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Local teaching plan

Main area: Technology, construction and transport, version 1

Specialisation: Engineering and Engines

Basic Course 1, 20 weeks

Aars

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Professional documentation

Professional communication Innovation and Entrepreneurship Methodology Evaluation

Link to current rules and frameworks:

Executive/ministerial ordinance: <https://www.retsinformation.dk/eli/Ita/2023/953>

Executive/ministerial ordinance on basic subjects and vocational subjects: <https://www.retsinformation.dk/eli/Ita/2022/555>

About disciplines: [Main areas and disciplines](#) □ [Ministry of Children and Education \(uvm.dk\)](#)

The school's common pedagogical and didactic basis: <https://heguddannelser.dk/om-skolen/organisation/skolens-joint-paedagogical-and-didactic-basis>

General pedagogical/didactical framework for GF1 Technical and Engines

The course's subject themes are structured so that they cover the objectives of Vocational Studies 1, Vocational Studies 2, Vocational Studies 3, Apprenticeship Search, Society and Health, Professional Documentation, Professional Communication, Innovation and Methodology.

The student will go through different modules where a selection of courses is presented. The different modules are basically organised according to the following structure:

1. Knowledge acquisition
2. Study/Organisation/Structuring
3. Testing and evaluation

This means that the different modules begin with a knowledge-based characterization of the basic material. Knowledge acquisition is achieved through teacher-led activities that present the basic material to the student, e.g. through oral presentations, learning videos or introductory practical tasks.

Students use and subsequently test the acquired theoretical knowledge when performing practical tasks in the workshop. Throughout the course, the teacher ensures that the student receives clear feedback and feedforward, which supports and develops the student's learning. Furthermore, the teaching is designed so that the students are challenged by qualified demands awakening their curiosity, desire for learning and courage to try something new.

Holistic approach

During the different modules, different objectives are intertwined in the practical exercises, i.e. a practical exercise consists of different sub-objectives, which ultimately provide an overall achievement of the learning objectives. During each module, the teaching and task building is organized so that you end up with a holistic task solution.

Differentiation

Students work in small groups but also have the opportunity to work alone. The tasks in the different modules are organized so that everyone can participate regardless of their prerequisites. The student starts with a basic task, which can be extended with more tasks where the difficulty increases. In the assignments there are generally good opportunities for different uses of media and formats, so the student has an idea of best practice advancing to Basic Course 2.

Interdisciplinarity

Throughout all modules different objectives across the mandatory subjects in Basic Course 1 are included. In Danish and Mathematics several of the goals from the mandatory subjects are included. Students receive training in writing applications as part of the subject Apprenticeship Search.

Practical relation

Theoretical activities are supported by practical tasks, so that the student in this way can relate the acquired theory to practice, continuously in the process. The majority of the assignment material, which the student undergoes in the course, is a mixture of theory and practice in the task itself. It gives the student a better prerequisite for choosing a subject direction in Basic Course 2.

Modules in the Basic Course 1:

Electrical theory

The student is presented with the basics of electrical theory. Once students have acquired knowledge of Ohm's law, circuits, components and other basic knowledge, practical tasks are carried out where students can apply the acquired knowledge.

Engine and/or small engine

The student is presented with basic elements of the internal combustion engine. When the students have acquired knowledge of the 4 strokes and the various elements of the engine, practical tasks are carried out where students can apply the acquired knowledge.

Brakes

The student is presented with basic elements regarding brakes. Once the students have acquired knowledge of the function and the various components of the braking system, practical tasks are carried out where the students can apply the acquired knowledge.

Steering

The student is presented with basic principles, steering angles and components. When the students have acquired sufficient knowledge of steering, practical tasks are carried out where students can apply the acquired knowledge.

Bicycles

The student is presented with the basic structure of the bike. Students perform various tasks on a bicycle. For example, tire patching, chain and gear adjustment and adjustments for the user of the bike.

Tractor gearbox

The student is introduced to the basic theory of how the engine's power is transmitted to the wheels. This is followed by a clutch replacement on a tractor. Here, the students experience how to work on some of the heavier machinery covered by the course.

Metal Worker

The student is presented with basic elements of the Metal Worker profession. When students have acquired knowledge of how iron is processed, practical tasks are carried out where students can apply the acquired knowledge.

Hydraulics

The student is presented with the basics of hydraulics. When students have acquired knowledge of components, pressure and flow, practical tasks are carried out where students can apply the acquired knowledge.

Vocational subjects in Basic Course 1

Vocational subjects 1

Vocational introduction

Indicative duration 2,0 weeks

Purpose of the subject

The aim of the course is to introduce the student to vocational education and training. The student learns to follow and participate in a vocational work process. The student develops competences to perform simple vocational tasks, including being able to include knowledge about sustainability principles, health and safety precautions, safety and ergonomics.

The purpose of the subject is to allow the student, through vocational work processes and projects, to obtain clarification about the choice of

subject direction for Basic Course 1.

