

CROSS-NATIONAL CONTENT

Within the European industry that covers the field of steel products and especially products that work under pressure, the directive for pressurised steel structures is very central. The Pressure Equipment Directive (PED) (2014/68/EU) applies to the design, manufacture and conformity assessment of stationary pressure equipment with a maximum allowable pressure greater than 0.5 bar. The directive entered into force on 20 July 2016. Within the EWF (European Welding Federation), guidelines have been drawn up for the training of European Welding Inspectors. This education is harmonised in all European countries, and this opens up opportunities for work in all European countries.



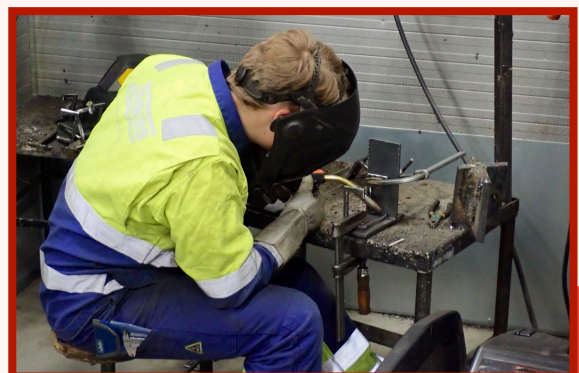
Through this project, a course programme has been developed that covers the European requirements for the professional group of inspectors and the first harmonised training of inspectors for this industry segment has been implemented, focusing on PED's special requirements in addition to EWF's formal requirements.

The course is multidisciplinary and includes the disciplines of welding, health, safety and environment, welding execution, assembly and documentation of work performed.

The course is delivered as a flexible further education course that is suitable for participants who are in full-time employment. This has meant that digital tools such as Zoom etc. are utilised in the course. The course also assumes that participants have experience from the industry.

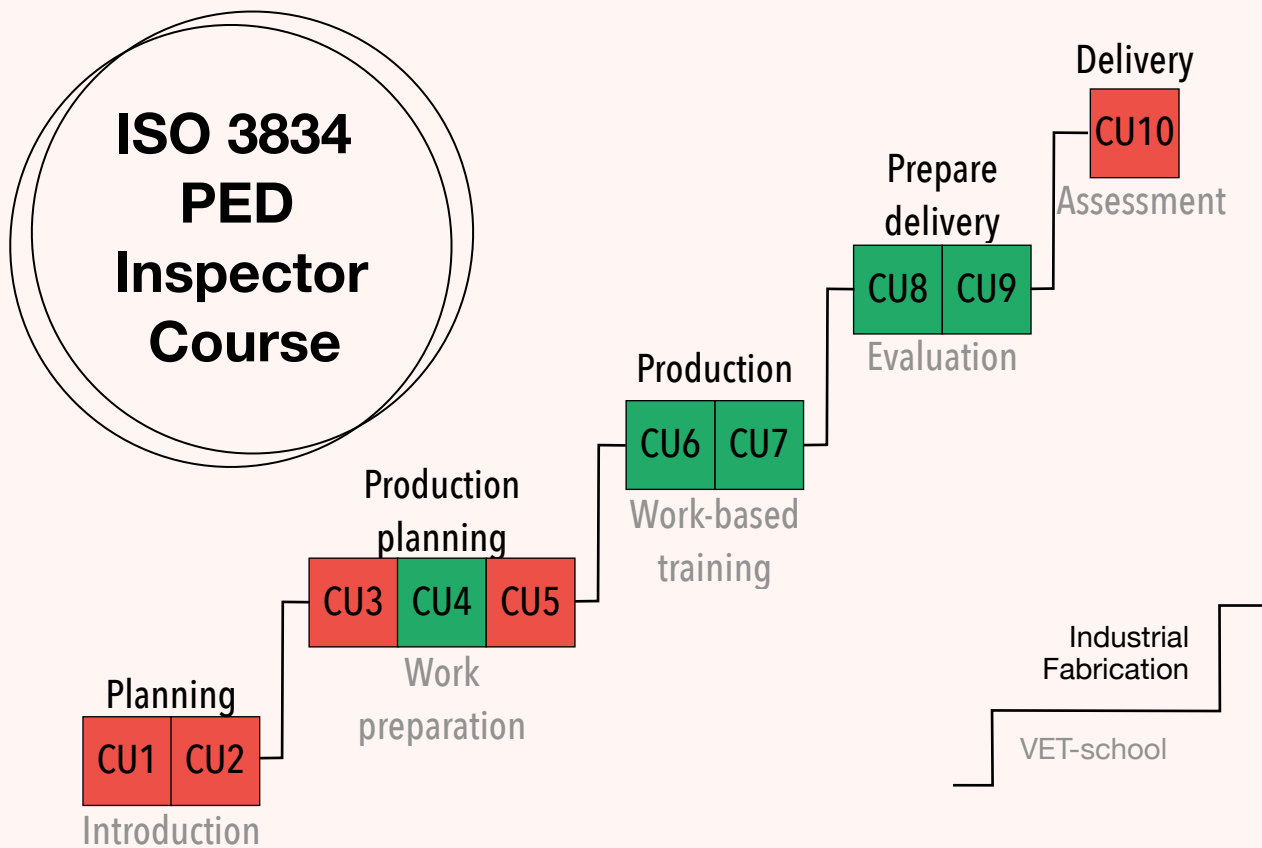


In addition, an LMS system has been used that is organised according to a specified minimum standard that has been further developed in this project. This means that the user interface for the different modules (CU competence units) is the same, which simplifies and makes the work recognisable for the students, regardless of which competence unit the student participates in and, not least, regardless of which teacher the student has. All CU units are organised with an introduction with teacher and student guidance. The learning material and the students' assignments and answers are organised in the same way in all CUs, which simplifies the students' work.



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The course was built up by a set of competence units (CUs). The course and competence units all have the same structure. This includes the description of content, as well as general and specific learning outcome descriptions and specified learning objectives. This is the first time that specific competency objectives have also been linked to this type of training. Practical examples from industry are integrated as a natural part of the students' assignments and the students' assignments will usually result in practical industrial solutions that can be introduced in the student's company, if they do not already have such solutions.

The course follows a production sequence that is natural for the industry. This means that each unit of expertise covers a production activity, starting with an enquiry or order that arrives at a company, then through all production phases until the final delivery of the product. All competence units therefore have a thematic content, which means that they can also be taken as separate short stand-alone course modules if necessary. 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.

To simplify the teacher's tasks for each competence unit, a set of academic questions that students must answer has been developed and implemented. This maps the students' background and knowledge. This gives the teacher the opportunity to target their teaching in each unit of expertise, based on the pupils' answers about their own knowledge and expertise.

