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GREEN ASC VET PROJECT

KA220-VET - COOPERATION PARTNERSHIPS IN VOCATIONAL EDUCATION AND TRAINING

Homologation document – WP4 skills simulator programmes

Leader Partner: **Innoversa Factory**

Collaborating Partner: **Learn Virtual Europe**

SEPTEMBER 2026

1. Introduction and purpose

The subject of homologation is the training programmes for skills simulators developed in work package WP4, not the simulators themselves. The simulators are commercial third-party products (Tenstar, Apolo, SimSpray, zSpace, MIMBUS and others); the project developed 13 curricula for them, adapted for autistic people, with trainer guidelines and criteria for the transition to real equipment.

All programmes are published in the catalogue training.metautism.eu. Most exist in two variants – on flat screens and in a VR environment – and the choice of variant follows the principle described on the page XR Technologies, Flat Screens and Hybrid Learning Approaches (section 4).

Items marked **[TO BE COMPLETED]** are not stated on the programme website and are completed by the project partners before the document is submitted to Innoversa Factory.

- **Homologation carried out by:** Innoversa Factory (Germany), the partner responsible for the homologation of project results under the project proposal
- **Submitted by:** Udruga za cjeloživotno strukovno obrazovanje (#STRUKA), coordinator of the Green ASC VET project

2. Product identification

Item	Details
Product name	WP4 training programmes for skills simulators (Training Catalog – Autism Aware VET trainings)
Product type	Curricula and train-the-trainer guides for simulators on flat screens, in extended reality (XR) and in virtual reality (VR)
Number of programmes	13 simulator programmes (8 planned) + 3 demonstration guides (XR, VR, AR); 40 unique instructional videos, used at 55 points in the materials
Project	Green ASC VET (Metautism)
Programme	Erasmus+, KA220-VET – Cooperation partnerships in vocational education and training

Item	Details
Project number	2023-1-HR01-KA220-VET-000157245
Work package	WP4
Project coordinator	Udruga za cjeloživotno strukovno obrazovanje (#STRUKA)
Programme development partner	Learn Virtual Europe Kft. (Hungary), WP4 lead partner
Project partners	Udruga STRUKA – HR, Industrijsko-obrtnička škola Slavonski Brod – HR, Learn Virtual Europe – HU, Innoversa Factory – DE, FPDA – Federação Portuguesa de Autismo – PT, Autism-Europe – BE, Virsabi – DK
Simulator manufacturers	Tenstar, Apolo Studios, VrSim, zSpace (Wave NG software), MIMBUS; VULCAN platform for user management and scoring
Programme version	Tenstar frontend 2.4.2.17, Tenstar Truck 1.7.1.9, Tenstar Forklift 1.1.28.8, Tenstar Tractor 1.3.0.26, Tenstar Crane lorry 1.6.2.1 SimSpray Go Built 2023.11.05. V3.4.1, Apolo Studios Welding 110, Apolo Studios Forklift 110, Wave NG 7.2.4.24 1018001 Mimbus Discover 2.0.4.25 1203001 2025.12.03.
Release date	2025 - 2026
Distribution	Web catalogue training.metautism.eu, open access without login
Price / access conditions	Curricula free of charge; the simulator-based part requires access to the corresponding simulator (owned by the institution or a partner); without a simulator, the entire programme is delivered on real equipment (section 9)
Licence and copyright	© 2026 STRUKA, on behalf of the Green ASC VET project partnership. Licence: Creative

Item	Details
	Commons Attribution – NonCommercial 4.0 International (CC BY-NC 4.0). Simulator names and software are the property of their manufacturers.
Project website	metautism.eu

3. Overview of the programmes

The catalogue contains 13 programmes in four areas: transport and heavy machinery (6), logistics (1), manufacturing (4) and experimental career-orientation programmes (2). Eight programmes start on a flat screen; five are VR-native.