Students must acquire tools and methods to perform, understand and relate to vocational work processes. Tools and methods are included to ensure a healthy and safe working environment. The subject must also motivate the students to clarify their choice of subject direction.

Profile of the subject

Vocational introduction deals with the framework and prerequisites for the execution of work processes. The subject includes methods of structuring and handling of tasks. The subject includes methods that can strengthen the student's competence to perform a task considering the working environment, safety and ergonomics. Furthermore, the subject includes introduction to certain professional tasks and processes to strengthen the student's prerequisites for making a choice of subject direction.

Professional objectives

The teaching goal for the student at a basic level is to be able to:

1. Alone and in collaboration with others perform simple vocational tasks under instruction
2. Act ergonomically, safely and in the working environment correctly when solving simple vocational tasks.
3. Perform simple vocational tasks related to the environment, sustainability, and the green transition.
4. Choose and justify the choice of subject direction in their own training plan.
5. Reproduce a vocational educational and general structure, including the interaction between school and company placements.

Professional Content

The subject's objectives are of a common and general nature but are met through professional toning in relation to the main area and introduction to subject areas. The professional content must ensure that the student can make a choice of subject direction on a competent basis.

Teaching content includes vocational processes and projects that introduce the student to typical forms of work and methods within a plurality of vocational education and training.

Didactic principles

Teaching is based on practical tasks and processes at a basic level within the main area, carried out in such a way that they strengthen the student's choice of subject direction. Digital media must be involved where it supports the student's achievement of set goals.

Teaching is organised based on professional issues in a business-introducing and application-oriented perspective. The lessons include practical projects, studies and exercises that create a competent basis for the student's choice of subject direction. Lessons in the subject Vocational Introduction support the student's personal development, common and general skills in relation to the student's choice and labour market readiness. Teaching must be organised with a focus on the student's exploratory and reflective practice and support the student's learning

process. The problem-oriented, collaborative and case-based teaching principle has a central place in the planning of teaching. The course helps to strengthen the students' clarification of educational choices.

Forms of work

The teaching is organized holistically with the use of varied forms of work that strengthens the student's learning and supports the student's professional recognition and personal formation. Digital media and IT tools must be involved where relevant and where they support the student's achievement of goals.

Teaching is organized around case studies, exercises and projects based on concrete, well-defined vocational practice issues. Various working methods are employed in the instruction, selected regarding the professional characteristics of the course, the interplay between subjects, and the improvement of student learning.

Documentation

The student prepares documentation on various and relevant processes and products, e.g. thematic tasks, synopsis, portfolio or other professional documentation. The documentation may include a professional product such as a hairstyle, a wall, a diagram, a film, etc.

Rating

The subject is not assessed.

Vocational subjects 2

Workplace culture

Indicative duration 1,5 weeks

Purpose of the subject

The purpose of the subject is to provide the student with elements of conditions that have an impact on different workplace cultures, including global workplace cultures. The student develops competences to function in a workplace setting, considering the cultures and norms of the workplace. The student develops competences to participate as an active and responsible employee in relevant tasks and as a co-creator of the culture. There is a special focus on the employer's and the student's responsibility for quality and safety.

The purpose of the course is also that the student understands the importance of different cooperative relations in a company, including between

employer, manager and employee, between different groups of workers and between the business and customers. Furthermore, the student acquires the competence to, independently and jointly with colleagues, plan a work task and understand the importance of time, personal behavior and resources.

The acquisition of tools and methods to analyse, understand and participate actively in the creation of productive workplace cultures is the subject of workplace culture education. The subject must qualify the student to constructively relate to their own behavior, organisation of their own work process and cooperation with others on a common task.

The subject must give the student the basis for considering and assessing its opportunities to choose relevant teaching projects in the subject direction.

Profile of the subject

Workplace culture deals with norms, roles, behaviour and rules, including quality and safety regulations in a workplace. The subject includes methods for planning work tasks with an appropriate use of resources and time. The subject includes methods that can strengthen the student's competence to process, reflect, discuss and act appropriately in relation to workplace issues. Furthermore, the subject includes social and cultural aspects such as the mental, social, inclusive and safety issues that can strengthen the student's prerequisites for entering a workplace.

The subject is a training subject to help give the student a basic and historical understanding of companies and the labour market in general. The subject must put the individual's life in perspective in relation to decisions that affect the individual's employment and inclusion in a company. The subject includes practical exercises to relate the theoretical knowledge about workplace culture to the real labour market conditions.

Professional objectives

The aim of the teaching is that the student at the basic level can:

1. Reproduce examples of workplace cultures within the professions of the discipline, including their own opportunities to contribute to a productive and inclusive workplace.
2. On the basis of business-oriented cases, reproduce factors that play a role in collaboration in a work setting process.
3. Participate in dialogue on occupational psychological issues including sexism, offensive acts, sexual discrimination, racism and discrimination, and take an active position on what a good psychological working environment is and the individual's rights and duties in connection therewith.
4. Reproduce roles and decision-making processes in collaboration on an industry-specific task.
5. Reproduce simple and clear examples of appropriate interaction between the individual employee and the company.

