PR4 – The OLEE Certification accredited by Eurocert

Co-funded by the European Union

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Content

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INTRODUCTION

The OLEE project aims to assist VET Trainers and learners of the Engineering sector in the transition towards a digital educational & research ecosystem in the post-COVID-19 era. The concrete OBJECTIVES to be achieved include the following:

- O1: The designing and piloting of innovative online resources. In particular, delivering a Virtual Laboratory for Engineering lab-work activities;
- O2: Reinforcing the ability of VET providers to provide high-quality, inclusive digital education;
- O3: The promotion of networking and collaboration between EU institutions, sharing of resources and expertise;
- O4: Support towards the VET communities for the acquisition of digital competencies;
- O5: Supporting the Engineering sector & building their resilience & digital capacity.

Additional framework for certification needs:

The COVID-19 pandemic and other challenges have highlighted the need for robust digital learning environments. The OLEE project aims not only to facilitate the transition of VET trainers and learners to a digital ecosystem but also to establish a new standard of quality and professionalism in digital education. The accreditation developed by Eurocert is a key initiative that will certify the competence and quality of virtual laboratories in the VET sector, ensuring consistency and excellence across all participating institutions.

Revised objectives section:

The objectives of the project were defined to respond to the EU Digital Education Action Plan (2021-2027) and CEDEFOP's Digital Divide Assessment. In addition to the objectives of designing and piloting new resources, promoting collaboration and supporting digital competencies, the accreditation aims to

- Ensuring quality and reliability: By accrediting Virtual Labs, the OLEE project provides a clear indication of quality, giving stakeholders confidence in the reliability of virtual learning solutions.
- Support for professional development: Certification enhances the professional standing of trainers and VET providers, opening pathways for professional development.
- Facilitate cross-border recognition: Certification will be designed with a European and international perspective to ensure easy recognition across regions and countries.

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EXPECTED RESULTS OF THE PROJECT

OLEE aims to support VET teachers/ trainers and learners of the Engineering sector in their struggle to navigate the new realities posed to them by covid-19 pandemic and continue their activities in a virtual fit for the digital age. Within this context, the following outcomes, divided into tangible results (TR) and intangible results (IR) are going to be achieved during and on the OLEE project's completion:

Tangible Results (TR) >

TR1: A new innovative training material will be created in OER form, compliant with DigiComp and specifically addressed to the needs of VET trainers and researchers. The training material will be available in 5 languages.

TR2: Approximately 100 VET teachers/ trainers (12 that will attend the training and the certification plus the VET teachers/ trainers and staff from the consortium partners) will directly benefit from the implementation of the OLEE project.

TR4: An estimated 70 VET providers will benefit from the project results. It is estimated that approximately 60% of the total individuals who will participate in the DigEdu+ training and certification procedure will come from VET centres and will directly benefit from the project results and outputs.

TR6: Active involvement of education stakeholders and policymakers. It is also expected that each partner will engage 2-3 additional stakeholders during the development of the curriculum and the testing of the product, adding a further 12-18 indirect beneficiaries.

TR7: An innovative virtual learning laboratory for the engineering sector for stakeholders to further utilize.

TR8: Recognition of Excellence. VET institutions awarded the OLEE Certification will gain recognition for their excellence in digital learning provision, setting them apart as leaders in the digital education landscape.

Intangible Results (IR)

IR1: Creation of a new digital education culture in which VET teachers/ trainers/learners will have a holistic approach regarding the benefits and the new pedagogical approaches in sectors known for testing the waters.

IR2: VET teachers/ trainers will act as a beacon of change by not only implementing the digital education practices but also promoting them among the educational community and their learners, by supporting inclusivity and fighting in this way the VET early leaving.

IR3: Creation of new techniques regarding the set-up of user-friendly and interactive e-learning material

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IR4: An overall upgrade of the e-learning experience through a better understanding of the digital education practices among the VET teachers/ trainers and the new pedagogical techniques that are needed.

IR5: Rendering research and lab activities more user-friendly and inclusive and less costly and unattainable for a larger segment of VET learners.

IR6: Increased Professional Opportunities for Certified Educators. Certified educators will gain credibility in the eyes of employers and learners alike. This increased credibility leads to new professional opportunities and a higher standard of digital literacy within VET institutions.

PARTNER ORGANIZATIONS

AKMI ANONIMI EKPAIDEFTIKI ETAIRIA

The Institute of Vocational Training AKMI was founded back in 1989 and today it is one of the leading Vocational Training Institutes in Greece providing post-secondary education, with more than 37.500 m2 of infrastructure in various cities in Greece, including one of the most highly profiled Campuses in the Country. Every year, approx. 14,000+ active students are enrolled with the aim to study one of the 107 specialities, in more than 340 laboratories offered in 6 cities across Greece.

The fields of study in the campuses of Athens are numerous and in all of them, AKMI SA gives the students tools to collaborate and problem solve, brainstorm and reflect and encourage them to use their passions for good. Apart from the technical part of learning, experienced educators ensure an inclusive community among the students and cultivate a safe environment, allowing them to open up, discover new directions and ultimately, help them create a new mindset. With the help of the education that AKMI SA provides, the youth can promote competitive issues like analytical precision, envisioning future scenarios and decision-making.

Social Inclusion and the Gender Gap are other important issues which the youth can reform and that way resolve through education. Creating suitable peaceful conditions and working for security are the other developments which the youth can achieve through education. In one word, AKMI SA hopes that with proper education, the youth can become productive, scientific-oriented, broad-minded, and ideal citizens of society as society is significantly influenced by this category of people. The abovementioned cities consist of 80% of the total population in Greece and AKMI S.A. represents almost 60% of the total Private VET sector in Greece. It is the most appropriate partner to take on the designing of the study material, the training and the examination of the supervisors.

