



OPETUSHALLITUS  
UTBILDNINGSTYRELSEN

Qualification Requirements for competence-based qualification

## **FURTHER QUALIFICATION FOR ENTREPRENEURS 2012**

Regulation 53/011/2012

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## REGULATION

18 December 2012

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Period of validity **effective 1 March 2013 until further notice**

Provisions on which the authority to issue the regulation is based.

**Act 631/98, section13(2)**

Repeals Finnish National Board of Education regulation

**24.8.2007 no 22/011/2007**

Amends Finnish National Board of Education regulation

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### **REQUIREMENTS FOR FURTHER QUALIFICATION FOR ENTREPRENEURS**

The Finnish National Board of Education has determined the Requirements for the Further Qualification for Entrepreneurs, which shall be complied with as from 1 March 2013 until further notice. Any qualification performances that have begun prior to the entry into force of this Regulation may be completed in accordance with Qualification Requirements No 22/011/2007, dated 24 August 2007 by 28 February 2015.

The qualification committee and the organiser of the qualification shall comply with the Qualification Requirements and may not deviate from them.

When organising preparatory training for a competence-based qualification, the training provider shall decide on the contents and provision of training in accordance with the Qualification Requirements. Those participating in training must be provided with an opportunity to complete the competence-based qualification as part of the training.

Director General

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# 1 Competence-based qualifications

## 1.1 Organisation of competence tests

The qualification committees, appointed by the Finnish National Board of Education and comprising representatives of employers, employees, teachers and, where necessary, independent self-employed professionals, are responsible for organising and monitoring competence tests and awarding qualification certificates. The qualification committees conclude contracts for arranging competence tests with education providers, and when necessary with other associations and foundations. Competence tests may not be arranged without a valid contract signed with a qualification committee.

## 1.2 Completion of competence-based qualification

A competence-based qualification can be completed by demonstrating, to an acceptable standard, the competence determined in the Qualification Requirements, in competence tests based on practical work assignments and functions. Each qualification module must be assessed separately. Assessment must be carried out through co-operation between representatives of employers, employees and the educational sector. In fields where self-employment is common, account must also be taken of independent entrepreneurs when selecting assessors. In the Further Qualification for Entrepreneurs, the following act as assessors:

- experienced entrepreneur
- representative of a stakeholder closely associated with the content of the module in question or some other experienced entrepreneur
- representative of the teaching profession.

The final decision on the assessment is made by the qualification committee. The qualification certificate may be awarded once all modules specified for the qualification have been completed to an acceptable standard.

## 1.3 Requirements for a competence-based qualification

The Qualification Requirements determine the modules included in the qualification, any possible specialisations formed by the modules, the composition of the qualification, the vocational skills required for each qualification module, the assessment criteria (targets and criteria of assessment) and methods of demonstrating vocational skills.

Each qualification module constitutes a specific occupational area which can be converted from a natural work process into an independent and assessable component. The vocational skills requirements determined for each qualification module focus on the core functions of the occupation, the candidate's command of operating processes and the occupational practices of the field in question. These also include skills generally required in working life, such as social skills.

The targets and criteria of assessment are derived from the vocational skills requirements. Targets of assessment indicate areas of competence which form a specific focus of assessment. Determination of the targets also facilitates assessment of vocational skills for the specific task in question. Assessment must cover all assessment targets determined in the Qualification Requirements. The criteria for assessment determine the qualitative and quantitative standard of an acceptable performance.

Methods of demonstrating vocational skills include more-specific instructions on the completion of the qualification. As a general rule, vocational skills should be demonstrated through real-life work assignments and functions. Methods of demonstrating vocational skills may include instructions on aspects such as how to supplement a competence test performance, where necessary, in order to comprehensively demonstrate command of all of the vocational skills required.

## **1.4 Individualisation in a competence-based qualification**

The education provider must attend to the individualisation of the application process for a competence-based qualification and the related preparatory training, completion of a competence-based qualification and the acquisition of the required vocational skills. In individualisation, consideration must be given to the provisions on the rights and obligations of students laid down in section 11 of the Vocational Education and Training Act (952/2011).

The Finnish National Board of Education has issued a separate regulation on individualisation (43/011/2006).

## **1.5 Assessment of vocational skills in competence-based qualifications**

Assessment of vocational skills shall involve the careful and thorough examination of the extent to which candidates have demonstrated their command of the vocational skills requirements specified in the Qualification Requirements for

the module in question. Assessment must be based on the assessment criteria determined in the Qualification Requirements. During assessment, extensive use must be made of various, primarily qualitative assessment methods. Exclusive use of one method only will not necessarily provide a reliable result. Account must be taken of the special characteristics of each field and qualification, in accordance with the Qualification Requirements. If a candidate produces reliable documentation related to a previously demonstrated competence, the assessors must determine whether these conform to the vocational skills requirements set out in the Qualification Requirements. The assessors must submit a proposal to the relevant qualification committee, for recognition of such documentation as part of the competence-based qualification. The final decision on recognising previously demonstrated and reliably documented competence shall be made by the qualification committee.