Professional Content

The subject's objectives are of a common and general nature but are met through professional toning in relation to the subject's direction.

The academic content must ensure that the student can achieve the given objectives.

Teaching content includes aspects of collaborative learning, business learning, psychology and planning processes.

Teaching is integrated, where appropriate, with other subjects in the basic course.

Didactic principles

The teaching is based on topics and issues at a basic level relating to workplace culture linked to the chosen field of study. Digital media must be involved where appropriate and where it supports the student's achievement of goals.

Teaching is organised on the basis of professional issues in a practical-oriented perspective.

The teaching includes practical projects, studies and exercises that create coherence between the subject of workplace culture and the student's field of study. The teaching of workplace culture must support the student's personal development, common and general competencies in relation to the student's life skills and labour market readiness. Teaching must be organised with a focus on the students' investigative and reflective practice and support the learner's learning across subjects. Teaching helps to strengthen the student's clarification of educational choices.

Forms of work

The teaching is organized holistically with the use of varied forms of work that strengthens the student's learning and supports the student's professional recognition and personal formation.

Teaching is organised on cases, exercises and projects. In teaching different forms of work are used, chosen in relation to the vocational characteristics of the discipline, interaction between subjects and strengthening of the student's learning.

Documentation

Documentation can take different forms depending on the individual elements of the subject Workplace Culture and the vocational context. Examples of professional documentation are presentation, role-play, pictures, films, discussion papers, thematic assignments, portfolio and reports.

Ongoing evaluation

The student's outcomes from the course is evaluated on an ongoing basis. The purpose of the evaluation is to support the progression of the student's learning, and to ensure that the student reflects on their professional development in the context of the subject and vocational training.

Final summative assessments

When the student has completed the teaching, the assessment is 'passed/fail'. The student is judged in relation to the subject's goals.

Apprenticeship search

Indicative duration 1.0 week

Purpose of the subject

The purpose of the course is that the student develops competence to seek apprenticeship.

The student reflects on and learns to describe acquired professional skills. The student learns to assess their own skills and goals in relation to possible education. The student learns about other educational opportunities. The student learns to document and communicate their own skills in an apprenticeship search process. Acquisition of methods and tools for the search of apprenticeship in relation to the individual student's competences is the subject of teaching apprenticeship search.

The subject must give the student the basis for considering and assessing its opportunities to choose relevant teaching projects in the subject direction. The subject must give the student a clear picture of the apprenticeship opportunities in different types of companies, including apprenticeships abroad. In addition, the subject must help to give the student a realistic view of their own professional strengths and weaknesses.

Profile of the subject

Apprenticeship search is partly a method subject, where the focus is the acquisition of methods and tools for qualified and targeted to seek apprenticeship. At the same time, the subject is a cognitive subject, where the focus is the process that each student undergoes in relation to recognising their own strengths and weaknesses with the aim of developing their own skills and achieving a realistic approach to education and later business opportunities. The subject therefore also focuses on the student's professional and personal development and progression in the choice of education.

Professional objectives

The teaching goal is that the student at the basic level can:

1. Describe different types of companies, apprenticeship opportunities, training opportunities and possible contractual arrangements in relation to the final choice of training.
2. Describe your own professional and personal skills, as well as interest in chosen industry/education.
3. Develop a targeted apprenticeship search plan in relation to knowledge of companies and their values within the chosen field of expertise.
4. Use different methods and tools to document and communicate your competencies in applications and oral interviews.
5. Build and use new and existing analogue and digital social networks in its apprenticeship search.
6. Evaluate your own apprenticeship search in relation to your education wishes, your own skills and the demand in the labour market.
7. Use Lærepladsen.dk as well as other digital resources, tools, platforms for apprenticeship search and handling of related documents.

Professional Content

The teaching content includes work with apprenticeship opportunities in different types of companies.

In addition, work is carried out with written communication in application and CV and oral communication at job interviews.

Teaching involves various tools, including digital, that students can use

to strengthen the search for apprenticeships. The student learns to put different networks into play. At the same time

work continuously with the student's personal and professional skills development and recognition thereof. Teaching is integrated, where appropriate, with other subjects in vocational education.

Didactic principles

Teaching is organised in the context of the vocational topics and issues the student is working with in the chosen subject direction, so that the student is challenged in the choice of education. Digital media must be involved where appropriate and where it supports the student's achievement of goals.

Work with apprenticeship search must support the student's professional learning and progression, in addition, it must develop the student's digital competences.

Teaching in the subject helps to develop the student's professional and personal identity and motivation and thus strengthens the student's clarification of educational choices.

Forms of work

The teaching is organised holistically with the use of varied forms of work that strengthens the student's learning and supports the student's professional recognition process.

The teaching includes role-playing, observation and supervision and e.g. peer-to-peer learning by older students who have been in apprenticeships.

Documentation

Documentation can take many forms depending on the professional context. Examples of professional documentation can be pictures, films, written applications, logbook, mind map, outline and meeting schedule.

