

Handicraft studies

The subject of handicraft studies covers the role of handicrafts in society, as well as the chosen handicraft area and its different professional circumstances, conditions and ethical issues. It also covers how the craftsman in different ways can contribute to sustainable development, by being aware of how different processes for handling materials affect the environment, both at the global and individual level. The subject is general but the content can be modified to the chosen orientation or profile.

Aim of the subject

Teaching in the subject of handicraft studies should aim at helping students develop their professional identity in the chosen handicraft area, and the ability to reflect on their potential for development in the area. Teaching should give students the opportunity to develop knowledge of the conditions and development potential of the industry and the craftsman, from both national and international perspectives. Teaching should also cover the traditions and historical development of the industry and the handicraft. As a source of inspiration and a basis for increased understanding of cultural and historical stylistic influences, students should be given the opportunity to develop knowledge of current trends such as cultural and historical development in styles, both in their chosen handicraft area and in general.

Teaching should give students the opportunity to develop knowledge of materials and products and how they can be used in production. Students should also be given opportunities to develop their ability to make informed choices as regards materials and products with due regard to how these choices impact results and the environment.

Teaching should give students the opportunity to develop knowledge of how to work ergonomically, and the importance of a good working environment for the individual, the workplace and society. Students should also be given opportunities to develop knowledge about how to work safely to avoid accidents, and how to act in an emergency.

Students should be given the opportunity to consolidate their knowledge through practical and experimental work. Teaching should be organised so that students have the opportunity to carry out their tasks both individually and together with others.

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

- 1) Knowledge of the history and development of the handicraft.
- 2) Knowledge of the conditions and development potential of the industry.
- 3) Knowledge of style periods and trends, and also skills in analysing and visualising these.
- 4) Knowledge of the origins, properties, functions and areas of use of materials and products, their environmental impact and how their production and handling affect the environment.

- 5) Knowledge of materials and choice of products based on areas of use, finance, quality and environmental factors.
- 6) Knowledge of the importance of the physical and psychosocial working environment for the handicrafts practitioner.
- 7) Knowledge of laws and other regulations, and also agreements.

Courses in the subject

- Tradition and development, 100 credits.
- Materials and environment, 100 credits.
- Materials, 50 credits, which builds on the course, materials and environment.
- Environment, 50 credits, which builds on the course, materials and environment.

Tradition and development

The course, tradition and development, covers points 1–3 under the heading Aim of the subject.

Core content

Teaching in the course should cover the following core content:

- The history, tradition and development potential of the chosen handicraft area. In connection with this, the course covers societal changes that have affected the conditions and the importance of technological development for the profession.
- Techniques, tools and materials from an historical perspective.
- The education system in the present and the past. In connection with this, the course covers the design of vocational exams in the handicraft area e.g. rules and assessment of journeyman and master craftsman diplomas.
- Organising professional competitions in the handicraft area, nationally and internationally.
- Opportunities for development and cooperation in the chosen handicraft area and closely related handicraft areas.
- Conditions for activities in one's own region and in an international market.
- Industry and trade organisations and their functions in the chosen handicraft area. In connection with this, the course covers the rights and obligations of employers and employees.
- Culture and stylistic history with emphasis on key stylistic periods in the handicraft area. In connection with this, the course covers trends, developments and their analysis, historically and in the present.

Knowledge requirements

Grade E

Students describe **in basic terms** the educational system in the handicrafts area, conditions for the industry, and also its opportunities for development. The description contains **a few** examples of opportunities for collaborating with other professionals within one's own area and closely related areas.

Students describe **in basic terms** key changes in the history and development of their chosen handicraft area. Students identify **with some certainty clear and characteristic** styles and typical features of key styles. **In consultation** with the supervisor, students visualise styles from

past epochs and today's trends. Students give their reasons **in basic terms** for their work based on **limited** knowledge of trends in development and the history of styles.

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 describe **in detail** the educational system in the handicrafts area, conditions for the industry, and also its opportunities for development. The description contains **some** examples of opportunities for collaborating with other professionals within one's own area and closely related areas. **In addition, students give an account in detail of the advantages this cooperation can provide.**

Students describe **in detail** key changes in the history and development of their chosen handicrafts area, **and also give examples of societal changes that have affected conditions in handicrafts.** Students identify **with some certainty and compare clear and characteristic** styles and typical features of key styles, **and also describe the characteristics of styles.** **After consultation** with the supervisor, students visualise styles from past epochs and today's trends. Students give their reasons **in basic terms** for their work based on knowledge of trends in development and the history of styles.