Assessment of vocational skills is a process wherein the collection of assessment material and documentation of assessments play a significant role. Representatives of entrepreneurs and teachers must carry out a careful and extensive assessment. Each candidate must be clearly informed of the assessment criteria. Candidates must be provided with an opportunity for the self-assessment of their performance. Each organiser of competence-based qualifications shall draw up an assessment record covering the performance of the qualification module being assessed. This record must be signed by the assessors. Feedback subsequently provided for candidates forms part of any good assessment process. The final decision on the assessment is made by the qualification committee.

### **Assessors**

Individuals who assess candidates' vocational skills must have good vocational skills in the field of the competence-based qualification in question. The qualification committee and the organiser of the competence-based qualification shall agree on the assessors as part of the contract for arranging competence tests.

### **Rectification of assessment**

Candidates may request the rectification of an assessment from the qualification committee competent in the field and domain within which the qualification in question falls, within the statutory period of time. Written requests must be addressed to the qualification committee. After hearing the assessors, the qualification committee may demand a reassessment. Decisions issued by the qualification committee on requests for rectification of assessment are not subject to appeal.

## 1.6 Certificates

Qualification certificates and certificates for the completion of one or more individual qualification modules are awarded by the qualification committee. Certificates for participation in preparatory training are awarded by the education provider concerned. The Finnish National Board of Education has issued a regulation on the information to be included in the certificates.

Certificates for completing one or more individual modules of a competence-based qualification are awarded upon the candidate's request. Certificates for competence-based qualifications and for the completion of one or more individual qualification modules are signed by a representative of the qualification committee and a representative of the organiser of competence-based qualifications.

An entry on a certificate of vocational skills accredited by the Finnish National Board of Education constitutes evidence of the completion of a competence-based qualification equivalent to a qualification certificate. The organiser of competence-based qualifications is responsible for obtaining and signing vocational skills certificates. Candidates are charged a fee for the vocational skills certificate.

## 1.7 Preparatory training for competence-based qualifications

No prerequisites can be set that require participation in training prior to taking a competence test. Nevertheless, the qualifications are mainly completed in connection with preparatory training. Education providers decide on the contents and provision of preparatory training for a competence-based qualification, in accordance with the relevant Qualification Requirements. The training and the competence tests included must be structured in accordance with the modules of the qualification concerned. Those participating in preparatory training for competence-based qualifications must be provided with the opportunity to take competence tests and to complete a competence-based qualification as part of the training.

In the provision of preparatory training for competence-based qualifications, account must be taken of the provisions made in sections 11, 13, 13a and 16 of the Vocational Adult Education Act.

## **2 Composition of the Further Qualification for Entrepreneurs**

### **2.1 Competences demonstrated in the further qualification for entrepreneurs**

The Further Qualification for Entrepreneurs is intended for persons who have acted as entrepreneurs or who plan on launching entrepreneurial activities. The qualification is also suited for part-time entrepreneurs, agricultural entrepreneurs and franchising entrepreneurs. The qualification can be utilised in a situation where the ownership of a company changes.

Those who have completed the Further Qualification for Entrepreneurs can act as independent entrepreneurs or have the capabilities to act as an entrepreneur. They know how to perform the tasks associated with the establishment of a company. They recognise the risks associated with business activities, identify business opportunities and know how to sell and market their products and services. Holders of the Further Qualification for Entrepreneurs know how to analyse the finances of their company and are able to organise the functions of their company in a profitable manner.

### **2.2 Modules of the Further Qualification for Entrepreneurs and the composition of the qualification**

The Further Qualification for Entrepreneurs comprises three modules completed in the following specialisations: *Planning and launching of entrepreneurial activities* or *Development of entrepreneurial activities*. The specialisation in the planning and launching of entrepreneurial activities is intended for those considering entrepreneurial activities, and the completion of the qualification requires acceptable completion of two compulsory modules and one optional module. The specialisation in the development of entrepreneurial activities is intended for individuals already acting as entrepreneurs, and the completion of the qualification requires acceptable completion of one compulsory and two optional modules.

<b>Specialisation in the planning and launching of entrepreneurial activities</b>		<b>Specialisation in the development of entrepreneurial activities</b>
Compulsory modules in the specialisation		Compulsory module in the specialisation
3.1 Business planning		3.3 Analysis and development of entrepreneurial activities
3.2 Launching a business or 3.11 Franchising as a form of entrepreneurship		
<b>Candidates in the specialisation area of planning and launching of entrepreneurial activities must select one optional module.</b>		<b>Candidates in the specialisation area of development of entrepreneurial activities must select two optional modules.</b>
3.4 Productisation	3.7 Human resource management	3.10 Production control
3.5 Financial administration	3.8 E-business	3.11 Franchising as a form of entrepreneurship
3.6 Sales and marketing	3.9 Foreign trade	3.12 A module from another vocational upper secondary, further or specialist qualification

Module 3.11, Franchising as a form of entrepreneurship, from the Launching of entrepreneurial activities specialisation can be chosen as a compulsory module, in which case it replaces module 3.2, Launching a business.

