts and presentation methods that are needed in his/her occupational field
Mathematical procedures, problem-solving and assessment of results	solves basic, work-related mathematical problems by deduction, graphic expression or calculation and also knows how to assess the scale of the results	solves occupationally relevant problems using mathematical procedures and assesses the correctness of the results	applies mathematical procedures in solving and forming occupationally relevant problems and assesses the reliability and precision of the methods
Using a calculator and computer	uses a calculator and computer to help solve basic work-related mathematical assignments	uses a calculator and computer efficiently to help solve occupationally relevant mathematical problems	uses a calculator and computer innovatively to help solve occupationally relevant mathematical problems
Processing, analysing and producing numeric data	uses statistics, charts and graphical presentations as information sources	uses statistics, charts and graphical presentations to solve occupationally relevant problems	applies statistics, charts and graphical presentations to solve occupationally relevant problems and also presents his/her mathematical results as statistics, charts and graphic presentations
	calculates mathematical averages of material presented according to instructions.	calculates essential statistical parameters.	calculates or defines statistical parameters relating to the material supplied.

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

In recognition of prior learning, general upper secondary school courses *Expressions and equations* (MAB1) and *Geometry* (MAB2) or *Functions and equations* (MAA1) and either *Polynomial functions* (MAA2) or *Geometry* (MAA3) compensate for *mathematics* studies in core subjects.

5.1.5 Physics and chemistry, 2 credits

Objectives

The student

- ♦ applies the most common physical and chemical phenomena, concepts and laws relevant to his/her occupational field;
- ♦ knows how to take the laws of nature into account in his/her work and other activities and act accordingly in order to save energy and the environment;
- ♦ addresses basic environmental problems from a scientific point of view;
- ♦ applies the key laws and concepts of physics relevant to his/her occupational field;
- ♦ knows the key concepts and phenomena of mechanics, thermodynamics and electricity relevant to his/her occupational field so as to be able to use the equipment and systems needed in the occupational field safely and economically and to work ergonomically;
- ♦ considers environmentally and occupationally relevant chemical phenomena in his/her work, which requires him/her to know the chemical properties of the most common elements and inorganic and organic compounds;
- ♦ stores, correctly uses and appropriately disposes of the substances needed in the occupational field and also calculates contents and concentrations;
- ♦ is able to interpret factors affecting the health effects and safety of substances from product markings and to consider the special properties of substances so that he/she does not endanger his/her own safety or that of the environment;
- ♦ observes and measures physical and chemical phenomena relevant to his/her occupational field;
- ♦ gathers, processes and analyses the observations and measurements made.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Knowing the laws of thermodynamics, mechanics and electricity and taking them into account at work	knows the laws of physics well enough to take the relevant related phenomena into account, but needs some supervision	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 account at work	handles, stores and correctly disposes of the chemicals he/she uses at work and takes the properties and environmental risks of different substances into account, but needs some supervision	handles, stores and correctly disposes of the chemicals he/she uses at work and takes the properties and environmental risks of different substances into account in familiar work situations	handles, stores and correctly disposes of the chemicals he/she uses at work and takes the properties and environmental risks of different substances into account in changing work situations
	interprets the most common product markings, but needs guidance at times	interprets the most common product markings	independently interprets different product markings in the field
	calculates concentrations and substance quantities with some supervision and searches for information from chemical safety data sheets according to instructions	calculates concentrations and substance quantities and searches for information from 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 supervised work situation	independently carries out measurements using the most common methods and equipment and knows how to assess the reliability of results	uses the most suitable measurement methods and equipment skilfully, takes measurements in an organised and cautious way and knows how to assess the precision and reliability of 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 some supervision	knows how to analyse measurements and observations as well as to draw conclusions from the results	knows how to report and present results as well as how to assess the precision and reliability of results and conclusions

Working safely and ergonomically	works according to safety instructions but needs supervision for ergonomic working.	works ergonomically and in compliance with safety instructions.	works ergonomically and in compliance with safety instructions and takes the risk factors in the working environment into account independently.
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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 recognition 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

The student

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

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Participation at school and in the on-the-job learning organisation	participates in the management of common affairs under supervision	participates in the management of common affairs as agreed and knows the social decision-making process	independently participates in the management of common affairs and knows the social decision-making process
Assessing opportunities to act	assesses his/her opportunities to function as a citizen and consumer under supervision	assesses his/her opportunities to function as a citizen and consumer	assesses his/her opportunities to function as an active citizen and as a consumer
	knows the rights, obligations and ways to influence as a student	knows the rights, privileges, obligations and key ways to influence as a student and citizen	knows the rights, privileges, obligations and key democratic ways to influence as a student and citizen
	searches for information on the basic rights and responsibilities of a consumer	knows the basic rights and responsibilities of a consumer	knows the basic rights and responsibilities of a consumer
Using the services of society	uses the services a student needs and understands the citizens' role in financing them	uses the services society offers and understands the citizens' role in financing them	uses the services society offers independently and understands the citizens' role in financing them
Taking care of personal finances	draws up a plan for his/her funds and expenses under supervision	draws up a plan for his/her funds and expenses	draws up a plan for his/her funds and expenses
	searches for information on financing options and their costs under supervision	searches for information on financing options and their costs	searches for information about financing sources and compares their costs
Assessing the key factors affecting the 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 the national economy independently
Searching for information on vacancies in the occupational field and on the European Union	searches for information on vacancies in the occupational field locally	searches for information on vacancies in the occupational field regionally and nationally	searches for information on vacancies in the occupational field regionally, nationally and in other EU countries
	searches for information on EU citizens under supervision.	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 co-operation, 5. Initiative and entrepreneurship, 11. Active citizenship and different cultures.

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

5.1.7 Physical education, 1 credit

Objectives

The student

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

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Supporting and strengthening physical ability to function	makes use of the basic skills needed for physical exercise	makes diverse use of the basic skills needed for physical exercise	makes diverse use of the basic skills needed for physical exercise and sport-specific skills
	keeps up his/her physical ability to function under supervision	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 well-being with the help of physical exercise	understands the significance of exercise to physical, psychological and social well-being with guidance	understands the significance of exercise to his/her physical, psychological and social well-being	understands the significance of exercise to physical, psychological and social well-being
Interaction and co-operation	takes part in physical exercise following instructions supplied 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 through his/her actions.

