

RESULTS - VET of Inspectors for Construction Products Regulation (CPR) with the standard EN1090.

TRANSNATIONAL CONTENT:

Within the European industry covering the field of steel structures, i.e. the construction of houses and industrial buildings with steel structures and the construction of bridges, the European CPR (Construction Products Regulation, EU305/2011) and the EN1090 standard are very important. This makes it possible to use a harmonised framework to deliver products to the entire European market. A course program has been developed that covers the European requirements for the professional group of inspectors, and then the first harmonised training of inspectors for this industry segment has been carried out.

The course is interdisciplinary and covers the areas of welding, assembly, surface treatment, bolt connections and documentation of work



This means that the structure and user interface for the different units of expertise are the same. This simplifies and makes the work recognisable for learners regardless of which competence unit the learner participates in. This means that all CUs are organised with an introduction for the teacher, a guide for the student, and that all learning material is organised in a separate catalogue. The students' assignments and responses are organised in the same way. The activities are linked directly to their calendar. The course is made up of 10 competence units. The course and the competency units all have the same structure. This includes descriptions of 1) content, 2-3) general and specific learning outcome descriptions, and 4) specified competence objectives. This is the first time that specific competence objectives have been linked to this type of training. This means that practical examples from industry are integrated as a natural part of the students' assignments.

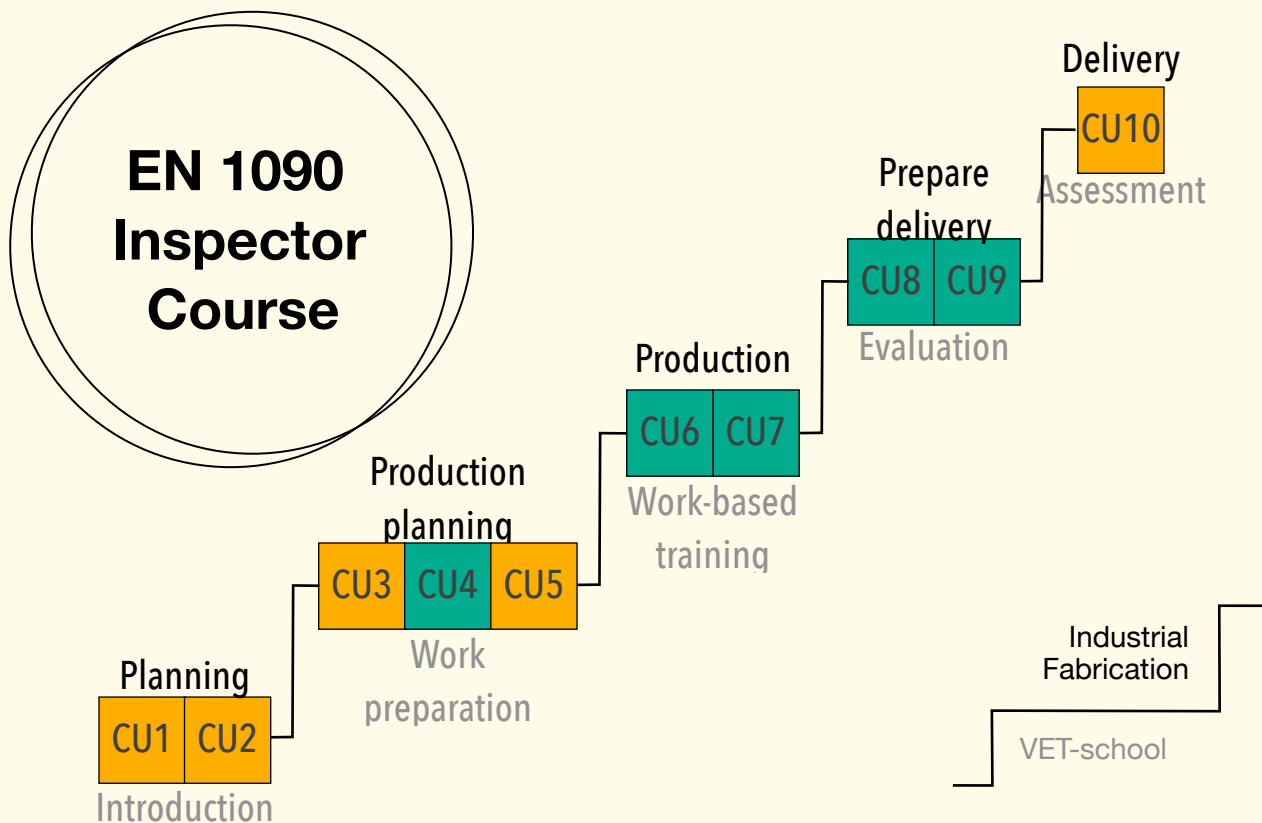


The course is delivered as flexible further education to participants who are in full-time employment. This has meant that digital tools such as Zoom etc. have been utilized in the course. In addition, an LMS system has been implemented where both the course and the competence units are organised according to a specified, common minimum standard. This standard is completely innovative.



CONTACT: Erik Engh, Quality Management Software AS,
erik.qmsoft@gmail.com

ONLINE: More info at <https://stimuli.no/>



By combining industrial examples from several participating countries, production methods are shared. Experiences from several different production cultures can be exchanged and discussed. Through this, the students' experience is exchanged in a broader way than if all experience comes from one environment.

The course follows a production sequence that is natural for the industry. This means that each individual unit of expertise covers a production activity, from when an enquiry or order arrives at a company, through all production phases and all the way to the final delivery of the product. All competence units therefore have a thematic content, which means that they can also be taken as separate stand-alone modules if required. An example of this is the competence unit for health, safety and the environment, which can be used as a general competence enhancement for employees. Similarly, the other competence units can be offered as stand-alone short modules.

To facilitate the teacher's preparation and teaching of each unit of expertise, a set of academic questions that students must answer has been developed and implemented. This maps the students' background and practical knowledge. This allows the teacher to optimise and target the effect of their teaching, based on the pupils' assessments of their own knowledge and skills. The teacher can also draw on other reference documentation and examples that can elaborate on the subject area. Examples of this may include the use of special materials, or requirements for special surface treatment of the materials due to special corrosion conditions.

By giving students assignments and answering these using a common specialised support system, the training methodology will help them to share their own production experiences and examples from their own production in the form of, for example, images and videos that are uploaded and shared. Communication and discussions in the student group are improved, thereby stimulating further work.

Pilot programmes have been carried out in two countries, Slovenia and Hungary. The first European diplomas have been issued in Slovenia. 50 students participated in the first courses.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.