

Dette er en oversettelse av den fastsatte læreplanteksten. Læreplanen er fastsatt på Bokmål

Laid down as a regulation by the Norwegian Directorate for Education and Training on 7 June 2013 as delegated in a letter of 26 September 2005 from the Ministry of Education and Research pursuant to the Act of 17 July 1998 no. 61 relating to primary and secondary education (Education Act) Section 3-4 first paragraph.

Valid from 01.08.2013

Purpose

Ropemaking upholds artisan traditions and competence in the production of rope. In this way the trade can contribute to maintaining cultural heritage. Ropemaking is important for preserving and maintaining historic vessels. The ropemaker shall uphold ancient craftsmanship and historical techniques and knowledge about materials. In addition to this the ropemaker shall develop rope products and provide rope services based on society's needs.

Learning in the subject the apprentice shall gain knowledge about the different techniques and tools used in the subject. Learning in the subject is based on the use of historical materials such as the vikings wooden bast, hair and skin to the medieval hemp and up to the modern synthetic materials. Learning in the subject shall stimulate an understanding of the ropemaker's place in history and in modern society. One aspect of acquiring professional skills is the ability to have a critical opinion of one's own work.

Learning in the subject shall emphasise practical work with products and communication with other professional groups and customers. This lays the foundation for practicing an occupation at a ropemaking company.

Training completed and passed in the subject will lead to an examination for a Journeyman's Certificate in the trade. The professional title is Ropemaker.

Structure

The programme subject has been structured into two main subject areas. The main subject areas complement each other, and should be viewed in relation to one another.

Overview of the main subject areas:

Year level	Main subject areas	
Vg2 and Vg3 / In-service training at a training establishment	Production	Product development

The apprentice shall take common core subjects based on provisions laid down by the Ministry of Education and Research.

Main subject areas

The main subject area is concerned with knowledge and handling of materials and about the production and use of ropes. Assessing the quality of raw materials and own products is also a central theme of the main subject area. This also includes planning and practical work with different materials and techniques. The main subject area also includes knowledge of the relationship between the selection of materials, their dimensioning and function, and it covers the use and maintenance of tools and equipment. Current legislation concerning Environment, Health and Safety (EHS) is included in the main subject area.

The main subject area deals with customer service and the relationship between production, market and economy. It covers planning, documentation and presentation of own ropemaking work such as by using digital tools. The main subject area emphasises a historical perspective by working with historic rigging and analysing historical ropes, roping tools and roping materials. Knowledge of the trade is included in the main subject area.

Basic skills

Basic skills are integrated into the competence aims for this course in areas where they contribute to the development of and are a part of basic subject competence. In Ropemaking, basic skills are understood as follows:

Being able to express oneself orally and in writing in Ropemaking involves communicating about materials, quality and work processes with customers, colleagues, suppliers, the general public and other collaborators. This also involves being able to use technical language in different contexts and being able to document own work.

Being able to read in Ropemaking involves understanding and reflecting on relevant specialist literature and other sources to be able to use these in one's own ropemaking work. It also involves using working drawings, spreadsheets and descriptions made with signs and symbols.

Numeracy in Ropemaking involves calculating and measuring weights, lengths, sizes, forces, times and prices for rope materials and products.

Digital literacy in Ropemaking involves using digital tools to work with products and processes in order to document and present one's own work. The use of spreadsheets is a central element of planning the work processes at a ropewalk.

Competence aims

Production

The aims of the training are to enable the apprentice to

- work with different natural materials used in ropemaking
- spinning yarn and making strands using different old techniques
- make rope by hand, close rope and form/lay rope
- stretch and 'polish' strands and ropes
- balancing rope
- identify and judge the quality of natural materials and use such materials for ropemaking
- select materials, closing, impregnation and dimensions based on the different areas of use for the finished rope
- impregnate rope
- carry out simple tests to assess the strength of the raw materials and the rope, and elaborate on more advanced testing methods
- be familiar with the Norwegian Standard for working with fibre ropes
- plan and carry out a production process from idea and ordering to finished product based on quality requirements for ropemaking
- rig small historic vessels/boats
- use relevant techniques for boat/rope rigging
- use relevant tools, machines and equipment for ropemaking and do maintenance of them
- comply with current legislation for Environment, Health and Safety

Product development

The aims of the training are to enable the apprentice to

- calculate prices based on the use of materials, time and other costs, with and without digital tools

- elaborate on the production and manufacture of different kinds of synthetic ropes and the properties of the materials, and stay updated within modern rope production techniques
- give an account of maintenance performed on ropes and rigging to advise customers
- use technical language to communicate with customers and other collaborators
- present and market rope products and services
- interpret drawings and make simple working drawings to calculate and construct rigging and tools
- have knowledge of the trade, at home and abroad
- have knowledge of the use and maintenance of wire on traditional vessels
- use historical sources as a reference for production and reconstruction of ropes and rigging
- set up a rigging plan for small historic boats and vessels
- do a visual analysis of historic and prehistoric rope objects and remnants to could do reconstruction and documentation
- be familiar with different kinds of historical rigging
- elaborate on the cultural history and craftsmanship of ropemaking

Assessment

Vg3 Ropemaking

Provisions for final assessment:

Main subject areas	Provision
Production	The apprentices shall take a written examination in the subject. The examination must be passed before a Trade Examination can be taken. The examination is prepared centrally and censured locally.
Product development	All apprentices shall take a Trade examination, which is normally carried out over a period of at least five working days.

The provisions for assessment are stipulated in the regulations of the Norwegian Education Act.