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

In recognition 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

The student

- ♦ displays the aspiration and ability to maintain and promote health through his/her actions and knowledge;
- ♦ understands the factors in his/her own lifestyle and environment that have an impact on physical, mental and social ability to function;
- ♦ knows the significance of mental health, sexual health and human relations to human well-being;
- ♦ knows the harms of smoking and intoxicants and knows how to prevent health-damaging factors;
- ♦ knows about health-promoting lifestyles and habits;
- ♦ understands the links between exercise, nutrition, rest, sleep, recreation, human relations and health and takes them into account in his/her actions;
- ♦ recognises the basic factors that burden health and working capacity in his/her occupational field and knows how to develop his/her working methods and the safety and healthiness of his/her working environment in co-operation with others;
- ♦ knows how to prevent injuries, copes with the most common first aid situations, knows how to get help as well as how to act ergonomically;
- ♦ knows about the health differences of the population and the risk factors of the most common national diseases and how to prevent them;
- ♦ recognises the factors that influence his/her endurance and knows how to work to promote it;
- ♦ knows how to use student and other health care services and to engage in health-enhancing physical activity and understands their significance to maintaining his/her ability to function.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Maintaining and promoting physical, psychological and social health and well-being	takes the most common health-promoting lifestyles and habits (such as physical exercise, nutrition, rest, sleep, recreation, mental health, human relations, sexual health) into account under supervision and is willing to promote his/her own health and endurance	takes the most common health-promoting lifestyles and habits into account and participates in activities that promote them and his/her own endurance	acts in a way that promotes his/her health, well-being 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 methods of operation that promote the physical, psychological and social health and safety of the operating environment	complies with the procedures in place in the community geared towards promoting health and safety but needs supervision in new situations	takes the factors that burden health and ability to function into account in his/her actions and wants to promote the health and safety of his/her actions and operating environment	considers factors that have an impact on health and safety from different points of view and promotes the well-being of the community through his/her own actions
Making use of health-enhancing physical activity and health care services	plans and engages in health-promoting exercise under supervision and knows how to search for help from health care services when necessary	engages in health-promoting exercise following his/her own programme and uses health care 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 health care services accordingly
Prevention of injuries, first aid and ergonomic activity	recognises possible injury risks, knows how to get and give first aid in the most common situations requiring first aid and also follows ergonomic procedures in familiar situations	prevents injuries through 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 so as to spare himself/herself

Possessing the knowledge base of factors promoting the physical, psychological and social health and ability to function and factors preventing national diseases and harming health as well as adverse occupational effects	knows about the most common health hazards (such as smoking and substance abuse) and also about the most common factors that burden health and ability to function and about national diseases, but needs supervision to search for information on health promotion.	makes use of the 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 lifestyles and is aware of possible occupational health issues.	makes diverse use of information that promotes health and ability to function in his/her activities 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 co-operation, 3. Vocational ethics, 4. Health, safety and ability to function, 6. Sustainable development, 8. Communication and media skills, 10. Technology and information technology.

In recognition of prior learning, the general upper secondary school course *Foundations of health* (TE1) compensates for *health education* studies in core subjects.

5.1.9 Arts and culture, 1 credit

Objectives

The student

- ♦ understands the meaning of arts and culture in his/her own 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 appearance;
- ♦ expresses ideas, experiences and feelings through means such as music, dance, theatre, literature or visual arts and appreciates other people's visions and ways of expression;
- ♦ complies with the principles of sustainable development in his/her choice of materials and in work.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Making use of arts and culture	participates in art and cultural events	fosters the culture of the school community by maintaining its aesthetic appearance	renews the culture of the school community by developing its aesthetic appearance
Creating a production	plans and creates a product that displays his/her thoughts, experiences and emotions under supervision, in a 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 energy and nature conservation into account in use of material and in his/her work according to instructions	acts so as to conserve nature and energy when using materials and working	chooses the materials for his/her work so as to conserve nature and energy
Appreciation of the expression and views of others	explains about the cultural characteristics that he/she has recognised in the expressions of others.	gives constructive feedback on the expression and views of others.	develops his/her own expression by appreciating the views of others.

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

In recognition 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 for compulsory core subjects

The core subjects listed in Section 5.1 can be chosen as optional additional modules for core subjects. The education provider defines their objectives, core contents and assessment.

5.2.2 Environmental studies, 4 credits

Objectives

The student

- ♦ observes ways of working and acting that conform to the principles of sustainable development so as to help him/her achieve and complement vocational skills;
- ♦ acts so as to conserve energy in his/her work;
- ♦ prevents waste generation and sorts waste appropriately and also knows the life cycles of products relevant to his/her vocational skills;
- ♦ works so as to minimise environmental risks and preserve cultural heritage.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The 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 the challenges of sustainable development and suggested solutions as well as how to act according to the principles of sustainable development in his/her work
Knowledge of vocationally essential waste management and prevention of waste	knows how to prevent waste and how to sort waste under supervision in routine 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	recognises the basics and significance of cultural heritage with guidance	knows how to preserve cultural heritage in his/her occupation	is active in the preservation of the cultural heritage in his/her immediate environment and promotes it in his/her occupation
Choosing eco-efficient working methods and materials as well as recognising the life span of the key products from the point of view of vocational skills	chooses tools and materials that promote eco-efficiency under supervision	chooses tools and methods that promote eco-efficiency	chooses tools and methods that promote eco-efficiency and also recognises their impact on the life cycle
Observing environmental legislation and acting according to environmental quality systems	works according to the essential environmental regulations in his/her occupation with guidance	works according to the environmental regulations in his/her occupation	works according to the environmental regulations in his/her occupation and foresees future changes
	works according to environmental quality systems in his/her occupation under supervision	works according to environmental quality systems in his/her occupation	actively participates 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 for environmental information from different sources under supervision, modifying it to suit occupational needs.	sorts, compares and analyses gathered environmental information and modifies it to suit occupational 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. Communication and media skills, 10. Technology and information technology.

In recognition of prior learning, the general upper secondary school course *Environmental ecology* (BI3) compensates for *environmental studies* in core subjects.