#	Programme	Area	Display mode	Simulator / equipment	Duration
1	**Crane Lorry – basic (modules 1–3)**	Transport, heavy machinery	Flat screen first, VR optional	Tenstar Crane Lorry, chest-mounted Scanreco controller box	Multi-week
2	**Crane Lorry – advanced (modules 4–6)**	Transport, heavy machinery	Flat screen first, VR optional	Tenstar Crane Lorry, Scanreco	Multi-week
3	**Forklift – beginner**	Transport, heavy machinery	Flat screen (two monitors, head-tracking sensors)	Apolo FL-Trainer	2–4 weeks
4	**Forklift – multiplayer (Tenstar)**	Transport, heavy machinery	Flat screen, collaborative mode, VR optional	Tenstar Forklift	5–10 days of 2–3 h
5	**Tractor**	Transport, agriculture	Flat screen first, VR	Tenstar Tractor	Multi-week
6	**Truck with trailer**	Transport	Flat screen first, VR	Tenstar Truck	2–3 weeks
7	**Warehouse logistics**	Logistics	VR only, multiplayer	OpenXR VR headsets,	Multi-week

#	Programme	Area	Display mode	Simulator / equipment	Duration
				VULCAN platform	
8	**zSpace welding**	Manufacturing	XR (stereoscopic display with stylus)	zSpace, Wave NG software, VULCAN	Multi-week
9	**Advanced VR welding**	Manufacturing	VR, fully immersive	Apolo WeldTrainer	6–8 weeks
10	**SimSpray – spray painter**	Manufacturing	VR, fully immersive (flat-screen demonstration)	SimSpray	2–3 weeks
11	**CNC basics**	Manufacturing	Flat screen (video, programming)	Video guide, G-code, CAM	Multi-week
12	**MIMBUS – chemistry laboratory**	Experimental, laboratory	VR, fully immersive	MIMBUS Chemistry	1–2 weeks
13	**MIMBUS – car mechanic**	Experimental, vehicle service	VR, fully immersive	MIMBUS Discover	Multi-week

The MIMBUS car mechanic programme is not full vocational training: it serves to explore the occupation and for career orientation.

4. Flat screen, VR and hybrid model – the principle of choice

Technology adapts to the person, not the other way around: flat screen, extended reality (XR) and the hybrid model are equally valid options in the programmes. The principle is described on the page XR Technologies, Flat Screens and Hybrid Learning Approaches, which stresses that XR does not always help. Success is measured by achieved learning outcomes, competence development and independence, not by the technology used.

Variant	Benefits	Challenges	Where used in WP4
Flat screen	Familiar and predictable environment; lower	Less immersion and sense of presence;	Starting variant for the crane, forklifts,

Variant	Benefits	Challenges	Where used in WP4
(computer, monitor, tablet)	equipment costs; lower risk of discomfort; easy repetition at one's own pace; support for structured step-by-step learning	lower motivation for some learners; some spatial concepts are harder to show	tractor, truck and CNC; demonstration before VR for SimSpray
VR / XR	High engagement and motivation; experiential learning; safe practice of work tasks; development of spatial and procedural skills	Possible sensory overload; discomfort, fatigue or disorientation; need for equipment adaptation and support; higher technical requirements and costs	VR-native: logistics, Apolo WeldTrainer, SimSpray, MIMBUS chemistry and car mechanic; XR display: zSpace welding
Hybrid model	High flexibility and personalisation; choice of the most suitable method for each activity; gradual introduction of new technology	More complex content organisation; careful planning required; switching between environments creates extra demands for some learners	Programmes with optional VR (Tenstar): VR only after stable success on the flat screen

Example of a hybrid learning flow (from the demoing_XR page):

1. Explore an occupation through presentations and 360° videos on a computer.
2. Practical simulation in an XR environment.
3. Reinforce learning with quizzes, guides and additional materials on a flat screen.

Transition rule in the programmes: the learner starts on a flat screen unless they already have good VR experience. VR is introduced only after consistent success or clear comfort, and for the forklift and tractor only after sustained performance at intermediate or advanced level. In VR-native programmes (e.g. SimSpray) the headset is put on only after a demonstration and once anxiety has been reduced.

Right to choose: no variant suits everyone. Some autistic learners struggle with VR, some with flat screens, and for some even the hybrid approach does not work. Where pedagogically and technically feasible, the same content should be offered in several ways so that the learner can choose the one that fits their needs and sensory profile.

5. Purpose, target group and learning outcomes

The programmes enable safe, short and repeatable practice of complex work skills on a simulator, as part of integrated training that combines work on the simulator and on real equipment. Each programme contains modules with exercises, trainer guidelines and criteria for the transition to real equipment.

Target group

- **Primary users:** autistic people in vocational education and training; most programmes require no prior experience (e.g. welding, CNC, forklift – beginner)
- **Trainers and teachers:** vocational teachers and instructors, especially those new to working with autistic learners or moving to simulator-based teaching
- **Career counsellors:** the experimental MIMBUS programmes offer a safe environment for trying out occupations
- **Recommended age:** 13; for VR variants the headset manufacturer's age limit applies

Legal requirements for the occupations – the heavy-machinery programmes refer to EU requirements (e.g. Directive 2006/126/EC for drivers, Directives 2009/104/EC and 89/391/EEC for forklift operators). Autism in itself is not a barrier: employers must provide reasonable accommodation, and medical fitness is assessed individually.