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 describe **in detail and in a balanced way** the educational system in the handicrafts area, conditions for the industry, and also its opportunities for development. The description contains **several** examples of opportunities for collaborating with other professionals within one's own area and closely related areas. **In addition, students give an account in detail and in a balanced way of the advantages this cooperation can provide, and how the advantages can be achieved.**

Students describe **in detail and in a balanced way** key changes in the history and development of their chosen handicraft area, **give examples of societal changes that have affected conditions in handicrafts, and also give an account in detail and in a balanced way of the relationship between changes in handicrafts and societal changes.** Students **identify with certainty and compare different** styles and typical features of key styles, **and also describe their characteristics.** **After consultation** with the supervisor, students visualise styles from past epochs and today's trends. Students give their reasons **in detail and in a balanced way** for their work based on **comprehensive** knowledge of development trends and the history of style.

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

Materials

The course, materials, covers points 4 and 5 under the heading Aim of the subject, with special emphasis on point 4. The course covers advanced knowledge about materials.

Core content

Teaching in the course should cover the following core content:

- Origins, structures and properties of materials and products.
- Handling, functions and uses of materials and products.
- Different properties of materials and products used.
- Maintenance of materials and products.
- Methods of analysing materials.
- Materials and products developed in connection with new trends.
- Processes and methods for developing and producing materials.
- Traditional and new uses of materials and products.

Knowledge requirements

Grade E

Students describe **in basic terms** the functions and properties of materials and products, and also give an account **in basic terms** of how these can be used in their work. Based on a defined result, students provide **several** examples of appropriate materials and products, and also give an account **in basic terms** of how materials and products are chosen based on their area of use and quality. In addition, students give an account **in basic terms** of some economic and environmental factors to be considered. Students describe **in basic terms** how the production and handling of products and materials affect the environment.

Grade D

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

Grade C

Students describe **in detail** the functions and properties of materials and products, and also give an account **in detail** of how these can be used in their work. Based on a defined result, students provide **some** examples of appropriate materials and products, and also give an account **in detail** of **simple relationships between materials and products**, and how these can be chosen with

regard to their intended use and quality. In addition, **students give examples of some alternative choices of materials and products, and also** give an account **in detail** of some economic and environmental factors to be considered. Students describe **in detail** how the production and handling of products and materials affect the environment, **and also give an account in detail of simple relationships between production and environmental impact.**

Grade B

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

Grade A

Students describe **in detail and in a balanced way** the functions and properties of materials and products, and also give an account **in detail and in a balanced way** of how these can be used in their work. Based on a defined result, students provide **several** examples of appropriate materials and products, and also give an account **in detail and in a balanced way of complex relationships between materials and products**, and how these can be chosen with regard to their intended use and quality. In addition, students **give reasons for their choices, give examples of some alternative choices of materials and products, and also** give an account **in detail and in a balanced way** of some economic and environmental factors to be considered. Students describe **in detail** how the production and handling of products and materials affect the environment, **and also give an account in detail and in a balanced way of complex relationships between production and environmental impact.**

Materials and environment

The course, covers points 4–7 under the heading Aim of the subject. The course covers basic knowledge about materials and the environment.

Core content

Teaching in the course should cover the following core content:

- Origins, structures and properties of materials and products.
- Handling, functions and uses of materials and products.
- Reuse and recycling of materials and products.
- Care and maintenance of materials. Sustainability and improvement in the functions of materials.
- Human and environmental impact of using, producing and handling materials and products.
- Factors affecting the physical and psychosocial working environment, e.g. stress management, protective equipment, hygiene and ergonomics. In connection with this, the course covers the consequences of shortcomings in working environments.
- The Work Environment Act, rules and regulations which apply to the working environment and safety in the chosen handicraft area. In connection with this, the course covers the consequences that may ensue if these are not followed.
- Electrical and fire safety. Rules and regulations, and consequences that may arise if not followed.
- Procedures in the event of a work-related accident.

Knowledge requirements

Grade E

Students describe **in basic terms** the functions and properties of materials and products, and also give an account **in basic terms** of how these can be used in their work. Based on a defined result, students provide **several** examples of appropriate materials and products, and also give an account **in basic terms** of how materials and products are chosen based on their area of use and quality. In addition, students give an account **in basic terms** of some economic and environmental factors to be considered. Students describe **in basic terms** how the production and handling of products and materials affect the environment.

Students describe **in basic terms** how the physical and psychosocial working environment affects the individual and the workplace. In their descriptions, students give concrete examples from

their own work, and also **simple** proposals on how they can affect their working environment. In addition, students give examples of laws and other regulations governing the working environment, safety and the environment. Students describe **in basic terms** common occupational injuries and work-related accidents in the sector, how they are prevented and what action is to be taken in the event of accidents.