5.2.3 Information and communications technology, 4 credits

Objectives

The student

- ♦ uses IT tools and systems needed in the assignments in the occupational field to gather, process, edit, save and present data;
- ♦ sets up and applies new IT peripherals, processes and programs (using the help desk if needed);
- ♦ works using efficient methods and procedures, such as touch typing and different mouse techniques;
- ♦ uses operating systems and makes use of application software, such as word processing, spreadsheet, e-mail, presentation graphics and calendar software, to produce, edit and present information needed in work assignments in the occupational field;
- ♦ manages files produced by the application software used in the occupational field and searches for information needed in work assignments using different online search engines and applications;
- ♦ uses network communications methods and applications to send and share information;
- ♦ observes copyright, information security and privacy protection instructions and regulations;
- ♦ uses ergonomically correct working postures.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The 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 occupationally relevant files and online search engines appropriately and efficiently	takes technical limitations and possibilities into account in file management applies occupationally relevant online search engines case-by-case and situation-by-situation and actively uses them 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, e-mail, presentation graphics and calendar software	uses application software efficiently to produce and edit work-related data	applies application software in a variety of ways to produce and edit information according to different situations and circumstances in the occupational field
Sending and sharing information	uses web communication methods in work assignments	uses different web communication methods efficiently to send and share work-related information	applies the alternatives offered by network communications to the different work-related situations and needs, taking the responsibility and safety aspects concerned into account
Observing copyrights, information security, privacy protection and ergonomics	acts according to copyright, information security, privacy protection and ergonomics instructions and regulations.	uses ergonomically recommended ways of working.	foresees and considers information security and privacy protection risks and develops his/her working environment and methods with information security, privacy protection and ergonomics objectives in mind.

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

The National Core Curriculum for General Upper Secondary Education does not include a course that would compensate for the *information and communications technology* studies in upper secondary vocational education.

5.2.4 Ethics, 4 credits

Objectives

The student

- ♦ reflects on the meaning of values, norms and views in his/her life, in interpersonal relationships and in work;
- ♦ justifies his/her choices and is able to assess their impact on human dignity, justice and sustainable development;
- ♦ shows honesty and responsibility in his/her actions, respects other people and also shows good manners in his/her work and human relationships;
- ♦ reflects on ethical questions and problems that relate to his/her own life, relationships, society, environment and working life;
- ♦ knows how to solve value and norm conflicts related to working life within his/her own field in an ethically acceptable way both independently and in co-operation with others;
- ♦ acts ethically in different conflicting and crisis situations;
- ♦ is capable of participating in development of the value base and ethical principles in his/her occupational field;
- ♦ gathers information on the value base of professional ethics in his/her own and other fields and understands and uses it as a vocational resource at work;
- ♦ observes and recognises ethical problems in his/her occupational field, processes them and presents justified views on them.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Reflecting on ethical questions	discusses values related to his/her own life and relationships with guidance and talks about ethical and philosophical questions	discusses ethical and philosophical questions as well as questions and values related to his/her own life and human relations	reflects on 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 problem situations, but needs support and supervision in new situations	acts responsibly and ethically at work and in working life conflict and crisis situations	acts independently, responsibly and ethically in work and working life conflict and crisis situations and knows how to justify his/her actions
Acquiring information and using the ethics knowledge base at work	searches for information on ethical questions in his/her field under supervision and uses the knowledge base in familiar situations	searches for information on the knowledge base of professional ethics within his/her own and other fields and uses it in his/her own life and work	actively acquires information on the knowledge base of professional ethics within his/her own and other fields and uses it as a vocational resource
			justifies his/her choices and wants to participate in development of the ethical principles and value basis within his/her own field
Processing value and norm conflicts at work	knows how to detect ethical problem situations in his/her occupation and solves work-related value and norm conflicts ethically together with members of the community.	recognises ethical problem situations in his/her occupation 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.	independently recognises the ethical problem situations in working life and in his/her own 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. Communication and media skills, 10. Technology and information technology.

In recognition of prior learning, general upper secondary school courses *Introduction to philosophical thinking* (FI1) and one of units 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

The student

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

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Taking into account the most common cultural features	recognises general features of other cultures	recognises cultural differences in other people's activities	takes into account the cultural background of the people he/she meets
Behaviour and dress code in different situations and meeting different people	recognises cultural differences in people's day-to-day activities in Finland and elsewhere	works together with other people despite cultural differences	also relates to foreign co-workers, clients and visitors without cultural conflicts
Taking into account the special features of one's own field	recognises the features of services and products in his/her field in different countries	compares the features of his/her culture with those in other cultures	takes the features of other cultures into account in his/her actions
Behaving according to organisational environment and duties	recognises 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 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 contexts using his/her language skills.

Key competences for lifelong learning: 2. Interaction and co-operation, 8. Communication and media skills, 11. Active citizenship and different cultures.

The National Core Curriculum for General Upper Secondary Education does not include a course that would compensate for the *cultural knowledge* studies in upper secondary vocational education.

5.2.6 Psychology, 4 credits

Objectives

The student

- ♦ observes and diversely understands human beings and the factors affecting their activities;
- ♦ recognises, acknowledges and processes psychological phenomena with the help of psychological knowledge and concepts;
- ♦ applies psychological knowledge to work assignments in his/her occupational field;
- ♦ applies the psychology of learning to his/her own studies;
- ♦ knows how to observe and think critically;
- ♦ knows how to observe the impact of feelings in different interaction and group situations, including network activities;
- ♦ explains his/her behaviour and that of others using psychological and socio-psychological knowledge;
- ♦ knows how to act in a way that promotes his/her psychological well-being and coping with duties in the occupational field;
- ♦ performs well in customer service and teamwork situations as well as network co-operation situations related to his/her work.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The 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 knowledge 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 use them to explain his/her behaviour and the behaviour of others

Knowledge of the development of human psyche	knows the psychological, biological and social factors that form the basis for individual psychological development	understands the interrelations 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 that the development can be influenced
Learning and self-awareness	knows key factors that affect the learning situation	assesses his/her own learning under supervision, 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 working and learning community and understands the significance of motivation and commitment to 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 identifying oneself with the group on work performances and satisfaction 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 attitudes accordingly in working life
Maintaining psychological capacity to work and function	promotes his/her psychological capacity to work and function with guidance	knows how to maintain psychological well-being and contributes to the well-being of the working community	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 affecting his/her family and friends
Acting in human relationship and interactive situations at the workplace	applies the most essential psychological knowledge when acting in common customer service and interactive situations in the workplace	knows the significance of social interaction and culture in psychological human behaviour and recognises different leadership styles and their influence on the workplace culture	works co-operatively in different roles and understands the meaning of leadership
Knowledge of the social aspect of socio-psychology	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 co-operation, 3. Health, safety and ability to function.

In recognition of prior learning, the general upper secondary school course *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

The student

- ♦ develops a business idea or commodifies his/her own know-how into business operations;
- ♦ assesses the development needs based on changes in the operating environment, customers' needs, competition, the working environment and his/her own expertise;
- ♦ follows the principles of profitable business operations in his/her business operations and also takes into account the cost structure of the operations and the impact of his/her own work input on profitability.

