



INSPIRE

INSPIRE National Pilot Courses - Implementation Plan

Development of AR/VR Training Materials and

Implementation of Pilot Courses

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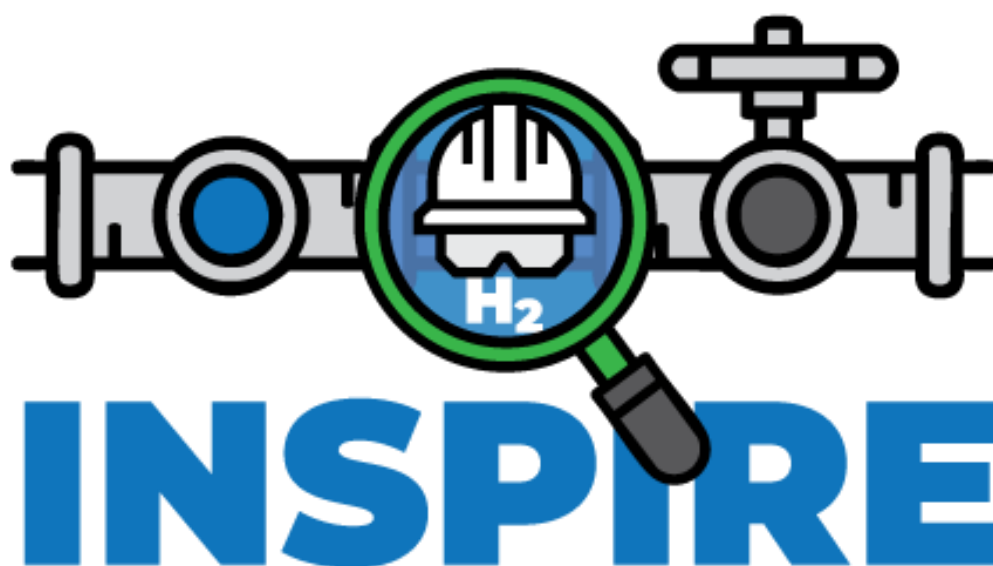


TRANSITION
TECHNOLOGIES



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Executive Summary

This Pilot Implementation Plan defines the methodology, schedule, responsibilities, risk management, and evaluation procedures for the INSPIRE pilot courses carried out under Work Package 4 (WP4). The pilots aim to validate the newly modularised Welding Inspector training content, updated with hydrogen-specific knowledge, and to test innovative AR training tools developed for welding inspection of H₂ pipelines.

Each pilot consists of 8 training hours, divided into:

- 2,5 hours of theoretical instruction, based on WP3 revised materials
- 1,5 hours of digital practice, using AR case studies and scenarios developed in WP4

The pilots will be conducted in three countries / Finland (SHY), Greece (WGI), and Spain (CESOL), and preceded by a Capacity Building (Train-the-Trainers) workshop preparing six instructors to deliver the new content and use AR equipment effectively.

Evaluation will be performed using two structured questionnaires (students & trainers) and additional AR usability feedback. The results will feed directly into the Pilot Evaluation & Best Practices Report (WP4/Task 4) and support future refinement of the Inspector's Guideline and training ecosystem developed by the INSPIRE project.



1. Purpose of the Pilot

The pilot courses are intended to validate:

1. Content quality and relevance of the revised modularised Inspector's Guideline.
2. Effectiveness and usability of ARtools, including developed case studies and scenarios.
3. Learning methodology, combining theory and immersive digital practice.
4. Trainer readiness after the Capacity Building activity.
5. Overall usability, acceptability, and robustness of the INSPIRE training model for hydrogen pipeline inspection.

These pilot courses constitute a core deliverable of Work Package 4 and are directly linked to the achievement of the project's defined milestones, namely:

- MS3 – Capacity Building for Trainers,
- MS4 – Development of AR Training Materials, and
- MS5 – Report of Pilot Courses Activity.

They also contribute to the WP4 Key Performance Indicators, including the development of case studies, creation of AR exercises, completion of trainer preparation activities, and successful implementation of the three national pilot courses.

2. Pilot Objectives

Pedagogical Objectives

From a pedagogical perspective, the pilots aim to confirm that the revised curriculum successfully supports knowledge transfer on hydrogen-related degradation mechanisms, inspection requirements, and safety principles. They also seek to assess the extent to which learners can identify defects, hazards, and inspection pathways within hydrogen pipeline systems, and to determine the added value of immersive learning, particularly its contribution to developing inspection-related decision-making skills.