Learning outcomes – after the programme the learner can:

- identify machine parts and controls and carry out pre-operation checks
- safely perform basic work procedures on the simulator according to clear, measurable criteria (e.g. zero collisions, at most two prompts)
- coordinate several work parameters (e.g. speed, angle and distance in welding and painting)
- apply safety rules in the work environment, including working alongside other people and teamwork
- gradually transfer skills from the simulator to real equipment under supervision

6. Technical requirements

The simulator-based part of the programmes is delivered on simulators provided by the institution (without a simulator, the entire programme is delivered on real equipment, section 9); the curricula themselves require no installation. Flat-screen variants are based on a single monitor, with VR added as an option; in the VR variant the instructor follows the learner on an external monitor.

Platform	Programmes	Flat-screen variant	VR / XR variant
Tenstar	Crane Lorry	TV or monitor (1–	

Platform	Programmes	Flat-screen variant	VR / XR variant
Tenstar	(basic and advanced), tractor, truck, forklift – multiplayer	3 screens), powerful PC with graphics card, steering wheel, pedals, gearbox, joysticks, touch screen; for the crane a Scanreco Mini Transmitter controller box with neck harness	Same controls with a VR headset; optional 3-DOF motion base, VR walkaround of the machine
Apolo FL-Trainer	Forklift – beginner	Cabin with seat, pedals, levers and steering wheel; two monitors (front and rear view); helmet with head-tracking sensors	Head tracking only: Leap Motion v2
Apolo WeldTrainer	Advanced VR welding	–	VR headset with motion tracking, simulator PC, worktable with interchangeable real workpieces; positions PA, PB, PC, PF, PE, PH, HL045
zSpace	zSpace welding	–	zSpace device with stylus, fixed and adjustable holders; Wave NG software; tolerances and scoring in VULCAN
SimSpray	Spray painter	On-screen demonstration before VR	Tracked spray guns, simulated workpieces (panels, doors, frames, beams), optional conveyor mode, instructor PC with reports; own VR headset

Platform	Programmes	Flat-screen variant	VR / XR variant
VR logistics	Warehouse logistics	–	Open XR-compatible headsets (Windows Mixed Reality, Valve Index, HTC Vive, Oculus/Meta) with native controllers; login via the VULCAN platform or offline demo user
MIMBUS	Chemistry laboratory, car mechanic	–	Standalone VR headset: Pico 4, Pico 4 E, Meta Quest 2, Quest 3
CNC	CNC basics	Computer with video and programming software (G-code, CAM)	–

Requirement	Details
Position of use	Seated (cabins, simulator seats) for transport; standing for welding, painting and logistics; logistics allows seated mode on request
Space	For VR: a free, cleared area with a set boundary (guardian), 6–9 m²
Languages	Simulator software: chemistry laboratory, car mechanic and warehouse logistics in English and French. Curricula: English, with translations into many European languages (section 9)
Internet connection	For the catalogue and video guides; for logistics the VULCAN platform or offline mode Internet connection is not required; all simulators work in offline mode

Requirement	Details
Task duration	5–12 minutes of active work, then a short break; in VR 5–7 minutes (pilot finding)

7. Adaptations for autistic people and accessibility

All programmes follow the same principles: short, visual, predictable and measurable. The adaptations are built into the trainer guidelines of each module.

Adaptation	How it is achieved	Who it helps
Choice of display mode	Flat screen, XR or hybrid model; flat screen as the starting point (section 4)	Learners sensitive to immersion or without VR experience
Short tasks and breaks	Active tasks of 5–12 minutes, in VR 5–7 minutes; scheduled breaks of 3–5 minutes	Reduces fatigue and sensory load
Predictability	Clear start and end points; session plan in 3–5 steps; the same order in every session; transitions announced (“In two minutes we start…”)	Users for whom unfamiliar situations cause stress
One change at a time	The trainer corrects one parameter per attempt (e.g. only angle or only speed)	Prevents information overload
Literal and visual instruction	Simple, literal language without metaphors; demonstration before the attempt; laminated pictograms, icon checklists, flow diagrams	People who process visual information more easily
Objective feedback	Percentage scores, performance replay, colour scales (coverage, defects), clear tolerances	Users who need concrete, measurable signs of success
Sensory control	Adjustable volume and brightness; for MIMBUS reduced brightness, haptics and audio at the start; no sudden sounds; quiet room	People sensitive to sound and light
VR comfort	Teleport, snap-turn, vignette; enlarged safety boundaries; seated mode on request	Reduces nausea and disorientation
Personal pause signal	Agreed gesture or word; leaving without penalty	In case of overload or need for regulation

