 En bild som visar text, Teckensnitt, skärmbild, Electric blue

Automatiskt genererad beskrivning

**BET - REPORT ON THE INDUSTRIAL INTERVIEWS by MHtE rev2**

**1/ Introduction**

The course for inspector starts with collecting the students taking part in the course. The first session is to meet and know each other and the main tasks and aims of the course and the tools and special IT tools used during education.

The next step is to be acquainted with the planned result which can be achieved during the inspector course. The whole education is in line to the daily practice of the students in their wok-place.

The basic concept of pilot inspector course is that it is a pilot course, work-based learning method used and strong cooperation developed among the students, teachers, mentors and tutors.

The pilot course provider has a very large number of economical and industrial organizations being in connection to the MHtE and the result is that they can delegate members to the pilot course for welding inspectors.

One of the activities was to collect a team coming from different branches of steel structure industries and students should have the equal and shame level of knowledge and information on welding.

The basic learning methods were that the teachers were ready for discussion. This form was developed among students and teachers as well.

The next pages of this report are dealing with the main characteristics of pilot course.

**2/ Meetings**

**Dates:**

19.01.2021 and 21.01.2021,

**Participants of MHtE:**

Dr. Géza Gremsperger, Béla Gayer, Júlia Benedek,

**Method:**

brainstorming,

**Names of invited industrial firms:**

* Contitech Rubber Industrial Kft. (A),
* Fortaco Zrt (B),
* Attest Kft,
* KER-SZER Mérnökiroda Kft.,
* HO-RA Kft. (C),
* Nitrogénművek Zrt. (D),
* Siemens Zrt. (E),
* Gerecse-Plusz Kft.,
* KK Industry Kft.(F),
* Optiber Kft.,
* Fémszerkezet Kft. (G),
* *Ganz* Hungary Gépgyártó Kft. (H),
* MCE Nyíregyháza Kft.(J),
* TT Engineering Mérnöki Iroda Kft. (K),
* QCH Kft.,
* Mátra Diagnosztika Anyagvizsgáló Kft. (L),
* Corweld Plusz Kft.,
* Crown International Kft.,
* Messer Hungarogaz Kft.,
* Rechen Hegesztőház Kft. (M),
* Géper Kft. (N),
* Taweld Kft. (O),
* Polyweld Kft. (P),
* Qualiweld Kft.
* Poligrat Magyarország Kft. (Q)

The capital signed companies provided the full scale of requested information .listed in the Appendix

**3/ Discussions**

After each lecture hours the teacher started discussion on results achieved during practical work-based activities.

For the discussion planed there are prepared special questions according to the CU –s (competence unit - CU) it).

The answers were discussed and evaluated.

The results achieved are fixed in the reports just connected to the given question.

The aim of discussion was to achieve the mainstream level of knowledge which is the same for all pilot course participants.

**4/ Results and Conclusions**

**4.1 The conclusion of each question (signed with numbers 1-45) is summarized after the question:**

**The ppt slides no from 1- till 45.**

ad1/ there are basic data on production of the companies taking part.

ad7, ad8 and ad9 in these tables there are technical and economic data of companies named from A-Q producing welded structures, or active in welding industry,

ad12/ understanding of AQL was asked,

ad13/ the roll of inspection level,

ad14/ the roll of sub-suppliers,

ad17/ welding design of product,

ad19/ roll of inspector team,

ad20/ problems of certification,

ad21/ task of inspector,

ad22/ calibration and maintenance,

ad23/ inspection tools,

ad24/ document management,

ad25 understanding traceability,

ad26 understanding costs for inspection and repairing,

ad31/ education of inspector for welding industry,

ad34/ understanding on the job training,

ad37/ understanding EQF -levels,

ad39/EN, ISO norm used for education,

ad40/understanding IAB 041,

ad44/ the tasks and function of welding inspector,

**4.2 ideas and proposals of the meeting members:**

a/ blended learning would be important or distance learning, even work-based learning,

b/ learning material should be in line of student’s daily working activities,

c/ computer handling is important – that’s why some practical education would be necessary.

d/ mentors, tutors and teachers should have some basic practical and professional skills and special knowledge of ISO standards and EU regulations.

**5/ Appendix**

-characteristic background information on meeting

a/ organization:

* + the meetings were organised in two groups,
  + the date of meetings was: 19. and 21.01.2021,
  + the form of meeting was online,
  + the centre of the online meeting was MHtE quarters,
  + the basic tool used for brainstorming during meeting was online method with „TEAMS” platform,

The invitation and the questions were sent to twenty industrial firms two weeks before

the brainstorming meetings.

Sixteen firms have been participated on the online meetings from twenty, it means 80%

participating.

b/ questions discussed with the [industrial representatives on the slides](file:///C:\Users\bgayer\Downloads\BET%20brainstormings-rv02%20(5).pptx)

En bild som visar text, Teckensnitt, skärmbild, Electric blue

Automatiskt genererad beskrivning

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect 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