Assessment

The table comprises the targets of assessment 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.

TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA		
	Satisfactory 1	Good 2	Excellent 3
	The student		
Developing a business idea or commodifying one's own skills	develops a business idea as a member of a group or commodifies his/her own expertise with guidance	develops a business idea as a member of a group or commodifies his/her own expertise	develops a business idea independently or commodifies his/her own expertise, making use of the expertise in the working community
	defines procedures, key services or products related to his/her business operations with guidance	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 information on product or service development needs under supervision, based on changes in the operating environment, customer needs, competition or company expertise, for example	acquires information on product or service development needs based on changes in the operating environment, customer needs, competition or company expertise, for example, working in a group	independently acquires information on product or service development needs based on changes in the operating environment, customer needs, competition or company expertise, for example
	surveys different alternative solutions under supervision	surveys different alternative solutions	surveys different alternative solutions independently
	compares different options under supervision	compares options and sets quality and cost objectives for his/her work that take sustainable development into account	compares options and sets quality and cost objectives for his/her work that take sustainable development into account
		presents the alternatives to an expert, the foreman or clients, for example	presents the alternatives he/she considers the best to an expert, the foreman or clients, for example, and negotiates them
Planning business activities	chooses the option to be carried out under supervision and draws up an operational plan for it that contains the key information on implementation	chooses the option that is to be carried out in co-operation and draws up an operational plan for it that contains the key information on implementation	chooses or agrees on the viable option and draws up an operational plan for it that contains the key information on implementation
	discusses the plan and makes the agreed changes	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 his/her operational plan under supervision	executes his/her operational plan	independently executes his/her operational plan
	uses usual working methods, tools and materials required for the operational plan with guidance, making use of information technology	uses usual working methods, tools and materials required for the operational plan, making use of information technology	uses working methods, tools and materials required for the operational plan in interaction with his/her working community, making use of information technology
	works with experts at different stages of the activities with guidance	works with experts at different stages of the activities	uses expert networks at 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 enterprise observing safety instructions and agreed principles of sustainable development	works in the enterprise observing safety instructions and especially the principles of quality and sustainable development
	assesses the progress of his/her own activities and business operations with guidance	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 a development project or business operations	makes the agreed changes	agrees on possible changes	makes justified suggestions for change or improvement and agrees on their execution
	presents the execution phase and its results with guidance	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
Effectiveness and overall profitability of activities	works or runs his/her business operations effectively with guidance	works or runs his/her business operations effectively	works, acts in a working community or runs his/her business operations effectively
	calculates the share of the costs accumulated by his/her own work input.	calculates the costs of the operations 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 operations and the share accumulated by his/her own work input.

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

The National Core Curriculum for General Upper Secondary Education does not include a course that would compensate for *entrepreneurship* studies in upper secondary vocational education.

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 individual 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, work experience or guided interests, which support the general and vocational objectives of education and training and the growth of the student's personality.

STUDENT ASSESSMENT IN CURRICULUM-BASED UPPER SECONDARY VOCATIONAL EDUCATION AND TRAINING

7.1 TASKS AND OBJECTIVES OF ASSESSMENT

In addition to the provisions of the Act amending the Vocational Education and Training Act (601/2005, section 25), 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, student assessment is to produce information on the student's competence for the student himself/herself, the teacher and the employer as well as for the purpose of applying for further studies.

7.2 INFORMING ABOUT ASSESSMENT

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

Before 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, validation and recognition of prior learning, assessment of learning and competence including on-the-job learning and vocational skills demonstrations, targets and criteria of assessment, deciding on grades, reassessment process and improving the grades, rectification of assessment and receiving a qualification certificate.

7.3

VALIDATION AND RECOGNITION OF A STUDENT'S PRIOR LEARNING

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

Validation of prior learning

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

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

Recognition of prior learning

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

If the validation process shows that the objectives set for the module in question, or part thereof, have been reached, such prior learning is recognised. Recognition of prior learning is recorded in the student's individual study plan. More detailed information on individual study plans can be found in Section 8.1.

Recognition 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, 25 a and 25 c). Studies in the qualification to be completed can be substituted or accredited by recognition of prior learning. The modules substituted by the recognition of prior learning are marked on the qualification certificate (Chapter 7.9). The teacher or teachers in charge of the studies in question decide on recognition of prior learning. No general time limit can be set before which the acquired competence could

not be recognised, but the validity of 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 on 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 as part of core subjects is specified 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. Vocational skills demonstrations are used to show evidence of competence in vocational qualification modules. In terms of further and specialist vocational qualifications, the ‘pass’ grade awarded by the Qualification Committee is marked on the qualification certificate for the recognised module.

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

Conversion of grades

The provisions of the Decree amending the Vocational Education and Training Decree (488/2008, section 10) apply to the grade scale. A student is assessed based on the assessment practices prevailing at the institution, where he/she currently pursues his/her studies. If the grade scales differ from one institution to another, the institution 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
		very good 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 with 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 on the qualification certificate.

Assessment of learning

The objective of assessment of learning is that the student is aware of 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 individual study plan.

Assessment of competence

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

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 student must have an opportunity to show his/her competence in various ways and also assess his/her competence himself/herself.

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

Vocational skills demonstrations

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

In a vocational 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. Skills demonstrations are not arranged in core subjects and free-choice modules. However, the education provider can decide that a skills demonstration is arranged in free-choice modules if they are vocational modules.

Vocational skills demonstrations are graded for all the vocational modules. A skills demonstration can be given for 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 the targets 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 the targets of assessment, but an overall grade is not formed until all parts have been completed.

Vocational skills demonstrations are placed along with the duration of the studies. A student must have an opportunity to acquire the competence to be assessed in a skills demonstration before the demonstration is arranged and improve his/her performance based on the feedback received on the demonstrations. The principles of co-ordinating 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 students receive sufficient support and guidance to give skills demonstrations. Support and guidance are given before and during skills demonstrations, as well as afterwards in the form of formative feedback.

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 work processes;
- ♦ mastering working methods, equipment and material;
- ♦ fundamental knowledge; and
- ♦ key competences for lifelong learning.

Key competences for lifelong learning are learning and problem-solving, interaction and co-operation, 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 for key competences for lifelong learning, the following four key competences are assessed: learning and problem-solving, interaction and co-operation, vocational ethics together with health, safety and ability to function. Other key competences are assessed in connection with work processes, working methods, equipment and material or fundamental knowledge.