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COMUNIDAD DE MADRID

Leganés Electricity, Electronics and Aeronautics Training Centre (Madrid) is a public training establishment in the professional family of Electromechanical Machines. Its general purpose is to improve the professional training of workers in the region, primarily unemployed, through personalized and specialized training with high practical content and complete it with the active support of the job search. The courses being taught are aimed at facilitating the obtention of "Certificates of Professionalism" (shorter studies that focus exclusively on the contents of the certificate) and acquiring or developing professional skills to improve employability in the industrial sector. It also offers courses for the upskilling of trainers, which are related to innovative fields such as remote monitoring of installations and cybersecurity in industrial facilities. Labelled as a "National References Centre" (CRN as per its Spanish acronym), our centre is at the service of the professional training system, both in the field of education and employment, to meet the changing demands for qualifications from productive sectors. The centre carries out innovative, experimental and training activities serving as a reference to the whole national system of qualifications and vocational and adult training for the development of VET in Spain, in particular towards continuing VET, to enable skilling, upskilling and reskilling The Centre is located in Leganés (Madrid and it has unique facilities for the development of training activities, as well as equipment and machinery, which make it an exceptional centre not only on a national level but also on a European level. In addition, the Centre has innovative technology, such as domotic and industrial automation machinery, for the realisation of training exercises before the handling of machinery, which allows the simulation of operations through virtual means, thus optimizing the training provided and reducing the risk of accidents.

BK CONSULT

BK Consult GbR is a niche service provider, with vast -over 20 years- experience in Project Management and service delivery. BK Consult GbR covers the thematic fields of:

• Education, including the design and delivery of Training Curricula, using state-of-the-art methodologies (TNA, DACUM, EU Competence Frameworks, EQAVET, EU Credit systems, Learning Agreements, Evaluation through the creation of feedback loops), and smart ICT and other tools like learning through MOOC platforms, gamification, experiential education.

• Employment, either as facilitators through the support of start-ups and entrepreneurship, or the effective upskilling and reskilling of employees and unemployed, according to the actual market needs. Areas of services provided cover the design and implementation of market needs analysis, the conduction of tracer studies, ALMPs and the introduction of WBL and apprenticeship schemes at a sectorial or country level.

• Social Inclusion, targeting vulnerable groups, including single-parent families, long-term unemployed, minority groups, TCNs (migrants, refugees, asylum seekers) and tackling discrimination of any kind (gender-based, sexual identity). Within this context, BK Consult GbR is providing services that include:

• Formulation of Partnerships that can make a difference and increase impact

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• Project Management at Local, National and EU level, according to the PMP methodologies

• Evaluation of Projects and Programmes

• Quality Assurance of Deliverables and Project Outputs

• Capacity Building from grass-root organizations to HEI

• Design and implementation of mobility across the EU and other Programme Countries Being founded in 1993, and operating since 2019 as a GbR

In the field of Employment policies, having participated in various Policy Making Projects, in BK Consult GbR we can provide support in various areas, covering:

• Design and implementation of ALMPs

• Diagnosis of labour market needs at a sectoral and national level

• Design and implementation of tracer and GSTS studies for Educational Providers

• Design and delivery of effective Work Learning and apprenticeship schemes being a productive member of EafA

• Skills gap analysis at a local, regional, national, and cross-border level.

• Design and delivery of Occupational Profiles

• Country reports on employability, including the delivery of policy recommendations

Finally, BK Consult GbR at an EU level is considered an expert in the creation and management of CoVEs, creating state-of-the-art learning solutions.

GR EUROCERT SRL

Eurocert SRL is an Independent Third Party Inspection and Certification Body with a National, European & International range of activities and a broad range of scientific disciplines. It was founded by Greek scientists with extensive experience in Audits and Inspections. Eurocert SRL operates in the following areas: 1. Management Systems Certification 2.

Certification of Products Requiring CE Marking 3. Performing statutory periodic inspections of industrial items. At the same time, it has a significant presence in the field of inspections in the field of Shipping, the Greenhouse Gas Emissions Verification and waste management. Having the required know-how, it provides services of high quality and value. This is achieved by the optimal use of well-trained and certified scientific staff (specialized engineers, agricultural engineers, veterinarians, and captains) who, due to their extensive experience, add value to the conduct of inspections. Eurocert SRL has earned the trust of its customers, with the result that it has issued more than 3000 certificates, leading a leading position in the field of inspections and certifications. Eurocert SRL is a Certification Body accredited in Greece by ESYD – the National Accreditation System - for 45 services of audits, including ISO 9001, ISO 14001, OHSAS, Social Responsibility, HACCP, ISCC, Elevators and Pressure Equipment. Eurocert SRL is the first certification body in Greece to have been accredited by the

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National Accreditation System for Quality Management Systems (ISO 9001: 2008), Environmental Management (ISO 14001: 2004 KAI EMAS), Food Safety (ISO 22000:2005), Health and Safety (OHSAS 18001, ELOT 1801), Integrated Management (AGRO 2.1 & 2.2 and AGRO 3), ELOT 1429 Managing Proficiency, Good Agricultural Practice (GLOBALGAP V4) and by UKAS for the implementation of the IFS Protocols in Greece and Romania and as the Verification Body for Emissions of Greenhouse Gases. It operates internationally in 25 countries with 300 auditors and 30 executives. In its monthly payroll, there are 80 persons, all of higher education, engineers, environmentalists, geologists, chemists, VETS, agriculturists and economists. All the stakeholders are committed to acting upon independence, impartiality and compliance with the European standards requirements. The customers are large, medium, small and very small companies of public or private interest in the agricultural, manufacturing or services sector. Its major customers are cement producers and energy companies. Moreover, the company also operates as an Academy, a training institution for professionals in Quality Systems and a professional certification Body.

NEWPORT GROUP

Newport Group is one of the largest private education providers in Slovakia. The company offers training programs in the field of VET, as well as professional education, lifelong learning, and accredited teacher education. Newport Group offers a portfolio of accredited training programs with a significant share of practical training with elements of dual and continuous education. This ensures the development of key competencies and skills necessary for innovative technologies in the production environment. From mechatronics, and CNC programming to automation and mechanical engineering. Accredited educational programs are based on German standards set by the Federal Institute for Vocational Education and have undergone an accreditation process under the Lifelong Learning Act in Slovakia. Our clients include Volkswagen, Jaguar Land Rover, Continental, Peugeot-Citroen, Kia, and many other manufacturers in the automotive and engineering industries in Slovakia. Since 2017 we have had more than 16,000 active participants in our courses who have been studying one of 14 specializations, or a general vocational training course. We also bring a portfolio of training courses focused on the development of personal skills and competencies in a modern and interactive form with a focus on the effectiveness and quality of education, while simultaneously combining the requirements of Human resources specialists as well as of the participants. Thanks to this type of education, we serve not only large companies but also small and medium-sized enterprises. Newport Group is together with Volkswagen Slovakia Siemens Slovakia and the Bratislava self-governing region a co-founder of the Dual Academy - the most modern secondary vocational school in the Bratislava region, which focuses mainly on teaching mechatronics and autotronics. It employs 40 professionals and teachers. Thanks to cooperation with employers and the transfer of foreign know-how, we are able to develop our offer of modern, effective, and practice-oriented courses. Thanks to the high employability of our graduates, we have confidence in our partner companies, Labour offices and Employers' associations. Our company is a member of the Association of Employers' federations and associations of the Slovak Republic, the German-Slovak Chamber of Industry and Commerce, and the Slovak Chamber of Industry and Commerce. Our colleagues and employees are members of many professional groups that work with state institutions to improve the quality of VET in Slovakia.

