



# Deliverable 8 – Quality Management Guide

## ACCESSWELD Project

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**ACCESSWELD – Improvement on the Accessibility of Welding Related Training Courses**

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## Foreword

The ACCESSWELD Consortium consisting of the following Organizations:

- EWF – European Welding Federation for Welding, Joining and Cutting, Portugal
- ISPL – Instytut Spawalnictwa, Poland
- IIS – Italian Welding Institute, Italy
- ISQ – Quality and welding Institute, Portugal
- ASR – Romanian Welding Society, Romania
- MHE - Hungarian Association of Welding Technology and Material Testing, Hungary
- LUT – Lulea University of Technology, Sweden

The present document is aimed at detailing the main points of the quality strategy planned for the ACCESSWELD project.

In parallel to the description of the actual activities that are expected to take place, the document will also include the relevant feedback from the consortium as well as from the project's target groups and relevant stakeholders that will be reached throughout the project's duration.

The Handbook will feature main discussion points on the quality of the activities to be carried out under the scope of the programme, as well as debating the use of appropriate quality assessment tools, in line with the activities planned.

As the project progresses, the Handbook will be updated with the actual activities carried out, and measures taken in order for the quality strategy of the project to be implemented. In this way, the Handbook will serve not only as a detailed guide to what will be implemented, but also a detailed description of the actual activities implemented, as they are carried out during the project's lifetime.



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## 1. Introduction

The ACCESSWELD project will develop innovative ways to bring welding and the welding profession to younger and alternative audiences.

By looking to reach alternative audiences, it is also the project's goal to contribute towards an increase in welding professionals. In terms of the projects stated objectives, they include:

1. The development of a dissemination methodology in the participating countries, targeting young secondary students;
2. The development of a didactic computer game, aiming at attracting attention of secondary students to welding activities;
3. Ensuring quality and access to continuing vocational education and certification for lifelong competencies and better employability of welding professionals across national borders.

Project activities will be oriented towards the achievement of these goals as set out in the project proposal.

However, activities and methodologies can be evaluated and adjusted not only in terms of the validity of the outcomes and results they will produce, but also before and during the actual development of activities.

In this sense, partners can adapt the activities and adjust different aspects of the development, to ensure good final results for the project.

## 2. Quality Handbook Objectives

The document will outline the consortium's approach to the development of the main project deliverables and how best to ensure that they are developed with clear support from all involved partners. In order to do this, the quality strategy will be centered on the following:

- Permanent contact between consortium and partners responsible for implementation of specific deliverables. Partners will assess ongoing implementation of materials;
- Using the consortium meetings for assessing performance of the consortium in the preceding period and detailed planning of forthcoming activities;
- Using adequate quality tools for performing internal quality assessments.

Through this approach, it is expected to plan an overarching quality strategy for ACCESSWELD that will be described in the following pages.

## 3. Evaluation Methodology

The purpose of a quality strategy is two-fold. On the one hand, it will ensure that project outcomes have an appropriate intrinsic added-value to the project when they are completed. On the other, it provides the consortium and individual partners with a set of tools and methodologies with which to assess products/outcomes/materials as they are being prepared by the responsible partners.

In practical terms, the project's methodology in terms of quality assurance focuses on two connected perspectives, namely:

- Formative quality evaluation – To be organised and carried during project' main activities, as part of ongoing quality assurance of partnership performance;
- Summative quality evaluation – To be focused on an evaluation of the overall objectives and outcomes of the project, in order to determine its added value

Different project materials and outcomes will be approached through both of these vectors, as will be described in the following section.

### 3.1. Formative Quality Evaluation (FQE)

In the scope of ACCESSWELD, FQE will be carried out during the regular period of activities of the project (from M1 to M24) and, primarily, between the regular consortium partners. In this sense, FQE will mostly be performed with internal means and capabilities of the consortium.

At the kick-off meeting of the project, the overall issues dealing with quality evaluation were shown to the partners and it was agreed to present in forthcoming project meetings, specific activity reviews on main project developments, led by the WP leader for Quality Evaluation.

For purposes of managing partnership activities and partner working methods, it was decided to prepare Work Questionnaires to be periodically collected and reviewed by the coordinator and WP leader, and discussed at consortium meetings, in order to identify potential obstacles to the projects' implementation.

The development of all major project materials and deliverables are prepared by the responsible partners and draft versions of all materials (flyers, poster, presentations, etc.) are to be circulated by the partnership in order to collect meaningful feedback on deliverable implementation.

### 3.2. Summative Quality Evaluation (SQE)

In parallel to the formative component of the quality evaluation, efforts will also be undertaken to ensure a summative quality evaluation of project results. These activities will be focused on evaluating the actual outcomes of the project in order to determine their compliance with the proposal's scheduled activities.

One major outcome of the project that will have to be subjected to a proper quality evaluation at the end of the project, in addition to the assessments that will be carried out during its actual development, will be the computer game. Since the main target audience for this development will be secondary school students, their assessments will be particularly relevant for a positive evaluation of the software. In order to have relevant feedback, it is planned to have the videogame show-cased at several of the National Seminars being planned in the participating countries. Beta versions of the software will be presented at the Seminars and be tested by the participating students. Their comments will be registered by questionnaires to be given at the events covering the seminars in general and a specific section for comments related to the software.

The implementation of the ACCESSWELD seminars will also be of great importance to the overall success of the project. The seminars will be primary opportunities for promoting the welding activity to newer audiences, as well as making the schools aware of the EWF system and the possibility of being a part of it. In order for the quality of the seminars to be accurately assessed, the possibility of ensuring a process of external quality assessment is being considered, namely by arranging outside expert assessment from institutions that have already implemented improved dissemination methodologies to younger audiences. This has been in place in Sweden, with the contribution of SVETs, therefore their cooperation can be sought after.

Another important aspect for quality assurance will be the feedback that will have to be collected for the secondary schools that will be approached for the project. Under the project's scope, the schools will be made familiar with the EWF Training and Qualification system, in



order to determine the possibility of them becoming involved in the system itself, by becoming

Authorised Training Bodies (ATBs), capable of providing EWF approved training courses in welding. In this sense, schools will be requested to submit their own views on the EWF system as well as a specific questionnaire in order to assess their perception of the system and the benefits that are possible to obtain as ATBs.



#### 4. ANNEX 1 - ACCESSWELD Internal Questionnaires

*See Enclosed File*

## 5. Quality Evaluation

The ACCESSWELD project finished its activities on February 28<sup>th</sup> 2013. The consortium, in light of the quality strategy that had been prepared at the outset of the project considered it relevant to carry out an actual evaluation of the main activities that were assessed through the use of questionnaires.

Overall, the main activities that were assessed were the partnership meetings attended by the consortium, due to their relevance in the progress of the project and in the implementation of the activities that were foreseen. This assessment was carried out by each partner, individually, and communicated to the WP leader.

On the other hand, it was considered of the utmost importance to collect the feedback from the participants in the seminar sessions that were organized. These were events that each partner (ISPL, ASR, MHtE, IIS and ISQ) organized in order to engage with learning communities in their country, to promote the welding profession and its potential benefits to young trainees as well as to engage with the schools themselves, by informing them of the EWF system, its main features and the possibilities of becoming a part of the system.

In the following pages are included the main conclusions and assessment based on the feedback collected by EWF, as WP Leader. The assessment includes the individual assessment of the meetings as well as the consolidated results of the evaluation of the project itself.

