



Co-funded by the  
Erasmus+ Programme  
of the European Union

European Commission  
Education, Audiovisual  
and Culture Executive  
Agency (EACEA)

Erasmus+ EU Programme 2014-2020  
Key Action 3 – Support for Policy Reform  
Joint Qualifications in Vocational Education and Training  
Call for proposal EACEA 27/2017  
Project Number 597814-EPP-1-2018-1-IT-EPPKA3-VET-JQ

**WINEVET** - European cooperation among VET providers, agricultural enterprises, sectoral/professional organisations, and relevant qualification authorities, to increase employability of youths and highly skilled, qualified and mobile workforce, by developing the joint VET qualification “Winemaker Specialist”

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**Work Package 4** - Definition and formalisation of the Memorandum of Understanding - MoU ECVET establishing the transnational qualification profile for the post-secondary Umbrian-Macedonian joint VET qualification “Winemaker Specialist”, and the cooperation structure to ensure transparency, comparability, quality, and mutual recognition of the qualification

## **Deliverable 11**

**Memorandum of Understanding - MoU ECVET establishing the transnational qualification profile for the post-secondary Umbrian-Macedonian joint VET qualification “Winemaker Specialist”, and the cooperation structure to ensure transparency, comparability, quality, and mutual recognition of the qualification**

*October 2019*

This project has been funded with support from the European Commission.  
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## **Introduction**

### **Background to general context of the MoU**

The need for a continuous renewal of the citizens' knowledge, skills and competence is crucial for the competitiveness and social cohesion of the EU and, in this respect, vocational education and vocational training have a key contribution to make. However, complexity and a lack of cooperation between different providers/authorities and between different national systems weaken its impact.

These barriers hinder individual citizens from accessing education and training and from combining and accumulating learning outcomes achieved in different learning contexts. They make it difficult for citizens to move within the European Vocational Education and Training (VET) area and the European labour market and to pursue genuine lifelong learning without borders.

One of the main obstacles to attracting more interest in trans-national mobility as part of initial and continuing vocational training and education is the difficulty in identifying, validating and recognising learning outcomes acquired during a stay in another country. Furthermore, lifelong learning is taking place increasingly in different countries and in a wide variety of contexts, formal, non-formal and informal.

What is needed, therefore, is a way of enabling people to pursue their learning pathway by building on their learning outcomes when moving from one learning context to another, and from one country to the other.

One of the most important challenges to be faced is the diversity, even fragmentation of education, VET and qualifications systems in Europe. A large number of qualifications and of different competent institutions and actors may be involved. Their activities may include the definition of qualifications, methods for assessing and validating learning, setting training objectives, determining the content of learning outcomes, implementing training programmes. A wide range of providers may also be involved: ministries, agencies, occupational sectors, companies, social partners, chambers, non-governmental organisations, and so forth. In some cases, a national authority may accredit or empower training providers or other actors to prepare and issue qualifications, points, etc. In other cases, these functions can be devolved to the regional level, or to the providers.

Countries have a national framework defining levels of qualifications or a classification for these levels. These frameworks may or may not be geared towards the organisation of education or training cycles. Moreover, depending on the systems, qualifications may be obtained either after only one type of formal training programme or following several kinds of learning processes.

The award of qualifications is based, in some systems, on accumulation of units of learning outcomes either associated with or without credit points. Credit systems are sometimes developed within a broader qualification framework or designed for specific qualifications. Furthermore,

depending on the Country, there are many ways of using units and points for learning outcomes and, in certain Countries different practices for allocation of points for learning outcomes may coexist.

Considering this diversity, common conventions and technical principles are required in order to ensure mutual trust and to enable the transfer and recognition of learning outcomes in the context of trans-national mobility.

The Lisbon European Council in 2000 concluded that increased transparency of qualifications and lifelong learning should be two of the main components in the efforts to adapt Europe's education and training systems both to the demands of the knowledge society and to the need for an improved level and quality of employment.

The 2002 Council Resolution on the promotion of enhanced European cooperation in VET (the "Copenhagen Process") emphasised that giving priority to a system of credit transfer for VET was one of the common measures needed in order to promote the transparency, comparability, transferability and recognition of competence and/or qualifications, between different countries and at different levels.

In the 2004 Maastricht Communiqué, the Ministers responsible for VET, the Commission and the European social partners agreed to give priority to the development and implementation of ECVET. This was confirmed by the same group in the 2006 Helsinki Communiqué which calls further development of common European tools namely ECVET.

On these bases, in 2009 was published the specific Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET).

## Existing provisions for the MoU at European level

The ECVET common European tools belong to a series of European initiatives, including the European Credit Transfer and Accumulation System (ECTS), Europass, the European Quality Charter for Mobility (EQCM), the European principles for the identification and validation of non-formal and informal learning and the European Qualification Framework for lifelong learning (EQF):

- ECTS was promoted by the Recommendation of the European Parliament and Council of 10 July 2001 on mobility within the Community for students, persons undergoing training, volunteers, teachers and trainers, used in higher education. ECVET should be compatible with ECTS so as to enable bridging vocational education and training and higher education.
- Europass was created by Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences.

