

Handicrafts

The subject of handicrafts covers handicraft techniques and materials, tools, machines and other equipment within the handicraft area chosen by the student. It also covers the professional ethics of the work process and the quality of results.

Aim of the subject

Teaching in the subject of handicrafts should aim at helping students develop the ability to carry out all stages in the handicraft process from idea to finished product: identifying needs, planning using sketches or drawings, choosing appropriate materials and techniques, carrying out and presenting their work, and analysing and assessing results. Teaching should encourage students to develop their initiative, resourcefulness, independence, personal responsibility, ability to cooperate, self-motivation and creativity. Students should be given the opportunity to develop their creative thinking, feeling for design and an aesthetic approach. Teaching should thus provide both knowledge about colour and form, as well as skills in design.

Teaching should help students develop the ability to use the special language of the profession, and to communicate with customers, clients and suppliers. It should give students the opportunity to develop knowledge and skills for targeted sales that lead to good customer relations. Teaching should also help students develop a creative approach to business and service-oriented activities. The handicrafts sector partly consists of small businesses and thus teaching should stimulate students' interest in entrepreneurship.

Teaching should give students the opportunity to develop and apply knowledge of ergonomics, the working environment and safety issues in the chosen handicraft area.

Through teaching students should be given the opportunity to practise and refine handicraft techniques and methods. Students should also be given opportunities to put their theoretical knowledge of techniques and the different properties of materials into practice. Teaching should give students the opportunity to develop knowledge of how to choose appropriate materials and techniques for the intended final product, with due regard to costs and the environment. Teaching should also help students develop the ability to use digital technologies in their work.

Teaching in the subject of handicrafts should give students the opportunities to develop the following:

- 1) Skills in using handicraft techniques. Skills in planning, selecting and using appropriate materials, techniques, tools and machines.
- 2) The ability to calculate costs, materials and time used.
- 3) Skills in carrying out sketching techniques, drawing techniques and technical descriptions relevant to the chosen handicrafts area.
- 4) Knowledge of colour and form, and also skills in using these during the creative process.

- 5) Understanding and skills in using specialist language.
- 6) The ability to evaluate and analyse the work process and results.
- 7) Skills in using digital technology in the profession.
- 8) Skills in taking care of and maintaining materials, tools and machines.
- 9) Skills in working ergonomically and with reference to the environment, working environment and safety.
- 10) Knowledge of and skills in carrying out service and sales.

Courses in the subject

- Handicrafts – introduction, 200 credits.
- Cabinetmaking 1, 200 credits, which builds on the course, handicrafts – introduction with content from cabinetmaking.
- Cabinet making 2, 200 credits, which builds on the course, cabinet making 1.
- Cabinet making 3, 200 credits, which builds on the course, cabinet making 2.
- Cabinet making 4, 200 credits, which builds on the course, cabinet making 3.
- Cabinet making 5, 200 credits, which builds on the course, cabinet making 4.
- Cabinet making 6a, 100 credits, which builds on the course, cabinet making 5. Grades in the course cannot be included in the student's diploma together with grades in the course, cabinet making 6b.
- Cabinet making 6b, 50 credits, which builds on the course, cabinet making 5. Grades in the course cannot be included in the student's diploma together with grades in the course, cabinet making 6a.
- Cabinet making 4 – specialisation, 50 credits, which builds on the course, cabinet making 3. The course can be studied several times with different contents from the chosen orientation.
- Cabinet making 5 – specialisation, 50 credits, which builds on the course, cabinet making 4. The course can be studied several times with different contents from the chosen orientation.
- Floristry 1, 200 credits, which builds on the course, handicrafts – introduction 200, with content from floristry.
- Floristry 2, 200 credits, which builds on the course, floristry 1.
- Floristry 3, 200 credits, which builds on the course, floristry 2.
- Floristry 4, 200 credits, which builds on the course, floristry 3.

- Floristry 5, 200 credits, which builds on the course, floristry 4.
- Floristry 6a, 100 credits, which builds on the course, floristry 5. Grades in the course cannot be included in the student's diploma together with grades in the course, floristry 6b.
- Floristry 6b, 50 credits, which builds on the course, floristry 5. Grades in the course cannot be included in the student's diploma together with grades in the course, floristry 6a.
- Floristry 4 – specialisation, 50 credits, which builds on the course, floristry 3. The course can be studied several times with different contents from the chosen orientation.
- Floristry 5 – specialisation, 50 credits, which builds on the course, floristry 4. The course can be studied several times with different contents from the chosen orientation.
- Hairdressing 1, 200 credits, which builds on the course, handicrafts – introduction, with content from hairdressing.
- Hairdressing 2, 200 credits, which builds on the course, hairdressing 1.
- Hairdressing 3, 200 credits, which builds on the course, hairdressing 2.
- Hairdressing 4, 200 credits, which builds on the course, hairdressing 3.
- Hairdressing 5, 200 credits, which builds on the course, hairdressing 4.
- Hairdressing 6a, 100 credits, which builds on the course, hairdressing 5. Grades in the course cannot be included in the student's diploma together with grades in the course, hairdressing 6b.
- Hairdressing 6b, 50 credits, which builds on the course, hairdressing 5. Grades in the course cannot be included in the student's diploma together with grades in the course, hairdressing 6a.
- Hairdressing 4 – specialisation, 50 credits, which builds on the course, hairdressing 3. The course can be studied several times with different contents from the chosen orientation.
- Hairdressing 5 – specialisation, 50 credits, which builds on the course, hairdressing 4. The course can be studied several times with different contents from the chosen orientation.
- Textile design 1, 200 credits, which builds on the course, handicrafts – introduction with contents from textile design.
- Textile design 2, 200 credits, which builds on the course, textile design 1.
- Textile design 3, 200 credits, which builds on the course, textile design 2.
- Textile design 4, 200 credits, which builds on the course, textile design 3.
- Textile design 5, 200 credits, which builds on the course, textile design 4.
- Textile design 6a, 100 credits, which builds on the course, textile design 5. Grades in the course cannot be included in the student's diploma together with grades in the course, textile design 6b.