Technological Objectives

From a technological perspective, the pilots will verify the stability, usability, and overall performance of the AR tools when applied in a real training environment. This includes examining interaction logic, visual clarity, scenario progression, and user comfort. The pilots will also measure the contribution of AR to practice-based skill acquisition and its effectiveness in simulating realistic inspection conditions

Operational Objectives

The pilots will evaluate trainer readiness to deliver an integrated theoretical and digital training approach following the Capacity Building activity. They will also identify logistical requirements for future large-scale implementation—such as room layout, equipment needs, and facilitator roles—and assess the safety, ergonomics, and general accessibility of the AR/VR equipment for diverse learner groups.

3. Training Structure

Duration

Each pilot consists of 7 hours of instruction/ contact hours and an additional 7 hours of self-study, delivered through two complementary Competence Units. The theoretical and digital materials developed under INSPIRE are supplementary to the existing European Welding Inspector (EWI) guidelines and provide specialised content dedicated to hydrogen behaviour, degradation, and inspection requirements:

Module	Duration	Delivery	Content
CU-H2-01	3,5 hours	Classroom + AR lab	Hydrogen behavior, degradation mechanisms, coating, safety
CU-H2-02	3,5 hours	Classroom + AR lab	AR inspection tasks, defect recognition, acceptance criteria



Target Groups

Participation in the Hydrogen Pipeline Welding Inspection pilot training is subject to specific access conditions. These conditions ensure that learners possess the foundational technical background required to benefit from the specialised training materials, as they are supplementary to the existing Welding Inspector guidelines and dedicated exclusively to hydrogen-related inspection topics.

The training is aligned with EQF Level 5, making it suitable for professionals with basic to intermediate welding inspection experience. Access requirements are designed to support training effectiveness, uphold safety standards, and guarantee that participants begin from a common baseline, allowing efficient progression through the hydrogen-specific modules and AR activities.

Access Conditions for Students

Participants must hold at least one of the following qualifications or certifications, meaning they can demonstrate the minimum required competence in welding technology, inspection procedures, and safety practices needed to meaningfully participate in hydrogen-focused inspection training:

- ISO 9712 – Non-Destructive Testing (NDT) Level 2 or equivalent
- Certification under an ISO 17024-compliant Welding Inspection scheme
- Minimum level EWF/IIW European/International Welding Inspector (EWI or IWI) – Basic Level
- Minimum level EWF/IIW International/European Welding Specialist (IWS or EWS)
- Proven knowledge in Welding Technology and | or Inspection

Total expected participation

The pilot implementation foresees a total of 45 trainees, distributed evenly across the three participating countries. Each national pilot (Finland, Greece, and Spain) will therefore include 15 participants, ensuring balanced representation and allowing the



project to gather comparable feedback and performance data from each training context.

Trainers

All trainers are required to successfully complete the Capacity Building (Train-the-Trainers) session prior to the implementation of the pilots. This preparation ensures that they are fully familiar with the updated hydrogen-related training content, the modular structure of the revised guidelines, and the correct operation of the AR tools and scenarios developed within the INSPIRE project.

Acceptance of Observers

To strengthen the broader transferability and future integration of the INSPIRE training model into national and European VET systems, the pilots may also admit a limited number of observers. These may include:

- Professors or lecturers in welding, materials, NDT, or mechanical engineering
- Trainers from VET centres or industrial training departments
- Technical educators preparing to integrate hydrogen-related content into their curricula

Observers may attend the theoretical part of the course and, depending on equipment availability and safety considerations, may also participate in or observe the AR digital practice sessions. Their participation supports:

- pedagogical exchange,
- testing the replicability of the training methodology,
- strengthening the professional capacity of VET institutions, and
- evaluating the practicality of integrating AR into ongoing training delivery.

All observers will receive a structured briefing on their role, the course objectives, and observation boundaries to ensure that their presence supports, rather than disrupts, the learning process.

4. Time schedule of Pilot Activities

Pre-Pilot Phase (Months 13–14)

The Pre-Pilot Phase, spanning from Months 13 to 14, encompasses all preparatory activities required to ensure that the pilot courses are implemented effectively, safely, and in full alignment with the objectives of Work Package 4. This phase includes the development and validation of hydrogen-related training content, the creation of AR case studies and exercises, the technical setup and testing of digital tools, and the organisation of the Capacity Building session for trainers

Period	Activity
M8–M10	Development of case studies (WP4 T1)
M8–M18	Development of AR exercises (WP4 T2)
M11–M12	Preparation of pilot courses (WP4 T3)
M10–M11	Technical setup & testing of AR equipment
M12–M13	Capacity Building for Trainers (Spain)

Pilot Implementation Phase (Months 17 – 19)

The Pilot Implementation Phase, covering Months 17 to 19, marks the transition from preparation to real-world delivery of the INSPIRE training programme. During this stage, the three national pilots—Finland, Greece, and Spain—are executed using the finalised theoretical materials and AR training tools developed earlier in the project. This phase provides the essential opportunity to observe how trainees interact with the hydrogen-specific content and immersive digital scenarios, assess trainer performance following the Capacity Building activity, and collect structured feedback from end users. The outcomes generated during this period will form the core evidence for evaluating the effectiveness, usability, and transferability of the INSPIRE project.