Ongoing evaluation

The student's benefit from the teaching is evaluated on an ongoing basis. The purpose of the evaluation is to support the progression of the individual student's learning, and to ensure that the student reflects on their professional development in the context of the subject and vocational training as a whole.

Final assessment of position

When the student has completed the teaching, the assessment is 'passed/fail'. The student is judged in relation to the subject's objectives.

Society and Health

Indicative duration

1.5 weeks

Purpose of the subject

The purpose of the subject is that the student learns about societal conditions that are of importance to the individual's working life and personal life as a citizen in a democratic society. The student develops competence to participate as an active and responsible employee and citizen in a globalized and changing world.

The purpose of the subject is also that the student achieves a holistic understanding of the concept of health in professional, social and personal contexts. The student develops competence to take a position on health issues in their own life.

The acquisition of tools and methods to describe, analyse, understand and discuss health and societal conditions is the subject of education in

society and health. The subject must train in healthy work processes and also motivate the student to sustained development of physical form and personal health.

The subject must give the student the basis for considering and assessing its opportunities to choose relevant teaching projects in the subject direction.

Profile of the subject

Society and health deals with social conditions such as the organisation of the labour market as well as Danish and international social conditions. The subject includes methods that can strengthen the student's competence to process, communicate and discuss societal issues. The subject includes economics with a focus on personal finance. Furthermore, the subject includes health professional aspects such as the physical, hygienic and nutritional issues that can strengthen the student's prerequisites for influencing their own health.

The subject is a training subject that should help to give the student a basic understanding of the labour market and society. The subject must put the individual's life in perspective in relation to social and political decisions that affect current societal developments, including technological developments and the health and environmental aspects. The subject includes practical exercises to give the student competence to translate knowledge of health and movement into healthy habits in their own life.

Professional objectives

The teaching goal is that the student at the basic level can:

1. Describe current societal conditions and issues within the student's or apprentice's main area using their own words.
2. Participate in dialogue about one's own role and opportunities for influence in society.
3. Reproduce simple and clear examples of the interaction between social development and development in companies, with the inclusion of health and environmental aspects.
4. Represent the main features of the structure of the labour market, including organisations in the field of vocational training, and the possibility of exerting influence on these
5. Explain the importance of factors influencing the living conditions and health of individuals, including personal finances and lifestyle factors such as personal hygiene, diet and physical fitness.
6. Establish a private budget based on the student's or apprentice's expectation of living standards and income in the industry.
7. Communicate the importance of being able to use digital platforms such as E-boks, My Health, Borger.dk and other useful digital resources to have control over important information and documents.
8. Reproduce factors that affect the individual's sexual health, including sexually transmitted diseases and contraception.
9. Reproduce factors that are important in showing respect for the gender identity and sexuality of others, discouraging sexual harassment and understanding personal boundaries.

10. In cooperation with others, discuss and describe basic guidelines for online traffic, including digital violations, use of social media and data security.

Professional Content

The subject's objectives are of a general and general nature, but are met through professional toning in relation to the subject direction.

The academic content must ensure that the student can achieve the objectives.

The content of the teaching includes the concept of democracy, the political system, labour relations, international relations, private economics, health and lifestyle in a personal, vocational and societal perspective.

Teaching is integrated, where appropriate, with other subjects in the Basic Course.

Didactic principles

The teaching is based on social and health professional topics and issues at a basic level linked to the chosen field of study. Digital media must be involved where appropriate and where it supports the student's achievement of goals.

Teaching is organised on the basis of professional issues in an application-oriented perspective.

Teaching includes practical experiments, studies and exercises that create coherence between the health and social sciences and the student's field of study. Teaching in the subject society and health must also develop students' knowledge of healthy work processes, including sensitising students about their own options in relation to a healthy life.

Teaching must be organised with a focus on students' investigative, experimental, collaborative and reflective practices and support students' learning across subjects. Teaching helps to strengthen the students' clarification of educational choices.

Forms of work

Teaching is organised holistically with the use of varied forms of work that strengthens the student's learning and supports the student's professional recognition and personal formation.

Teaching is organised on cases, exercises and projects. In teaching used different forms of work, chosen in relation to the vocational characteristics of the discipline, interaction between subjects and strengthening of the student's learning. Digital media and tools are included.

Documentation

Documentation can take many forms depending on the individual elements of the subject society and health and in relation to the vocational context. Examples of professional documentation can be presentation, pictures, films, discussion papers, thematic papers, portfolio and reports.

Ongoing evaluation

The student's benefit from the teaching is evaluated on an ongoing basis. The purpose of the evaluation is to support the progression of the individual student's learning, and to ensure that the student reflects on their professional development in the context of the subject and vocational training as a whole.

Final assessment of position

When the student has completed the teaching, the assessment is 'passed/fail'. The student is judged in relation to the subject's goals.