### **3 Vocational skills required in the Further Qualification for Entrepreneurs, and assessment criteria**

The vocational skills required under the Qualification Requirements are demonstrated in competence tests, individualised on the basis of the plan for arranging the competence-based Further Qualification for Entrepreneurs approved by the qualification committee. Competence tests are organised in authentic working environments, enabling the candidate to comprehensively demonstrate the vocational skills required.

In the competence tests, candidates demonstrate their abilities and skills in applying their knowledge to varying situations and operating environments. They also demonstrate their ability to assess and learn from their experiences, reappraise their methods and implement new methods.

Assessors trained for the task assess the candidates' vocational skills on the basis of the competence tests. Candidates must be provided with an opportunity for the self-assessment of their performance. The assessors shall assess and document the competence demonstrated by the candidate in accordance with the vocational skills requirements, assessment targets and criteria set for the qualification. Feedback on the assessment provided to the candidate forms part of a good assessment process. Such feedback may be given to the candidate, for example after the submission of a proposal for the assessment.

Candidates may be given the opportunity to supplement their performance in competence tests, through oral discussion. The assessors shall record the observations made during this discussion on the assessment form, to ensure the comprehensive test performance and reliability of the assessment. Such an opportunity can be offered in connection with the completion of a qualification module, or following the completion of all qualification modules.

The Further Vocational Qualification for Entrepreneurs is assessed one module at a time, by comparing the candidate's vocational skills with the vocational skills requirements defined for the module in question. The team of assessors will provide the qualification committee with a written proposal for the module's assessment after the competence tests have been comprehensively and reliably completed in accordance with the Qualification Requirements. The tripartite assessor team consists of:

- an experienced entrepreneur
- representative of a stakeholder closely associated with the content of the module in question or some other experienced entrepreneur
- representative of the teaching profession.

### 3.1 Business planning

#### Vocational skills requirements

Candidates are able to

- assess their own prerequisites to function as an entrepreneur
- produce a business plan
- plan and identify networks significant for their company.

#### Assessment (targets and criteria of assessment)

<b>Candidates can assess their own prerequisites to function as an entrepreneur.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Assessment of competence required by entrepreneurial activities	Candidates completing the module <ul style="list-style-type: none"> <li>• determine the vocational skills essential for the business activities</li> <li>• identify technologies and ICT skills required by business activities</li> <li>• produce a plan for obtaining the missing competences essential for the business activities.</li> </ul>
Taking the decision on becoming an entrepreneur	Candidates completing the module <ul style="list-style-type: none"> <li>• have a realistic perception of their own qualities and life situation with respect to acting as an entrepreneur</li> <li>• have a realistic assessment of the personal benefits and risks entailed in acting as an entrepreneur</li> <li>• provide reasons for the decision to become an entrepreneur.</li> </ul>
<b>Candidates are able to prepare a business plan.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Specifying the business idea	Candidates completing the module <ul style="list-style-type: none"> <li>• present a concrete business idea</li> <li>• present products and services that are in line with their business idea</li> <li>• present customer groups that match their business idea</li> <li>• decide on the company form best suited for their company.</li> </ul>
Assessment of the operating environment	Candidates completing the module <ul style="list-style-type: none"> <li>• present an analysis of the operating environment of their company accounting for the development prospects of the market and the competitive situation</li> <li>• assess the opportunities and risks of the field based on the expert views.</li> </ul>

Planning of operations	Candidates completing the module <ul style="list-style-type: none"> <li>• present in a realistic manner the organisation of different functions, such as production, purchases, sales and administration</li> <li>• produce a realistic plan for reaching the chosen customer groups.</li> </ul>
Establishing the need for resources	Candidates completing the module <ul style="list-style-type: none"> <li>• determine the need for personnel required by the business</li> <li>• determine the physical resources required by the business</li> <li>• prepare a realistic budget for the company</li> <li>• prepare a realistic financial plan for the company</li> </ul>
Written communication	Candidates completing the module <ul style="list-style-type: none"> <li>• express themselves clearly and understandably when drafting a business plan and other documents required when setting up a company.</li> <li>• are fluent in their use of the various media of written communication, including electronic media.</li> </ul>
<b>Candidates are able to plan and identify networks important for the company.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Exploring opportunities for networking	Candidates completing the module <ul style="list-style-type: none"> <li>• identify networks useful for the company</li> <li>• chart the types of networks necessary for the company</li> <li>• identify the risks associated with belonging to different networks</li> <li>• set goals for the activities of the company in their networks</li> <li>• prepare a plan for the company's networks and their utilisation</li> </ul>

## Methods for assessing vocational skills

The competence tests of the Business planning module are associated with measures and plans that precede the establishment of a company.

In the demonstration of vocational skills, a written business plan and documents associated with it, such as plans regarding networking opportunities, play a key role. The candidates may also demonstrate their abilities in business planning in a manner of their choosing, through oral discussion or in writing.

## 3.2 Launching a business

### Vocational skills requirement

Candidates are able to

- launch their own business
- develop their capabilities as entrepreneurs.