- Textile design 6b, 50 credits, which builds on the course, textile design 5. Grades in the course cannot be included in the student's diploma together with grades in the course, textile design 6a.
- Textile design 4 – specialisation, 50 credits, which builds on the course, textile design 3. The course can be studied several times with different contents from the chosen orientation.
- Textile design 5 – specialisation, 50 credits, which builds on the course, textile design 4. The course can be studied several times with different contents from the chosen orientation.
- Handicraft techniques 1, 200 credits, which builds on the course, handicrafts – introduction, with content from the chosen profile.
- Handicraft techniques 2, 200 credits, which builds on the course, handicraft techniques 1, with contents from the chosen profile.
- Handicraft techniques 3, 200 credits, which builds on the course, handicraft techniques 2, with contents from the chosen profile.
- Handicraft techniques 4, 200 credits, which builds on the course, handicraft techniques 3, with contents from the chosen profile.
- Handicraft techniques 5, 200 credits, which builds on the course, handicraft techniques 4, with contents from the chosen profile.
- Handicraft techniques 6a, 100 credit, which builds on the course, handicraft techniques 5 with contents from the chosen profile. Grades in the course cannot be included in the student's diploma together with grades in the course, handicraft techniques 6b.
- Handicraft techniques 6b, 50 credits, which builds on the course, handicraft techniques 5, with content from the chosen profile. Grades in the course cannot be included in the student's diploma together with grades in the course, handicraft techniques 6a.
- Handicraft techniques 4 – specialisation, 50 credits, which builds on the course, handicraft techniques 3, with contents from the chosen profile. The course can be studied several times with different contents from the chosen orientation.
- Handicraft techniques 5 – specialisation, 50 credits, which builds on the course, handicraft techniques 4, with contents from the chosen profile. The course can be studied several times with different contents from the chosen orientation.

Handicrafts – introduction

The course, handicrafts – introduction, covers points 1–10 under the heading Aim of the subject. The course covers basic knowledge in the chosen orientation or profile.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines and techniques for performing simple tasks. In connection with this, the course covers estimates for materials and planning of time required.
- Knowledge of products and materials in connection with planning and implementation. Sketching, technical drawing and design.
- Colour and form.
- Special terms for understanding and following instructions.
- Assessing work processes and results.
- Digital technologies for inspiration and documentation, such as photographing work.
- Management, maintenance and care of machines and tools.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.
- Environmental factors at work, e.g. recycling and waste sorting.
- Responsible professional conduct.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Floristry 1

The course, floristry 1, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4 and 8–9. The course covers additional basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Techniques and methods for carrying out common floristry tasks with emphasis on technique and external forms.
- Decorative materials.
- Potted plants and cut flowers, as well as their names, characteristics and care.
- Planning of basic floral tasks. In connection with this, the course covers estimating time and materials required.
- Quick lettering techniques, e.g. how to write price information.
- Principles of colour and design in basic floral tasks.
- Describing ideas and processes using drawings and appropriate language.
- Assessment and analysis of work processes and results.
- Digital technologies for inspiration and documentation.
- Handling and maintenance of machines and tools.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Responsible professional conduct.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Floristry 2

The course, floristry 2, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4 and 6–7. The course consolidates basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Development of floristry work with focus on form and techniques. In connection with this, different techniques such as wiring and shaping are used and trained.
- Decorative materials.
- Names of potted plants and cut flowers, their characteristics and care routines.
- Planning use of time, and also calculating and choosing material for floristry work. In connection with this, drawing techniques are used and developed.
- Composition techniques in floristry work.
- Assessment and analysis of work processes and results.
- Description and documentation of ideas and work processes using special terms and digital technologies.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Selling and sales techniques e.g. customer calls and displays.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the

work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Floristry 3

The course, floristry 3, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Floristry using various techniques focusing on proportion and colour. In connection with this, the course covers more developed planning of use of time and cost calculations, and choice of materials based on quality.
- Development of techniques.
- Modern decoration materials.
- Modern potted plants and cut flowers, their names, characteristics and care routines.
- Developed techniques for texts, such as funeral ribbons.
- Sketching techniques for the development of ideas in complex floristry work.
- Composition techniques in complex floristry work e.g. grouping and movement.
- Professional language, adapted to the situation and recipient.
- Assessment and analysis of work processes and results.
- Digital technologies for simple marketing, and documentation of work processes and final results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice in manufacturing, sales and service in familiar situations e.g. customer dialogues. The course covers cash systems and handling different means of payment.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Floristry 4 – specialisation

