

## **People in industry**

The subject of people in industry covers the role and conditions of industry, responsibility and importance in working groups and for company production. It is also an introduction to laws, ordinances and other regulations relating to industrial work. The subject is introductory in nature.

### **Aim of the subject**

Teaching in the subject of people in industry should aim at students developing knowledge of the importance of the individual and responsibility for daily production, and company development. Teaching should contribute to students developing knowledge of industry from an historical perspective, and also about the conditions that companies and people today work under. By means of teaching, students should be given the opportunity to develop knowledge about how changes in the future can affect the conditions for industry, the role of society, production structures the labour market, from both national and international perspectives.

In order for students to develop increasing confidence in their own innovative skills, teaching should give students the opportunity to develop knowledge of how the ideas of individual employees over time have affected production, products and working conditions.

Teaching should give students the opportunity to develop knowledge about different cooperation forms and the capacity of working groups to cooperate, as well as what the individual's role means in terms of production and a creative working climate. Teaching should also give students the opportunity of reflecting on group dynamic phenomena, conflict resolution and the functions of leadership, and also develop knowledge of how different views and interests of partners are handled in negotiations and by legal measures.

Teaching should give students the opportunity to develop knowledge of systematic measures in the working environment, and also the ability to take emergency action in the event of accidents. It should also help students develop their understanding of how production and products affect the environment and access to the resources used.

Teaching should contribute to students developing the ability to express themselves in speech and writing, using the terminology and conventions for images and symbols applicable in the professional area. In addition, teaching should give students the opportunity to reflect over and discuss issues about e.g. gender, ethics, culture and ethnicity in industry.

### **Teaching in the subject of people in industry should give students the opportunities to develop the following:**

- 1) The ability to work in accordance with project methodologies.
- 2) Knowledge of how laws and other regulations govern production and companies.
- 3) Knowledge of preventative systematic measures in the working environment and the ability to intervene in accident situations.

- 4) Knowledge of companies' market conditions, conditions for industry, and also the importance of production and societal influence from regional, national and international perspectives.
- 5) The ability to analyse how an individual's ideas and societal factors have affected and can affect development of the industry.
- 6) Knowledge of the individual's role and responsibility, and also the importance of conflict resolution and leadership, in terms of creating an effective working climate.
- 7) The ability to analyse their own work and also participation and functions in working groups.
- 8) The ability to use correct professional language.

### **Courses in the subject**

- People in industry 1, 100 credits.
- People in industry 2, 100 credits, which builds on the course, people in industry 1.

## People in industry 1

The course, people in industry 1, covers points 1–8 under the heading Aim of the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Methods of working in and organising projects.
- Introduction to laws and other regulations governing production, companies and the labour market, e.g. regulations about the working environment, security of employment and labour legislation, and also environmental and co-determination legislation.
- Systematic preventative working environment measures
- Safety concerning production e.g. safety around machines, handling of chemicals, warm and hot objects.
- First aid and cardiopulmonary resuscitation.
- Company forms in industry and business conditions in issues about e.g. finance, markets and manning.
- Production and society in collaboration, e.g. environmental impact, raw material resources, and also a place's dependence on a company.
- Factors that can affect professional roles and the industry's development from a regional, national and international perspective e.g. new producers, raw material resources, technological development and also product and material innovation.
- Ideas and historical factors that have changed production and people's working conditions.
- Factors that influence the individual's participation in workgroups, conflict resolution and the importance of leadership for an effective working climate.

### Knowledge requirements

#### Grade E

Students plan **in consultation** with the supervisor both individual and group tasks, and carry these out with **satisfactory** results.

Students give an account **in basic terms** of how production, running a business and the labour market are regulated by laws, and the importance of these for the individual and companies. Students also give an account **in basic terms** of the meaning and importance of systematic measures in the working environment in the industry. In addition, students give an account **in**

**detail** of appropriate measures in the event of accidents in the technical area, and also demonstrate **with some certainty** in simulated situations, concrete measures for first aid.

Students describe **in basic terms** the conditions for companies. In addition, students give an account **in basic terms** of ideas and societal factors that have influenced and can influence professional roles and the development of industry. In addition, students make **simple** reflections on the importance of individuals for production. Students also give an account, based on some examples, **in basic terms** of how groups function, and also the importance of personal responsibility and leadership for work processes. In addition, students evaluate their work and results in **simple** assessments.

In their work and reports, students use **with some certainty** correct professional language.

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

### **Grade D**

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

### **Grade C**

Students plan **after consultation** with the supervisor, both individual and group tasks and carry these out with **satisfactory** results.