### Assessment (targets and criteria of assessment)

<b>Candidates know how to launch their own business.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Establishing a business	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• attend to the measures necessary to establish a business representing the selected form of business and assume responsibility for the legality of the documentation required</li> <li>• obtain the permits required for the business in question</li> <li>• proceed in a logical manner keeping to the set deadlines in the opening of the company.</li> </ul>
Launching the business activities	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• perform purchases necessary for the launching the business in a systematic manner</li> <li>• conclude contracts associated with the launching of the business in the appropriate manner</li> <li>• launch product and service production in accordance with business plan</li> <li>• organise the administration of the company in accordance with the business plan</li> <li>• recruit personnel where necessary</li> </ul>
Launching of marketing and sales	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• define their products and services by indicating their most important competitive factors</li> <li>• implement concrete marketing measures in accordance with the business plan</li> <li>• launch sales operations in accordance with the business plan</li> </ul>
The organisation of financial administration and financing	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• organise the financial administration of the company in an economical and functional manner</li> <li>• make justified financial decisions that accounting for risks and expenditure</li> <li>• attend to the liquidity of their company</li> </ul>

<b>Candidates are able to develop their own capabilities as entrepreneurs.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Coping with the pressures of entrepreneurship	Candidates completing the module <ul style="list-style-type: none"> <li>• make comprehensive arrangements regarding their social security</li> <li>• prioritise work tasks in order to achieve the objectives they have set for themselves</li> <li>• monitor their use of time and achievements and change the way in which they do things where necessary.</li> </ul>
Communication in interactive situations	Candidates completing the module <ul style="list-style-type: none"> <li>• communicate clearly and interactively regarding the core contents of the business plan in negotiations related to the launching of the business</li> <li>• use different methods of written and verbal communications including information and communications technology (ICT).</li> </ul>

### **Methods for assessing vocational skills**

In the competence tests for the Launching a business module, vocational skills are demonstrated by launching the activities of a business. Candidates not about to launch a business can demonstrate the fulfilment of the vocational skills requirements as concrete plans for launching a business.

Competence is demonstrated through work assignments and documents associated with the establishment of a company, e.g. establishment documents and permits and plans related to personal coping with the demands of entrepreneurship. Candidates may supplement their performance with other, justified documents associated with the process and produced by the candidates themselves during the process whose assessment is incorporated into the assessment data.

### 3.3 Analysis and development of entrepreneurial activities

#### Vocational skills requirements

Candidates are able to

- develop their business activities by updating the business plan
- utilise networks
- develop their own capabilities as entrepreneurs.

#### Assessment (targets and criteria of assessment)

<b>Candidates are able to develop their business activities by updating the business plan.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Analysis of entrepreneurial activities	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• identify opportunities and risks associated with their business and analyse the development prospects of the operating environment in a comprehensive manner and utilising different information sources</li> <li>• identify opportunities and risks associated with their company through a comprehensive analysis of the values and needs of their customers and by utilising different information sources.</li> <li>• identify opportunities and risks associated with their own products or services by analysing their most important competitive factors</li> <li>• monitor the development of the profitability, liquidity and solvency of the company by assessing the financial situation and risks of the company based on key figures</li> <li>• define the need for personnel and risks associated with personnel in accordance with the updated business plan.</li> </ul>
Updating of business plan	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• prepare an updated business plan based on the analyses produced</li> </ul>
<b>Candidates know how to utilise networks.</b>	
Evaluating the benefit gained from networks	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• produce a comprehensive assessment of the gain to be obtained for their company from cooperation networks</li> <li>• monitor the efficiency and profitability of acting in cooperation networks</li> </ul>
Development of networking	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• utilise cooperation networks in a manner that benefits the company</li> <li>• comply with legislation, contracts and commitments</li> <li>• develop functional and interactive operating methods with their networking partners.</li> </ul>

<b>Candidates are able to develop their capabilities as entrepreneurs.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Coping with the pressures of entrepreneurship	Candidates completing the module <ul style="list-style-type: none"> <li>• assess the coverage of their social security</li> <li>• prioritise and delegate work assignments in order to achieve the objectives they set for themselves</li> <li>• monitor their use of time and achievements and alter the ways in which they do things where necessary</li> <li>• implement activities that promote well-being at work.</li> </ul>
Communication in interactive situations	Candidates completing the module <ul style="list-style-type: none"> <li>• express themselves clearly and understandably regarding the content of the business plan</li> <li>• when operating in networks, communicate in an interactive manner taking different partners into account</li> <li>• use different methods of written and verbal communications including information and communications technology (ICT).</li> </ul>

### **Methods for assessing vocational skills**

Competence tests for the Analysis and development of entrepreneurial activities module are associated with the development of the company's business plan, acting in cooperation networks important for the company and strengthening the candidates' own work ability.

In the assessment of vocational skills, the written business plan and documents related to it, such as plans for acting in networks, coping with the demands of the work and well-being at work, play an important role. The candidates may also demonstrate their abilities in business planning in a manner of their choosing, through oral discussion or in writing.