The course, floristry 4 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers basic knowledge of techniques and methods in the chosen specialisation area for the orientation, or less common techniques and methods in the orientation.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area e.g. pipe stems or floral jewellery. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple**

assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation**

with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Floristry 4

The course, floristry 4, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers additional advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Techniques in advanced floristry work focusing on quality and profitability. In connection with this, the course covers detailed planning of time required, and detailed cost estimates and choice of materials with reference to the environment.
- Modern decoration materials.
- Names of potted plants and cut flowers, their characteristics and care routines.
- Planning purchases for higher efficiency and profitability.
- Sketching techniques for the further development of advanced floristry work.
- Composition techniques in advanced floristry work, e.g. grouping and movement. In connection with this, the course covers analysis of colour, form and composition.
- Professional language adapted to the situation and recipient, e.g. communication in the industry and with customers.
- Assessment and analysis of work processes and results.
- Digital technologies, sketches and specialist terms for documenting work processes and final results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice for goal oriented manufacturing, sales and service in different contexts. The course also covers target groups, discussions with customers and needs analyses.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended

quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in

ergonomically correct ways and use protective equipment and appropriate working clothes.

Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Floristry 5 – specialisation

The course, floristry 5 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers knowledge of complex techniques and methods in the chosen specialisation area within the orientation.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area e.g. decorations in public environments. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Ergonomic and safe working methods in the working environment.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their

reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Floristry 5

The course, floristry 5, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2 and 6. The course consolidates advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Advanced floral tasks. Creative production work, focusing on efficiency, profitability and quality of results. In connection with this, the course covers planning time, cost calculations using spreadsheets, and also choice of materials based on environmental perspectives.
- Modern decoration materials.
- Potted plants and cut flowers and their names, properties and care routines.
- Planning purchases for higher efficiency and profitability.
- Sketching techniques for the further development of advanced and creative floristry work.
- Composition techniques and combinations of different materials in advanced floristry work. In connection with this, the course covers analysis of colour and composition.
- Communication about work processes and evaluation of final results.
- Digital technologies for presenting the finished work.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer oriented and responsible professional practice for goal oriented manufacturing, sales and service. In connection with this, the course covers special sales and display techniques.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Floristry 6a

The course, floristry 6a, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 6 and 10. The course covers advanced skills training.

Core content

Teaching in the course should cover the following core content:

- Advanced floral tasks. Efficiency and creativity in production, with focus on profitability and quality of results. The course covers time planning, cost calculations using spreadsheet programs, and choice of materials with regard to environmental factors.
- Work in project contexts. The course covers the development of work and opportunities for development within the professional area.
- Planning purchases and pricing products, goods and services for better profitability. The course covers various methods of display.
- Communication about work processes, and also evaluation and analysis of final results.
- Digital technologies to support sales and the presentation of ideas and results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice for goal oriented production, sales and service.
- Creative and positive behaviour in service situations.
- Body language and cultural differences in communications with customers.
- Application of goods sales ethics.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Floristry 6b

The course, floristry 6a, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1 and 6. The course covers advanced skills training.

Core content

Teaching in the course should cover the following core content:

- Advanced floral tasks. Efficiency and creativity in production, with focus on profitability and quality of results. The course covers time planning, cost calculations using spreadsheet programs, and choice of materials with regard to environmental factors.
- Communication about work processes, and also evaluation and analysis of final results.
- Digital technologies to support sales and the presentation of ideas and results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice for goal oriented production, sales and service.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Cabinet making 1

The course, cabinetmaking 1, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4 and 8–9. The course covers additional basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Common carpentry techniques and methods for transforming an idea into a finished product.
- Work with manufacturing elements.
- Knowledge of products and materials in connection with planning and implementation. Procedures for assessing, organising and selecting materials.
- Estimating materials using cutting lists.
- Sketching, technical drawing and design in manufacturing processes.
- Colour and form.
- Professional language for understanding, following instructions and communicating about work processes.
- Assessment and analysis of work processes and results.
- Digital technologies for inspiration and documentation.
- Management, maintenance and care of machines and tools in accordance with safety regulations.
- Ergonomic and safe working methods in the working environment, and the use of protective equipment.
- Environmental factors at work, e.g. recycling and waste sorting.
- Responsible professional conduct.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended

quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in

ergonomically correct ways and use protective equipment and appropriate working clothes.

Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Cabinet making 2

The course, cabinetmaking 2, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4 and 6–7. The course consolidates basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Production with focus on function and construction based on materials and quality thinking.
- Introduction to digital production technologies.
- Knowledge of products and materials in connection with planning and implementation. How properties of materials are used in constructions e.g. building frames.
- Basic design using digital technologies.
- Producing simple construction drawings.
- Material calculations and simple time calculations of different steps and for the whole of a manufacturing process.
- The importance of colour, form and proportion for developing ideas and sketching techniques.
- Assessment and analysis of work processes and results.
- Description and documentation of ideas and work processes using special terms and digital technologies.
- Management, maintenance and care of machines and tools in accordance with safety regulations.
- Ergonomic and safe working methods in the working environment, and the use of protective equipment.
- Environmental factors at work, e.g. recycling and waste sorting.
- Selling and sales techniques, e.g. handling customers.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation**

with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Cabinet making 3

The course, cabinetmaking 3, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Production with various techniques based on materials and quality thinking with regard to sheet material.
- Digital production technologies.
- Knowledge of products and materials in connection with planning and implementation.
- Workflow planning. In connection with this, the course covers estimating materials, time and costs.
- Developing ideas and drawing techniques, and also the importance of colour, form and proportion for the quality of results.
- Design and construction drawings using digital technologies.
- Professional language, adapted to the situation and recipient.
- Assessment and analysis of work processes and results.
- Digital technology documentation of work processes and final results.
- Management, maintenance and care of machines and tools in accordance with safety regulations.
- Ergonomic and safe working methods in the working environment, and the use of protective equipment.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice in manufacturing, sales and service, e.g. customer dialogues.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended

quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in

ergonomically correct ways and use protective equipment and appropriate working clothes.

Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Cabinet making 4 – specialisation

The course, cabinetmaking 4 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers basic knowledge of techniques and methods in the chosen specialisation area for the orientation, or less common techniques and methods in the orientation.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area e.g. interior carpentry or building carpentry. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Systematic working environment measures at the workplace in accordance with safety regulations, and how protective equipment is used.
- Ergonomic and safe working methods in the working environment, and the use of protective equipment.
- Environmental measures, such as recycling and waste sorting.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During their work, students identify and solve possible problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Cabinet making 4

The course, cabinetmaking 4, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers additional advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Varied and combined production methods based on quality and profitability thinking e.g. digital production techniques.
- Curved and non-linear designs.
- Knowledge of products and materials in connection with planning and implementation.
- Production planning for improving efficiency. In connection with this, the course covers estimating materials, time and costs.
- Sketching, technical drawing and design for further developing ideas.
- Analysis of colour, form and proportion to enhance quality of results.
- Professional language adapted to the situation and recipient, e.g. communication in the industry and with customers.
- Assessment and analysis of work processes and results.
- Digital technologies for simple marketing, and documentation of work processes and final results. In connection with this, the course covers cost accounting.
- Systematic working environment measures at the workplace in accordance with safety regulations, and how protective equipment is used.
- Ergonomic and safe working methods in the working environment, and the use of protective equipment.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice for goal oriented manufacturing, sales and service in different contexts. The course also covers target groups, discussions with customers and needs analyses.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well**

grounded proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Cabinet making 5 – specialisation

The course, cabinetmaking 5 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers knowledge of complex techniques and methods in the chosen specialisation area within the orientation.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area e.g. intarsia or interior carpentry. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Systematic working environment measures at the workplace in accordance with safety regulations, and how protective equipment is used.
- Ergonomic and safe working methods in the working environment, and the use of protective equipment.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor.

Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Cabinet making 5

The course, cabinetmaking 5, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2 and 6. The course consolidates advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Creative production work where efficiency, profitability and the quality of results are the focal point e.g. development of digital production techniques. The course covers production planning, and calculating materials, time and costs.
- Sketching and drawing techniques for detailed technical descriptions and further development of ideas.
- Analysis of colours, forms and proportions to enhance quality of results.
- Communication about work processes and evaluation of final results.
- Digital technologies for presenting the finished work.
- Systematic working environment measures at the workplace in accordance with safety regulations, and how protective equipment is used.
- Ergonomic and safe working methods in the working environment, and the use of protective equipment.
- Environmental measures, such as recycling and waste sorting.
- Customer oriented and responsible professional practice for goal oriented manufacturing, sales and service.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Cabinet making 6a

The course, cabinetmaking 6a, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 6 and 10. The course covers advanced skills training.

Core content

Teaching in the course should cover the following core content:

- Various techniques in complex constructions. Efficiency and creativity in production, with focus on profitability and quality of results. The course covers environmental aspects of production and handling of materials.
- Work in project contexts. The course covers the development of work and opportunities for development within the professional area.
- Planning purchases and pricing products, goods and services for better profitability. The course covers various methods of display.
- Sketching techniques to present ideas to customers and for the further development of advanced creative cabinetmaking. In connection with this, technical descriptions for communicating in the industry are covered.
- Analysis of colours, forms and proportions to enhance quality of results.
- Communication about work processes, evaluation and analysis of final results.
- Digital technologies for working with production or describing work processes and results.
- Systematic working environment measures at the workplace in accordance with safety regulations, and how protective equipment is used.
- Ergonomic and safe working methods in the working environment, and the use of protective equipment.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice for goal oriented production, sales and service.
- Creative and positive behaviour in service situations.
- Body language and cultural differences in communications with customers.
- Application of goods sales ethics.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well**

grounded proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Cabinet making 6b

The course, cabinet making 6b, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1 and 6. The course covers advanced skills training.