Adaptation	How it is achieved	Who it helps
Gradual narrowing of tolerances	After two successful sessions tolerances are narrowed by 10–20%	Progress at one's own pace
Positive feedback	Affirm → focus → affirm cycle; specific praise for effort; questions “What went well?” and “What will you change?”	Builds confidence and independence
Focus on the screen	For the crane, a dedicated exercise to keep the gaze on the screen rather than the hands	Develops attention and coordination
Teamwork	Multiplayer programmes (Tenstar forklift, logistics) and work with a signaller for the crane	Gradual introduction of collaboration

8. Pedagogical framework and trainer role

The programmes are based on the Fit–Guide–Learn–Measure–Transfer methodology: assessing whether a simulator suits the individual learner (Fit, the “Is it good for me?” component), trainer guidance (Guide), simulator-based learning (Learn), assessment of progress (Measure) and gradual transfer to real equipment and the working environment (Transfer). The methodology replaced the originally planned fixed ratio between simulator-based and real training, because a single ratio does not reflect the diversity of autistic learners, vocational skills and simulator technologies.

Progression is based on repeated safe performance, not on time spent in training. The trainer leads the session, records progress and decides on the transition to real equipment.

Before the session

- Prepare the simulator, the space and, for VR, the safety boundary; the trainer must know the system before guiding others.
- Show the learner the session plan and what comes next; explain the controls before the simulation starts.
- Agree on a personal pause signal.
- For the crane: a short warm-up – show what each lever does, then 5–10 minutes of independent trying.

During the session

- Demonstrate once, step by step, then let the learner try.
- Correct one parameter per attempt; speak more slowly than usual.

- Monitor sensory load and stop if needed.

After the session

- Review the replay and percentage scores together with the learner; focus on one improvement.
- Record progress in a logbook; adjust pace and difficulty.

Progression criteria

Programmes	Pass rule
Crane Lorry	2–4 consecutive successful passes depending on complexity; more for supports, load stability and pallets
Forklift – beginner, tractor	Any safety violation = fail; advance after 3 safe runs; tractor: 5 consecutive tasks without safety corrections before progression
Forklift – Tenstar	Two clean, collision-free runs before the next module
Truck	Highest consistency required for trailer reversing and docking
Apolo WeldTrainer	3 safe, accurate runs per task; any safety violation resets
zSpace welding	Repeatable control of speed, trajectory, distance and angle within tolerances
Logistics, MIMBUS	Recommended number of consecutive independent and safe runs per task (stated in each module)
CNC	Demonstrated practical readiness: observation, tolerance of noise and vibration, supervised work, independent work

Transfer to real equipment (common sequence for welding, tractor, truck and forklift):

1. Dry runs without power: protective equipment, workstation checks, posture.
2. Short supervised micro-tasks with the trainer, one parameter at a time.
3. Narrowing of tolerances after two successful sessions.
4. Authentic tasks and comparison of simulator metrics with real results.
5. Shadowing an experienced worker and a small low-risk task under supervision.

For the forklift and logistics, the path ends with formal certification and practical instruction under national regulations. In the MIMBUS car mechanic programme the

trainer presents the module as a safe space for trying out, not as a test, and may invite the learner to the workshop for a few days.

Each programme has its own progress tracking form, the recommended number of sessions and a link to the curriculum or qualification.

9. Limitations

In vocational education, skills simulators are used exclusively within integrated, interactive skills training programmes that combine work on the simulator with work on real equipment. The simulator therefore does not replace work on real equipment or legally required training; these limitations should be explained to learners and employers.

Practical training programmes are delivered according to set tasks, and part of the practical work is carried out on the simulator. There is no single fixed ratio of work on the simulator to work on real equipment: following the Fit–Guide–Learn–Measure–Transfer methodology (section 8), the pathway and pace are adapted to each learner. A learner moves on to real equipment only after successfully completing the simulator tasks, which may happen sooner or later than the indicative duration of the programme.