## 3.4 Productisation

### Vocational skills requirement

Candidates are able to

- plan the productisation of a product or service
- implement the productisation of a product or service
- develop the product or service obtained as a result of productisation.

### Assessment (targets and criteria of assessment)

<b>Candidate are able to plan the productisation of a product or service.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Determining the environmental factors of the product or service to be designed	Candidates completing the module <ul style="list-style-type: none"> <li>• establish production costs and identify the factors affecting costs</li> <li>• establish the market for the product or service to be productised</li> <li>• learn about the meaning of intellectual property rights and evaluate whether protection should be sought for the new product through these means.</li> </ul>
Testing of product or service idea	Candidates completing the module <ul style="list-style-type: none"> <li>• test the appropriateness of their service or product selection taking into account the customers and the operating environment</li> <li>• utilise information obtained through a preliminary study in the processing of the idea</li> <li>• perform a critical assessment of the idea.</li> </ul>
<b>Candidates are able to carry out the productisation of a product or service.</b>	
Implementing productisation	Candidates completing the module <ul style="list-style-type: none"> <li>• determine a price for the productised product or service concept taking the market situation into account</li> <li>• produce additional material required for the product or service, such as guides, brochures and forms</li> <li>• comply with legislation, contracts and commitments related to productisation.</li> </ul>
<b>Candidates are able to develop a productised product or service.</b>	
Development of a product or service	Candidates completing the module <ul style="list-style-type: none"> <li>• collect customer feedback in a systematic manner</li> <li>• interpret the feedback collected in a comprehensive manner</li> <li>• assess the development of a product or service or the new products or services after the commercialisation.</li> </ul>

## Methods for assessing vocational skills

In the Productisation module, candidates demonstrate their vocational skills by productising and commercialising a product or a service.

Competence is demonstrated by acting in the productisation process and through documents related to the process and produced by the candidates during the process. Planning competence can also be demonstrated in alternative ways, e.g. through different reports or oral discussion. Methods of assessing competence may include a development project in productisation.

Candidates may supplement their performance with other, justified documents associated with the process and produced by the candidates themselves during the process whose assessment is incorporated into the assessment data.

## 3.5 Financial administration

### Vocational skills requirement

Candidates are able to

- plan financial administration
- implement financial administration
- assess the implementation of financial administration in their company.

<b>Candidates are able to plan financial administration.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Identification of services required in the field of financial administration	Candidates completing the module <ul style="list-style-type: none"><li>• identify the financial administration services required by their company</li><li>• decide which financial administration duties are handled internally by the company and which are outsourced.</li></ul>
Planning of profitability	Candidates completing the module <ul style="list-style-type: none"><li>• prepare a realistic budget for the following year accounting for central income streams and essential expenditure of the company</li><li>• price their products in a manner that accounts for the objectives set for the contribution margin</li><li>• identify the investment needs entailed in the planned business activities</li><li>• produce an investment plan complete with financial calculations for the next three years</li><li>• are capable of utilising expert services in the making of calculations where necessary.</li></ul>

<b>Candidates are able to implement financial administration.</b>	
Attending to the accounting and liquidity of the company	Candidates completing the module <ul style="list-style-type: none"> <li>• interpret the reports and key figures produced by accounting</li> <li>• ensure that monthly duties in the area of accounting are handled in a timely fashion</li> <li>• ensure that sales and purchase ledgers are maintained in a manner appropriate for the needs of the company</li> <li>• comply with legislation, contracts and commitments pertaining to financial administration.</li> </ul>
<b>Candidates are able to evaluate financial administration.</b>	
Development of financial administration	Candidates completing the module <ul style="list-style-type: none"> <li>• monitor the development of the company's profitability, liquidity and solvency utilising the internal reporting of their company</li> <li>• perform comprehensive comparisons between the budget and its realisation and draw the necessary conclusions.</li> <li>• assess the overall situation of the company with the help of key figures obtained from the income statement and balance sheet and draw the necessary conclusions.</li> </ul>

## **Methods for assessing vocational skills**

In the Financial administration module, candidates demonstrate their vocational skills by performing activities related to financial administration.

Competence is demonstrated through assignments related to financial administration and documents associated with them produced by the candidates. Competence in planning can also be demonstrated in alternative ways, e.g. through different reports or oral discussion. Methods of assessing competence may include a development project in financial administration.

Candidates may supplement their performance with other, justified documents associated with the process and produced by the candidates themselves during the process whose assessment is incorporated into the assessment data.

## 3.6 Sales and marketing

### Vocational skills requirement

Candidates are able to

- plan sales and marketing
- implement sales and marketing
- evaluate sales and marketing.