The education provider draws up the assessment criteria based on the general assessment criteria given in Section 9.3 for the optional modules for which they have not been defined in the Qualification Requirements.

7.5 DECIDING ON THE GRADE

In addition to the provisions of the Act amending the Vocational Education and Training Act (601/2005, section 25 b) and the Government Decrees amending the Vocational Education and Training Decree (Decree 603/2005, section 11, Decree 488/2008, sections 10 and 13), grades must be given for all modules in compliance with the Qualification Requirements, including the other optional modules

and modules providing advanced vocational competence included in the vocational studies (90 credits).

The grade to be awarded for a module is decided based on assessment of competence. If several teachers have been involved in assessing the competence, a decision is taken during an assessment discussion. A grade for a vocational skills demonstration is mainly decided by teachers and workplace 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 the provisions of the Government Decree amending the Vocational Education and Training Decree (603/2005, section 11 a) on storing assessment material, the grade given on a vocational skills demonstration is stored as per the targets of assessment. If the skills demonstration taken by a student only covers 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 provisions of the Government Decree amending the Vocational Education and Training Decree (603/2005, section 12) apply to reassessment and improving of grades.

7.8 RECTIFICATION OF ASSESSMENT

The provisions of the Act amending the Vocational Education and Training Act (601/2005, section 25 c) apply to rectification of assessment.

7.9 CERTIFICATES

Qualification certificates

A qualification certificate is an official document, the contents of which must conform to the Qualification Requirements. The provisions of the Government Decree amending the Vocational Education and Training Decree (488/2008, section 13) apply to awarding a qualification certificate. A qualification certificate must be awarded on the same basis in apprenticeship training arranged as upper secondary vocational education and training.

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

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

The final project is assessed as part of the modules in which it is included. Its scope and name are marked on the upper secondary vocational certificate, but no separate grade is given. In terms of on-the-job learning, the upper secondary vocational certificate indicates its extent but no separate grade is given, because the competence acquired during on-the-job learning is assessed through skills demonstrations.

Studies compensating for a module or competence acquired in some other way are marked on the student's upper secondary vocational certificate with their grades. If the grade scales differ, the conversion table given in Section 7.3 is used. For a module recognised from a further or specialist vocational qualification, the grade to be marked on the certificate is 'pass' 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 on the skills demonstration certificate. The

certificate is also to provide the name of the institution 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 recognised 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 Decision 216/2001, the skills demonstration certificate is to bear the following footnote: 'The student has included x credits of core subjects, which are not assessed with skills demonstrations.'

The qualification certificate must indicate that it consists of the upper secondary vocational certificate and skills demonstration certificate. The qualification certificate must also bear the name of the education provider or the institution awarding the certificate or both. An upper secondary vocational 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).

An upper secondary vocational certificate is to provide the following information:

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

A **skills demonstration certificate** is to provide the following information:

- ♦ student's name and personal identity code;
- ♦ name of the qualification and its scope 120 credits/3 years;
- ♦ name of the 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 for 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 the education provider or school.

A **qualification certificate** is also to provide the following information:

- ♦ contact information for the education provider or institution awarding the certificate;
- ♦ name of the education provider or institution if not already mentioned;
- ♦ authorisation to provide education granted by the Ministry of Education;
- ♦ legislation on which the education and training is based;
- ♦ indication of the fact that the education and training has been arranged in accordance with the Qualification Requirements adopted by the Finnish National Board of Education (date and register number of Regulation);
- ♦ indication of the fact that the qualification is approved by the Ministry of Education (date and number of the Government Decree in force at the beginning of the period of education and training);
- ♦ prerequisites for admission and national level of qualification;
- ♦ eligibility for further studies that the qualification provides;
- ♦ definition of the scope of the qualification, academic year and credit;
- ♦ grade scale;
- ♦ special provisions related to practising the occupation.

Certificate for completed education and training

The provisions of the Government Decree amending the Vocational Education and Training Decree (488/2008, section 13) apply to the contents of a certificate for completed education and training.

Certificate of completed studies, qualification modules or skills demonstrations

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

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

Certificate of resignation

The provisions of the Government Decree amending the Vocational Education and Training Decree (488/2008, section 13) apply to the contents of a certificate of resignation.

Certificate supplement for international use

The provisions of the Government Decree amending the Vocational Education and Training Decree (488/2008, section 13) apply to issuing a certificate supplement for international use.

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

The instructions given in Ministry of Education letter No. 146/530/2007 of 12 June 2007 apply to the Driver CPC certifying the initial qualification in the transport sector.

7.10

ASSESSMENT IN SPECIAL EDUCATION

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

A footnote must be added to the upper secondary vocational 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 that 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 amending the Vocational Education and Training Decree (811/1998, section 8). The grade scale must be the same as the one in general use. According to section 10 of the Government Decree amending the Vocational Education and Training Decree (603/2005), when education and training is arranged as special education, skills demonstrations can also be assessed verbally. A student must know that education and training completed in accordance with 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 completed studies 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 competence to be assessed despite possible deficiencies in language skills.

Before taking a vocational skills demonstration, a student whose mother tongue is other than the vocational institution's language of instruction must have such language skills that he/she understands the instructions and orders related to the work to be completed as the skills demonstration. The student's need for support must be identified and support activities must be planned accordingly in

co-operation between the vocational institution, workplace representatives and the student. If necessary, those arranging and assessing a skills demonstration must receive instruction on how cultural factors affect communication between individuals. People 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 a second language, also in cases where he/she has not received separate instruction in Finnish or Swedish as a second language. If both the teacher and the student consider the student's Finnish or Swedish skills to be equivalent to the level required for Finnish or Swedish, mother tongue, competence must be assessed against the objectives of Finnish or Swedish, mother tongue. An upper secondary vocational certificate must indicate the objectives on which the assessment of competence is based, however, on the scale from 1 to 3. The student's individual study plan, including assessment, can include both mother tongue studies above (see Section 8.4).

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

Assessing the second national language

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

OTHER PROVISIONS IN CURRICULUM-BASED VOCATIONAL EDUCATION AND TRAINING

8.1 GUIDANCE AND COUNSELLING AND INDIVIDUAL STUDY PLAN

Objectives for guidance and counselling

The objective of guidance and counselling is for the student to receive 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. A further objective is for the student to know how to act in the school community, to develop his/her learning and interaction skills and self-knowledge as well as to assess his/her own activities and outputs. He/she is able to plan his/her studies, draw up an individual 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 his/her studies and life career. He/she recognises possible problems related to his/her studies and life circumstances and knows where to find support. He/she knows how to use the student social services offered by society as well as other guidance, counselling and information services. Achievement of the objectives is supported by the education provider's obligation to inform the parents or other guardians of a minor student about vocational education and training and the progress of the student's studies.