Core content

Teaching in the course should cover the following core content:

- Various techniques in complex constructions. Efficiency and creativity in production, with focus on profitability and quality of results. The course covers environmental aspects of production and handling of materials.
- Sketching techniques to present ideas to customers and also technical descriptions to support communication in the industry.
- Analysis of colours, forms and proportions to enhance quality of results.
- Communication about work processes and evaluation of final results.
- Systematic working environment measures at the workplace in accordance with safety regulations, and how protective equipment is used.
- Ergonomic and safe working methods in the working environment, and the use of protective equipment.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice for goal oriented production, sales and service.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the

work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hairdressing 1

The course, hairdressing 1, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4 and 8–9. The course covers additional basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Techniques and methods for carrying out common styling techniques for short and long hair, e.g. hair dryer, hot iron, curling and cutting techniques, and techniques for long hair.
- Use of hair care and styling products. In connection with this, the course covers estimating time and materials required.
- Terminology, sketching and drawing techniques for understanding and following instructions, and also for describing ideas and communicating around the work process.
- Principles of colour, shape, style and proportion for short and long hair.
- Assessment and analysis of work processes and results.
- Digital technologies for inspiration and documentation.
- Handling and maintenance of machines and tools.
- Hygienic, ergonomically sound and environmentally friendly working methods, and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Responsible professional conduct.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a technical and aesthetic quality which can be used in the**

intended context. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hairdressing 2

The course, hairdressing 2, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4 and 6–7. The course consolidates basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Techniques and methods for cutting ladies and gentlemen's hair. In connection with this, the course covers terminology, sketching and drawing techniques.
- Styling techniques for short and long hair.
- Changing structure treatment e.g. traditional and new permanent techniques.
- Planning use of time, and also calculating and choosing materials for the work.
- Terminology, sketching and drawing techniques for describing ideas, processes and results.
- Techniques and methods of treatment for changing colour. In connection with this, the course covers knowledge of colour.
- Assessment and analysis of work processes and results.
- Description and documentation of ideas and work processes using special terms and digital technologies.
- Handling and maintenance of machines and tools.
- Hygienic, ergonomically sound and environmentally friendly working methods, and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Selling and sales techniques, e.g. handling customers.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hairdressing 3

The course, hairdressing 3, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Various cutting techniques for men and women, styling techniques and also colour and structure changing techniques for treating customers with focus on quality. The course covers products and materials from different suppliers.
- Detailed planning of time required and cost calculations and choice of materials.
- Terminology, and sketching and drawing techniques for describing ideas, processes and results.
- Professional language, adapted to the situation and recipient.
- The importance of colours, forms and proportions for quality of results.
- Assessment and analysis of work processes and results.
- Digital technologies for simple marketing, and documentation of work processes and final results.
- Hygienic, ergonomically sound and environmentally friendly working methods, and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice for reception, sales and service e.g. customer dialogues. The course covers cash systems and handling different means of payment.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hairdressing 4 – specialisation

The course, hairdressing 4 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers basic knowledge of techniques and methods in the chosen specialisation area for the orientation, or less common techniques and methods in the orientation.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area e.g. wig repairs, toupees and hair replacement or treating afro hair. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Hygienic, ergonomically sound and environmentally friendly working methods, and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor.

Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hairdressing 4

The course, hairdressing 4, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers additional advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Combining various cutting and styling techniques, and also techniques for colouring and layering when treating customers with focus on profitability and quality. The course covers products and materials from different suppliers.
- Efficiency and planning of time required, and also cost calculations and choice of materials.
- Terminology, and also sketching and drawing techniques for the further development of ideas, processes and results.
- Professional language adapted to the situation and recipient, e.g. communication in the industry and with customers.
- Use of colours, forms and proportions to enhance quality of results.
- Assessment and analysis of work processes and results.
- Digital technologies for documenting work processes and final results.
- Hygienic, ergonomically sound and environmentally friendly working methods, and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice for customer treatment, sales and service e.g. needs analysis.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hairdressing 5 – specialisation

The course, hairdressing 5 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers knowledge of complex techniques and methods in the chosen specialisation area within the orientation.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area e.g. hairdressing competitions or hair extensions. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Hygienic, ergonomically sound and environmentally friendly working methods, and how protective equipment is used.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple**

assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation**

with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hairdressing 5

The course, hairdressing 5, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2 and 6. The course consolidates advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Advanced cutting and styling techniques, and also techniques for colouring and layering when treating customers. Efficiency and creativity with a focus on quality of results.
- Planning purchases and pricing goods.
- Sketching and drawing techniques for detailed technical descriptions and further development of ideas.
- Use of colours, forms and proportions to enhance quality of results.
- Communication about work processes and evaluation of final results.
- Digital technologies for presenting the finished work.
- Hygienic, ergonomically sound and environmentally friendly working methods, and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice when dealing with customers, sales and service.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor.

Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hairdressing 6a

The course, hairdressing 6a, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 6 and 10. The course covers advanced skills training.