<b>Candidates are able to plan sales and marketing.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Defining sales and marketing measures	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• define target groups for sales and marketing that are in accordance with the business plan</li> <li>• determine the methods and channels for marketing best suited for the company's activities</li> <li>• create a schedule for sales and marketing that are in accordance with the business plan</li> <li>• prepare realistic sales and marketing plans</li> <li>• produce a marketing budget based on a marketing plan</li> <li>• chart their own and their personnel's sales and marketing competence</li> </ul>
<b>Candidates are able to implement sales and marketing.</b>	
Implementation of systematic sales and marketing	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• attend to the realisation of sales and marketing in accordance with the budget</li> <li>• account for provisions on consumer protection in sales and marketing in a manner required by their business activities</li> <li>• account for product safety in the sales of products and services</li> <li>• attend to the company's existing customers</li> <li>• acquire new customers in a systematic manner</li> <li>• maintain a customer register in a manner that is in compliance with the Personal Data Act and ensure that the customer data is up-to-date</li> <li>• account for internationalisation and different cultures and the needs of consumers in different situations</li> <li>• account for environmental responsibilities in the activities of the company</li> <li>• act according to the ethical principles of their field</li> <li>• promote the realisation of the company's environmental responsibility</li> <li>• implement marketing measures in accordance with the plan by applying modern marketing methods</li> <li>• comply with legislation, contracts and commitments pertaining to sales and marketing.</li> </ul>

<b>Candidates are able to evaluate sales and marketing.</b>	
Development of sales and marketing	Candidates completing the module <ul style="list-style-type: none"> <li>• monitor the implementation of sales and marketing in relation to the objectives</li> <li>• monitor the effectiveness of sales and marketing</li> <li>• perform remedial measures to achieve objectives.</li> </ul>

### **Methods for assessing vocational skills**

In the Sales and marketing module, candidates demonstrate their vocational skills by implementing the sales and marketing process of their company.

Competence is demonstrated through assignments related to the sales and marketing of the company and documents associated with them produced by the candidates. Competence in planning can also be demonstrated in alternative ways, including different reports or oral discussion. Methods of assessing competence may include a development project in sales and marketing.

Candidates may supplement their performance with other, justified documents associated with the process and produced by the candidates themselves during the process whose assessment is incorporated into the assessment data.

## 3.7 Human resource management

### Vocational skills requirement

Candidates are able to

- plan human resource management
- implement human resource management
- assess human resource management

<b>Candidates are able to plan human resource management.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Recruitment and induction of personnel	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• plan a recruitment process that leads to the hiring of individuals best suited for the company's needs</li> <li>• identify useful recruitment channels</li> <li>• determine the ways of employing people most appropriate for the company</li> <li>• ensure that the company has clear a guide or instructions for the induction of new employees</li> <li>• ensure that new members of staff receive induction training that is in accordance with the instructions provided.</li> </ul>
<b>Candidates are able to implement human resource management.</b>	
Attending to the needs of personnel	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• comply with existing labour legislation, collective agreements in the sector and provisions, regulations and contracts applicable in the field</li> <li>• act in the manner required by the general responsibilities and obligations of an employer</li> <li>• act ethically and follow the principles of good management practice in matters related to human resources</li> <li>• carry out measures related to the termination of employment relationships in accordance with labour legislation</li> <li>• prepare a well-being at work plan that applies both to their personnel and themselves</li> <li>• arrange for their personnel occupational health services as required by legislation.</li> </ul>

**Candidates are able to evaluate human resource management.**

Development of human resource management

Candidates completing the module

- collect feedback from personnel through various means, including performance appraisals
- develop the company's induction training activities based on feedback collected
- systematically develop their own and their personnel's vocational competence based on feedback collected
- monitor the efficiency of the human resource management implemented by them.

**Methods for assessing vocational skills**

In the Human resource management module, candidates demonstrate their vocational skills through assignments related to human resource management.

Competence is demonstrated through assignments related to human resource management and documents associated with them produced by the candidates. Planning competence can also be demonstrated in alternative ways, e.g. through different reports or oral discussion. Methods of assessing competence may include a development project in human resource management.

Candidates may supplement their performance with other, justified documents associated with the process and produced by the candidates themselves during the process whose assessment is incorporated into the assessment data.

### 3.8 E-business

#### Vocational skills requirement

Candidates are able to

- plan e-business
- implement e-business
- evaluate e-business

<b>Candidates are able to plan e-business.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Preparing a business plan for e-business	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• acquire the necessary partnerships for e-business</li> <li>• examine the impact of e-business legislation on their own business explore the order, delivery and claim processes of e-business necessary for the company’s activities explore the e-business payment and material functions necessary for the company’s activities</li> <li>• explore the company’s electronic systems’ suitability for e-business</li> <li>• identify the channels and methods of marketing via electronic communications best suited for the company</li> </ul>
<b>Candidates are able to implement e-business.</b>	
Implementation of e-business in accordance with the plan	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• define the core processes of e-business in accordance with the business idea of the company</li> <li>• arrange online services according to the company’s business plan</li> <li>• prepare a plan for the marketing of e-business in a manner that renders e-business a functional element of the company’s operations</li> <li>• account for aspects in the online operating environment related to information security relevant to the company’s activities</li> <li>• comply with legislation, contracts and commitments related to e-business</li> </ul>
<b>Candidates are able to assess e-business.</b>	
Development of e-business	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• monitor the efficiency and profitability of e-business</li> <li>• follow the development of business trends and the competitive situation</li> <li>• draw conclusions regarding the development of e-business based on accounting reports.</li> </ul>

## Methods for assessing vocational skills

In the E-business module, candidates demonstrate their vocational skills by acting and developing the company's e-business.