### 5.1. Evaluation Results

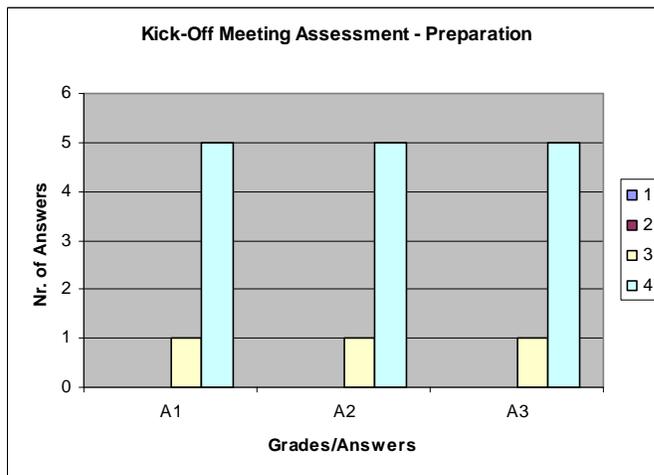
In order to comply with the necessary objectives in terms of quality assurance, the consortium has carried out a detailed assessment of the project activities across the duration of the project.

As part of the projects' quality strategy, partners were asked to provide their own assessment not only, in general terms, of project activities but also regarding the project meetings that took place in the first year.

The Questionnaires were prepared by EWF, as part of its responsibilities as WP leader for Quality Assurance and submitted to all the partners. This summary intends to gather the main aspects of the feedback received from the consortium.

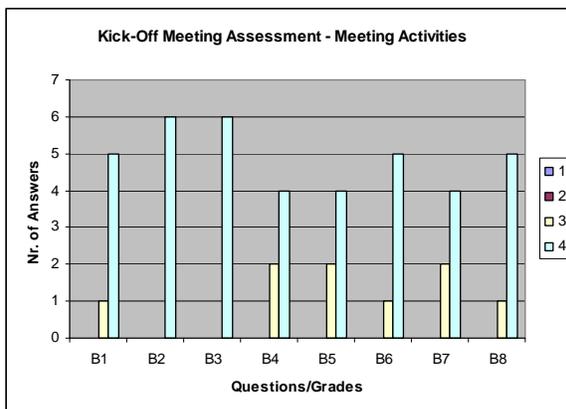
- **Kick-Off Meeting – Porto Salvo (Portugal), January 2011:**

#### Meeting Preparation:



Overall, partners considered the agenda preparation and overall preliminary meeting arrangements to have been taken care of in a timely and adequate manner.

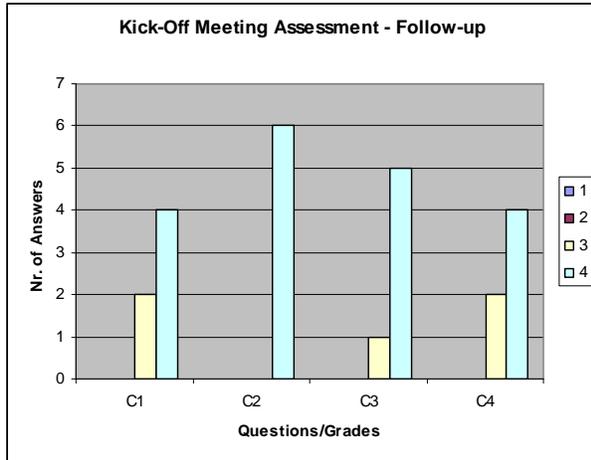
#### Meeting Activities:



Overall, regarding the activities developed during the meeting, partners pointed out a good degree

of quality of the materials presented as well as the activities required from all the partners. The partners considered to have received adequate time for discussing the mains aspects of the project activities.

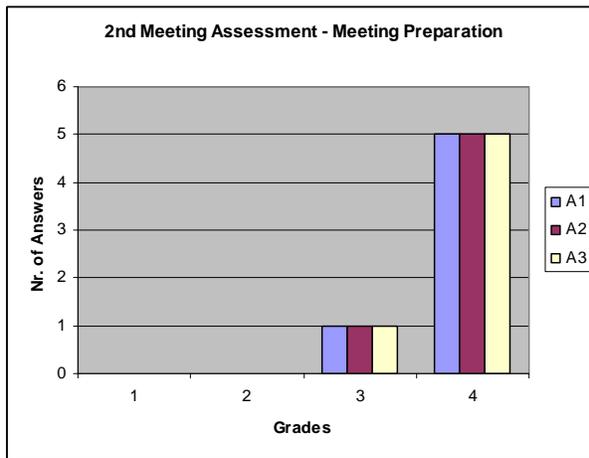
**Follow-up activities:**



Follow-up activities were deemed adequate by the consortium, in terms of distribution of main activities expected of each partner.

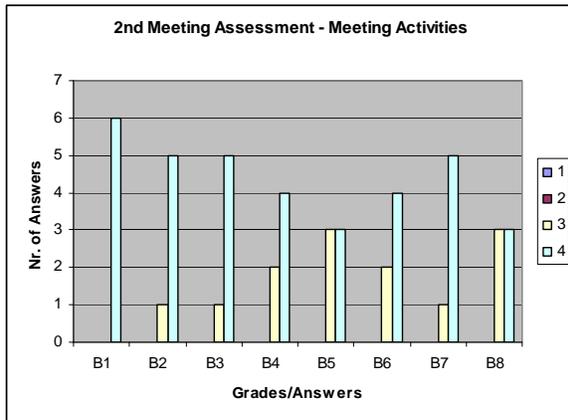
- **2<sup>nd</sup> Project Meeting – Gliwice (Poland), June 2011:**

**Meeting Preparation**



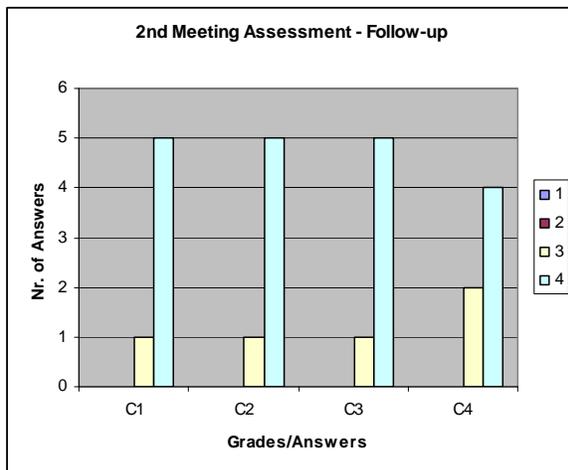
In the framework of preparing the 2nd project meeting, the partners considered preliminary work to have been successfully carried out, both in terms of logistical and information provided to the partners, in due time.

## Meeting Activities



Although most partners considered the activities of the meeting to have been carried out in a suitable manner, it was pointed out the possibility of improving the organisational aspects of the meetings' activities to the overall objectives of the project, something that will be taken into consideration for the next meeting. It was also considered that the involvement of the entire consortium in the meetings' discussion was not fully realised and would need to be further ensured for future activities.

