



# **Master Craftsmanship Diploma**

## **Meistarabréf**

Þýðing á hluta úr

Námskrá fyrir iðnsveina til iðnmeistaraprófs - almennur hluti –

Menntamálaráðuneytið 1996

Samtök iðnaðarins

2009

FEDERATION OF ICELANDIC INDUSTRIES  
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# DEMO

## MEISTARABRÉF

Lúðvíg Ferdinand Hansen, kt. 240655-2769, Sjávangötu 20,

Bessastaðahreppi

hlýtur hér með nafnbótina  
meistari

í \_\_\_\_\_ húsasmíði \_\_\_\_\_ og þar  
með rétt til að reka sjálfstæða at-  
vinnustarfsemi í iðngreininni og, að  
lögæltum skilyrðum uppfylltum,  
að taka nemendur í henni.

Meistarabréf þetta er gefið út lögum samkvæmt.

Hafnarfirði, 9. febrúar 1999

*Guðmundur Björnsson*

lögglustjóri / sýslumannsfulltrúi



## Master Craftsmanship Diploma

**A craftsmanship diploma (meistarabréf or iðnmeistarabréf) accredits that a student has achieved knowledge and competence in his craftsmanship or trade. The craftsmanship study both allows him to develop in his occupation as well as to study further. The main goals of the study of master craftsmanship are as stated below.**

The study of master craftsmanship is designed for students who have finished a journeyman's examination in authorized vocational programs or trades.

The law of craftsmanship states that only those who have finished the study of master craftsmanship are entitled to receive the craftsmanship diploma. The master craftsmanship study is aimed at preparing students to stand up to their duties as masters in individual trades. The curriculum varies from one trade to another. In some trades great emphasis is laid upon professional qualifications whereas the craftsmanship diploma gives more rights than the journey man's diploma. This refers particularly to construction, metal and electric industries. In other trades greater emphasis is laid upon management and finance and the foundation of SMEs.

These are the main modules of the master craftsmanship study:

**Foundation of a company.** Student is able to establish a company, knows respective law and other fundamental issues when running his own company.

**Financial management in a SME.** The student understands the foundation of a SME. He is well aware of managerial concepts and knows the law of supply and demand. The student understands the purpose of a balance sheet and knows how to use information from an account system in decision making. He is able to make financial plans, understands financial information and is able to introduce them.

**Leadership in a SME.** The student understands the mission, role and responsibility of a company's leader. Human resource management, project management and production management are among important issues. An education in these fields makes the craftsman confident to lead an industrial company in his trade.

**Teaching and training.** The student knows the curriculum's requirements and the structure of the journeyman's study. He is aware of how school and enterprise need to work together in educating the individual. The student's or journeyman's master knows how to create desirable learning conditions and is capable of teaching and training the student in accordance to his needs and the trade's curriculum. The master should encourage the student to gain new knowledge at all times. He should emphasize that education is a lifelong process.

**First language competence.** The student acquires deeper knowledge in his native language. He shall be confident using it in speaking and writing. This allows the individual to make bids, write reports and organize communications in the company. Better language skills lead to better cooperation with business partners, better use of the media and more confidence in general social activities.

**Mathematical skills.** The student understands numerical information concerning finance and business. He is able to explain this information and execute general calculation.

**Computer skills.** The student acquires knowledge and skills in fundamental issues concerning computer. He shall be able to work with data bases and word processing. He shall be urged to use computer in dealing with solutions in the master craftsmanship study. The study is supposed to broaden his horizon regarding how the computer techniques may facilitate his job as a master craftsman.

**The Master's professional skills.** The student shall be aware of his professional responsibility. He will understand that he has more professional obligations as a master craftsman than as a journeyman. He understands the importance of lifelong learning.

### **Legal prerequisites for the curricula**

The study of master craftsmanship is founded in the so called law of industry (iðnaðarlög) and law and regulations on upper secondary school. According to paragraph 25 in law no. 57/1988 concerning upper secondary school the ministry of education is obliged to offer journeymen a study of master craftsmanship degree which makes them able to run and lead a company in their trade. In paragraph 55 in a regulation no. 23/1991 about upper secondary school it is stated that the craftsmanship education shall be a continuation of a journeyman's education and shall be conjunct with the study of engineering. The paragraph 55 says also:

*The aim of the study of master craftsmanship is to provide those individuals education and training who have finished a journeyman's degree so they will be able to acquire master craftsman's diploma in accordance to paragraph 10 of the law of industry no. 42/1978 and therefore be able to run their own business in their own trade, conduct projects and teach working methods, safety rules and industrial techniques.*

According to those themes the study of master craftsmanship is aimed at preparing the craftsman to contribute in the business world as well as preparing him for further education as a technician or an engineer. The master craftsmanship's curriculum puts the working craftsman in the first row; the curriculum is to meet the needs of masters in various trades. In the curriculum it is emphasized that the study of master craftsmanship is to be assessed equally to other identical studies.

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