- Institutions that do not have the corresponding skills simulator deliver the entire programme on real equipment.
- The MIMBUS programmes have experimental status and do not constitute full vocational training.
- The numbers of consecutive exercises assessed without error (progression criteria, section 8) are recommendations, not a formal standard.
- The programmes are in English, and translations into many European languages already exist (e.g. Hungarian, Croatian, Spanish, German, Danish, Polish, Slovak).
- No simulator is universally suitable for autistic learners: suitability is assessed for each learner (the “Is it good for me?” component), and the VR variant is not suitable for every learner (section 4).

10. Safety and health

The catalogue contains three guides for safe demonstration: Demoing XR, Demoing VR and Demoing AR. In VR the user may have difficulties in the immersive space because they lose awareness of the real surroundings, so the trainer is responsible for physical safety at all times.

Stated in the guides

- Set up the headset and play area in advance; remove all dangerous and fragile objects.

- Nobody should stand close enough to be hit accidentally; the user may unexpectedly walk off following a virtual object.
- Do not touch a person in VR without permission and do not interfere with them.
- Explain the controllers and expectations before immersion; recentre tracking once the headset is on.
- For AR: define and mark a safe space, limit sessions to 10–20 minutes, include breaks and debriefing; prepare a non-AR fallback activity in case of technical failure.
- First impressions are critical: inexperienced users may never try VR again.

Stated in the programmes

- Logistics: screening for motion sensitivity, seated mode on request, straps fastened, supervised use.
- Welding and painting: protective goggles and correct handling of the gun or torch already on the simulator.

Recommendations for safe use

- Before first use the facilitator reads the safety instructions of the simulator and VR headset manufacturers.
- VR can cause nausea, dizziness, headache or eye strain; at the first symptoms the session is stopped immediately.
- People with epilepsy or sensitivity to light stimuli use VR only after prior medical advice.
- When headsets are shared, clean the face mask and contact surfaces; a hygienic mask is recommended.
- According to the pilot, VR fatigue sets in after 5–7 minutes, so VR sessions with autistic learners last no longer than that.
- Before the session, check whether users with prescription glasses can wear the VR headset comfortably; if needed use a prescription lens insert or the flat-screen variant.
- In case of sensory or emotional overload the session is stopped, the learner rests in a quiet space, and continuation is agreed once they feel ready.

11. Data protection

The curricula on the website do not collect personal data; performance data are recorded by the simulators and their platforms, so data protection must be confirmed for each platform separately.

Question	Answer
Does the catalogue collect personal data?	No – the catalogue is publicly accessible without login

Question	Answer
Do the simulators record results?	Yes – percentage scores, performance recordings (e.g. Tenstar TSS and TRR, SimSpray reports, Apolo attempt records)
Are user accounts used?	Logistics and zSpace: VULCAN platform with classes and a 4-digit PIN; an offline demo user is available. Tenstar: Management Tool for learner cohorts
Are data sent to an external server?	No
Who has access to results?	Trainer, institution and learner
Data retention and deletion	Automatically after 60 days
Participant consent	Every simulator has a consent form for recording results
GDPR compliance	No personal data were recorded during the pilot trainings
Recommendation	Use pseudonyms or PINs instead of names; export progress only for training purposes

12. Validation and testing

The simulators were piloted in four countries (Hungary, Croatia, Germany, Ireland), with 259 participations in total, including more than 50 autistic participants; most of the simulators selected for the WP4 programmes were used in the pilot, so the findings also apply to these programmes. The source is the report *Evaluation of Simulators for Vocational Education of Young People on the Autism Spectrum* (WP4_Simulators_Pilot_results_rev). The evaluation results are one of the elements on which Innoversa Factory bases its final homologation decision.

Item	Details
Homologation body	Innoversa Factory (Germany)
Train-the-trainer event	WP4, Gyöngyös, 18–20 March 2025
Pilot programme	Completed; period: 1 October 2025 – 15 July 2026
Hungary and Ireland	Budapest, Balassagyarmat,