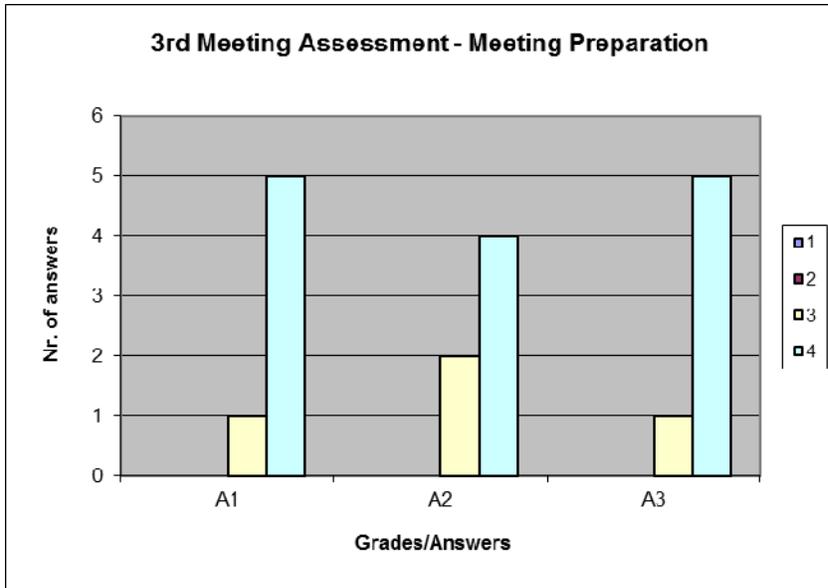
### Follow-up activities:



Regarding the follow-up activities for the 2nd meeting, they were generally evaluated in a positive manner, namely concerning the organisation of activities for the period following the meeting as well as the elaboration of the necessary Action List for all partners.

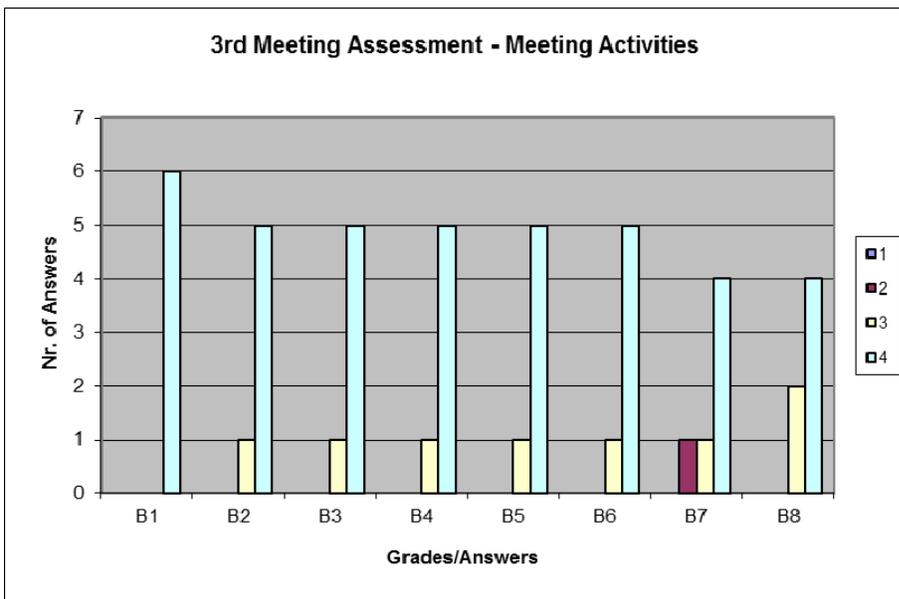
### 3rd Project Meeting – Genoa (Italy), February 2012

#### Meeting Preparation



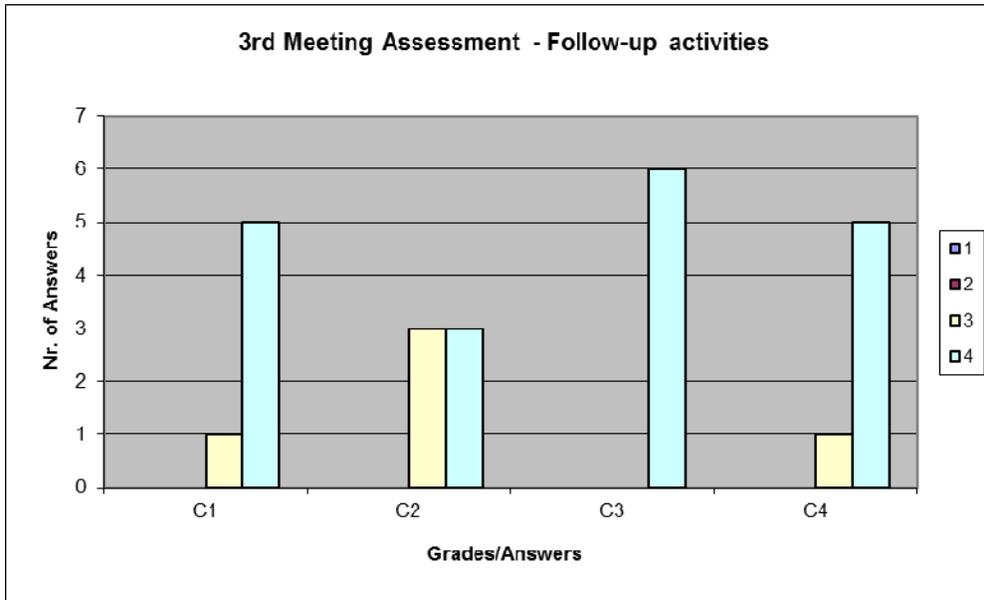
In terms of the “meeting preparation” aspects, overall partners considered the preparatory aspects of the meeting in Genoa to be suitable for the activities planned for the meeting.

#### Meeting Activities



In terms of the actual activities organised during the meeting, all partners considered them to be suitable and relevant at that particular stage of the project. One aspect that his highlighted as a negative is related with the particular arrangements for the meeting’s conclusions, that provided a difficult connection in one partners’ return flight.

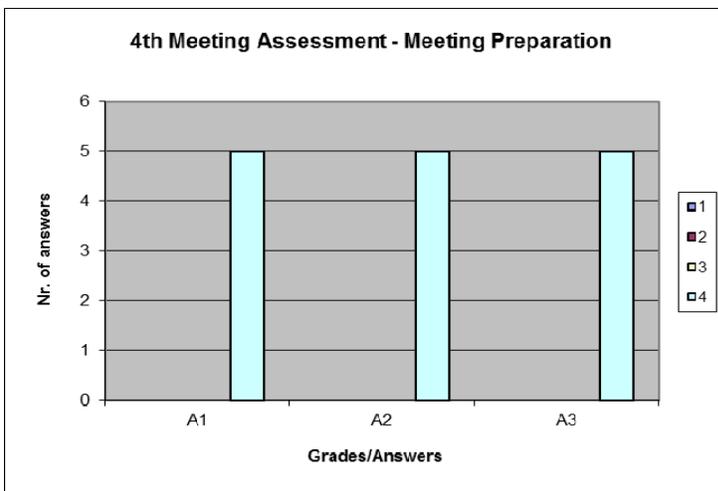
### Follow-Up activities



In terms of the arrangements for the follow-up activities to the project meeting, there were no particular aspects negatively evaluated. All partners considered that the goals for that meeting were achieved and that each partner, individually, had the chance to effectively express his/her own views and opinions on the implementation of the project.