Country	Organisation	Period	Expected Participants
Finland	SHY	M17–M19	15
Greece	WGI	M17–M19	15
Spain	CESOL	M17–M19	15

Post-Pilot Phase (Months 19–21)

The Post-Pilot Phase, running from Months 19 to 21, focuses on the systematic analysis, consolidation, and interpretation of all data collected during the pilot implementations. This stage is essential for transforming raw feedback—from trainees, trainers, and technical observations—into meaningful conclusions regarding the effectiveness of the training materials, the performance of the AR tools, and the overall suitability of the INSPIRE methodology for wider adoption. During this phase, partners evaluate survey results, identify best practices, document challenges, and formulate recommendations for improvement. The outcomes of this phase culminate in the Pilot Evaluation and Best Practices Report, which serves as a key deliverable for refining the training model and informing future integration into VET systems.

Period	Activity
M18–M20	Analysis of questionnaires & technical feedback
M20–M21	Preparation of the Pilot Evaluation & Best Practices Report
M21	Final validation and delivery

5. Operational Setup

Facilities

Each pilot site must provide:

- Classroom with projector for 7-hour theoretical session
- Training space with:
 - AR headsets



- Sufficient charging stations
- Wi-Fi or local network (optional for offline mode)
- Supervisor presence

Equipment

- Headsets compatible with TTPSC-developed scenarios
- Cleaning wipes
- Supervisory laptop or tablet for trainer monitoring
- First-time user onboarding materials (visual instructions)

A dedicated Trainer Quick Guide (Annex G) was developed to support trainers in preparing and delivering the AR-supported activities, including device setup, application workflow, evidence capture and pre-class checks.

6. Evaluation Framework

The Evaluation Framework establishes a structured and evidence-based approach to assessing the quality, effectiveness, and overall impact of the pilot courses. By applying a combination of quantitative and qualitative tools, the framework ensures a comprehensive analysis of trainee learning outcomes, trainer performance, AR usability, and the operational execution of the pilots. These evaluation mechanisms enable the consortium to verify whether the training materials and digital tools meet the intended objectives, align with industry needs, and support the competencies required for hydrogen pipeline inspection. The collected data will provide the foundation for refining the training model and informing the project's final recommendations.

Student Questionnaire

The Student Questionnaire is designed to capture learners' perceptions of pilot training and evaluate the effectiveness of both theoretical and AR components. It measures several key aspects of the learning experience, including the clarity and relevance of the content, the effectiveness of the trainers, and the extent to which the expected learning outcomes were achieved. In addition, the questionnaire gathers detailed feedback on the AR experience, covering elements such as comfort,



interaction quality, and scenario realism. Learners are also asked to assess the applicability of the training to real inspection tasks in hydrogen pipeline environments and to provide their overall satisfaction level along with suggestions for improvement.

Trainer Questionnaire

The Trainer Questionnaire focuses on evaluating the pilot experience from the perspective of the instructors responsible for delivering the training. It examines the usability and practicality of the modularised guideline, as well as the depth and suitability of the hydrogen-related content integrated into the curriculum. Trainers are also asked to assess the ease of deploying and managing the AR tools during the sessions, the overall flow and timing of the training activities, and their own readiness and confidence following the Capacity Building programme. Additionally, the questionnaire collects insights into any pedagogical challenges encountered, providing essential information for refining the training approach and supporting future trainer preparation.

AR Usability Assessment

The AR Usability Assessment provides a structured evaluation of how effectively the immersive tools function within the training environment. It examines the ease with which users can navigate through the virtual scenarios, as well as their ability to detect and report errors or defects accurately during the exercises. The assessment also considers user comfort, including motion tolerance and the absence of discomfort or disorientation. In addition, it evaluates the technical reliability of the AR system, such as stability, responsiveness, and hardware performance, and the overall realism of the scenarios, ensuring that they accurately reflect conditions encountered in hydrogen pipeline inspection.