Student's right to guidance and counselling

The qualification comprises a minimum of 1.5 credits of guidance counselling (Government Decision 213/1999). Guidance and 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 guidance and counselling. The student has the right to receive the support services he/she may need in studies or changing life circumstances.

Arranging guidance and counselling

The objective of guidance and 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 providers must pay special attention to guidance and counselling for those students who have studying or learning difficulties (such as dyslexia), frequent absenteeism or life management difficulties.

As part of its curriculum, the education provider is to draw up a guidance and counselling plan, which determines the tasks and division of work for those involved in the guidance and counselling process. The plan serves as a development tool for the whole vocational institution. It states how and what kind of support a student receives from those involved in guidance and counselling. The plan presents how co-operation with different education providers has been arranged to allow the student to choose modules and studies from different study programmes and qualifications and to plan completion of more than one qualification. It also determines other co-operation with outside specialists and the student's parents or other guardians. The guidance and counselling plan includes a student welfare plan.

All the teachers at the institution and other people responsible for guidance and counselling take part in the guidance and counselling process. The guidance counsellor has the main responsibility for arranging guidance and counselling as well as for planning and implementing the counselling process as a whole. A teacher's task is to guide and motivate the student to complete the qualification and plan the studies. The teacher's task is also to help the student find his/her strengths and develop his/her learning skills.

Guidance and counselling is arranged as educational, personal and group counselling and other guidance. A 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. Guidance and counselling promotes students' community spirit throughout the studies. The students' studies and well-being are monitored and supported in co-operation with their parents or guardians.

The education provider is to provide comprehensive school pupils, their parents or guardians, guidance counsellors and teachers with information on vocational education and training and how to apply. The education provider is to direct information and counselling measures especially to those young people who have not managed to secure a training place after completing basic education and to their parents or guardians.

The education provider is to develop its career and recruitment services in co-operation with business life and employment services as well as to promote and support students' employment and 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 receives help drawing up an individual study plan and monitoring its implementation. It is a plan the student is committed and motivated to implement throughout the period of education and training.

An individual study plan is drawn up through negotiation by the student, teacher or teachers and guidance 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, different learning styles are considered. Possible factors that prevent learning are recognised and the student's self-direction and vocational growth are supported.

Implementation of an 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 to 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, validation and recognition of prior learning, on-the-job learning places and times together with skills demonstrations.

8.2 ON-THE-JOB LEARNING AND OCCUPATIONAL SAFETY

In addition to the provisions of the Vocational Education and Training Decree (Decree 811/1998, sections 3 and 5, as amended by Government Decree 603/2005), 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 method of arranging vocational training in which qualification objectives are learnt at a workplace. On-the-job learning is objective-oriented, supervised 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 oc-

cupation. Only in exceptional cases can a student complete on-the-job learning at a vocational institution in a practice enterprise or with similar arrangements.

Co-operation between workplaces and the education provider ensures that on-the-job learning and other training is relevant to the world of work, of a high quality standard and up-to-date. The education provider is responsible for ensuring that all the partners in the area have the same view on arranging on-the-job learning. The education provider must ensure that the student receives sufficient supervision and instruction during on-the-job learning and that the teacher and other staff members have the resources to co-operate with the world of work. The education provider and teachers must co-operate with the world of work and business to assure the quality of on-the-job learning so that the student achieves the vocational skills requirements specified in the Qualification Requirements.

The education provider is responsible for implementation of on-the-job learning. Implementation includes planning, student supervision and assessment. The education provider is also responsible for the teachers' working life competence and training as well as for training workplace instructors. At the workplace, special attention is paid to supervising 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 receive 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 the provisions of the Vocational Education and Training Act (630/1998, sections 19 and 28) and the occupational safety regulations in force, the following is to be considered in terms of occupational safety:

The agreement on training and skills demonstrations to be arranged at the workplace in connection with practical work assignments is to include responsibilities related to safety, injuries and damages and insurance policies. Before starting the work, the employer and education provider work together to ensure 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 provisions concerning the employer apply to the education provider in accordance with the Occupational Safety and Health Act (738/2002, section 4(1)) when the work takes place at the institution or otherwise in the way determined by the education provider.

Student assessment during on-the-job learning periods 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, find employment after education and training and assume the role of an independent citizen in society regardless of their different learning capabilities.

The vocational education and training of a special needs student must, in view of the equality principle, be primarily arranged at ordinary vocational institutions in the same study groups as other students. Education and training can also be provided partly or completely in special groups. Vocational special education institutions primarily provide education and training for severely disabled students as well as preparatory and rehabilitative instruction and guidance. They also need to offer expert help to other educational 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 are added to special education in co-operation with rehabilitation service providers.

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

Needs for special education must be determined individually for each student on the basis of section 20 of the Vocational Education and Training Act and the Qualification Requirements. Achievement of 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):

- ♦ the qualification to be completed;
- ♦ the Qualification Requirements used in teaching;
- ♦ the scope of the qualification;
- ♦ the individual curriculum drawn up for the student;
- ♦ special teaching and student social services that the student receives;
- ♦ other personal services and support activities; and
- ♦ criteria for special education.

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

If vocational skills requirements have been adjusted, the individual study plan is to include an individual curriculum, which determines the student's learning objectives. They are based on the requirements of the qualification for which the student is studying. Vocational special education must be planned so that the student reaches, as extensively as possible, the same competence as in other vocational education and training. The objectives can be adjusted according to the student's resources either so that all the learning objectives are adjusted or by only adjusting the objectives 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 informed of how he/she can get the special services required after completion of studies.

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

8.4 TEACHING IMMIGRANTS AND REPRESENTATIVES OF DIFFERENT LANGUAGE AND CULTURAL GROUPS

Overview

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

Students whose mother tongue is other than the language of instruction at the institution must receive support particularly with their language studies and through special teaching arrangements. If necessary, the students' backgrounds, such as mother tongue, culture and the language skills developing during the period of education and training, must be taken into account in teaching. Teaching arrangements are made to support students' own linguistic identity alongside the majority language and culture. The education provider's curriculum is to comprise implementation of teaching arrangements for immigrant students and those representing other language and cultural groups.

Immigrants

In this context, immigrants are taken to mean students who have moved to Finland or who 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 teaching can be provided in Northern Saami, Inari Saami and Skolt Saami. Saami can be studied as a mother tongue even if education would not otherwise be provided in Saami.