### 4<sup>th</sup> Project Meeting – Lulea (Sweden), June 2012

#### Meeting Preparation

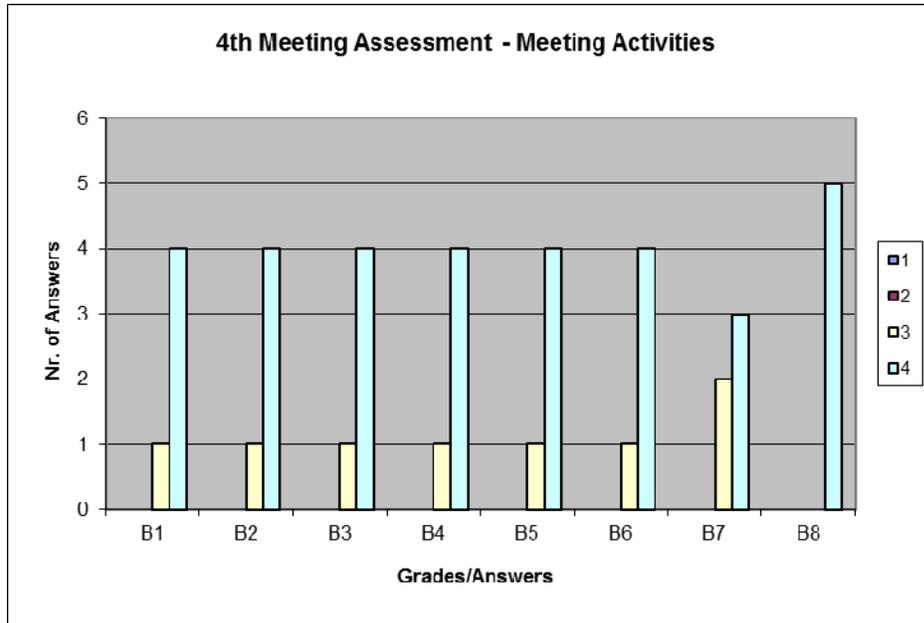


Originally intended as the project’s final meeting, the meeting in Lulea was the main opportunity to effectively adapt the work-plan taking into consideration the time still needed to reach the project’s main result as well as the decision to select a new developer to carry out the task.

In what concerns meeting preparation aspects, all partners evaluated these aspects in a positive

light, without any specific remarks or comments being issued. Choice of venue, the meeting agenda and prior organisation, all received positive feedback from those inquired.

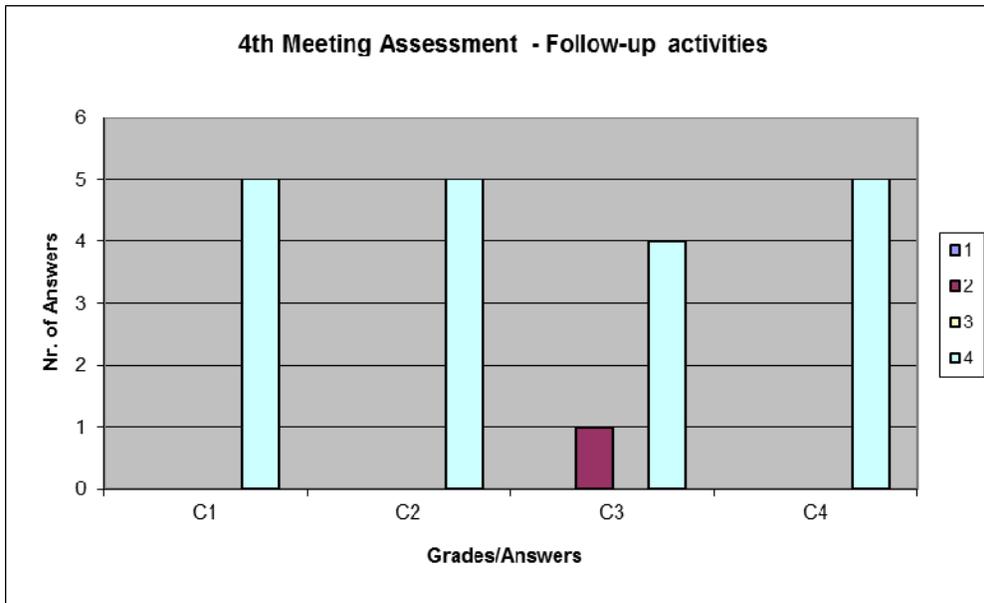
**Meeting Activities**



In what concerns meeting activities, the respondents considered that the meeting in Lulea was a major opportunity to carry out the necessary decisions based on the need to adapt the work-plan in terms of the development of the WELDPLAY software. Furthermore, it was also the opportunity to prepare final aspects related with the organization of the project seminars that were to be carried out later in the year.

Finally, it was also important to organise the necessary aspects related with the amendment to be submitted to the Polish National Agency, in order to obtain an extension in the project's additional duration.

**Follow-up activities**

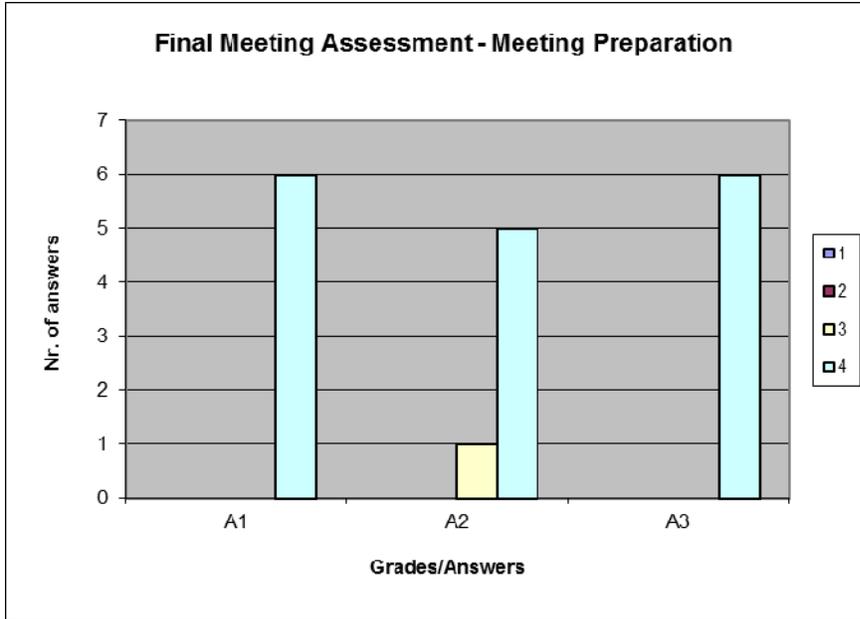


In terms of the follow-up activities that were conducted, the assessment was positive for all the four different aspects that were inquired, namely the mode of decision-making and the involvement of all partners in the discussion of the meeting’s main topics.

Nevertheless, one aspect was identified below the evaluation “threshold”, namely in terms of the “meeting and project goals”. This was in reference to the difficulty in arriving at a satisfying result regarding the development of the WELDPLAY software and the need to allocate additional efforts in finding a new developer to conclude the deliverable.