Vocational 3

Work planning and cooperation

Levels and indicative duration

Level 1: 1.0 week

Level 2: 2.0 weeks (Level 2 consists of Level 1 + 1 week)

Purpose of the subject

The purpose of the subject is that the student develops competence to organise and follow a work plan as well as that the student learns to cooperate with others on the solution of practical tasks. The student learns how to create a work plan that takes into account the time and resources available for a work process. The student learns to coordinate the individual elements in a simple workflow. The student can use recognized tools, including it tools for the planning of work processes in different work contexts in relation to the vocational content of the individual discipline. The student learns to cooperate with others on the solution of practical tasks as well as to organise their own work processes in interaction with several parties. The student also learns about cooperation, interaction and coordination.

The subject must give the student a knowledge of recognized planning tools ' strengths and weaknesses as well as competence to apply these. Furthermore, the subject provides a basis for evaluating its own work process and method use. The subject helps to give the student a clear picture of what the student has learned and a realistic view of their own professional strengths and weaknesses.

Profile of the subject

Work scheduling are methods and tools for structuring and performing a work task from the beginning of the process until the task is completed.

The methods and tools that are the subject of training in work planning are recognized tools and methods for the planning of work processes in relevant professions in relation to the individual discipline. Many work processes rely on multi-party collaboration.

The subject's profile therefore also includes the handling of situations that require cooperation and conflict management in relation to difficult cooperative relationships. Preparation of work plans and discussion of work processes can help to promote professional reflection and innovative task solving.

Professional objectives

The teaching goal is that the student at the basic level can:

Level 1:

1. Plan, coordinate and execute a work process, alone and in collaboration with others.
2. Select and apply physical and digital planning tools and methods.
3. Reproduce the difference between collaborative and cooperative collaboration processes.
4. Communicate and act appropriately in various cooperative and working relationships.

Level 2:

1. Regulate and repeat work processes and methods in connection with professional task solutions.
2. Participate in dialogue about, and in their own words provide examples of, solution, planning and efficient execution of different work processes.
3. Recognize and describe different types of collaborative relationships, roles, and types of conflict.
4. Use dialogue and argumentation in the collaboration on professional task solutions.

Professional Content

The subject's objectives are of a general vocational nature, but are met through practical professional toning in relation to the subject direction. The academic content must ensure that the student can achieve the objectives.

The teaching content includes work planning in the form of structuring, coordination and execution of work processes. In addition, cooperation

relations and evaluation of the implementation of the planning in practice. There is a particular focus on using digital media to support cooperation. Teaching is integrated, where appropriate, with other subjects in the Basic Course.

Didactic principles

Teaching is based on vocational topics and issues, so that the student is challenged professionally in topics related to the chosen discipline. Digital media must be involved where appropriate and where it supports the student's achievement of goals.

Teaching is organised on the basis of application-oriented professional issues.

The student must, through practical experiments and practical studies, learn to plan their own work and collaborate with others. Work with work planning and cooperation must support the student's professional learning and progression. Teaching must be organised with a focus on the student's investigative, experimental, collaborative and reflective practice. Teaching should support the student's learning across subjects and support the student's professional curiosity. Teaching helps to develop the student's professional and personal identity and thus strengthens the student's clarification of educational choices.

Forms of work

The teaching is organised holistically and practice-based with the use of varied forms of work that strengthen the student's learning and professional recognition process. Training is organised on cases and projects that promote innovative reflection and task solving. In teaching used different forms of work, chosen in relation to the vocational characteristics of the discipline, interaction between subjects and

Enhancing the learner's learning. Collaborative exercises using different media are included. Teaching takes place as far as possible close to practice in relation to the subject's multidisciplinary in workshop, shop, laboratory or similar practical learning space.

Documentation

Work planning is the subject of education. Documentation of work planning and cooperation can take many forms depending on the vocational context. Examples of documentation can be presentation, forms, evaluations, Mindmap, images, films, portfolio and reports.

Ongoing evaluation

The student's benefit from the teaching is evaluated on an ongoing basis. The purpose of the evaluation is to support the progression of the individual student's learning, and to ensure that the student reflects on their professional development in the context of the subject and vocational training as a whole.

Final assessment of position

When the student has completed the teaching, the assessment is 'passed/fail'. The student is judged in relation to the subject's objectives.

Professional documentation

Levels and indicative duration

Level 1: 1.0 week

Level 2: 2.0 weeks (Level 2 consists of Level 1 + 1 week)

Purpose of the subject

The purpose of the subject is that the student develops competence to enter into and document a work process, as well as that the student learns to use existing professional documentation. The student learns to describe, analyze and evaluate their own work processes through the solution of practical issues in relation to the vocational content of the individual discipline. The student learns to understand professional documentation and to use professional documentation to recognize and evaluate their own professional learning. Acquisition of methods for documenting and using existing documentation is the subject of the teaching of professional documentation.

The subject must give the student the basis for considering and assessing its opportunities to choose relevant teaching projects in the subject direction. The subject must help to give the student a clear picture of what the student has learned and a realistic view of their own professional strengths and weaknesses.