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EUROPAISCHER VERBAND BERUFLICHER BILDUNGSTRAGER (EVBB)

The birth of EVBB - Europäische Verband Beruflicher Bildungsträger - dates back to the Nineties, when the first vocational education institutes in Germany decided to join forces in order to address the challenges that a quickly changing sector was confronting them. Completely renewed in 2010, today the European Association of Institutes for Vocational Training is an umbrella association gathering a heterogeneous range of educational providers in the common interest of enhancing, upgrading and harmonising Vocational Education and Training (VET) at the European level. In accordance with its Statutes, the duty of the European Association of Institutes for Vocational Training promotes youths and adults alike in the following areas:

• providing a liberal education in terms of social, economic and sociopolitical issues taking particular consideration of European policies and policies towards the developing world based on a socially binding, liberal economic and social order,

• promoting technical, vocational or industrial qualification, continuing

education and advanced training in addition to retraining,

• providing scientific education,

• Provide education with

regard to personal or family issues,

• promoting qualification, continuing education and advanced training in the fields of

geriatric care, work with the disabled and nursing services,

• developing media and its use,

• promoting environmental qualification. EVBB's mission lies in breaking down traditional hierarchies between VET and higher education promoting the qualitative improvement of vocational schools and training and promoting VET as a first choice. EVBB has more than 60 members from all over the world coming from both the private and the public sector and covering all fields related to initial, advanced and further education and training. Beyond that, the European Association of Institutes for Vocational Training (EVBB) has set the following tasks for itself:

• It takes a stand on the fundamental questions of vocational training and encourages the advancement of positions at the EU level.

• It represents the common interests of its members and the European institutes in public and front of national and supranational authorities, the European Parliament, the European Commission, European institutes and national institutes and authorities.

• It promotes cooperation among its members and encourages building networks between them, organizing vocational education in the member states and at a European level.

• It sets up quality criteria for the work in vocational education to which all members are bound.

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• It organizes national and international specialist conferences at which the prospects for vocational education and training are worked out, positions and points of view and examples for successful projects in national or European policies are presented as good practice.

• Workshops, courses and seminars are conducted within the scope of the EVBB's European projects and those of its members.

• Together with the Adalbert Kitsche Foundation, the EVBB awards at its annual conference the "DIE EUROPA" Prize for innovative projects to promote disadvantaged youths. Neither politically nor denominationally affiliated, EVBB strives for a borderless, pluralistic and fulfilling education as an essential means to shape our democracy and society. Its activities are not focused on business operations or making a profit. It serves solely and exclusively non-profit purposes within the meaning of the General Fiscal Law as it is valid in the Federal Republic of Germany. EVBB's permanent staff is based in the EU headquarters so as to keep a close ongoing dialogue with EU institutions.

INFORMATION TECHNOLOGY FOR MARKET LEADERSHIP

Founded in 2011, Information Technology for Market Leadership IKE (ITML) is a global ICT enterprise headquartered in Athens, Greece. ITML provides novel, tailor-made software solutions based on a variety of technologies, such as big data analytics, advanced data mining and machine learning. ITML's vision is to deliver tailor-made software solutions (products and services) close to the real customers and market needs, ultimately improving the user experience and access to technology. ITML solutions cover a very wide range of applications, including e-shops, e-learning, Business Process Management (BPM), or any other customized application. ITML particularly delivers solutions through

(a) bilateral projects with private industry,
(b) Public-Private Partnerships (PPP),
(c) EU and beyond-EU funded projects, and nationally-funded projects. It has actively participated in numerous H2020 projects as a technology provider and system integrator in the fields of: · Tailor-made cybersecurity services · Internet of Things · Machine Learning-based Big Data Analytics · Smart Transportation · Smart Production Digitisation · Energy efficient smart city applications ITML is currently employing 13 Staff and 20 free-lancers of multiple backgrounds, from IT and software engineering to sales and social sciences.

THE ROLE OF EUROCERT IN OLEE

Eurocert SRL is an Independent Third Party Inspection and Certification Body with a National, European & International range of activities and a broad range of scientific disciplines. It was founded by Greek scientists with extensive experience in Audits and Inspections.

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Eurocert SRL operates in the following areas:

1. Management Systems Certification

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3. Performing statutory periodic inspections of industrial items.

At the same time, it has a significant presence in the field of inspections in the field of Shipping, in the Greenhouse Gas Emissions Verification and waste management. Having the required know-how, it provides services of high quality and value. This is achieved by the optimal use of well-trained and certified scientific staff (specialized engineers, agricultural engineers, veterinarians, captains) who, due to their extensive experience, add value to the conduct of inspections. Eurocert SRL has earned the trust of its customers, with the result that it has issued more than 3000 certificates, leading a leading position in the field of inspections and certifications.

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Eurocert SRL offers reliable services in the field of external verification and provision of accredited training programmes with companies and groups with high level of inclusiveness, based on its online examination platform and the teleproctoring services. Having the required know-how, EUROCERT SRL provides services of high quality and value. Eurocert gained the trust of its customers, with the result that it has issued more than 3000 certificates, leading a leading position in the field of inspections and certifications. The experience and the extensive network of Eurocert SRL will significantly add value to the project and disseminate its results further in the market. Eurocert SRL offers reliable services in the field of certification of persons & corporate social responsibility. Eurocert SRL has already cooperated in the field of external verification and provision of accredited training with companies and groups that adopt sustainable development reports. It can provide a company with a complete solution for the certification of management systems by providing accreditation for a very wide range of certification services including ISO/IEC 17024:2012 Conformity assessment-Certification of Persons, ISO 26000:2010 Social Responsibility Management System. Also, in the environmental sector, Eurocert SRL provides wide services such as ISO 14001:2015 Environmental Management System, Zero Waste to Landfill (ZWTL) standard, ISO 14064 Greenhouse Gas verification,

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ISCC and EU-MRV & EU-ETS. Furthermore, Eurocert is one of the few elite accredited certification bodies for the SA 8000 standard worldwide, by the Social Accountability Accreditation Services (SAAS), with experience in certification according to SA8000, Sedex and Ethos.