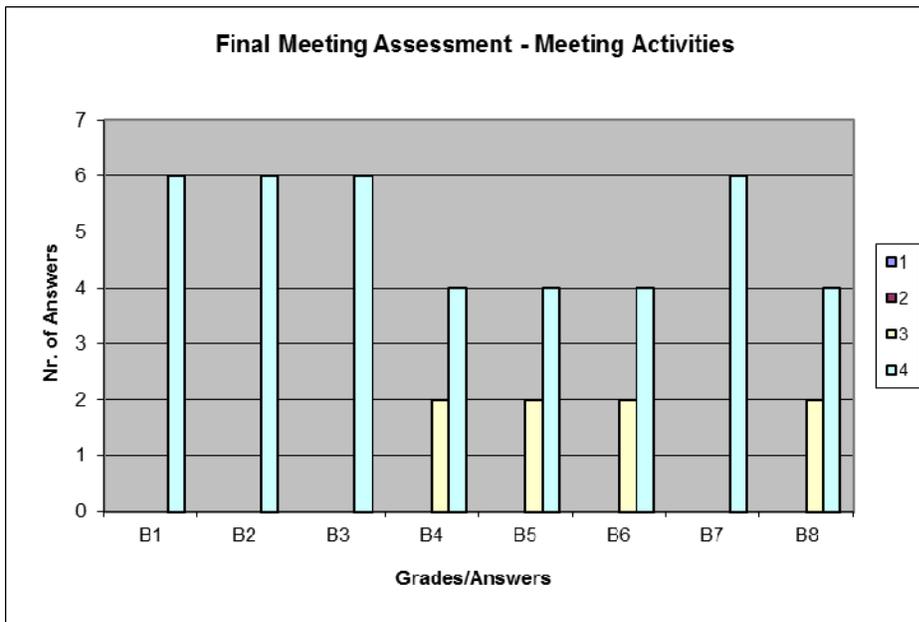
**Project Final Meeting – Porto Salvo (Portugal), February 2013**

**Meeting Preparation**



In terms of the preliminary preparation of the final meeting, the feedback provided by the partners was extremely positive, with no significant comments being made.

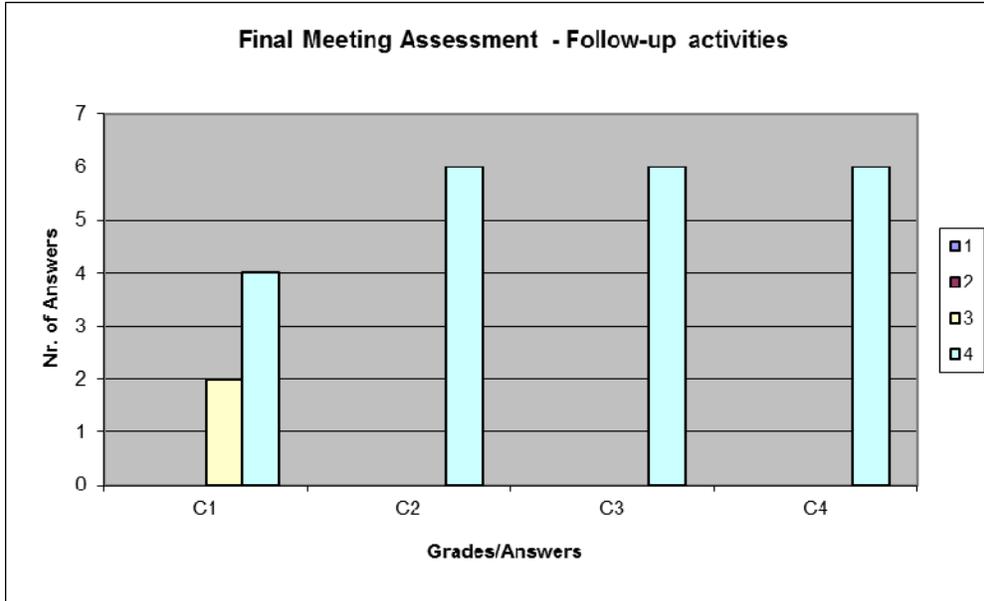
**Meeting Activities**



In terms of the meeting activities, all partners expressed their positive assessment of the main aspects of the meeting, namely the discussion of the main deliverables accomplished during the

project as well as the conclusion of the activities still ongoing for some of the partners, namely in the case of the seminars being organized and conducted by each partners.

### Follow-up activities



In terms of the follow-up activities that were conducted, the assessment was positive for all the four different aspects that were inquired, namely the mode of decision-making and the involvement of all partners in the discussion of the meeting's main topics.

## Consolidated Assessment for ACCESSWELD Activities – Y1+Y2

As a way to further involve the consortium in providing relevant feedback on the main project activities and outcomes from a quality assessment point of view, questionnaires were given to the partners in the aftermath of the main project events.

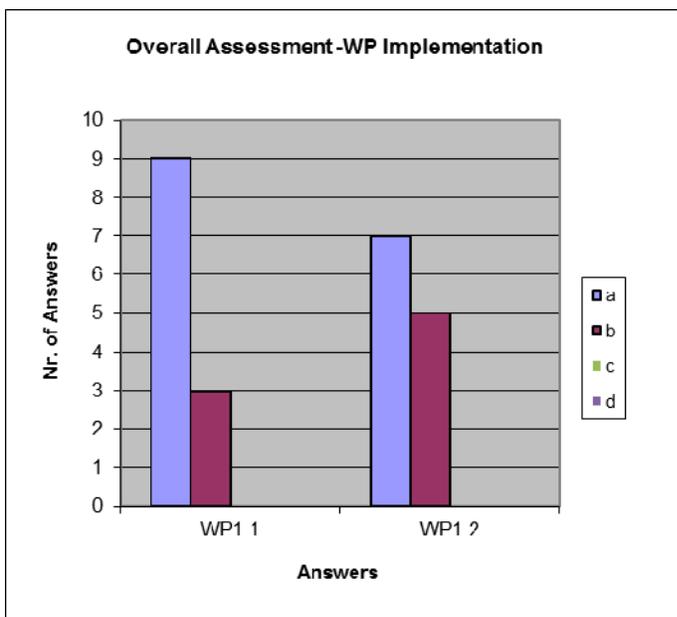
The questionnaires focused on the different Work-Packages in which the partners developed their activities, in the framework of the project.

It was decided to present a consolidated analysis of both Year 1 and Year 2 of the project, in terms of the overall quality assessment carried out by the partners. In this sense, we will approach both WP implementation and the actual Project Implementation aspects covered by the questionnaires:

### WP Implementation

**WP1.1 - How do you evaluate overall Work-package implementation following the project's conclusion?**

**WP1.2 - Have the project deliverables been developed on time, considering the period in question?**



A majority of the partners considered that implementation of the WP was very successful, while three considered it to have been average.

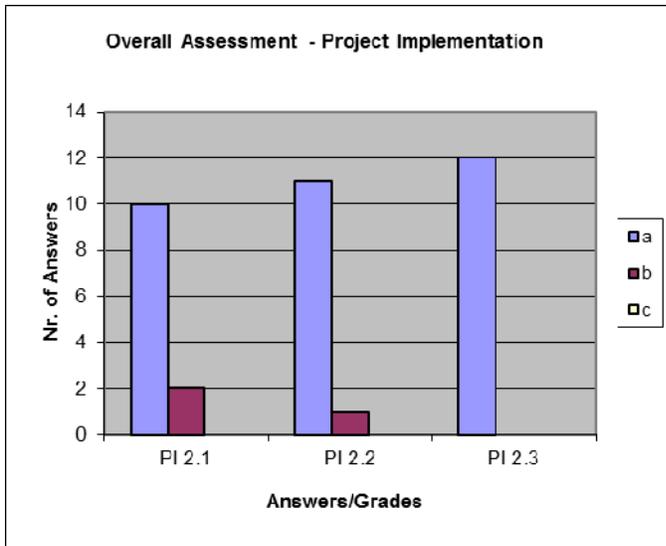
In what concerns the project deliverables, 7 partners found all deliverables to have been achieved on time with some exceptions from 4 respondents. This was mainly concerned with the development of the WELDPLAY software and the issues that arose during this process.