Profile of the subject

Professional documentation is commonly used to describe and document tasks and problem solving within one or more professions. Professional documentation is described concrete results of practical processing and performance of a work task. The professional documentation is also a tool for structuring, communicating and documenting the professional work process from the beginning of the process to the completion of the task. The professional documentation is used to systematically account for, discuss and analyze vocational issues as well as to communicate sub-processes, results and professional knowledge correctly and accurately. Preparation and use of professional documentation can help to promote professional reflection and innovative task solving.

Professional objectives

The teaching goal is that the student at the basic level can: Level 1:

1. Use existing analogue and digital professional documentation in a business-relevant work process.

2. Use academic concepts in connection with the preparation of relevant academic documentation. such as worksheets, self-checking form, technical drawings, quotations, invoices, etc.
3. Digitally document and communicate your own work processes, methods and results.
4. Describe alternative tools, professional methods, materials, etc. ifb professional tasks.

Level 2:

5. Select and use different types of professional documentation in relation to a professionally relevant task.
6. Provide and receive professional feedback on work processes, methods and results.

Professional Content

The subject's objectives are of a general vocational nature, but are met through practical professional toning in relation to the subject direction. The academic content must ensure that the student can achieve the objectives.

Teaching content includes work with academic documentation to collect, structure, record and disseminate knowledge to solve and evaluate selected practical issues/professional challenges.

Teaching is integrated, where appropriate, with other subjects in the Basic Course.

Didactic principles

Teaching is based on vocational topics and issues, so that the student is challenged professionally in topics related to the chosen discipline. Digital media and IT tools must be involved, where appropriate, and where it supports the student's achievement of objectives., for example, in the documentation of own work processes and in the preparation of professional documentation.

Teaching is organised on the basis of application-oriented professional issues.

The student must, through practical experiments and practical studies, learn to document their own work and use existing documentation. Teaching in the subject professional documentation must support the student's professional learning and progression. Teaching must be organised with a focus on the student's investigative, experimental, collaborative and reflective practice. Teaching should support the student's learning across subjects, support the student's professional curiosity. Teaching helps to develop the student's professional and personal identity and thus strengthens the student's clarification of educational choices.

Forms of work

The teaching is organised holistically and practice-based with the use of varied forms of work that strengthens the student's learning and supports

the student's professional recognition process.

The teaching is organised on cases and projects that promote innovative reflection and task solving. In teaching used different forms of work, chosen in relation to the vocational characteristics of the discipline, interaction between subjects and strengthening of the student's learning. Teaching takes place as far as possible close to practice in relation to the subject's multidisciplinary in workshop, shop, laboratory or similar practical learning space.

Documentation

Documentation is the subject of education. Documentation can take many forms depending on the professional context. Examples of professional documentation can be pictures, films, thematic assignments, portfolio, reports, guides or other professional documentation.

Ongoing evaluation

The student's benefit from the teaching is evaluated on an ongoing basis. The purpose of the evaluation is to support the progression of the individual student's learning, and to ensure that the student reflects on their professional development in the context of the subject and vocational training as a whole.

Final assessment of position

When the student has completed the teaching, the assessment is 'passed/fail'. The student is judged in relation to the subject's goals.

Professional communication

Levels and indicative duration

Level 1: 1.0 week

Level 2: 2.0 weeks (Level 2 consists of Level 1 + 1 week)

Purpose of the subject

The purpose of the subject is that the student develops competence to be able to use subject terms and understand commonly used professional concepts. The student learns to describe, analyze and evaluate their own work processes through the solution of practical issues with the use of professional terms and professional concepts in relation to the vocational content of the individual discipline. The student learns to use professional communication to clarify their own professional learning. Acquisition of professional expressions and concepts gives the student the basis for communicating with other professionals about the solution of professional issues. The student learns to communicate appropriately in different work situations and to communicate situationally.

Professional communication in the form of professional expressions and professional concepts as well as various situational forms of

communication are the subject of the teaching of professional communication. The subject must help to give the student a clear picture of what the student has learned and a realistic view of their own professional strengths and weaknesses.

Profile of the subject

Professional communication is to be able to express themselves about professional and business issues in a language that clarifies a professional process and professional recognition. Professional communication is also a tool for structuring, disseminating and using relevant information to solve professional problems. The professional communication is used to systematically inform, discuss and communicate about vocational issues and professional knowledge correctly and accurately. Professional communication is generally accepted language use in one or more professions. Professional communication is also to be able to assess different communication situations and to be able to choose and use a form of communication that is appropriate to the situation. The student learns about basic communication models, including models that reflect age, gender, social background and ethnicity. It also focuses on empathy, relationships, conflict types and conflict management. Professional communication can help to promote professional reflection and identity.

Professional objectives

The teaching goal is that the student at the basic level can:

Level 1:

1. Understand and apply professional terms and concepts.
2. Seek out and use relevant information and procedure descriptions in relation to vocational tasks.
3. Use different forms and methods of communication appropriate to the recipient and the task at hand, including voice, social media, SMS, emails and other written documents;

Level 2:

4. Choose and justify appropriate forms of cooperation and communication including social media SMS, speech, emails and other written documents.
5. Reproduce communication processes based on basic communication models, such as sender-receiver, one-way and two-way communication.
6. Describe the difference in body language, language use and form of communication in relation to the actors included in the courses.