Eurocert SRL is an active organization in the field of the Erasmus+ Projects. It has experience from completed projects such as: • NeWPost: Upgrading the EU Postal Sector with new Skills, PN: 597876-EPP-1-2018-1-EL-EPPKA3-VET-JQ.

In all projects, Eurocert SRL involved to approve the distance learning material, establish the examination procedure and certify the skills provided by the learning material. Its participation in all the meetings, events and its reporting were essential for the accomplishment of the project. Eurocert's experience on developing Vocational Education and Training Schemes and operate in an international professional environment make Eurocert SRL the ideal partner to verify the training material and conduct to a profession certification of the trainees.

Moreover, Eurocert SRL offers services to several SMEs and its extended network ensures a strong penetration ability in the Greek and Romanian market & companies.

Eurocert's role in the OLEE project is multifaceted, ranging from developing certification standards to implementing quality assurance systems. As an experienced Third Party Inspection and Certification Body, Eurocert ensures that the certification standards reflect the highest possible quality and are recognized not only nationally but also at the European and international levels. The certification's credibility is further enhanced by Eurocert's extensive network and its long-standing experience in certifying educational programs, management systems, and personnel across diverse sectors.

TARGET GROUPS

1. VET teachers/trainers/ learners

Taking into account that this will be the main target group to participate in curriculum design (PR2) and training (PR3) we are going to indicate a minimum set of requirements based on:

- Professional experience and knowledge on VET teaching methods

- Experience on using technological equipment

- Personal commitment and willingness to contribute to the creation and delivery of the OLEE training material at least though participating in the pilot testing phases.

- Ability and willingness to promote the OLEE results in their working environment

- Diversity: in terms of gender, age, education fields, region/country, level of experience and digital knowledge.

2. VET providers can be recognized as the second biggest target group of the OLEE project.

Since the participation of the VET providers in the project results such as the Community of Practice and certification procedure it is very crucial to set minimum requirements just like the ones for the VET teachers/ trainers:

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- VET providers' size and field of studies

- Local, regional, national or international presence

- Professional experience and knowledge of digital forms of education

- Willingness to contribute to the creation of the OLEE training material

- Ability and willingness to provide support to at least 10 VET teachers/ learners towards the full utilization of the OLEE practices for a period of more than 6 months.

- Ability to disseminate the OLEE results further in the education ecosystem causing structural changes.

3. Consortium members (Staff and associates)

Taking into consideration the need for quality project results, specific consortium members will be selected in order to get involved in the different activities of the project. The consortium members will have the chance to get involved in the project activities from day one until the end. Thus, enhancing not only their academic experience through the training and certification procedure but also their project management abilities. Within this context, specific minimum requirements need to be in place:

- Previous experience in managing EU Funded projects

- Previous experience with VET teaching methods especially though digital means

- Previous experience in setting up certification schemes

- Personal commitment to the fulfilment of the project results

- Willingness to undergo the OLEE training and certification path

- Ability and willingness to promote the OLEE results in their working environment.

4. Other Stakeholders

Taking into consideration the need to engage education stakeholders and policymakers so as to achieve the expected impact and target numbers per participating country we will select them, within the implementation of the Dissemination strategy, based on:

- Their size and expertise

- Position in the education ecosystem

- Policy changeability

- Local, regional, national or multinational gravity

- Project value-adding possibilities MULTIPLIER EVENTS.

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PR4 Activity 1 in details

1. Defining the profile of the candidates

Candidates are established in the form of any organization (VET providers, schools, other organisations delivering training) intending to deliver OLEE students to be trained.

- VET Providers, Schools, and Training Organizations:

Description: These are institutions dedicated to vocational education and training (VET), including schools and other training providers.

Role: They aim to deliver OLEE training to their students or members.

2. The examination material necessary to be ready for the inspection

The examination of organisations is the certification process that the organisation representative will undergo within the OLEE platform to answer the questions and upload the relevant compliance documentation. The examination material for the organisations is the OLEE standard requirements.

The syllabus partners should prepare the training material so they cover the OLEE standard requirements apart from the students' syllabus.

This material is found in the form of courses, interactive applications, and self-assessment tests.

The exam material is based on the OLEE's comprehensive standards, which incorporate best practices for the use of the virtual laboratory in VET education. These materials are designed to ensure that organisations not only understand the theoretical aspects but can also demonstrate the practical application of the standards. The experiments included in the training material (e.g., vernier diathermy, Ohm's law lab, HVAC systems) are critical to assessing practical competencies and ensuring consistency in digital lab-based training.

In the part of the interactive learning, the OLEE project offers three (3) experiments on which the candidates can practice their already accumulated knowledge offered by the project. They have the visual part and the theoretical part. All three have two types of interactions with the experiment:

- The view mode in which there are presented the elements of the experiment, of the tool used for making the experiment;
- The task mode in which the candidate can put in order the information and conduct their experiment in trying to understand how different variables work or do not work to achieve the expected result.

The experiments provided are the following:

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a. Vernier Caliper;

Experiment Description: This experiment focuses on understanding the principles and usage of a Vernier calliper, a precise measuring instrument used in engineering and scientific applications. The experiment typically involves:

Introduction to Vernier Caliper: Students are introduced to the components and functioning of the Vernier calliper, including the main scale, Vernier scale, jaws, and measuring techniques.

Measurement Practice: Participants practice using the Vernier calliper to measure various dimensions such as lengths, diameters, and depths of objects with different shapes and sizes.

Accuracy and Precision: Emphasis is placed on understanding the concepts of accuracy (closeness to the true value) and precision (reproducibility of measurements) in the context of Vernier calliper readings.

Error Analysis: Students learn to identify sources of error in measurements and methods to minimize them when using the Vernier calliper.