Students give an account **in detail** of how production, running a business and the labour market are regulated by laws, and the importance of these for the individual and companies. Students also give an account **in detail** of the meaning and importance of systematic measures in the working environment in the industry. In addition, students give an account **in detail** of appropriate measures in the event of accidents in the technical area, and also demonstrate **with some certainty** in simulated situations, concrete measures for first aid.

Students describe **in detail** the conditions for companies. In addition, students give an account **in detail** of ideas and societal factors that have influenced and can influence professional roles and the development of industry. In addition, students make **well grounded** reflections on the importance of the individual for production. Students also give an account, based on some examples, **in detail** of how groups function, and also the importance of personal responsibility and leadership for work processes. In addition, students evaluate their work and results in **balanced** assessments.

In their work and reports, students use **with some certainty** correct professional language.

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

### **Grade B**

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

## Grade A

Students plan **after consultation** with the supervisor, both individual and group tasks and carry these out with **good** results.

Students give an account **in detail and in a balanced way** of how production, running a business and the labour market are regulated by laws, and the importance of these for the individual and companies. Students also give an account **in detail and in a balanced way** of the meaning and importance of systematic measures in the working environment in the industry. In addition, students give an account **in detail and in a balanced way** of appropriate measures in the event of accidents in the technical area, and also demonstrate **with some certainty** in simulated situations, concrete measures for first aid.

Students describe **in detail and in a balanced way** the conditions for companies. In addition, students give an account **in detail and in a balanced way** of ideas and societal factors that have influenced and can influence professional roles and the development of industry. In addition, students make **well grounded** reflections on the importance of the individual for production. Students also give an account, based on some examples, **in detail and in a balanced way** of how groups function, and also the importance of personal responsibility and leadership for work processes. In addition, students evaluate their work and results in **balanced** assessments, **and also make proposals on how the work can be improved.**

In their work and reports, students use **with some certainty** correct professional language.

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

## People in industry 2

The course, people in industry 2, covers points 1–2 and 4–8 under the heading Aim of the subject. The course covers advanced knowledge and skills in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Project management and project methodology and reporting forms.
- Company forms in industry and business conditions in issues about e.g. finance, markets and manning.
- Production and society in collaboration, e.g. environmental impact, raw material resources, and also a place's dependence on a company.
- Factors that can affect professional roles and the industry's development from a regional, national and international perspective e.g. new producers, raw material resources, technological development and also product and material innovation.
- Psychological, methodical and human factors affecting the individual's participation in work groups, conflict resolution and also the importance of leadership in creating an effective working climate.

### Knowledge requirements

#### Grade E

Students plan **in consultation** with the supervisor both individual and group tasks, and carry these out with **satisfactory** results.

Students give an account **in basic terms** of how production, running a business and the labour market are regulated by laws, and the importance of these for the individual and companies.

Students describe **in basic terms** the conditions for companies, and also ideas and societal factors that have influenced and can in the future influence professional roles and the development of the industry. In addition, students make **simple** reflections on the importance of individuals for production. Students also give an account, based on some examples, **in basic terms** of how groups function, and also the importance of personal responsibility and leadership for work processes. In addition, students give an account **in basic terms** of both the work process and their results, and evaluate their work and results in **simple** assessments.

In their work and reports, students use **with some certainty** correct professional language.

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

## Grade D

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

## Grade C

Students plan **after consultation** with the supervisor, both individual and group tasks and carry these out with **satisfactory** results.

Students give an account **in detail** of how production, running a business and the labour market are regulated by laws, and the importance of these for the individual and companies.

Students describe **in detail** the conditions for companies and also ideas and societal factors that have influenced and can in the future influence professional roles and the development of the industry. In addition, students make **well grounded** reflections on the importance of the individual for production. Students also give an account, based on some examples, **in detail** of how groups function, and also the importance of personal responsibility and leadership for work processes. In addition, students give an account **in detail** of both the work process and their results, and evaluate their work and results in **simple** assessments.

In their work and reports, students use **with some certainty** correct professional language.

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

## Grade B

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

## Grade A

Students plan **after consultation** with the supervisor, both individual and group tasks and carry these out with **satisfactory** results.

Students give an account **in detail and in a balanced way** of how production, running a business and the labour market are regulated by laws, and the importance of these for the individual and companies.

Students describe **in detail and in a balanced way** the conditions for companies, and also ideas and societal factors that have influenced and can in the future influence professional roles and the development of the industry. In addition, students make **well grounded and balanced** reflections on the importance of the individual for production. Students also give an account, based on some examples, **in detail and in a balanced way** of how groups function, and also the importance of personal responsibility and leadership for work processes. In addition, students give an account **in detail and in a balanced way** of both the work process and their results, and evaluate their work and results in **balanced** assessments, **and also make proposals on how the work can be improved**.

In their work and reports, students use **with some certainty** correct professional language.

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