Professional Content

The subject's objectives are of a general vocational nature, but are met through practical professional training in relation to the subject

direction. The academic content must ensure that the student can achieve the objectives.

Teaching content includes analysis of professional communication, dialogue and argumentation in selected practical issues. Teaching is integrated, where appropriate, with other subjects in the Basic Course.

Didactic principles

Teaching is based on vocational topics and issues, so that the student is challenged professionally in topics related to the chosen discipline. Digital media and IT tools must be involved where relevant and where it supports the student's achievement of goals. For example, search tools can be systematically involved in relation to finding academic expressions and concepts, and students can develop a common terminology bank.

Furthermore, various communication media can be experimented with.

Teaching is organised on the basis of application-oriented professional issues.

The student must through practical experiments and practical studies learn to communicate professionally and function in various cooperation and communication situations. Work with professional communication to support the student's professional learning and progression. Teaching must be organised with a focus on the student's investigative, experimental, collaborative and reflective practice. Teaching must support the student's learning across subjects and support the student's professional curiosity.

Forms of work

The teaching is organised holistically and practice-based with the use of varied forms of work that strengthens the student's learning and supports the student's professional recognition process. The teaching is organized on cases and projects that promote innovative reflection and task solving. In teaching used different forms of work, chosen in relation to the vocational characteristics of the discipline, interaction between subjects and strengthening of the student's learning. Teaching takes place as far as possible close to practice in relation to the subject's multidisciplinary in workshop, shop, laboratory or similar practical learning space.

Documentation

The student prepares documentation of various relevant kinds such as terminology manual, pictures, films, thematic assignments, portfolios, reports, guides or other professional documentation.

Ongoing evaluation

The student's benefit from the teaching is evaluated on an ongoing basis. The purpose of the evaluation is to support the progression of the

individual student's learning, and to ensure that the student reflects on their professional development in the context of the subject and vocational training as a whole.

Final assessment of position

When the student has completed the teaching, the assessment is 'passed/fail'. The student is judged in relation to the subject's goals.

Innovation and entrepreneurship

Levels and indicative duration

Level 1: 1.0 week

Level 2: 2.0 weeks (Level 2 consists of Level 1 + 1 week)

Purpose of the subject

The purpose of the subject is that the student or apprentice develops competence to work innovatively in relevant work processes as well as acquire knowledge and prerequisites for establishing their own business. The student or apprentice learns about innovation processes through practical projects

The student or apprentice learns through the solution of practical issues, how to be included in innovation processes that are relevant in relation to the vocational content of the individual discipline. When carrying out practical tasks, the student or apprentice learns about innovation tools and processes. The acquisition of innovative methods for solving tasks in different work situations is the subject of teaching innovation.

The subject must give the student or apprentice the basis for considering and assessing new ideas and alternative options for problem solving in relevant teaching projects in the subject direction. The subject must strengthen the student's or apprentice's experimental and investigative practice. Finally, the aim is for students or apprentices in teams to develop the ability to work with knowledge of innovative processes on real-life issues.

Profile of the subject

Innovation is a process that processes new knowledge and generates new ideas, the best of which are developed into new opportunities, or known elements are combined in new ways. The aim is to improve the operation of a company. Innovation is seen as a key driver of productivity growth and economic growth. The subject of innovation and entrepreneurship also focuses on the implementation of a new or significantly improved product (good or service), a new or significantly improved process or significantly improved method in a company's production and/or service. Level 2 of the course focuses on entrepreneurship. A business model provides an opportunity to reflect on the possibility of, as well as describe, the start-up of a business.

Professional objectives

The teaching goal is that the student at the basic level can:

Level 1:

1. Distinguish between innovation and development, as well as between different types of innovation in an existing organisation or when starting a new business
2. Use innovative methods in solving a business-relevant task.
3. Communicate simple proposals for new or changed work processes, services and/or products as a basis for the development, or start-up, of a business.
4. Test your own ideas or suggestions for changes to work processes. Level 2:
5. Describe newly developed products or services into a simple business model.
6. Communicate and argue for relevance, target group, and economics in the described business model.

Professional Content

The subject's objectives are of a general vocational nature, but are met through practical professional training in relation to the subject direction. The academic content must ensure that the student can achieve the objectives. The teaching content includes innovative methods. Innovation tools and processes are incorporated into selected practical issues/professional challenges. Teaching is integrated, where appropriate, with other subjects in the Basic Course.

Didactic principles

Teaching is based on vocational topics and issues, so that the student is challenged professionally in topics related to the chosen discipline.

Digital media and IT tools must be involved where relevant and where it supports the student's achievement of goals.

Teaching is organised on the basis of application-oriented professional issues.

The student must through practical experiments and practical studies learn to consider and assess new ideas and alternative options for product development and for the improvement of work processes and methods.

