

Manual for the design of Remote Workshops.

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[Name of the Project]

The name of the workshop must be descriptive and concise, reflecting the main functionality and the type of equipment developed as accurately as possible

Descriptive picture about the the Remote Workshop

1. Core area:

The purpose of this section is to define the technical domain of the remote workshop. The instructor must indicate the **main area** of knowledge (e.g., Industrial Automation, Renewable Energy, Robotics) in accordance with official classification systems (national, European, or official body/organization).

This classification ensures the workshop is properly cataloged and defines the:

- GENERAL/KNOWLEDGE : Should define the main professional field.
- PARTICULAR/ACTIVITIES Should specify the concrete technical discipline and the primary qualification level addressed by the workshop's equipment.

2. LEVEL OF THE STUDENTS (According with the EQF- European Qualification Framework)

In this section the instructor should connect the complexity of the workshop's activities with recognized European and national standards. The instructor must indicate the target educational level of the students who will use the remote workshop, providing both the European Qualifications Framework (EQF) Level and the corresponding National Qualifications Framework (NQF) Level.

Referencing the EQF is essential for the VETWORc Network, as it provides a common transnational reference point, facilitating the recognition and transferability of learning outcomes for partner institutions across different countries. More information in the following [\[link\]](#)

The NQF designation should be included for detailed contextualization within the host country's educational system.

- | | |
|-------------------------------------|------------|
| • European Qualifications Framework | (EQF NNNN) |
| • National Qualifications Framework | (NQF NNNN) |



3. Previous knowledge.

The purpose of this section is to specify the minimum set of knowledge, skills, or competencies the student must control before gaining access to the remote workshop.

These are the conceptual and procedural prerequisites (e.g., automation concepts, schematic reading, basic software operation) required to ensure operational safety and learning efficiency.

The instructor must indicate if passing a prior knowledge validation questionnaire is a mandatory step before the first connection session, ensuring user readiness and minimizing shared equipment risk.

4. Description of the workshop.

Provide a complete and accurate technical inventory of the remote workshop. The instructor must describe the primary function and components of the equipment (e.g., PLC brand/model, robot type, sensory system).

This description must include **all necessary documentation** for practice development, such as functional block diagrams, network topology (VPN/IP configuration), and a physical layout with camera views.

Attachments should be used to provide detailed technical data (e.g., manufacturer's manuals, safety declarations) to allow potential partner centers to assess the workshop's suitability for their curriculum.

5. Safe use of the equipment in the laboratories.

The instructor must detail the equipment protection measures (e.g., current limiters, software safeguards, security hardware systems, network firewalls) and the access protocols that the remote user must comply with to guarantee the integrity and continuous availability of the workshop.

6. Proposed activities.

List proposed activities for the use of the workshop.

1. Activity [1]
2. Activity [2]
3. ...

Each proposed activity will have its own detailed practice guide, which rigorously includes the specific objectives, measurable learning outcomes, and evaluation criteria. The development and structure of this guide adhere strictly to the Manual for the Design of Remote Workshops, ensuring methodological consistency and quality across the VETWORc Network.