Core content

Teaching in the course should cover the following core content:

- Advanced cutting and styling techniques, and also techniques for colouring and layering when treating customers. Efficiency and creativity with a focus on quality of results. In connection with this, the course covers taking account of the environment when handling materials and products e.g. recycling and source sorting.
- Work in project contexts. The course covers the development of work and opportunities for development within the professional area.
- Planning purchases and pricing products, goods and services for better profitability.
- Detailed drawing and sketching techniques for developing and describing work processes and results.
- Use of colours, forms and proportions to enhance quality of results.
- Communication about work processes, and also evaluation and analysis of final results.
- Digital technologies to support sales and the presentation of ideas and results.
- Hygienic, ergonomically sound and environmentally friendly working methods, and how protective equipment is used.
- Customer orientation and responsible professional practice when dealing with customers, sales and service.
- Creative and positive behaviour in service situations.
- Body language and cultural differences in communications with customers.
- Application of goods sales ethics.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Hairdressing 6b

The course, hairdressing 6b, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1 and 6. The course covers advanced skills training.

Core content

Teaching in the course should cover the following core content:

- Advanced cutting and styling techniques, and also techniques for colouring and layering when treating customers. Efficiency and creativity with a focus on quality of results.
- Detailed drawing and sketching techniques for developing and describing work processes and results.
- Use of colours, forms and proportions to enhance quality of results.
- Communication about work processes and evaluation of final results.
- Hygienic, ergonomically sound and environmentally friendly working methods, and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice when dealing with customers, sales and service.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Textile design 1

The course, textile design 1, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4, and 8–9. The course covers additional basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Common sewing techniques and methods for transforming an idea into a finished product. Simpler pattern changes and pattern adaptations.
- Knowledge of products and materials in connection with planning and implementation, e.g. how to write and interpret instructions on care.
- Sketches, fashion drawings and workflow planning. In connection with this, the course covers estimating the materials required and costs.
- Colour and form.
- Professional language for understanding, following instructions and communicating about work processes.
- Assessment and analysis of work processes and results.
- Digital technologies for inspiration and documentation.
- Management, maintenance and care of machines and tools.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Responsible professional conduct.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Textile design 2

The course, textile design 2, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4 and 6–7. The course consolidates basic knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Production with focus on function and design based on materials and quality for men's and women's clothing, e.g. lined garments.
- Knowledge of products and materials in connection with planning and implementation.
- Utilising the properties of materials in manufacturing.
- Estimating materials needed, material costs and time required.
- The importance of colour, shape and proportion for fashion design and product planning.
- Assessment and analysis of work processes and results.
- Description and documentation of ideas and work processes using special terms and digital technologies.
- Management, maintenance and care of machines and tools.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Selling and sales techniques, e.g. handling customers.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Textile design 3

The course, textile design 3, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Production with various techniques based on materials and quality thinking with regard to men's and women's clothing. In connection with this, the course covers pattern changes and pattern modifications.
- Knowledge of products and materials in connection with planning and implementation.
- Utilising the properties of materials in manufacturing.
- The importance of colour, form and proportion for fashion sketches, technical sketches of clothing and the quality of results. In connection with this, work process planning, construction and calculation of materials, time and costs are covered.
- Professional language, adapted to the situation and recipient.
- Assessment and analysis of work processes and results.
- Digital technologies for documenting work processes and final results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice in manufacturing, sales and service, e.g. customer dialogues.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Textile design 4 – specialisation

The course, textile design 4 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers basic knowledge of techniques and methods in the chosen specialisation area for the orientation, or less common techniques and methods in the orientation.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area e.g. knitting techniques or machine knitting. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple**

assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation**

with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Textile design 4

The course, textile design 4, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers additional advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Production of garment models using combinations of methods with focus on quality and profitability e.g. a collection. In connection with this, the course covers pattern changes and pattern modifications.
- Knowledge of products and materials in connection with planning and implementation.
- Production planning for improving efficiency. In connection with this, the course covers estimating materials, time and costs.
- Fashion drawings and technical sketches of clothing for further developing ideas. In connection with this, the course covers design.
- Analysis of colours, forms and proportions to enhance quality of results.
- Professional language adapted to the situation and recipient, e.g. communication in the industry and with customers.
- Assessment and analysis of work processes and results.
- Digital technologies for simple marketing, and documentation of work processes and final results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice for targeted manufacturing, sales and service, e.g. needs analysis.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Textile design 5 – specialisation

The course, textile design 5 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers knowledge of complex techniques and methods in the chosen specialisation area within the orientation.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area e.g. corset sewing or tailoring techniques. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Ergonomic and safe working methods in the working environment.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their

reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Textile design 5

The course, textile design 5, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2 and 6. The course consolidates advanced knowledge in the subject.

Core content

Teaching in the course should cover the following core content:

- Creative production work, focusing on efficiency, profitability and quality of results. In connection with this, the course covers production planning with regard to materials time and cost calculations.
- Fashion drawings and technical sketches of clothing for further developing ideas. In connection with this, the course covers design.
- Analysis of colours, forms and proportions to enhance quality of results.
- Communication about work processes and evaluation of final results.
- Digital technologies for presenting the finished work.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer oriented and responsible professional practice for goal oriented manufacturing, sales and service.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor.

Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Textile design 6a

The course, textile design 6a, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 6 and 10. The course covers advanced skills training.