Pilots Performance Expectations

To ensure that the pilot implementation meets the objectives established in Work Package 4 and aligns with the performance expectations set out in the INSPIRE proposal, a series of Key Performance Indicators have been defined. These KPIs provide measurable benchmarks that allow the consortium to verify the successful completion of core activities, assess the reach and effectiveness of the training, and demonstrate the quality and relevance of the developed materials and AR tools. The



following indicators serve as essential reference points for evaluating the outcomes of the pilot phase and ensuring that the project delivers tangible, high-impact results across all participating countries:

- 6 trainers capacitated
- 3 national pilot courses delivered
- 45 trainees involved
- ≥ 5 case studies used
- ≥ 2 AR scenarios tested
- 1 Evaluation & Best Practices Report

7. Risk Identification & Mitigation

A structured risk identification and mitigation approach has been adopted to ensure that challenges are recognised early and addressed proactively. The table below outlines the primary risks associated with the pilot phase, assessing their likelihood and potential impact, and detailing the specific mitigation measures planned by the consortium.

Risk	Likelihood	Impact	Mitigation
AR equipment malfunction	Medium	High	Pre-test; backup devices; on-site tech support
Trainer unfamiliarity	Medium	Medium	Capacity Building + rehearsal
Participant motion discomfort	Low	Medium	AR safety briefing; opt-out option
Time overruns	Medium	Medium	Strict session planning; trainer co-facilitators
Poor Wi-Fi/technical issues	Medium	Medium	Use offline version; local storage
Low participant attendance	Low	High	Pre-registration & waiting list



8. Data Collection & Reporting

A comprehensive data collection and reporting process is essential to accurately evaluate the outcomes of the pilot courses and to support evidence-based refinement of the training model. Multiple sources of information will be gathered to capture the full range of learner experiences, trainer feedback, and technical performance of the AR tools. This mixed-method approach ensures that both qualitative and quantitative insights are incorporated into the final analysis. The data collected will form the foundation for the Pilot Evaluation and Best Practices Report, enabling the consortium to identify strengths, address gaps, and formulate recommendations for future implementation. The collected data includes:

- Attendance sheets
- Student questionnaire responses
- Trainer questionnaire responses
- Train-the-Trainers capacity building documentation

As the leader of WP4 Task 4, CESOL is responsible for consolidating and analysing all data generated during the pilot phase. This includes integrating feedback from trainees and trainers, reviewing technical and operational observations, and assessing the overall performance of both the theoretical materials and AR training tools. CESOL will synthesize these insights into the Pilot Evaluation & Best Practices Report, which serves as a key deliverable for validating the effectiveness of the INSPIRE training model and guiding its future adoption. The report will present findings from each participating country, compare outcomes across national contexts, and provide targeted recommendations to support ongoing improvement and implementation, including:

- Results per country
- Comparative analysis
- Recommendations for curriculum refinement
- Recommendations for AR scenario improvements



9. Sustainability Perspective

Ensuring the long-term sustainability and continued impact of the INSPIRE training model is a central objective of the project. The results and lessons learned from the pilot courses will play a critical role in shaping future adoption, scalability, and institutional integration. By systematically analysing pilot outcomes and validating the effectiveness of both the theoretical hydrogen-related materials and the AR training tools, the project creates a strong foundation for continued use beyond the project's lifetime:

WP5 Dissemination activities

The findings from the pilot phase will be directly incorporated into WP5 National Multiplier Events dissemination activities, enabling partners to communicate validated results, showcase the value of the training model, and promote its relevance to stakeholders across the welding, inspection, and hydrogen pipeline sectors. This dissemination will ensure that the validated materials reach a broad audience of VET providers, industrial organisations, and policy stakeholders.

Long-term integration into the EWF qualification framework

The pilot outcomes will support the long-term integration of the hydrogen-focused content into the EWF qualification framework, reinforcing the relevance and durability of the new modules. This integration ensures that the specialised hydrogen-related knowledge becomes part of the formal European system for welding inspector qualifications, thus guaranteeing continued recognition and use by training centres across Europe.

Adoption by training centres in multiple EU countries

The validated training materials and AR tools will also facilitate the adoption of the INSPIRE approach by VET centres in multiple EU countries, who will be able to integrate the hydrogen modules as supplementary training or as part of broader inspection programs. The capacity built within partner organisations, combined with clear implementation guidelines, will further enhance adoption potential.