Teaching in the subject innovation must support the student's professional learning and progression. Teaching must be organised with a focus on the student's investigative, experimental, collaborative and reflective practice. Teaching should support the student's learning across subjects

and professional curiosity. Teaching helps to develop the student's professional and personal identity and thus strengthens the student's clarification of educational choices.

Forms of work

The teaching is organised holistically and practice-based with the use of varied forms of work that strengthens the student's learning and supports the student's professional recognition process. The teaching is organised on cases and projects that promote innovative reflection and task solving. In teaching used different forms of work, chosen in relation to the vocational characteristics of the discipline, interaction between subjects and strengthening of the student's learning. Teaching takes place as far as possible close to practice in relation to the subject's multidisciplinary in workshop, shop, laboratory or similar practical learning space.

Documentation

The student prepares documentation of various relevant kinds such as images, films, thematic assignments, portfolio, reports, guides or other professional documentation.

Ongoing evaluation

The student's benefit from the teaching is evaluated on an ongoing basis. The purpose of the evaluation is to support the progression of the individual student's learning, and to ensure that the student reflects on their professional development in the context of the subject and vocational training as a whole.

Final assessment of position

When the student has completed the teaching, the assessment is 'passed/fail'. The student is judged in relation to the subject's goals.

Methodology

Levels and indicative duration

Level 1: 1.0 week

Level 2: 2.0 weeks (Level 2 consists of Level 1 + 1 week)

Purpose of the subject

The purpose of the subject is that the student develops competence to choose and apply appropriate methods to solve tasks in concrete practical professional and educational contexts. The student learns through practical methodology to understand and apply relevant working methods in a concrete professional context. Acquisition of subject-specific methods is the subject of professional methodological teaching, but the student

must at the same time learn to distinguish between specific professional methods and a more general and context-independent methodology. The student must be able to apply different work processes and working methods and be able to choose appropriate methods. The student must learn about and be able to use evaluation tools.

Profile of the subject

A method is a concrete approach to performing tasks within one or more professions. A method is used to systematically solve a task, produce or process a product or perform a service. Methods are generally accepted approaches to task and problem solving in one or more professions. Methods are often systematically described in non-fiction books, and can also be found as a guide in e.g. a recipe, a manual, or as a procedure description. The description can be audio-visual.

A method has a specific professional application, but at the same time it has such a general character that it can be transferred to different professional contexts, processes and issues. A method can be used, analysed, assessed and renewed in relation to the professional context. Critical application of the method can help to promote professional reflection and innovative task solving. The subject methodology must be put into perspective in relation to a range of vocational working methods within the subject direction and in relation to the interaction between theory and practical work. Methodology must also be put into perspective in relation to the environment, safety and quality.

Professional objectives

The teaching goal is that the student at the basic level can:

Level 1:

1. Choose and practically apply presented working methods that are most appropriate in a given situation.
2. Choose between different work processes and methods in a business-relevant task, taking into account parameters such as sustainability, safety and quality.
3. Establish criteria and use evaluation tools to evaluate your own work process and method.

Level 2:

4. Participate in dialogue on the applicability of different working methods in different work contexts.
5. Suggest changes to working methods and processes in relation to a relevant professional task.

Professional Content

The subject's objectives are of a general vocational nature, but are met through practical professional training in relation to the subject direction.

The academic content must ensure that the student can achieve the objectives.

Teaching content includes work with methods and processes for solving and evaluating selected practical issues/professional challenges.

Teaching is integrated, where appropriate, with other subjects in the Basic Course.

Didactic principles

Teaching is based on vocational topics and issues, so that the student is challenged professionally in topics related to the chosen discipline. The main element of the teaching is professional experiments, cases and workshop work. Digital media must be involved where appropriate and where it supports the student's achievement of goals.

Teaching is organised on the basis of application-oriented professional issues and with focus

on the student's investigative, experimental, collaborative and reflective practice. Teaching should support the student's learning across subjects and support the student's professional curiosity. Teaching is organised so that it supports the student's professional progression. Teaching helps to develop the student's professional and personal identity and thus strengthens the student's clarification of educational choices.

Forms of work

The teaching is organised holistically and practice-based with the use of varied forms of work that strengthen the student's learning. Digital media and tools are systematically included. The teaching is organised on cases and projects that promote innovative reflection and task solving. In teaching used different forms of work, chosen in relation to the vocational characteristics of the discipline, interaction between subjects and strengthening of the student's learning.

Teaching takes place as far as possible close to practice in relation to the subject's multidisciplinary in workshop, shop, laboratory or similar practical learning space.

Documentation

The student prepares documentation of various and relevant processes and products, e.g. thematic tasks, synopsis, port folio, or other professional documentation. The documentation may include a professional product such as a hairstyle, a wall, a diagram, a film, etc.

Evaluation

Ongoing evaluation

The student's benefit from the teaching is evaluated on an ongoing basis. The purpose of the evaluation is to support the progression of the individual student's learning, and to ensure that the student reflects on their professional development in the context of the subject and vocational training as a whole.

Final assessment of position

When the student has completed the teaching, the assessment is 'passed/fail'. The student is judged in relation to the subject's goals.