Core content

Teaching in the course should cover the following core content:

- Various textile technologies in complex constructions. Efficiency and creativity in production, with focus on profitability and quality of results. The course covers environmental aspects of production and handling of materials.
- Work in project contexts. The course covers the development of work and opportunities for development within the professional area.
- Planning purchases and pricing products, goods and services for better profitability. The course covers various methods of display.
- Sketching techniques to present ideas to customers and for the further development of advanced textile work. In connection with this, the course covers technical sketches of clothing and designs for describing and communicating in the industry.
- Analysis of colours, forms and proportions to enhance quality of results.
- Communication about work processes and evaluation of final results.
- Digital technologies for working with production or describing work processes and results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice for goal oriented production, sales and service.
- Creative and positive behaviour in service situations.
- Body language and cultural differences in communications with customers.
- Application of goods sales ethics.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation**

with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Textile design 6b

The course, textile design 6b, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1 and 6. The course covers advanced skills training.

Core content

Teaching in the course should cover the following core content:

- Various textile technologies in complex constructions. Efficiency and creativity in production, with focus on profitability and quality of results. The course covers environmental aspects of production and handling of materials.
- Sketching techniques to present ideas to customers and also technical sketches of garments and designs to describe and communicate in the industry.
- Analysis of colours, forms and proportions to enhance quality of results.
- Communication about work processes and evaluation of final results.
- Ergonomic and safe working methods in the working environment.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice for goal oriented production, sales and service.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor.

Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Handicraft techniques 1

The course, handicraft techniques 1, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4 and 8–9. The course covers additional basic knowledge in the subject within the chosen profile.

Core content

Teaching in the course should cover the following core content:

- Common techniques and methods for carrying out tasks or transforming ideas into finished products.
- Knowledge of products and materials in connection with planning and implementation.
- Material estimates and planning of time required, and how to select appropriate materials for tasks.
- Sketching, technical drawing and design.
- Colour and form.
- Professional language for understanding, following instructions and communicating about work processes.
- Assessment and analysis of work processes and results.
- Digital technologies for inspiration and documentation.
- Management, maintenance and care of machines and tools.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Responsible professional conduct.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Handicraft techniques 2

The course, handicraft techniques 2, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1, 3–4 and 6–7. The course consolidates basic knowledge in the subject in the chosen profile.

Core content

Teaching in the course should cover the following core content:

- Production with focus on function based on materials and quality.
- Knowledge of products and materials in connection with planning and implementation.
- Estimating material costs and time required.
- Producing simple construction drawings.
- The importance of colour, form and proportion for developing ideas and sketching techniques.
- Assessment and analysis of work processes and results.
- Description and documentation of ideas and work processes using special terms and digital technologies.
- Management, maintenance and care of machines and tools.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Selling and sales techniques, e.g. handling customers.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the quality and aesthetic design of the final product. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Handicraft techniques 3

The course, handicraft techniques 3, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers advanced knowledge in the subject in the chosen profile.

Core content

Teaching in the course should cover the following core content:

- Production with various techniques based on materials and quality thinking.
- Introduction to digital production technologies.
- Knowledge of products and materials in connection with planning and implementation.
- Workflow planning. In connection with this, the course covers estimating materials, time and costs.
- Developing ideas and drawing techniques, and also the importance of colour, form and proportion for the quality of results.
- Design and construction drawings using digital technologies.
- Professional language, adapted to the situation and recipient.
- Assessment and analysis of work processes and results.
- Digital technologies for documenting work processes and final results.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice in manufacturing, sales and service, e.g. customer dialogues.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Handicraft techniques 4 – specialisation

The course, handicraft techniques 4 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers basic knowledge of techniques and methods in the chosen specialisation area for the orientation, or less common techniques and methods in the orientation.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor.

Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Handicraft techniques 4

The course, handicraft techniques 4, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 5 and 10. The course covers additional advanced knowledge in the subject within the chosen profile.

Core content

Teaching in the course should cover the following core content:

- Varied and combined production methods based on quality and profitability factors.
- Knowledge of products and materials in connection with planning and implementation.
- Production planning for improving efficiency. In connection with this, the course covers estimating materials, time and costs.
- Sketching, technical drawing and design for further developing ideas. Analysis of colour, form and proportion to enhance quality of results.
- Professional language adapted to the situation and recipient, e.g. communication in the industry and with customers.
- Assessment and analysis of work processes and results.
- Digital technologies for simple marketing, and documentation of work processes and final results.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Customer-oriented and responsible professional practice for targeted manufacturing, sales and service, e.g. needs analysis.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Handicraft techniques 5 – specialisation

The course, handicraft techniques 5 – specialisation, covers points 1–9 under the heading Aim of the subject, with special emphasis on point 1. The course covers knowledge of complex techniques and methods in the chosen specialisation area within the profile.

Core content

Teaching in the course should cover the following core content:

- Materials, tools, machines, techniques and methods for carrying out work in the chosen specialisation area. The course covers work planning e.g. calculating materials and time required.
- Product and material knowledge. How appropriate materials and products are chosen for the task. The course also covers environmental aspects.
- Professional language, sketching and drawing techniques for describing work and developing ideas.
- Analysis of the importance of colour, form and proportion for results.
- Assessment and analysis of work processes and results.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple**

assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation**

with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Handicraft techniques 5

The course, handicraft techniques 5, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2 and 6. The course consolidates advanced knowledge in the subject in the chosen profile.