Further development of AR modules beyond project lifetime

Finally, the pilot experience will provide valuable insights into the future development of AR modules beyond the project lifetime. Lessons learned will inform improvements in scenario realism, usability, and pedagogical design, supporting ongoing digital innovation in VET. The established collaboration between partners and TTPSC creates opportunities for future enhancements, expansions to additional inspection tasks, and potential commercial or educational applications.



10. Conclusion

The INSPIRE National Pilot Courses Implementation Plan provides a common framework for the preparation and delivery of the pilot training activities across the participating countries. It establishes the main organisational, technical and pedagogical arrangements required to ensure a consistent implementation approach, while allowing adaptation to national training contexts and available resources.

The plan brings together the Competence Units, theoretical training, AR-supported activities, trainer preparation, participant organisation, evaluation tools and supporting documentation within a structured implementation framework. It also defines the main responsibilities, practical requirements and data collection procedures needed to support the subsequent evaluation of the pilots.

By establishing this common approach, the Implementation Plan supports comparable and well-documented pilot activities and provides the operational basis for testing the INSPIRE training resources in VET environments. The evidence and feedback collected during implementation will inform the evaluation of the pilot courses and the identification of lessons learned and good practices in the subsequent project activities.



Annex A: Pilot Agenda Template/Guideline

Part 1 – Theoretical Training

CU-H2-01: H ₂ Material Integrity and Safety	
3 hours	Theoretical Training
15 minutes	Break
CU-H2-02: Inspection and Testing for Hydrogen Pipelines	
2,5 hours	Theoretical training
15 minutes	Break

Part 2 – Digital Training

CU-H2-01: H ₂ Material Integrity and Safety	
0,5 hours	AR-based Training
15 minutes	Break
CU-H2-02: Inspection and Testing for Hydrogen Pipelines	
1 hours	AR-based Training
15 minutes	Break

Part 3- Examinations (40 minutes)

Examinations

Pilot Assessment Questionnaires



Annex B: Trainer Readiness Checklist

To ensure consistency, safety, and high-quality delivery across all pilot locations, trainers must complete the following readiness steps before conducting the pilot sessions:

1. **Successful completion of the Capacity Building workshop**, confirming that the trainer is fully familiar with the hydrogen-related supplementary content, the modularised guideline, and the pedagogical approach of the INSPIRE training model.
2. **Comprehensive understanding of the modularised guideline and associated learning outcomes**, ensuring alignment between instructional delivery and the intended competencies.
3. **Installation and verification of all AR applications on the designated devices**, including checking software updates and confirming compatibility with the training scenarios.
4. **Full testing of each AR scenario from start to finish**, allowing trainers to anticipate user actions, identify potential technical issues, and prepare appropriate instructional guidance.
5. **Confirmation that the classroom and AR laboratory are booked, prepared, and equipped**, including power supply access, and headset charging stations.
6. **Preparation of the required health and safety briefing**, covering proper headset use, motion comfort guidance, emergency stop procedures, and safe behaviour within the AR interaction area.
7. **Review of the troubleshooting guide** provided by TTPSC, enabling trainers to address minor technical challenges independently during the session.
8. **Printing and preparation of attendance sheets, student questionnaires, and trainer questionnaires**, ensuring all evaluation materials are ready for distribution at the appropriate moments during the pilot.



Annex C: AR Classroom Safety & Setup Guidelines

To ensure a safe, controlled, and effective learning environment during the AR training sessions, trainers must adhere to a set of safety and setup guidelines. Before each session, the training area must be prepared with adequate open space, providing at least 2 × 2 metres per user to allow safe movement and minimise the risk of collision. All potential hazards, such as loose furniture, cables, sharp objects, or low-hanging equipment, must be removed or secured to prevent accidents during VR use.

Participants should be provided with AR comfort masks or hygiene liners to ensure cleanliness and comfort while wearing shared headsets. Prior to each user session, trainers must verify that the headsets are properly calibrated, including checking fit, focus, and tracking accuracy, to ensure a smooth and safe user experience.

During the session, continuous supervision is required to monitor participants' behaviour, assess comfort levels, and intervene if necessary. For individuals who may be sensitive to motion or have balance concerns, a seated mode should be enforced to reduce risk. Trainers must remain vigilant for signs of discomfort, dizziness, or disorientation, and implement an immediate stop to the session if any participant reports such symptoms.

To maintain hygiene and prevent cross-contamination, all headsets and accessories must be cleaned thoroughly after each use. These procedures ensure that all learners engage in AR activities safely, comfortably, and with minimal risk.



Annex D: Pilot Course Evaluation Questionnaires

Student Survey

The purpose of this questionnaire is to evaluate the learning experience, course quality, digital tools, and relevance of the INSPIRE Hydrogen Pipeline Welding Inspection training.