Competence is demonstrated through assignments and through documents associated with e-business activities and produced by the candidates themselves. Competence in planning can also be demonstrated in alternative ways, e.g. through different reports or oral discussion. Methods of assessing competence may include a development project in e-business.

Candidates may supplement their performance with other, justified documents associated with the process and produced by the candidates themselves during the process whose assessment is incorporated into the assessment data.

## 3.9 Foreign trade

### Vocational skills requirement

Candidates are able to

- plan foreign trade
- implement foreign trade
- evaluate foreign trade.

Candidates are able to plan foreign trade.	
Targets of assessment	Assessment criteria
Defining the operating environment of foreign trade	Candidates completing the module <ul style="list-style-type: none"><li>• select a supplier or a target customer in an international operating environment</li><li>• identify the foreign trade alternatives most suitable for the activities of the company</li><li>• learn about the foreign trade financing options best suited for the company and the necessary insurances and securities</li><li>• find about the services required offered by forwarding agencies or the Finnish Customs</li><li>• implement an international market survey from the perspective of either purchasing or sales.</li></ul>

<b>Candidates are able to carry out foreign trade.</b>	
Carrying out profitable foreign trade	Candidates completing the module <ul style="list-style-type: none"> <li>• identify and minimise the risks associated with foreign trade</li> <li>• determine the expenditure related to export and import</li> <li>• comply with legislation, contracts, commitments and trade practices related to foreign trade</li> <li>• select feasible export and import routes and means of transport</li> <li>• create the necessary documents related to export and import.</li> </ul>
<b>Candidates are able to evaluate foreign trade.</b>	
Developing foreign trade functions	Candidates completing the module <ul style="list-style-type: none"> <li>• monitor efficiency and profitability</li> <li>• draw the necessary conclusions based on the monitoring of the situation.</li> </ul>

### **Methods for assessing vocational skills**

In the Foreign trade module, candidates demonstrate their vocational skills through assignments related to development of foreign trade in their company either in terms of export or import in trade between the member states of the European Union (internal trade) and in trade with third countries (external trade).

Competence is demonstrated through assignments and documents associated with foreign trade and produced by the candidates themselves. Competence in planning can also be demonstrated in alternative ways, including different reports or oral discussion. Methods of assessing competence may include a development project in foreign trade.

Candidates may supplement their performance with other, justified documents associated with the process and produced by the candidates themselves during the process whose assessment is incorporated into the assessment data.

### 3.10 Production control

#### Vocational skills requirement

Candidates are able to

- plan a production or service process
- implement production or a service
- evaluate production or a service.

<b>Candidates are able to plan a production or service process.</b>	
<b>Targets of assessment</b>	<b>Assessment criteria</b>
Handling procurement for a production or service process	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• decide which elements of the production or service are produced the company itself and which will sourced from subcontractors</li> <li>• select subcontractors, suppliers or partners in accordance with the company’s business idea</li> <li>• identify the risks associated with the production or service.</li> </ul>
Arrangement of logistic solutions	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• calculate the costs of the logistic arrangements of material flows and assess the financial impacts of different alternatives in the extent that they are necessary for the company.</li> <li>• present the best possible logistic solutions for the company</li> </ul>
<b>Candidates are able to implement production or services.</b>	
Arranging production or services	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• work to ensure that returned products, claims and waste are as low as possible and that their levels are visible in the internal reports of the company</li> <li>• conclude the necessary contracts on the handling of logistics</li> <li>• optimise stock levels</li> <li>• comply with legislation, contracts and commitments related to production or services</li> <li>• comply with regulations and guidelines pertaining to occupational safety in the arrangement of production and services</li> </ul>
<b>Candidates are able to evaluate production or a service.</b>	
Development of production	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• utilise reports associated with the production or service as a tool in the monitoring of key figures</li> <li>• assess the critical stages of the production or service process from the perspective of the company’s operations</li> <li>• monitor the efficiency of the production or service process</li> <li>• prepare for variations in demand significant from the perspective of the company.</li> </ul>

## Methods for assessing vocational skills

In the Production control module, candidates demonstrate their vocational skills by organising the company's production or service process.

Competence is demonstrated through assignments and through documents associated with the production or service process produced by the candidates themselves. Competence in planning can also be demonstrated in alternative ways, including different reports or oral discussion. Methods of assessing competence may include a development project in production control.

Candidates may supplement their performance with other, justified documents associated with the process and produced by the candidates themselves during the process whose assessment is incorporated into the assessment data.

## 3.11 Franchising as a form of entrepreneurship

### Vocational skills requirement

Candidates are able to

- assess the prerequisites for franchising as entrepreneurship
- launch their own franchise and implement business activities
- evaluate their own activities as a franchisee.