## WP Implementation

**PI 2.1 – Has the consortium been able to actively participate in the project implementation?**

**PI 2.2 – If there have been delays in producing proper deliverables, has there been adequate flexibility from the consortium in order to complete the task?**

**PI 2.3 – Have the project meetings been good venues for addressing project issues and improving results?**



In what concerns “project implementation”, i.e., the development (on time) of the main project deliverables, again most of the partners considered it to have been a successful process, with only the issue of the WELDPLAY software (itself a project deliverable) being highlighted.

Overall, the partners considered to have been adequately involved in the activities of the consortium, with responsibilities in terms of the outcomes they were each charged to produce.

On the other hand, it should be mentioned that all partners considered the discussions between the consortium, especially in terms of the partner meetings to have been ideally suited to work out the details and the solutions for the situations that were encountered during the project.

As part of the questionnaire, partners also evaluated each WP individually:

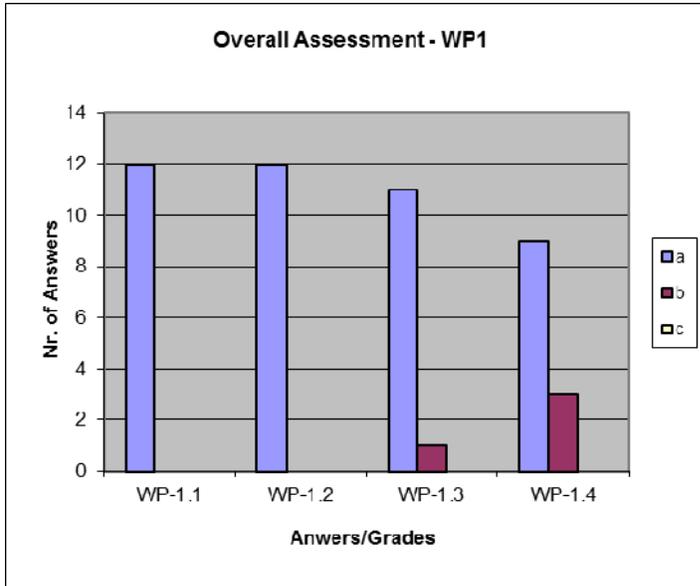
**WP1 – Project Management**

**WP-1.1 Has collaboration between the partners been satisfactory?**

**WP-1.2 Have the project meetings followed the expected agenda?**

**WP-1.3 Have follow-up activities to the meetings been properly conducted?**

**WP-1.4 Have the process reports for the period in question been produced by the partners, in time?**



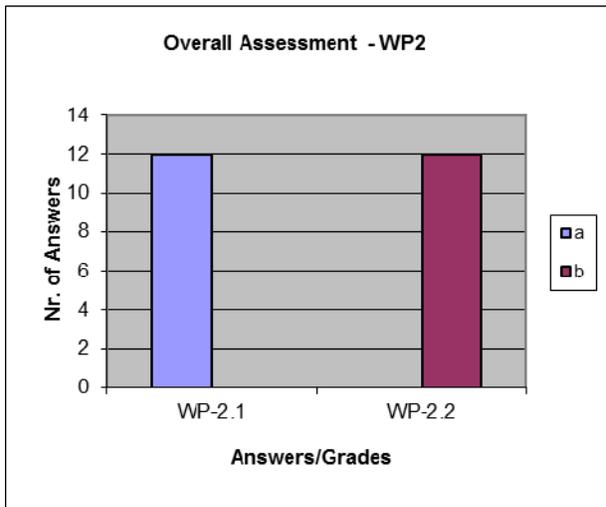
In terms of project management, the consortium was pleased with the way the activities were generally conducted by the coordinator, as well as with the meetings that took place and the way follow-up activities were conducted.

On the issue of the submission of the process reports, some partners (3) pointed out that there were some delays in the submission of the quarterly reports. However, considering that this did not affect either the actual submission of the Interim and Final reports it was not a situation that had any negative impact on the general performance of the consortium.

## WP2 – State of the Art

WP-2.1 Have the appropriate deliverables for assessing the state of the art been prepared?

WP-2.2 Were significant delays encountered during the activities of this WP?



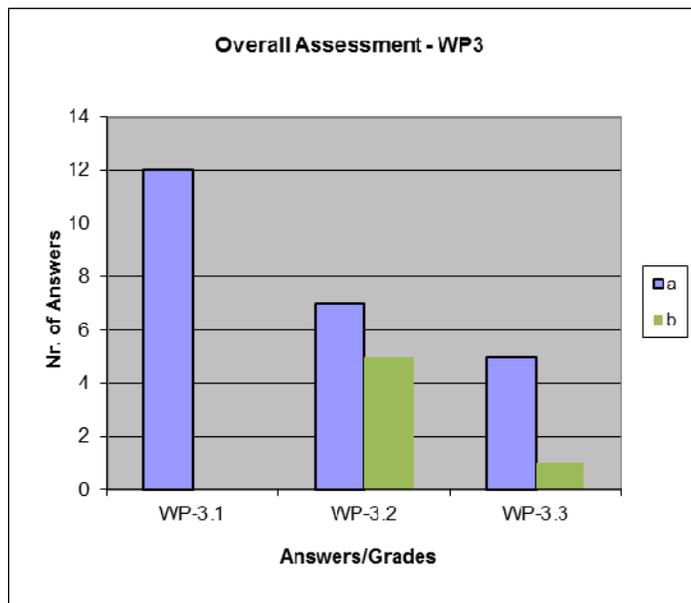
From the feedback gathered from the partners, the activities carried out for this WP raised no particular issues and were successfully carried out without delays or major issues of any kind.

## WP3 – Development of Promotional Materials

WP-3.1 Was the expected result, the WELDPLAY computer game, developed successfully?

WP-3.2 Were significant delays encountered during the activities of this WP?

WP-3.3 Were you satisfied with the end result of this Work-Package?



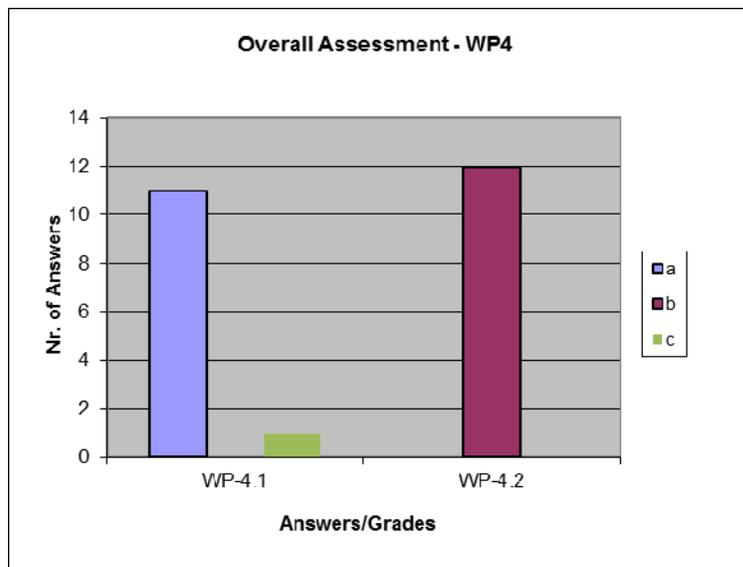
WP3 was, probably, the most critical WP in the project, due to the importance of the WELDPLAY computer game as one of the deliverables that were crucial in the activities of the project. In this sense, the delays that the project experienced from the point of view of the software developer's inability to carry out his work came about at a particularly difficult time in the project.