5 point scale (1 = Strongly Disagree , 5 = Strongly Agree) & open questions

Course Structure and Content

1. The course objectives were clearly explained at the beginning.
2. The training content was well structured and easy to follow.
3. The technical level of the material was appropriate for my background.
4. The course adequately covered inspection and hydrogen-related topics.
5. The examples and case studies helped me understand the subject better.

Teaching and Delivery

1. The trainers were knowledgeable and well prepared.
2. The explanations were clear and easy to understand.
3. There was sufficient interaction between instructors and participants.
4. The balance between theory and practical activities was appropriate.
5. The duration of each module was sufficient for understanding the topic.

Digital Tools and Learning Experience

1. The use of digital platforms (AR, videos, simulations) improved my learning experience.
2. The virtual or hybrid sessions worked smoothly and were well organised.
3. The digital tools helped visualize inspection processes effectively.
4. I would recommend keeping the same digital tools for future editions.

Knowledge and Skills Gained

1. I have improved my understanding of hydrogen-related inspection requirements.
2. I can now identify defects and inspection criteria specific to hydrogen pipelines.



3. The course increased my confidence in applying European and international standards (EN ISO, ASME).
4. The knowledge gained will be useful in my professional practice.

General Satisfaction

1. Overall, I am satisfied with the INSPIRE pilot training.
2. I would recommend this course to other engineers or inspectors.

Open Questions

1. What was the most valuable aspect of this training for you?
2. What would you suggest improving for future courses?
3. Any comments regarding the digital tools, facilities, or course organisation?

Trainer Survey

The purpose of this questionnaire is to collect feedback from instructors on course organisation, student engagement, training resources, and the suitability of the materials and digital components.

5 point scale (1 = Strongly Disagree , 5 = Strongly Agree) & open questions

Course Organisation and Support

1. The training schedule and logistics were well organised.
2. Communication with the project team was clear and efficient.
3. The resources provided (slides, manuals, AR content) were sufficient.
4. The duration and workload matched the planned learning outcomes.

Training Material and Methodology

1. The CUA and CUB training material reflected the intended learning objectives.
2. The technical depth was appropriate for the target audience.
3. The hydrogen inspection content was relevant and up to date.
4. The balance between EN/ISO and ASME references was appropriate.
5. The discussions were effective.



Learner Engagement

1. Students participated actively and showed interest.
2. The hybrid or digital format supported student interaction.
3. The AR or digital tools enhanced understanding of complex concepts.
4. Students faced no major technical difficulties with the learning platform.

Effectiveness and Future Recommendations

1. The pilot achieved its learning and competence outcomes.
2. The course is ready for implementation as a full INSPIRE qualification module.
3. The collaboration among trainers and institutions worked effectively.

Open Questions

1. What aspects of the pilot worked particularly well?
2. What challenges did you encounter during the pilot?
3. What improvements would you recommend for future editions?
4. Any comments on the digital tools, instructional design, or student performance?

Annex E: Attendance sheets

Pilot Course Attendance Sheet

Work Package 4: Development of AR Training Materials and Implementation of Pilot Courses

Pilot Location: _____

Country: ☐ Finland ☐ Greece ☐ Spain

Training Provider: _____

Date: _____

Trainer(s): _____

Participant Attendance List

No.	Full Name of Participant	Organisation / Company (optional)	Email Address	Arrival Time	Dept. Time	Signature (incl. GDPR & photo consent)
1						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						



GDPR & MEDIA CONSENT STATEMENT

By signing this attendance sheet, I confirm that:

1. GDPR Acknowledgement

I acknowledge that my personal data (name, email address, and signature) will be collected and processed exclusively for the purposes of documenting participation in the INSPIRE Project pilot training, funded under the Erasmus+ programme. I understand that:

- My data will be used for reporting, auditing, and project quality assurance.
- My data will be stored securely by the training provider and may be shared with the project consortium and relevant National Agency only for legitimate project-related purposes.
- I may request access, correction, or deletion of my data at any time by contacting the training provider.

2. Photo & Video Consent

I consent to the taking of photos and/or short video recordings during the pilot session and agree that these images may be used by the INSPIRE Consortium for:

- project dissemination,
- social media posts (LinkedIn, Facebook, websites),
- newsletters, reports, and promotional materials,
- presentations at conferences or multiplier events.

I understand that this material will be used solely for non-commercial, educational, and informational purposes related to the INSPIRE Project.

If I do not wish to appear in photos or videos, I will inform the trainer before the session begins.