Romanies

Teaching Romanies is carried out taking the position of Finnish Romanies as an ethnic and cultural minority into account. Romany culture is considered in teaching arrangements. Romany language instruction is arranged, as far as possible, in co-operation with other education providers.

Sign language users

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

Language teaching arrangements

The following teaching arrangements conforming to Government Decision 213/1999 can be applied to language studies (mother tongue, second national language, foreign language) of immigrant students, Saami and Romany speakers and sign language users, 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 provisions of section 12(2) of the Vocational Education and Training Act.

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

Students can either study Finnish or Swedish:

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

A student whose Finnish or Swedish skills are not at mother tongue level in all areas of language skills studies according to the objectives and contents of Finnish or Swedish as a second language. His/her Finnish- or Swedish-language skills are assessed according to these objectives whether or not the education provider has offered teaching in Finnish or Swedish as a second language. The education provider can offer and the 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 a second language studies over to studying Finnish or Swedish according to the objectives of mother tongue, Finnish or Swedish.

A student must be offered his/her mother tongue studies when possible. As a mother tongue, a student can also choose to study Romany, sign language or some other mother tongue (Act 630/1998, section 12(3)). The objectives of immigrant students' own mother tongue studies 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 language users (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 language users, his/her studies are to include Finnish or Swedish language studies.

Second national language

Instruction in students' second national language (Swedish or Finnish) is arranged in accordance with the objectives of the 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 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 own mother tongue.

8.5 APPRENTICESHIP TRAINING

Apprenticeship training is governed by the provisions of the Vocational Education and Training (630/1998, sections 8 and 17), the 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 (the National Core Curriculum and the Qualification Requirements of the Competence-based Qualification) 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 upper secondary vocational education and training in accordance with the provisions of Section 7.9.

8.6 CO-OPERATION BETWEEN HOME AND SCHOOL

In addition to the provisions of the Vocational Education and Training Act (630/1998, sections 5 and 14), the following is to be observed when arranging co-operation between home and school:

In education and training offered to young people, the education provider and the educational institution must take the initiative and maintain co-operation with students' parents or guardians. Co-operation between home and school is arranged so that it enhances students' independence and responsibility, advances studies and offers support in matters related to students' health, safety and well-being. The individual needs of special needs students and students with different language and cultural backgrounds are to be taken into consideration in the co-operation.

The education provider and the parents or guardians must co-operate in guidance and counselling both during and at the end of studies. Counselling must support the students' transition to working life or further studies and enhance their life management skills.

The part of the curriculum dealing with co-operation between home and school is to be drawn up in co-operation with the authorities in charge of implementation of health care and social services in the location municipality of the educational institution.

8.7 STUDENT WELFARE SERVICES

In addition to the provisions of the Vocational Education and Training Act (630/1998, sections 14, 28 and 37 a) on implementation of student welfare services and a 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, well-being and pleasantness of the educational institution. The objective is to support students and maintain the school community's ability to function in situations threatening physical and psychological safety and security. Student welfare services are to promote early identification of learning difficulties and other problems and prevent school drop-outs. In the case of minor students, the education provider must co-operate with their parents or guardians. The education provider is to ensure achievement of the objectives of student welfare services by including in its curriculum operating instructions which promote students' health and safety together with prevention and early identification of different problems. The education provider is to issue instructions on attending to such activities of the educational institution as students' participation in education and 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 causing a disturbance. The education provider must have a crisis plan and instructions in place in cases of disturbing behaviour, violence, injuries, accidents and deaths. The education provider must monitor the outcome of student welfare services and take necessary action. Students are to be encouraged to take part in and contribute to promoting well-being in their own school community. All those working with students in the school community are responsible for student welfare services. The duties of multidisciplinary student welfare staff include co-ordinating and developing student welfare services.

The part of the curriculum dealing with student welfare services is to be drawn up in co-operation with the authorities and other parties attending to implementation of health care and social services in the municipality or municipalities within which the institution operates. The education provider must take the provisions of the Primary Health Care Act and the Child Welfare Act into account when drawing up its curriculum in co-operation with municipal health care and social services. At

the same time, arrangements must be made to ensure social inclusion and expert services in student welfare and psychosocial support. Student feedback is to be used for developing services.

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

The education provider must ensure that the students know the school rules that are in force at the institution. The student's own responsibility for compliance with the school rules and other instructions must be emphasised.

9.1 DESCRIPTION AND BASIC VALUES OF THE VISUAL EXPRESSION FIELD

Visual expression is part of the cultural field. Professionals in the field work in various assignments relating to graphic design, visual and media arts and photography. The task of visual expression is to be visible in society as an initiator of discussion, in the form of visual design and as appropriate works and products.

Visual expression has an increasingly important role in communication within society, and it is a significant part of everyday life. Work assignments in visual expression are numerous. Works and products in the field can be seen daily in different communication channels and spaces.

People who graduate in the fields of graphic design, visual and media arts as well as photography are hired by companies and organisations providing communication or may be self-employed. A person working in the field is required to have technical skills, as well as co-operation, networking, communication and interaction skills.

The clients and target groups include all areas of society. Graphic design publications, bulletins, advertisements, packages, logos, websites etc. are ordered by government offices, various public entities and associations as well as large and small companies. Visual and media arts offer people experiences in exhibitions in galleries or in a number of public spaces. Photographs are part of our everyday lives as images in newspapers, magazines and advertisements. Photographs are also used as part of graphic design in brochures, catalogues, on the Internet or elsewhere.

Vocational skills in the field require an ability to combine content-related skills tied to one's culture and tradition with mastering equipment and programs. Digitalisation and changes in programs and hardware generate a continuous need for updating one's vocational skills, and therefore life-long learning must be embedded in vocational skills and development thereof.

Changes in the different forms and channels of communication in visual expression will generate new vocational skills requirements and unanticipated development in the field in the future. Knowledge of and adherence to copyrights are among the vocational skills required in the field.

A key task of visual expression is to promote visual culture in society. Activities in the field are guided by creativity, individualism, interaction and tolerance. Professionals in the field act responsibly. Players in the visual field promote development of appropriate and high-quality culture. It is based on aesthetic, ethics and communality. One must be able to produce meaningful messages and images in the field. In order to do this, a person working in the field needs to have keen observation skills, a visual point of view, expressiveness as well as knowledge of traditions.

The approach to visual expression can be both customer-oriented and individual, and therefore, roles in society can be numerous. Works may initiate discussion and question prevailing conceptions, or they can serve people in their everyday lives. Broad competence and responsibility are key values in the field.