Applications: The experiment may include applications of Vernier callipers in different engineering fields, highlighting their importance in precision measurement.

b. Ohm`s Law Laboratory;

Experiment Description: The Ohm's Law laboratory experiment focuses on demonstrating and verifying Ohm's law, which relates voltage, current, and resistance in electrical circuits. Key components of the experiment include:

- Circuit Setup: Participants set up basic electrical circuits comprising resistors, power supplies, ammeters, and voltmeters.
- Measurement of Voltage and Current: Students measure voltage across resistors and current flowing through them using voltmeters and ammeters, respectively.
- Verification of Ohm's Law: Participants perform multiple measurements at different resistor values and voltages to verify the relationship V = IR, where V is voltage, I is current, and R is resistance.
- Resistance Calculation: Students calculate the resistance of resistors based on measured voltage and current values, and compare these with nominal (laboratory-provided) resistor values.
- Graphical Analysis: Graphs plotting V vs. I are constructed to visualize Ohm's law and determine the resistance from the slope of the graph.

c. HVAC

Experiment Description: The HVAC experiment focuses on principles and applications related to heating, ventilation, and air conditioning systems commonly used in buildings and industrial settings. The experiment typically includes:

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- Introduction to HVAC Systems: Participants are introduced to basic HVAC components such as heaters, fans, filters, ducts, and thermostats.
- Airflow and Temperature Measurement: Students measure airflow rates using anemometers and temperature variations using thermocouples or infrared thermometers in different HVAC configurations.
- System Performance Evaluation: Participants evaluate the performance of HVAC systems by assessing parameters such as heating/cooling capacity, efficiency, and air distribution.
- Energy Efficiency Analysis: Emphasis is placed on energy efficiency considerations in HVAC systems, including methods to optimize performance and reduce energy consumption.
- Troubleshooting and Maintenance: Participants learn troubleshooting techniques and basic maintenance practices to ensure optimal operation of HVAC systems.

For each experiment, there is a set of questions in the form of a self-control test:

a. Vernier Caliper – 8 questions;
b. Ohm`s law laboratory – 6 questions;
c. HVAC – 5 questions.

Each closed question is in the format of multiple-choice with four (4) answers of which only one is correct.

3. The inspection process (define where, how and when a candidate can take the examination)

The candidate organisation is ready to be assessed only when they have prepared the compliance evidence the OLEE standard requires.

At least 10 Students supervised by instructors will be using and assessing the produced learning materials. The feedback provided is going to be compared to used towards the improvement of the e-learning experience. All comments, answers, suggestions and ideas are going to be gathered and integrated into the existing material, leading to its final version. The partners are going to contribute and provide their expertise on the content and materials to be developed. This includes expert supervision by Eurocert for the expected elements to be present towards the certification requirements.

The inspection process is vital to maintaining the integrity of OLEE certification. Candidates will undergo a rigorous examination where compliance with OLEE standards is verified through automated and manual inspection procedures. The examination process is conducted through the OLEE platform, making it accessible and transparent for VET institutions across Europe and beyond. Candidates will also receive personalised feedback outlining any areas of non-compliance they need to address before receiving accreditation.

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4. The failure parameters of the inspection

If each OLEE standard requirements are not met, a non-conformity is issued for the participating organisation to complete. A certificate is issued only after all the non-conformities are clean and all criteria are fulfilled satisfactorily.

Non-conformities are the points organisations fail to comply and when they fulfil them then they lift the non-conformities and get the certificate.

5. The ability of a candidate to retry certification

Following step 4 response, there is no meaning in the term “retry”. The candidates will lift the non-conformities raised during the assessment process without the need to repeat the assessment session from the beginning.

PR4 Activity 2 in details

Development of the OLEE Certification standard Leader:

In this crucial activity, Eurocert takes the lead in developing an internal OLEE Certification standard, essential for achieving official certification status. This standard is meticulously crafted and finalized by Eurocert alone, as it forms the foundational document governing the entire certification procedure.

The Eurocert-created standard outlines the compliance criteria that vocational education and training (VET) institutions must adhere to in order to qualify for certification under the OLEE program. It encompasses detailed guidelines on the documentation and procedural requirements that VET institutions must independently prepare and implement to generate compliance records. These records serve as evidence of adherence to the established standards before they participate in the online certification process.

The certification process itself is conducted exclusively through the OLEE platform, which is developed by designated platform partners. This platform facilitates the evaluation and verification of VET institutions against the predefined criteria outlined in the OLEE Certification standard.

The OLEE label standard operates on a binary yes/no response mechanism within the platform interface. In addition to affirming compliance, institutions are required to attach relevant documentation that supports their adherence to each criterion. This meticulous approach ensures transparency and accountability throughout the certification process, culminating in the awarding of the OLEE certification to institutions that successfully meet all stipulated requirements.

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By establishing and rigorously adhering to this standardized framework, Eurocert ensures consistency and reliability in assessing and certifying VET institutions, thereby upholding the integrity and credibility of the OLEE certification label in the educational landscape.

The OLEE certification standard developed by Eurocert is unique, as it is specifically tailored to the needs of vocational education and training institutions in the post-pandemic digital landscape. This standard incorporates detailed compliance criteria covering quality of training, interactivity, inclusiveness and alignment with industry needs. The platform-based examination ensures transparency and allows for effective monitoring of compliance throughout the certification process. The standardised binary assessment model (pass/fail) simplifies the process, ensuring that institutions either fully comply or receive clear guidance on necessary improvements.

The certification procedure includes the following steps:

Step 1. > Candidate organizations begin by preparing their personnel through training based on the OLEE syllabus. This training ensures that all relevant staff are familiar with the standards and requirements outlined in the syllabus.

Step 2. > Following training, a designated representative from the organization prepares the necessary documentation as per the OLEE standard. This includes compiling and organizing records that demonstrate compliance with the specified criteria.

Step 3. > The organization's representative proceeds to undertake the assessment session (examination) on the OLEE platform. This session is designed to evaluate the organization's adherence to the established standards.

Step 4. > Upon completion of the assessment session, the OLEE platform generates a report detailing both complying and non-complying criteria based on the assessment results.

Step 5. > The candidate organization then responds directly on the platform to address any identified non-complying criteria. This step focuses on rectifying deficiencies noted during the assessment.

Step 6. > Once all criteria are satisfactorily fulfilled and verified through the platform, the system automatically issues the certificate. The certification process operates on a binary yes/no approach; no grading system is employed. Every criterion must meet the required standard for the certificate to be granted.