Train the trainer attendance sheet.

Work Package 4: Development of AR Training Materials and Implementation of Pilot Courses

Activity: Capacity Building for Trainers (Train-the-Trainers Session)

Location: _____

Country: ☐ Finland ☐ Greece ☐ Spain

Training Provider Hosting: Cesol, Spain

Date: _____

Trainer Attendance Record

No.	Full Name of Participant (Trainer)	Organisation / Training Provider	Email Address	Arrival Time	Departure Time	Signature
1						
2						
3						
4						
5						
6						

GDPR Acknowledgement (Optional for internal documentation)

By signing above, I confirm that I have participated in the Train-the-Trainers session and that my personal data (name, email, and signature) may be processed solely for project documentation, reporting, and auditing purposes under the INSPIRE Project, in accordance with GDPR requirements.

Session Completion Confirmation

I hereby confirm that the trainers listed above have completed the official Train-the-Trainers session delivered under the INSPIRE Project (WP4 | Capacity Building).

Organazer Name: _____

Signature: _____

Date: _____



Annex F: GDPR & Media Consent Notice

For Pilot Training Participants (Pre-Registration Information)

Dear Participant,

As part of your registration for the INSPIRE Pilot Training on Hydrogen Pipeline Welding Inspection, we kindly ask you to read the following information regarding the processing of your personal data and the recording of photos/videos during the training. This information is provided in compliance with the **EU General Data Protection Regulation (GDPR – Regulation (EU) 2016/679)**.

Your registration will be considered complete only once you confirm your agreement with the terms outlined below.

1. GDPR – Personal Data Protection Information

Your personal data (name, email address, organisation, and training participation details) will be collected and processed exclusively for the purposes of the INSPIRE Project, which is co-funded by the Erasmus+ Programme of the European Union.

Purpose of data collection

Your data will be used for:

- registration and organisation of the pilot training
- preparing attendance lists, certificates, and project documentation
- project reporting, monitoring, and auditing by the National Agency and the European Commission
- internal evaluation of training quality and effectiveness
- communication regarding the pilot or related project activities

Data storage and access

Your data will be securely stored by the pilot organisers and may be shared only with:

- authorised members of the INSPIRE project consortium



- the responsible National Agency or European Commission services (for auditing and reporting)

Your data will **not** be used for commercial purposes or transferred to third parties outside the project.

Your rights under GDPR

You have the right to:

- access your personal data
- request correction, updating, or deletion
- withdraw your consent at any time
- request information about how your data is being processed

You may exercise these rights by contacting the training provider in your country (SHY, WGI, or CESOL) or the INSPIRE Project Coordinator.

2. Consent for Photos and Video Recording

During the pilot training, photos and/or short video clips may be taken for **documentation and dissemination purposes**, strictly related to the INSPIRE Project. These materials may be used in:

- project communication channels (website, newsletters, LinkedIn posts)
- reports, presentations, and multiplier events
- Erasmus+ promotional materials

Images will be used solely for **non-commercial educational and dissemination purposes**.

If you do **not** wish to appear in any photos or videos, please inform the organisers prior to the training day so that appropriate arrangements can be made.

3. Consent Confirmation (To Be Completed by the Participant)

By registering for the INSPIRE pilot training, I confirm that:

- I have read and understood the GDPR information provided above.



- I consent to the collection and processing of my personal data for the purposes of participating in the INSPIRE Project.
- I understand my rights under the GDPR and know how to exercise them.
- I agree to the use of photos and/or videos taken during the training for project-related dissemination purposes **OR** I will inform the organisers if I do not consent to appearing in such material.

Annex G: AR Training – Trainer Quick Guide

Short version prepared from the software installation and usage guide for use alongside INSPIRE training resources.

PURPOSE Support trainers in launching the device and running the application with minimal setup friction.	USE WITH EU Welding Inspector training, especially the hydrogen pipeline-related CUs and AR-supported practice.	FORMAT Quick operational guide plus short pedagogical tips for classroom delivery and debriefing.
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A. HOW TO USE THE DEVICE

Keep this sequence simple: power on -> open My Programs -> launch the AR application -> log in -> confirm connectivity before starting the class.

1) Power on the device Make sure the battery is sufficiently charged. Determine dominant eye. Position the device comfortably and check that the display is visible without blocking the work area. Explain “say what you see” principle (for instance practice with “My camera: application”). Explain system level voice commands like “Navigate back”.	
2) Open My Programs Use the device home screen and voice navigation to reach the application menu. Select the relevant SkillWorx application to begin.	
3) Log in Enter the user credentials or PIN prepared for the training session. Confirm camera and microphone readiness before proceeding.	