Grade D

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

Grade C

Students describe **in detail** the functions and properties of materials and products, and also give an account **in detail** of how these can be used in their work. Based on a defined result, students provide **some** examples of appropriate materials and products, and also give an account **in detail** of **simple relationships between materials and products**, and how these can be chosen with regard to their intended use and quality. In addition, **students** give **examples of some alternative choices of materials and products**, and also give an account **in detail** of some economic and environmental factors to be considered. Students describe **in detail** how the production and handling of products and materials affect the environment, **and also give an account in detail of simple relationships between production and environmental impact**.

Students describe **in detail** how the physical and psychosocial working environment affects the individual and the workplace. In their descriptions, students give concrete examples from their own work, **give an account in detail of possible consequences**, and also give **well grounded** proposals on how they can affect their working environment. In addition, students give examples of laws and other regulations governing the working environment, safety and the environment, **and also give an account in detail of how these affect their own working situation**. Students describe **in detail** common occupational injuries and work-related accidents in the sector, how they are prevented and what action is to be taken in the event of accidents.

Grade B

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

Grade A

Students describe **in detail and in a balanced way** the functions and properties of materials and products, and also give an account **in detail and in a balanced way** of how these can be used in their work. Based on a defined result, students provide **several** examples of appropriate materials and products, and also give an account **in detail and in a balanced way** of **complex relationships between materials and products**, and how these can be chosen with regard to their intended use and quality. In addition, students **give reasons for their choices**, **give examples of some alternative choices of materials and products**, and also give an account **in detail and in a balanced way** of some economic and environmental factors to be considered. Students describe **in detail** how the production and handling of products and materials affect the environment, **and also give an account in detail and in a balanced way of complex relationships between production and environmental impact**.

Students describe **in detail and in a balanced way** how the physical and psychosocial working environment affects the individual and the workplace. In their descriptions, students give concrete examples from their own work, **give an account in detail and in a balanced way of their possible causes and consequences**, and also give **well grounded and balanced** proposals on how they can affect their working environment. In addition, students give examples of laws and other regulations governing the working environment, safety and the environment, **and also give in detail and in a balanced way an account of how they influence their own working situation**. Students describe **in detail and in a balanced way** common occupational injuries and work-related accidents in the sector, how they are prevented and what action is to be taken in the event of accidents.

Environment

The course, environment, covers points 4 and 5 under the heading Aim of the subject. The course covers advanced knowledge about materials and the impact of products on the environment, and also alternative material and product choices.

Core content

Teaching in the course should cover the following core content:

- Materials and product components and properties.
- Handling, functions and uses of materials and products.
- Reuse and recycling of materials and products.
- Human and environmental impact of using, producing and handling materials and products.
- Material- and product comparisons. How materials and products can be replaced with more environmentally friendly alternatives as regards areas of application, properties and desired results.

Knowledge requirements

Grade E

Students describe **in basic terms** materials, and properties of products and their components, and also give an account **in basic terms** of how the production and handling of materials and products affects the environment. Students give **some** examples of appropriate materials and products, based on their properties and components, and also give an account **in basic terms** of how materials and products are chosen with reference to their components and properties, and intended areas of use and function. In addition, students give an account **in basic terms** of how they can show environmental awareness in their choices. Students describe **in basic terms** how materials and products can be used reused and recycled, based on relationships between financial and environmental factors.

Grade D

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

Grade C

Students describe **in basic terms** materials, and properties of products and their components, and also give an account **in detail** of how the production and handling of materials and products affects the environment. Students give **some** examples of appropriate materials and products,

based on their properties and components, and also give an account **in detail** of how materials and products are chosen with reference to their components and properties, and intended areas of use and function. In addition, **students** give **examples of some alternative choices of materials and products, and also** give an account **in detail** of how they have shown environmental awareness in their choices. Students describe **in detail** how materials and products can be reused and recycled, based on relationships between financial and environmental factors.

Grade B

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

Grade A

Students describe **in detail and in a balanced way** materials, and properties of products and their components, and also give an account **in detail and in a balanced way** of how the production and handling of materials and products affects the environment. Students give **several** examples of appropriate materials and products, based on their properties and components, and also give an account **in detail and in a balanced way** of how materials and products are chosen with reference to their components and properties, and intended areas of use and function. In addition, **students** give reasons **for their choices, give examples of some alternative choices of materials and products, and also** give an account **in detail and in a balanced way** of how they take into account environmental factors in their choices. Students describe **in detail and in a balanced way** how materials and products can be reused and recycled, based on relationships between financial and environmental factors.