Fortunately, through a strong commitment by all members of the consortium, it was possible to find alternative solutions to conclude the original development so as to allow the project to achieve one of its more significant results.

#### WP4 – Didactic Seminars

**WP-4.1** Has the consortium been able to undertake the necessary project seminars?

**WP 4.2** Were there any particular problems with the organisation of the seminars?



In what concerns the organisation of the seminars, there was the need to organise these events in



such a way as to ensure the availability of the WELDPLAY computer game to be available. In this sense, considering the delays that were already previously mentioned, it was necessary to undertake the seminars later than originally expected. Nevertheless, the partners were able to effectively carry them out in proper time and with a very positive feedback from the participants and the schools that were involved.

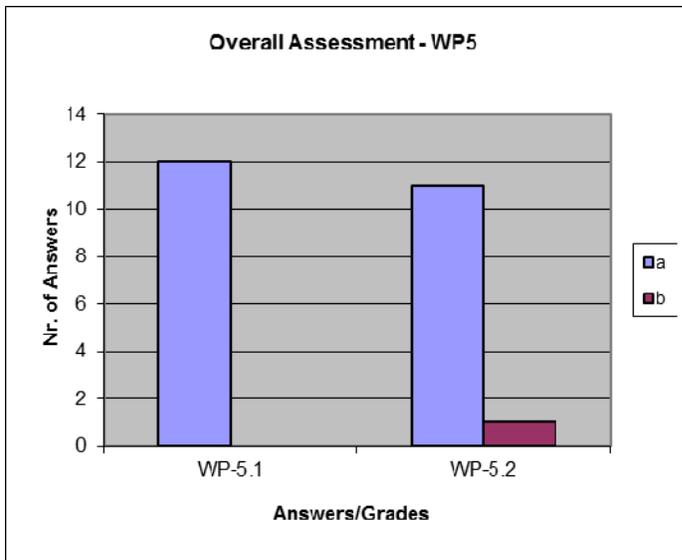
There were no specific issues that arose from the actual preparation and organisation of the seminars, so the activities were carried out smoothly in each partner country.

**WP5 – Dissemination & Exploitation of Results**

**WP-5.1 Do you consider that dissemination activities have been adequate towards the achieving of the project results?**

**WP-5.2 Has a dissemination plan been presented to the consortium?**

From the point of view of the partners’ feedback related with dissemination, all involved felt that the project was adequately promoted and disseminated so as to better achieve the expected results. This was not only a responsibility of the actual WP leader, but also from the individual partners at the national level in order to maximize the reach of the project’s outcomes. In this way, it was important to organise the project’s dissemination plan early, with the knowledge of all partners, providing assistance as to the main points in the dissemination of activities and results that each partner should take into consideration.

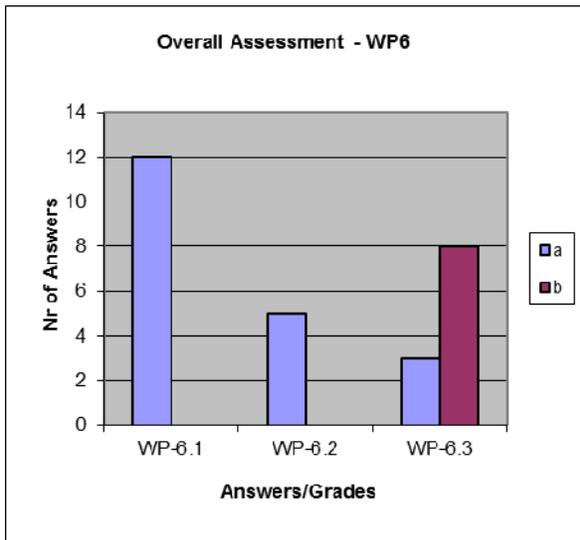


## WP6 – Quality Assessment

WP-6.1 Has a quality plan been presented to the consortium?

WP-6.2 Have the partners organised the necessary quality questionnaires?

WP-6.3 Were significant delays encountered during the activities of this WP?



It was important to have an idea of the quality assessment of activities in the framework of the project, towards which the present evaluation assessment is being elaborated.

All partners pointed out the availability of the quality plan in the early stages of the project development, as well as the regular preparation of the questionnaires following each project meeting.

Overall, the partners pointed out some delays in being provided with the questionnaire templates in the aftermath of several project meetings, but it was a situation soon corrected. All feedback from the partners were collated in due time in order to be a part of the present final assessment.

## ACCESSWELD Seminars – Summary of Evaluation

As part of the seminars that were organised in the framework of the project, each partner asked the participants to contribute with their own views on the activities they performed, namely their opinion about the EWF system and the WELDPLAY software.

Here follows a summary of the comments that were obtained. In order to facilitate reading, the comments are divided by country.

### Poland

There were two seminars organized in Poland, they took place on 12<sup>th</sup> April and 27<sup>th</sup> November 2012. The first seminar was organized for the students and teachers from Upper Silesian Educational Center in Gliwice. The other one was organized for the students, teachers and CEO's from upper secondary schools from Silesia. There was also a media representative from Polish National Agency present.

After the seminar, the quality questionnaires were handed out. Participants gave back a part of them. The results are below:

The questionnaire for the teachers/headmasters/other guests

Overall number of answers: 25

1. What was your general impression of the seminar?
 

A. It was very informative	18/25
B. It was adequate	7/25
C. It was not what I had originally in mind	0
  
2. Before the seminar, were you aware of the European Welding Federation and A. Its training and qualification system?
 

B. Yes, I was already aware of it	17/25
C. No, I heard about it for the very first time	8/25
  
3. Does being a part of the system interest your school at all?
 

A. Yes, I believe it can have an added-value for the school	25/25
B. No, our school will not be interested	0

The general impression for the seminar was definitely positive among teachers/headmasters/other guests. 18 out of 25 said that the seminar was very informative, and 8 out of 25 said it was adequate. Most of the participants had some information on European Welding Federation and its training and qualification system before the seminar. Only 8 out of 25 did not know about it. All the teachers/headmasters/guests believe that the system may interest school and it can be the value-added for the school.