These structured steps ensure a systematic and thorough evaluation process, culminating in the successful issuance of the OLEE certification to qualifying organizations that meet all stipulated requirements.

PR4 Activity 3 in details

Testing of the OLEE Certification procedure

During this activity, all partners will coordinate and create testing groups of final users, who will engage with the training materials through the platform and undergo the OLEE certification

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procedure. An estimated minimum of five (5) final users/VET providers are expected to participate in the external testing phase. If an organization succeed, this organization will be provided with the OLEE certification. If an organization fails, this organization will be provided with the rules of the re-auditing.

Furthermore, a minimum of 10 students, supervised by instructors, will utilize and evaluate the developed learning materials. Their feedback will be meticulously analyzed and utilized to enhance the e-learning experience. All comments, responses, suggestions, and ideas gathered during this phase will be integrated into the existing materials, refining them into their final version.

The partners will contribute their expertise to the development of content and materials, ensuring alignment with the certification requirements supervised by Eurocert. This expert oversight guarantees that all essential elements are appropriately incorporated.

The procedure is implemented through the OLEE platform. So, once the above is inserted into the platform and assessment criteria are uploaded also on the platform, the partners should prepare the candidate organisations to be assessed. The re-auditing rules are described above. Failure is not used in the certification of organisations. Non-conformities are the points organisations fail to comply and when they fulfil them then they lift the non-conformities and get the certificate.

During the testing phase, each VET provider is assessed not only for compliance but also for the impact of the Virtual Labs on learner engagement and educational outcomes. The feedback collected includes both qualitative and quantitative information, which is instrumental in improving the certification process. By testing with different groups, the project aims to ensure that the certification process is adaptable and robust, meeting the needs of institutions with different levels of technological readiness.

PR4 Activity 4 in details

Refinement of the OLEE Certification procedure

This activity focuses on finalizing the OLEE certification. The primary goal is to gather and incorporate feedback to ensure the certification meets all necessary standards and requirements. During this phase, all partners involved in the project will provide Eurocert with the feedback they collected during the PR4:A3: Testing of the OLEE certification phase.

Eurocert will compile all the feedback received after the testing phase concludes. Based on this comprehensive feedback, Eurocert will undertake the necessary refinements and modifications to the certification procedure. This process of refinement is crucial for addressing any issues or areas for improvement identified during the testing phase.

Here is a list of the types of feedback that may be pointed out after the testing of the OLEE certification:

- Usability Feedback: Ease of understanding the certification process and Clarity of instructions and guidelines;

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- Technical Feedback: Issues encountered during the certification process and Compatibility with different devices and browsers;
- Content Feedback: Relevance and accuracy of the certification content and Suggestions for additional topics or content;
- Procedure Feedback: Efficiency and time required to complete the certification;
- Suggestions for improving support services;
- Overall satisfaction with the certification process;
- Areas for improvement or any negative experiences.

Collecting and analyzing these types of feedback will help Eurocert make the necessary refinements and modifications to ensure the OLEE certification is comprehensive, user-friendly, and effective.

The refinement process will only commence after the completion of the A3 phase, which includes gathering feedback results. These results will be carefully analyzed to determine if any adjustments or fine-tuning actions are required. This structured approach ensures that the OLEE certification is thoroughly vetted and optimized before its final implementation.

The improvement phase ensures that the certification meets the needs of users. The feedback collected from VET providers during testing is crucial to identify potential barriers to compliance with certification and to address them systematically. This ensures that OLEE certification is not only a quality measure but also an achievable goal for institutions seeking to improve their digital education offerings.

PR4 Activity 5 in details

Implementation of the Certification procedure

This activity represents the final stage and encompasses the official launch of the publicly available OLEE certification. Eurocert, serving as the certification body, will be the responsible partner for implementing and sustaining the OLEE certification procedure.

To achieve this, a detailed division of work, including the tasks that lead to the production of the final result and the applied methodology, must be clearly described. This ensures that each step is well-defined and executed efficiently.

To successfully launch the final certification scheme, steps A1 to A4 need to be completed. These steps encompass all necessary preparatory activities. Once the proof testing procedure is complete and any additional required modifications have been made, the scheme will be ready for its official launch.

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Criteria for label certification in OLEE project in detail

To enable institutions to be awarded the OLEE label, they must meet a comprehensive set of criteria, ensuring they are well-prepared and committed to the standards set forth by the OLEE certification process.

These criteria encompass various aspects of institutional operations, ensuring that every certified entity not only complies with legal and regulatory requirements but also implements best practices in management, risk assessment, resource allocation, and continuous improvement.

The following criteria outline the essential requirements that institutions must meet to attain OLEE certification:

1. Legal Operation License:

Institutions must possess a valid license to operate legally within their respective countries.

2. Compliance manual to include:

   a. **Institutional Description:**

This should include a brief history of the institution, the year it was established, and other pertinent background information. Description of the institution's activities to include a summary of services provided, its public or private status, its brand, branches if any, other certifications they retain, etc.

   b. A summary of the services provided by the institution, whether it is public or private, details about its brand, branches if any, and any other certifications they hold.

   c. **Interested Parties Identification:**

A detailed identification and classification of all interested parties involved, such as shareholders, students, employees, parents, local community, competent authorities, business associates, NGOs, etc. The classification should indicate whether their involvement is mandatory (statutory, regulatory, contractual), voluntary, or otherwise.

   d. **OLEE Label Management System Definition:**

This should include a description of the scope and structure of the OLEE management system, whether it is part of an integrated scheme with other compliance standards like ISO 9001 or is independent. It should detail the necessary processes, the interrelation of these processes, procedures, and instructions developed to comply with these criteria, including control of documented information and backup procedures.

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e. Compliance Policy:

Management's commitment to adhering to the OLEE label criteria must be clearly stated. cy to include management's commitment to comply with the OLEE label criteria.

f. Personal Data Handling:

Policies and procedures for handling and processing personal data must be included.

3. Roles and responsibilities to include:

a. Organizational Structure:

A comprehensive organizational structure should be provided, detailing all roles within the institution.

b. Job Descriptions:

Detailed job descriptions for all positions, including criteria for the role, who they report to, and their specific responsibilities.