- 4)
Select the training function
 For procedure-based execution use Work Instructions. For capture or recording tasks, use the Capture area only when required.



B. HOW TO RUN THE APPLICATION

Prepare session	Connect AR device	Open procedure	Execute step-by-step	Capture notes/evidence
5) Prepare the session On the platform or training setup, make sure the room/session is ready and that the correct access data have been prepared for the trainer and trainees. Trainer reminder: prepare credentials, internet access and the exact exercise to be demonstrated.				
6) Choose the procedure Open Work Instructions and navigate the categories until you reach the relevant procedure for the class or exercise. Trainer reminder: state the objective of the procedure before opening it.				
7) Start execution Select the procedure and press Start. Confirm the asset if one is being used in the exercise, or skip if not applicable. Trainer reminder: tell trainees what they should observe first.				
8) Guide the trainee through each step Each step shows the task, supporting media and the expected result options. The trainer should explain what is being observed before selecting the result. Trainer reminder: pause briefly before giving the answer or selecting the result.				

9)

Continue and complete the procedure
Move to the next step only after the expected action, check or explanation has been completed. Use Finish when the last step has been closed.

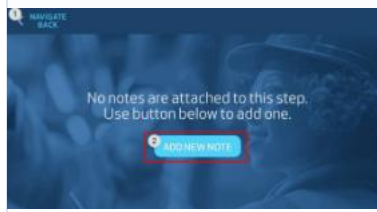
Trainer reminder: close with a short recap of what was accepted, rejected or noted.



C. ADDING NOTES, PHOTOS AND VIDEO EVIDENCE

Open Notes

Use Show Notes to add supporting information during a step.



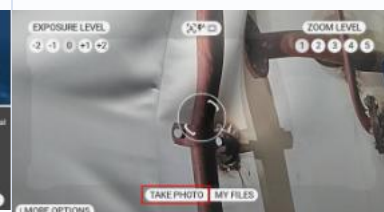
Add comment

Dictate a short description of what was observed, decided or flagged.



Capture media

Take a photo or record a short video where evidence is useful for explanation or later review.

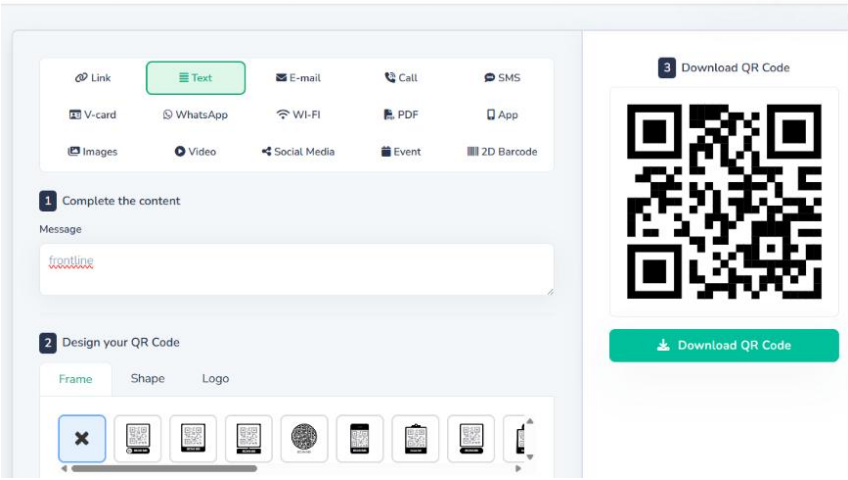


Trainer tips for better learning transfer

- Use AR to slow down observation: ask learners what they see before you interpret it.
- Link each step to judgement: not only what is visible, but whether it is acceptable and why.
- Keep the camera stable on key areas for a few seconds before moving on.
- Use notes and captured evidence to support the debrief, not only the live explanation.
- Finish with a short recap: task, observation, decision, and lesson learned.

D. QUICK PRE-CLASS CHECKLIST

☐	Device charged and physically comfortable for the trainer.
☐	Correct user credentials / PIN available. Prepare QRcodes with user names before class. For instance https://qr.io/ (type: Text, message: username, download or copy)

	
☐	Application opens successfully and procedure is reachable.
☐	Internet connectivity checked before trainees enter the session.
☐	Trainer knows the learning objective of the scenario.
☐	Debrief questions prepared for the end of the exercise.

Short version based on the *INSPIRE* software instructions and intended for trainer support alongside project training resources.