Core content

Teaching in the course should cover the following core content:

- Creative production work, focusing on efficiency, profitability and quality of results. The course covers production planning, and calculating materials, time and costs.
- Sketching techniques, technical drawing, construction and technical descriptions.
- Analysis of colours, forms and proportions to enhance quality of results.
- Communication about work processes and evaluation of final results.
- Digital technologies for presenting the finished work.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Customer oriented and responsible professional practice for goal oriented manufacturing, sales and service.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple**

assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Handicraft techniques 6a

The course, handicraft techniques 6a, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1–2, 6 and 10. The course covers advanced skills training in the profile.

Core content

Teaching in the course should cover the following core content:

- Various techniques in complex constructions. Efficiency and creativity in production, with focus on profitability and quality of results. The course covers environmental aspects of production and handling of materials.
- Work in project contexts. The course covers the development of work and opportunities for development within the professional area.
- Planning purchases and pricing products, goods and services for better profitability. The course covers various methods of display.
- Sketching techniques to present ideas to customers and for the further development of advanced creative work. In connection with this, the course covers technical descriptions for communicating in the industry.
- Analysis of colours, forms and proportions to enhance quality of results.
- Communication about work processes, and also evaluation and analysis of final results.
- Digital technologies for working with production or describing work processes and results.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice for goal oriented production, sales and service.
- Creative and positive behaviour in service situations.
- Body language and cultural differences in communications with customers.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation**

with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

Handicraft techniques 6b

The course, handicraft techniques 6b, covers points 1–10 under the heading Aim of the subject, with special emphasis on points 1 and 6. The course covers advanced skills training in the profile.

Core content

Teaching in the course should cover the following core content:

- Various techniques in complex constructions. Efficiency and creativity in production, with focus on profitability and quality of results. The course covers environmental aspects of production and handling of materials.
- Sketching techniques to present ideas to customers and also technical descriptions or construction to support communication in the industry.
- Analysis of colours, forms and proportions to enhance quality of results.
- Communication about work processes and evaluation of final results.
- Ergonomic and safe working methods in the working environment and how protective equipment is used.
- Environmental measures, such as recycling and waste sorting.
- Customer orientation and responsible professional practice for goal oriented production, sales and service.

Knowledge requirements

Grade E

Students interpret tasks **in consultation** with the supervisor, and also make a **simple** plan for their work. Students organise and carry out their work **with some certainty**. **In consultation** with the supervisor, students choose materials and working methods based on the intended quality of the final product and aesthetic design. Students give their reasons **in basic terms** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **simple** sketches and drawings, make **simple** proposals for alternative solutions, and carry out simple calculations **with some certainty**.

Students use **in consultation** with the supervisor **and with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which can be used in the intended context**. In their work, students handle tools and machines with **good** skills. During the

work, students identify and solve problems that occur **in consultation** with the supervisor. Students describe **in basic terms** their work process and results, and also evaluate these in **simple** assessments. The description contains **simple** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional terms**.

Students use **in consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes.

Students are customer oriented in **familiar** sales or service situations, and also give reasons **in basic terms** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with some certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded** proposals for alternative solutions, and carry out calculations **with some certainty**.

Students use **with some certainty** techniques and methods, and achieve results **of a** technical and aesthetic quality **which function well in the intended context**. In their work, students handle tools and machines with **good** skills. During the work, students identify problems that occur, and solve them **after consultation** with the supervisor. Students describe **in detail** their work process and results, and also evaluate these in **simple** assessments. The description contains **well grounded** proposals for improving the work process. In their descriptions, students use **with some certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in simple assessments, and also make well grounded proposals for improvements to the working environment.**

Students are customer oriented in **familiar** sales or service situations, **take their own initiatives**, and also give reasons **in detail** for their actions.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students interpret tasks **after consultation** with the supervisor, and also draw up a **coherent** plan for their work. Students organise and carry out their work **with certainty**. **After consultation** with the supervisor, students choose materials and working methods based on **the properties of materials and** the intended quality and aesthetic design of the final product. Students give their reasons **in detail and in a balanced way** for their choices with regard to finance and the environment.

In their work, students communicate about ideas and aesthetic design with the help of **detailed** sketches and drawings, make **well grounded and balanced** proposals for alternative solutions, and carry out complex calculations **with certainty**.

Students use **with certainty** techniques and methods, and achieve results **which fulfil high requirements on** technical and aesthetic quality. In their work, students handle tools and machines with **very good** skills. During the work, students identify and solve problems that occur **after consultation** with the supervisor, **after having considered alternative solutions**. Students describe **in detail and in a balanced way** their work process and results, and also evaluate these in **balanced** assessments. The description contains **well grounded and balanced** proposals for improvements **and alternative approaches** to the work process. In their descriptions, students use **with certainty** relevant **professional language**.

Students use **after consultation** with the supervisor digital technologies. In addition, students handle and maintain in correct and safe ways materials, tools and machines. Students work in ergonomically correct ways and use protective equipment and appropriate working clothes. **Students evaluate their own working environment in balanced assessments, and also make well grounded and balanced proposals for improvements to the working environment, and how they can contribute to these.**

Students are customer oriented in **new** sales or service situations, **take initiatives**, and also give reasons **in detail and in a balanced way** for their actions **and make proposals for alternative approaches**.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.