Artists in the visual field must be aware of the effects of their products/works and take responsibility for them. They must respect copyrights, equal opportunities and equality.

Environmentally friendly materials and techniques can be selected in order to protect the environment and promote sustainable development. Substances which burden the environment are stored with care and recycled appropriately for further processing.

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

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

An applicant is to provide the education provider with such information on his/her health status as required by the admission process.

The education provider must also make sure that the health status of any 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 vocational skills requirements of the qualification 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 involving work assignments that his/her health would not allow. Student admissions must be made with due consideration given to the various tasks related to the occupations and work. It is possible that there are modules of a qualification that presuppose different health requirements and thus allow a student to make individual decisions on how to complete the qualification.

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

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

A student's illness or disability must not stop his/her studies or lead to a rash decision to change occupation or field of education. The practical problems that an illness or disability causes in education and training must primarily be solved using individual teaching arrangements and individualisation that meet the student's needs. Guidance and counselling, student support, instruction on the use of ergonomic working methods and aids facilitate completing the programme. When a student becomes ill or disabled, co-operation between student welfare and occupational health care services at workplaces is absolutely necessary.

In all situations where personal data specified as being sensitive in the Personal Data Act is dealt with and stored, such as information concerning a student's health status, the education provider must observe due caution and good information processing practice as required in the statutes.

Tasks to be completed **in visual expression and in training in the field** cause different kinds of physical stress, which should be noted by the person intending to work or working in the field. The person must not have any illnesses that would endanger their own health or safety, or that of others working nearby.

9.3

VOCATIONAL SKILLS REQUIREMENTS, TARGETS OF ASSESSMENT AND GENERAL ASSESSMENT CRITERIA

Determining the vocational 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 Qualification Requirements.

Vocational modules are formed according to and named after work assignments. Vocational 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		
Mastering work processes	Satisfactory 1	Good 2	Excellent 3
	The student		
Planning one's own work, self-assessment of performance and development of one's activities	plans his/her work but needs supervision in new situations or when the working environment changes	plans his/her own work	independently plans work assignments and tasks he/she is responsible for
	assesses the success of his/her work	assesses the success of his/her performance while working and proactively copes with new and changing situations	assesses the success of his/her performance, justifies the assessment and assesses and develops his/her working methods and environment

Independence and responsibility in performance of the work assignment as a whole	performs in familiar work assignments	considers the work assignment while working (such as where to start, where to finish and what tools and equipment to use, etc.)	considers the work assignment as a whole in the working environment and his/her own work as part of it
	works 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
	needs occasional supervision 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 and agreements and negotiates 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		
2. Mastering working methods, equipment and material	Satisfactory 1	Good 2	Excellent 3
	The student		
Choice and use of working methods, equipment and materials that suit the assignment and working environment	uses the most common working methods, equipment and materials related to his/her work in repeating work situations, but needs some supervision (procedures, equipment and materials are defined by qualification module).	uses working methods, equipment and materials related to his/her work independently in work situations.	chooses the most suitable working methods, equipment and materials and uses them skilfully in various work situations.


TARGETS OF ASSESSMENT	ASSESSMENT CRITERIA ON A GENERAL LEVEL		
3. Fundamental knowledge	Satisfactory 1	Good 2	Excellent 3
	The 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 Point 2), but needs supervision in acquiring and applying information.	independently searches for and uses information needed at work.	independently searches for and uses information in his/her work in various situations and justifies the work-related decisions on the basis of the information gathered.

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

Interaction and co-operation Actions in interactive situations and co-operative abilities	follows instructions provided 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 himself/herself clearly and brings forth different viewpoints constructively
	completes the work assignments he/she is responsible for but needs supervision from time to time	completes the work assignments he/she is responsible for spontaneously	acts responsibly, co-operatively and equally with different people as a member of a working community and group
	works in a familiar working community and group and asks for help from the others when needed	works with different people in a working community and group	supports and helps others and also takes into account the next working phase and employees in his/her work
Vocational ethics Activities based on vocational ethics, professional value basis and the agreements made	complies with the codes of ethics and timetables provided	complies with the codes of ethics, agreements, statutes and timetables provided	acts according to the values in the work community, codes of ethics, agreements and statutes 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	complies with the safety instructions provided and does not endanger himself/herself or others	complies with the working community's instructions and takes into account the safety of the members of the working community and working environment	complies with the working community's instructions and takes into account the safety of the members of the working community and working environment
	ensures safety in accordance with instructions	ensures safety	ensures safety and reports on the dangers and risks that he/she observes
	uses protective equipment, tools and working methods safely according to instructions	uses protective equipment, tools and working methods safely	uses protective equipment, tools and working methods safely
	works ergonomically in most situations.	works ergonomically.	uses safe, variable working methods, which do not cause excessive workload while taking ergonomics into account.
	Included in the objectives and assessment criteria of the core subjects (physical 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	The student		
	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 module (5 credits) 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 in compliance with the requirements of each field.		
Sustainable development Observing technological, economic, social and cultural principles	works and acts taking sustainable development into account under supervision	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 the working environment and other factors that affect the appearance of the end result under supervision.	works according to the aesthetic principles, pleasantness of the working 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 affect the appearance of the end result.
Communication and media skills Objective recognition, observation and interpretation of media products and use of media and information technology	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 have been drawn up in compliance with the requirements of each vocational field.		
Mathematics and natural sciences Numeracy required at work and knowledge of the laws of physics needed	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 have been drawn up in compliance with the requirements of each vocational field.		

<p>Technology and information technology</p> <p>Use of technology and information technology in the occupational field and taking into account the benefits, limitations and risks of technology</p>	uses common technical and information technology systems that are needed in his/her occupation, in repeated work situations, but sometimes needs supervision	uses common technical and information technology systems that are needed in repeated work situations	makes diverse use of common technical and information technology systems that are needed in work situations
	chooses the machinery and equipment needed under supervision and recognises the risks.	chooses the machinery and equipment needed and recognises the risks involved in their use.	chooses the machinery and equipment needed independently and recognises the limitations and risks involved in their use.
	Information technology is included in the objectives and assessment criteria of core subjects (social, business and labour-market subjects, 1 credit). 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>Active citizenship and different cultures</p> <p>Participating in community activities and decision-making with people from different backgrounds and observing the rights and obligations concerning employees and citizens and compliance with equality and non-discrimination legislation</p>	Included in the objectives and assessment criteria of the core subjects (social, business and labour-market subjects, 1 credit, and 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.		

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