4. Risk identification to include:

a. Risk Assessment:

This should include a description of potential risks, an estimation of their impact, probability, and vulnerability, and a calculation of the risk (using a formula such as Impact X Probability X Vulnerability, with a maximum risk of 5X5X5). Mitigation measures for each identified risk and a reassessment of the risk post-mitigation should be included. Risks should cover all institutional activities, both indoors and outdoors. The assessment should also include action plans, the roles involved, and implementation deadlines.

5. Resources to include:

a. Personnel List:

A complete list of personnel, including instructors, teachers, administrative staff, drivers, nurses, psychologists, canteen staff, security staff, and external associates like doctors, should be provided.

b. Contracts for External Associates:

All external associates must have formal contracts.

c. Training:

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Training records for the personnel implied in the project.

6. **Management Review Process:**

    a. **Annual Management Reviews:**

Annual management review minutes covering the chapters of this standard.

By adhering to these criteria, institutions can ensure they meet the high standards required for the OLEE label, demonstrating their commitment to quality, compliance, and continuous improvement.

IMPACT OF THE CERTIFICATION STANDARD

- **Broader Implications for VET Education**:
  The implementation of the OLEE certification standard will significantly elevate the quality of VET education across Europe by introducing a standardized approach to the assessment of digital skills and competencies. This certification aims to bridge the digital gap observed during the COVID-19 pandemic, making high-quality digital education accessible to all VET learners, regardless of geographical or socio-economic barriers. It also establishes a framework for evaluating and certifying digital laboratories, which can serve as a model for other sectors in digital and hybrid education.
- **Promoting Digital Inclusivity**:
  One of the most critical impacts of the certification is its emphasis on inclusivity and accessibility. By certifying virtual labs, the OLEE project ensures that VET education is more accessible to students from remote areas, those facing socio-economic challenges, and learners who might have previously been unable to engage in lab-based training due to mobility restrictions. This inclusive approach fosters a new culture of digital education that values flexibility and accessibility as core tenets.

TRANSFERABILITY OF THE OLEE CERTIFICATE

Global Applicability:
The OLEE certificate is not only applicable within the European framework but is designed for easy transferability beyond the EU, thereby broadening the scope and impact of the certification. The use of English for the certification process facilitates its applicability across different countries, ensuring that all users are evaluated uniformly and that the certification holds the same value, regardless of location. By creating a globally recognized certification standard, the OLEE project sets the foundation for other education sectors to adopt similar practices.

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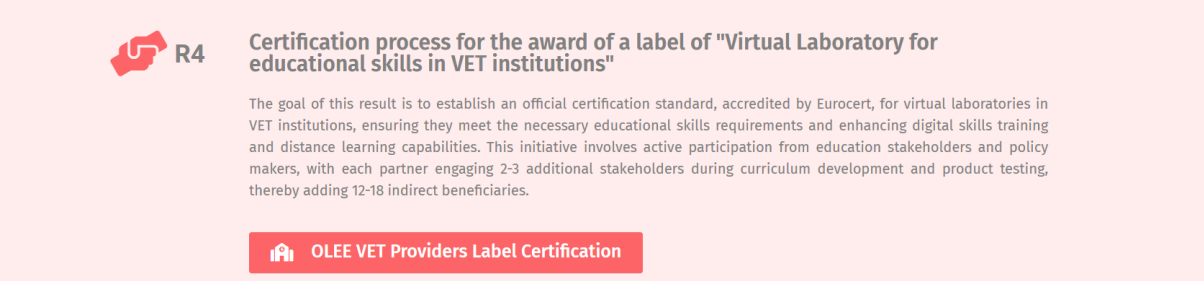
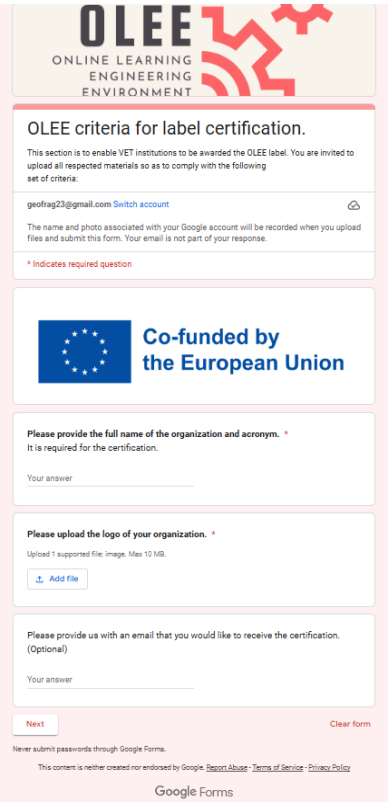
Annexes

The Google form for the Certification process for the award of a label of Virtual Laboratory for educational skills in VET institutions: [OLEE criteria for label certification. (google.com)]