#### Candidates are able to assess the prerequisites for franchising as entrepreneurship.

Targets of assessment	Assessment criteria
Examining the concept and operating model of franchising	Candidates completing the module <ul style="list-style-type: none"><li>• analyse different franchising concepts and chains and the opportunities for entrepreneurship offered by them</li><li>• find out background information on the potential franchisor and learn about the chain's management organisation</li><li>• analyse their own suitability as a franchisee and for the franchisee profile of the chain in question by getting to know entrepreneurs already operating in the chain.</li><li>• establish the financial background and capacity for risk taking required from franchisees.</li><li>• learn about the ethical rules of franchising.</li></ul>

<p>Selecting a suitable franchising concept</p>	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• examine the content and terms of their franchising contract and the appendices to it</li> <li>• find out about the content of the training, support and guidance offered by the chain</li> <li>• learn about the chain’s monitoring system and its method of implementation</li> <li>• find out about intellectual property rights forming part of the concept and their period of validity</li> <li>• establish the terms and sources for the buying of products and services to be sold</li> <li>• assess the competitive factors of the products and services sold</li> </ul>
<p>Assessment of profitability</p>	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• find out about franchise fees and other financial terms of the franchising system</li> <li>• produce a calculation on the profitability of the operations based on research</li> <li>• present possible investment needs and the financing options required by them</li> </ul>
<p><b>Candidates are able to open and run a franchise.</b></p>	
<p>Opening a franchise</p>	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• perform the measures necessary to open a franchise</li> <li>• conclude contracts associated with the opening of the franchise in the appropriate manner</li> <li>• proceed in a logical manner keeping to the set deadlines in the opening of the franchise.</li> </ul>
<p>Launching the activities of a franchise</p>	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• launch product and service production in accordance with the franchising concept</li> <li>• comply with the contracts and commitments pertaining to the franchising arrangement</li> <li>• utilise the franchising package and cooperation within the chain e.g. when making purchases</li> <li>• recruit personnel where necessary</li> <li>• ensure that any staff acts in accordance with the franchising concept</li> </ul>

Launching of marketing and sales	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• implement local and in-shop marketing in accordance with the business plan and taking into account the chain's marketing concept and joint marketing by the chain</li> <li>• utilise the brand of the chain and create positive visibility for the brand in its own area</li> <li>• launch sales operations in accordance with the business plan</li> </ul>
Implementation of financial administration	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• organise the financial administration of the company in an economical and functional manner</li> <li>• make justified financial decisions that accounting for risks and expenditure</li> <li>• attend to the liquidity of their company</li> </ul>
Communication in interactive situations	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• use the systems of the chain in an effective manner</li> <li>• communicate regularly with the management of the chain</li> <li>• engage in cooperation with other franchisees in the chain</li> <li>• use different methods of written and verbal communications including information and communications technology (ICT).</li> </ul>
Coping with the pressures of entrepreneurship	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• make comprehensive arrangements regarding their social security</li> <li>• prioritise work tasks in order to achieve the objectives they have set for themselves</li> <li>• monitor their use of time and achievements and change the way in which they do things where necessary.</li> </ul>
<b>Candidates are able to evaluate their own activities as a franchisees.</b>	
Developing operations that are in line with the concept	<p>Candidates completing the module</p> <ul style="list-style-type: none"> <li>• monitor the profitability of their company and make plans for the development of operations based on the observations</li> <li>• assess how successfully their activities correspond to the concept</li> <li>• participate in franchisee trainings and other events organised by the chain and utilise guidance provided by the chain to develop their own business</li> <li>• develop the concept and cooperation within the chain by providing constructive feedback for chain management.</li> </ul>

## **Methods for assessing vocational skills**

The Franchising as a form of entrepreneurship module can be completed by franchisees. Competence tests are built around plans associated with the opening of a franchise, measures required by the opening and activities as a franchisee.

Competence is demonstrated through assignments related to acting as a franchisee and by documents produced by the candidates themselves. Competence in planning can also be demonstrated in different ways, e.g. through different reports or verbal presentations. Methods of assessing competence may include a development project in franchising. Candidates not intending to open a franchise can demonstrate the fulfilment of the vocational skills requirements as detailed plans for opening a franchise.

Candidates may supplement their performance with other, justified documents associated with the process and produced by the candidates themselves during the process whose assessment is incorporated into the assessment data.

### **3.12 A module from another vocational upper secondary, further or specialist qualification**

Candidates may, with justification, incorporate one module from another further vocational qualification or specialist vocational qualification related to their vocational field as the optional module of the Further Qualification for Entrepreneurs. Certificates for the completion such modules are awarded by the qualification committee for the qualification in question. The qualification committee on entrepreneurship recognises this module as part of the Further Qualification for Entrepreneurs based on the qualification certificate. This module can be used, for example, to reinforce competence specific to a certain field.

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The Finnish National Board of Education has approved these Qualification Requirements for a competence-based qualification under the Vocational Adult Education Act.

Competence-based qualifications are a method of achieving qualifications specifically designed and developed for the adult population.

Planning and implementation of competence-based qualifications are based on close cooperation between the educational sectors and working life experts.

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