Item	Details
	Jászárokszállás, Kecskemét, family visits, Dublin (in the context of the Autism-Europe conference) – 85 participants; the Hungarian team provided equipment, methodology and technical support at all locations
Croatia	Slavonski Brod, Zagreb, Čakovec – 84 participants: autistic young people, parents, educational rehabilitators, vocational teachers, assistants and autism specialists; part of the testing carried out independently on the Fronius welding simulator
Germany	SRH Pilot Week and Innoversa Factory evaluations – 90 participants; widest range of simulators tested
Experimental programme at IOŠ	Industrijsko-obrtnička škola Slavonski Brod: welding simulator and real welding (MAG fillet weld, WPS reading) with first-year welder students with learning difficulties, compared against assumed adaptations for autistic people
Tested simulators related to WP4	Driving and crane truck operation (Tenstar), SimSpray, welding, zSpace, Wave NG, MIMBUS Discover. Forklift (both programmes), tractor, warehouse logistics and CNC basics were tested in Hungary
Tested simulators outside the WP4 programmes	Fronius (welding), PyroQuest (handling fire-fighting equipment), VR Zen (relaxation)
Methodology	Slower pace and less information; short VR sessions of 5–7 minutes; gradual transition flat screen → AR → VR; supervision from a distance; short repetitive exercises; minimal sensory load
Evaluation methods	Questionnaires, interviews and observation involving autistic participants, teachers, professionals and parents. Instead of the

Item	Details
	originally planned statistical analysis, the results were interpreted qualitatively, because of the diversity of participants and their individual responses to XR
Reach per simulator	About 30 participants per simulator in Hungary and Slavonski Brod; more than 15 participants per simulator at other locations in Croatia and in Germany
Expert review	Virsabi (Denmark): detailed expert review of the materials; FPDA (Portugal): review from an autism-related perspective; all partners tested the selected simulators at the workshop in Hungary
Most popular simulators	Driving and crane truck operation (especially in Germany); high engagement with SimSpray; zSpace excellent for younger participants; MIMBUS Discover useful for career orientation; Wave NG for motor-skill development
Main challenges	Motor precision (the biggest challenge, especially in welding); VR fatigue after 5–7 minutes; understanding the controls (solvable with an introduction); in Croatia, equipment weight (Fronius only) and prescription glasses under the VR headset
Impact on autistic young people	Higher motivation, reduced anxiety, better preparation for real working conditions, development of procedural and motor skills; particularly relevant for people with a low level of support needs
Impact on teachers and professionals	Better insight into learners' abilities, individualised approach, safe assessment of work habits
Impact on parents	Greater trust in the learning process; positive emotional reactions from their children

Item	Details
Recommendations	Pedagogical: modular lessons, visual instructions. Technical: lighter equipment (especially for welding), compatibility with glasses. Strategic: integration into individual education plans (IEPs), expansion to more occupations
Application	Individual education plans, preparation for practical training, autism centres, vocational schools, career counselling centres
Changes after testing	Short VR and flat-screen sessions; guidance for glasses wearers
Other decision elements	The homologation decision by Innoversa Factory is based on the international pilot evaluation involving approximately 259 participants across four countries. The core criteria evaluated were: (1) Usability and interaction (confirming the success of gradual onboarding from flatscreen to AR and VR), (2) Accessibility and emotional safety (verifying positive impacts such as increased motivation and reduced anxiety among learners on the autism spectrum), and (3) Pedagogical value and VET impact (confirming better preparation for real work conditions, safe skill assessment for teachers, and increased parental trust).
Final homologation decision	Date: 11 September 2026. Outcome: Officially approved (homologated). Based on the international pilot evaluation and the assessment of the WP4 training materials, Innoversa Factory confirms the homologation of the 13 training programmes developed under Work Package 4 of the Green ASC VET project. The programmes, including their curricula, trainer guidelines, accessibility adaptations and procedures for transferring acquired

Item	Details
	skills to real equipment, are approved for their intended educational use within the project. This homologation applies to the project-developed training programmes and does not constitute a technical certification of the commercial third-party simulator hardware or software.

13. Documentation and EU visibility

Document	Purpose	Status
Training_Catalog – Autism Aware VET trainings	List of the 13 programmes with filters (flat screen, VR, area)	Published (EN)
XR Technologies, Flat Screens and Hybrid Learning Approaches	Principle of choice between flat screen, XR and the hybrid model; introductory XR video	Published (EN)
Demoing VR – hints	Safe introduction of inexperienced users to VR	Published (EN)
Demoing AR – hints	When and how to use AR in teaching, risks and preparation	Published (EN)
Pages of the 13 programmes (section 3)	Curriculum by module, trainer guidelines, do's and don'ts, equipment, transition criteria	Published (EN)
Downloads with the programmes	Requirements sheets, trainer manuals	Published with individual programmes in the training catalogue
Video guides	Setting up VR headsets for autistic learners, introduction to CNC, simulation previews	Embedded in the programme pages

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