Picture of the section on the Project's website



Pictures of the Google form structure



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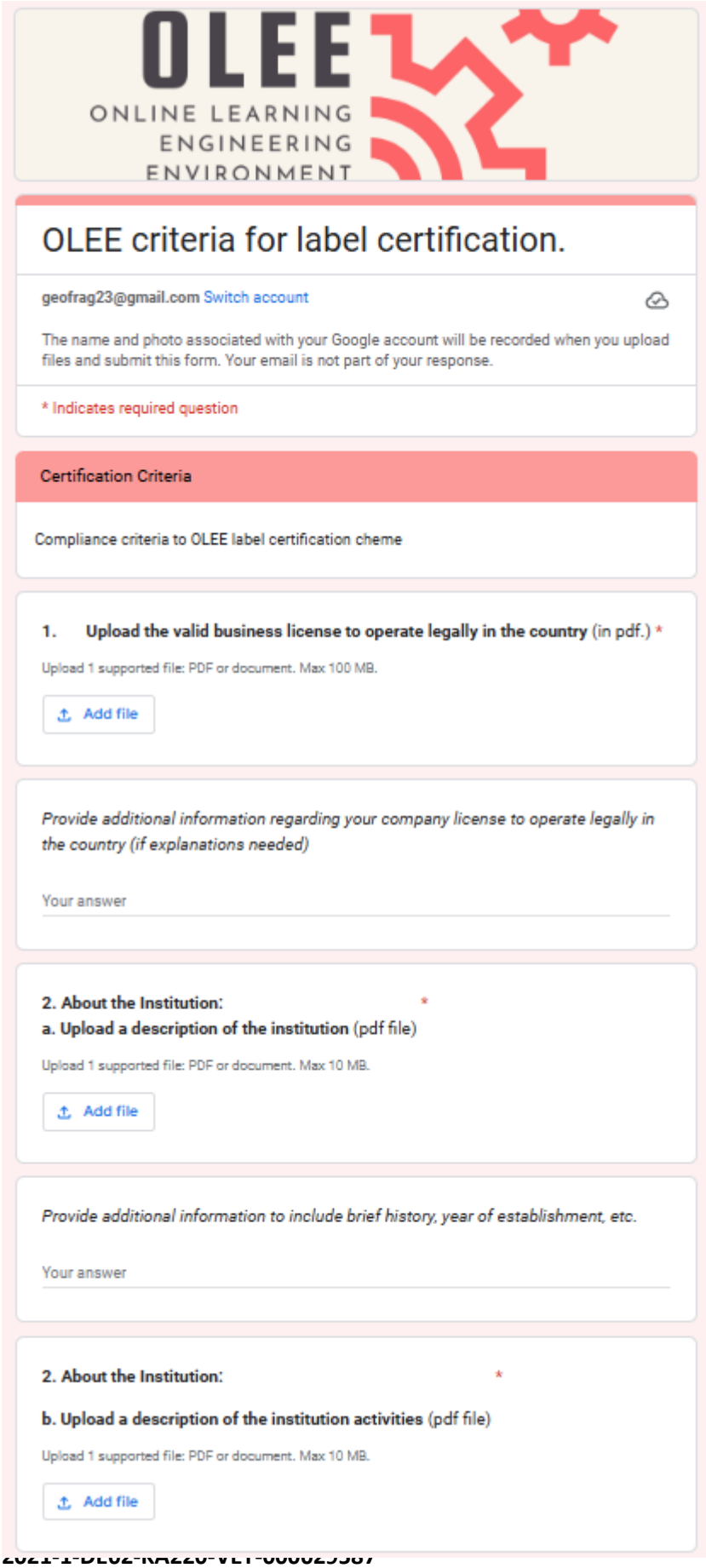

OLEE criteria for label certification.

geofrag23@gmail.com Switch account

The name and photo associated with your Google account will be recorded when you upload files and submit this form. Your email is not part of your response.

* Indicates required question

Certification Criteria

Compliance criteria to OLEE label certification cheme

1. **Upload the valid business license to operate legally in the country** (in pdf.) *

Upload 1 supported file: PDF or document. Max 100 MB.

Add file

Provide additional information regarding your company license to operate legally in the country (if explanations needed)

Your answer

2. About the Institution: *
a. Upload a description of the institution (pdf file)

Upload 1 supported file: PDF or document. Max 10 MB.

Add file

Provide additional information to include brief history, year of establishment, etc.

Your answer

2. About the Institution: *

b. Upload a description of the institution activities (pdf file)

Upload 1 supported file: PDF or document. Max 10 MB.

Add file

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2. Institution documented information: *

c. Upload a list of the interested parties involved (pdf file)

Upload 1 supported file: PDF or document. Max 10 MB.

Add file

Provide additional information regarding the interested parties involved, e.g. shareholders, students, employees, parents, local community, competent authorities, business associates, NGOs, etc. including classification of them if their involvement s mandatory (statutory, regulatory, contractual), voluntary or other.

Your answer

2. Institution: *

d. Upload a description of the OLEE label management system (pdf file)

Upload 1 supported file: PDF or document. Max 10 MB.

Add file

Provide additional information to include the description of the scope, description of the OLEE management system is part of an integrated scheme with other compliance standards like for example ISO9001 or independent, determination of the necessary processes and the interrelation of these processes, the procedures and instructions developed to DO what is required to comply with these criteria. Procedures should include the control of the documented information, how they are backed-up.

Your answer

2. Institution documented information: *

e. Upload the Institution Policy for Compliance (pdf file)

Upload 1 supported file: PDF or document. Max 10 MB.

Add file

Provide additional information regarding the policy to include top management's commitment to comply with the OLEE label criteria

Your answer

2. Institution documented information: *

f. Upload the Institution personal data handling and processing policy (pdf file)

Upload 1 supported file: PDF or document. Max 10 MB.

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3. Roles and responsibilities to include: *

a. Upload the Institution's Organizational structure for the OLEE scheme (pdf file)

Upload 1 supported file: PDF, document, or image. Max 10 MB.

Add file

Provide additional information on the organizational structure to include all roles in the institution

Your answer

3. Roles and responsibilities to include: *

b. Upload the Job descriptions of the key persons included in the organisation chart (pdf file)

Upload 1 supported file: PDF or document. Max 10 MB.

Add file

Provide additional information regarding the job descriptions of key persons covering the roles in the organisation chart including criteria for the role, replaced by, role responsibilities

Your answer

4. Upload a risk assessment for the OLEE services (pdf file) *

Risk assessment (with description of risks, estimation of impact, probability and vulnerability, calculation of the risk (Impact X Probability X Vulnerability (maximum risk 5X5X5), risk mitigation measures for each risk identified and calculation of the risk again after actions. Risks should cover all institutional activities, indoors and outdoors. The assessment should include the action plans, roles involved, implementation deadlines.)

Upload 1 supported file: PDF or document. Max 10 MB.

Add file

Provide any information regarding risk identification

Your answer

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5. Resources to include: *

a. Upload a key personnel list including instructors, teachers, administrative staff, drivers, nurses, psychologists, canteen staff, security staff, external associates like doctors etc. (pdf file)

Upload 1 supported file: PDF. Max 10 MB.

Add file

Provide any further information on resources naming Personnel list including instructors, teachers, administrative staff, drivers, nurses, psychologists, canteen staff, security staff, external associates like doctors etc.

Your answer

5. Resources to include: *

b. All external associates should have a contract. Upload a list of contracted (ref of contracts, not the contracts) external associates related to the OLEE modules (pdf file)

Upload 1 supported file: PDF. Max 10 MB.

Add file

Provide any further information on resources naming All external associates should have a contract.

Your answer

5. Resources to include: *

c. Upload training records for the key personnel related to OLEE modules (pdf file)

Upload 1 supported file: PDF. Max 10 MB.

Add file

Provide any further information on training records for the personnel

Your answer

6. Management review

Upload the minutes of the Institution management review meeting covering the chapters of this standard(pdf file)

Upload 1 supported file: PDF or document. Max 10 MB.

Add file

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