The questionnaires for the students

Overall number of answers: 18

1. What do you think, in general, of the game you just tried?
  - A. It looks very good 7/18
  - B. It looks ok 10/18
  - C. It doesn't interest me at all 1/18
  
2. Before playing with it, did you had any idea about welding?
  - A. Before today, I hadn't even heard of it 10/18
  - B. Yes, I am familiar with the welding profession 8/18
  
3. Do you think this game can attract a younger audience to the profession?
  - A. Yes, definitely 10/18
  - B. Maybe 8/18
  - C. I don't think it will have that effect 0
  
4. After trying out the game, do you feel curious about welding in general and the welding profession, in particular?
  - Yes, I really want to know more 14/18
  - No, I am not really interested 4/18
  
5. Please give us two aspects you think the game captures well:  
Welder, welding equipment, graphics, the possibility of developing marketing abilities, the possibility of developing own company, nice constructions, the possibility of saving the game, it was easily shown how to play, the style of the game
  
6. Please give us two aspects you think should be changed:  
Buildings, earnings, possibility of taking the loan, the password is visible while logging in
  
7. Please identify three elements you would like to see in a future version  
There should be more possibilities, the game should be developed

*Summary:*

There were about 40 students who took part in the workshops. We got the answer questionnaires from 18 of them. Taking the age of students into consideration, the return rate may appear satisfactory (it is about 50%).

In general, 17 out of 18 students think that the game looks very good or is ok. Only one student answered he/she was not interested at all. 10 of students, before the seminar did not know too much about the welding technology, 8 of the students were aware of it. It is very satisfactory result that even though most of the students were not aware of the welding technology too much, after the workshops all of them (18) answered that the game can attract student to the profession (10) or may attract them (8). 14 out of 18 students, after playing the game feel curious and want to know more about welding. Only 4 students after the seminar are not interested in welding.

**The things that the games captures well are:**

Welder, welding equipment, graphics, the possibility of developing marketing abilities, the possibility of developing own company, nice constructions, the possibility of saving the game, it was easily shown how to play, the style of the game.

**Things that should be changed:**

Buildings, earnings, possibility of taking the loan, the password is visible while logging in.

**Elements that should be developed in the future version:**

There should be more possibilities, the game should be developed

## Hungary

MHtE organized two courses for students in age 14 – 16 years, which were attended by 45 participants. The students involved had various backgrounds, as follows:

20% were state public school students;  
60% were enrolled in International Welder course;  
20% were unemployed

In terms of the replies provided, here follows an overview:

**To1: What do you think, in general of the game you just tried?**

About 43% of persons who gave answer considered WELDPLA Y very good; other 43% for good and only 4% rejected – they had no interest for playing.

**To2: Before playing with it, did you had any idea about the welding?**

The answer about 20% of persons was: **I hadn't even heard of it,**  
The majority, about 80% answered: **Yes, I am familiar with the welding profession.**

**To3: " Do you think this game can attract a younger audience to the profession**

The answer of the students distributed as it follows:

- 1 person had the next answer. **I dont think it will have that effect,**
- 10% definitely gave answer: **Yes definitely" ,**

- 89% gave answer: **may be**, - that means they didn't know the effect of WELDPLAY or they were sceptic.

**To4: After trying out the game, do you feel curious about welding in general and the welding profession, in particular?**

The answer of the students distributed as it follows:

- 1 person had the next answer: **"No I am not really interested. "**
- answer of all remaining part was: **"Yes, I really want to know more"**.

**To5: Please give us two aspects you think the game captures well:**

The students gave interesting and responses of wide spectrum like:

**We shall be acquainted with objects to welded.**

**I will get an image of welding.**

**The WELDPLAY has some tactical elements as well.**

**One can have more information on welding.**

**WELDPLAY is amusing.**

**WELDPLAY is useful tool for learning how to work.**

**It good to hire manpower and purchasing tools, equipments**

**A good playing pedagogical tool to prepare students for professional life.**

**To6: Please give us two aspects you think should be changed.**

Various suggestions were offered:

**Not to buy a new gun for harder, more complicated welding activity.**

**When changing options the window should be closed and this could be unpleasant.**

**If getting a new diploma may be a short video could be inserted on welding procedures**

**The series of possibilities are not enough.**

**It would be good to have a sign if shouldering too much not in line with the own capacity.**

**Welding technique presentation should be more detailed.**

**Awaking of Interest could be developed.**

**To7: Please identify three elements you would like to see in a future version:**

Again, various suggestions were offered:

**Some new people and objects to weld.**

**Some simple simulation task for welding procedures.**

**Longer playtime**

**When starting WELDPLAY the money available is few.**

**It would useful to indicate that for the next diploma how much money should be collected.**

**Experimental % or sum.**

**Such products which are true to nature or to be machining.**

**it is needed more difficult levels for getting forward.**

**It is suggested life-like voice effects.**

**It is needed more tasks.**

## Italy

From the point of view of the Seminars held in Italy, on November 26-28 2012, IIS prepared its own assessment of the participant's feedback. What they concluded was the following:

1. 80% of respondents considered the WELDPLAY software "good" or "ok";
2. 50% of the respondents had no previous welding experience or knowledge;
3. 60% considered that WELDPLAY can play an important part in attracting younger audiences to follow a career in welding, against 40% who said that it would probably have no relevant impact;
4. 80% became very curious to know more about training in welding and the EWF training and qualification system;
5. The two major changes that participants would like to see implemented were:
  - a. Better graphics (80%);
  - b. Better representation of the torches (50%);
6. In terms of improvements to future versions, participants pointed out:
  - a. Better graphics (75%);
  - b. Improved realism (40%);
  - c. Additional welding elements (50%)

## Romania

ASR organised several different seminars across different geographical areas of Romania. The seminars were held between December 2012 and February 2013, at several training and education institutions. In particular there were the following:

- 20-12-2012
  - Industrial Scholar Group
- 19-02-2013
  - Technical College Resita;
- 22-02-2013
  - Technical College "Domnul Tudor" Drobeta Tr. Severin
- 28-2-2013
  - Technical College "Dimitrie Leonida" and "Anghel Saligny" in Bucharest and Simeria respectively;

The seminars were organised so as to include both the teachers and the students and, together, they were able to count on the participation of nearly 200 people.

The majority of the participants expressed their interest in the WELDLPAY software, if not as an actual training tool, as a pedagogical support to the training of younger trainees. In this way it can serve as an attracting element to training centres in various countries.

Participants also remarked about certain limitations in terms of the features that are available in the present version. Participants were of the opinion that if new features (welding processes, different types of welders, and such) could be introduced, the appeal to larger audiences could also be extended.

From the feedback gathered from the trainers, the majority expressed interest in learning more about EWF activities, as well as ASR activities in the specific context of Romania. They were encouraged to learn about the interest in further involvement of ASR and, by default, with the EWF training system.

## **Portugal**

The seminars, in Portugal, were held during February 2013 taking advantage of ISQ's contacts with local training schools and employment centres.

Seminars were held on February 19<sup>th</sup>, 2013 for both trainees and trainers. The morning was dedicated to the attending students, from the Portuguese National Employment Institute and from the Training Centre at ISQ itself. In the afternoon, the event was dedicated to participating trainers. Overall, the feedback from the students was positive. The majority of respondents considered WELDPLAY to be "good", although interestingly a number of them confessed to not knowing if it could have a real impact in attracting younger audiences to follow training as welders.

Participants pointed out the good graphics (although some pointed out they could be better) as well as the ease of playing, which gave the opportunity for someone not familiar with welding to actually be able to pick up WELDPLAY without too much difficulty.

From the trainers perspective, they considered the sessions to be very informative on the aspects of the EWF training, qualification and certification system. From the point of view of the impact of the project, they pointed out its potential to bring additional organisations as part of the EWF harmonised training system in the capacities of ATBs and that this would be a serious possibility from the point of view of their own organisations, in the next few months.