- The European principles for the identification and validation of non-formal and informal learning were agreed in the form of Council Conclusions in 2004. The implementation of ECVET will take these principles into account.
- EQCM was adopted through the Recommendation of the European Parliament and of the Council of 18 December 2006 on trans-national mobility within the Community for education and training purposes (European Quality Charter for Mobility). It states in point 8 of its Annex that, when mobility is undertaken by individuals, "participants should be provided with assistance to facilitate recognition and certification" of learning outcomes. ECVET is intended to support the quality of individuals' mobility as required by the above-mentioned Recommendation.
- EQF was launched by the 2008 Recommendation of the European Parliament and of the Council on the European qualification framework (EQF) as a reference tool for the comparison of qualification levels in national qualifications systems and also in qualifications systems developed by international sectoral organisations. ECVET will complement and build on common concepts and principles with the EQF. Indeed, ECVET uses EQF as the reference level for qualifications.
- Finally, the establishment of a European Credit System for Vocational Education and Training (ECVET) was object of the Recommendation of the European Parliament and of the Council of 18 June 2009.

ECVET does not apply to the mutual recognition of qualifications in the area of regulated professions, as that is ensured by Directive 2005/36/EC of 7 September 2005, because ECVET is not a tool for granting rights to migrants in recognition of their qualifications acquired in one Member State with a view to exercising a regulated profession in another Member State. In such a case, only the Directive imposes legally binding obligations on Member States' authorities.

## Definitions

For the purposes of this Memorandum of Understanding – MoU ECVET, the definitions which apply are the following:

- a) "Qualification": a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards;
- b) "Learning outcomes": statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence;
- c) "Unit of learning outcomes" (unit): a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated;

- d) "Credit for learning outcomes" (Credit): individuals' set of learning outcomes which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;
- e) "Competent institution": the institution which is responsible for designing and awarding qualification or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;
- f) "Assessment of learning outcomes": methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;
- g) "Validation of learning outcomes": the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;
- h) "Recognition of learning outcomes": the process of attesting officially achieved learning outcomes through the awarding of units or qualifications;
- i) "ECVET points": a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.

## General and specific objectives of the MoU

According to the 2009 EU Recommendation, ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides. ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification. It should be noted that ECVET does not imply any new entitlement for citizens to obtain the automatic recognition of either learning outcomes or points. Its application for a given qualification is in accordance with the legislation, rules and regulations applicable in the Member States and is based on the following principles and technical specifications:

**1. Units of learning outcomes:** A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes. The units that make up a qualification should be: — described in legible and understandable terms by referring to the knowledge, skills and competences contained

in them, — constructed and organised in a coherent way with regard to the overall qualification, — constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit. A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision. The rules and procedures for defining characteristics of units of learning outcomes and for combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules. The specifications for a unit should include: — the generic title of the unit, — the generic title of the qualification (or qualifications) to which the unit relates, where applicable, — the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification, — the learning outcomes contained in the unit, — the procedures and criteria for assessment of these learning outcomes, — the ECVET points associated with the unit, — the validity in time of the unit, where relevant.

**2. Transfer and Accumulation of learning outcomes, ECVET partnerships:** In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process. Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation. The establishment of partnerships aims to: — provide a general framework of cooperation and networking between the partners, set out in Memoranda of Understanding (MoU) through which a climate of mutual trust is established, — assist the partners in the design of specific arrangements for credit transfer for learners. The MoU should confirm that the partners: — accept each other's status as competent institutions, — accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer, — agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU, — agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF, — identify other actors and competent institutions that may be involved in the process concerned and their functions. For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish

procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

**3. Learning agreement and personal transcript:** For applying credit transfer involving two partners and a specific mobile learner, a learning agreement is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of an MoU. It should distinguish between competent 'home' and 'hosting' institutions (the 'home' institution is the institution which will validate and recognise learning outcomes achieved by the learner; the 'hosting' institution is the one that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes), and specify the particular conditions for a period of mobility, such as the identity of the learner, the duration of the mobility period, learning outcomes expected to be achieved and the associated ECVET points. The learning agreement should lay down that, if the learner has achieved the expected learning outcomes and these have been positively assessed by the 'hosting' institution, the 'home' institution should validate and recognise them as part of the requirements for a qualification, according to the rules and procedures established by the competent institution. Transfer between partners can apply to learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts. Thus, the transfer of credit for achieved learning outcomes has three stages:

- the 'hosting' institution assesses the learning outcomes achieved and awards credit to the learner; the learning outcomes achieved and the corresponding ECVET points are recorded in a learner's 'personal transcript' (document which details the learners' assessed learning outcomes, units and ECVET points awarded),
- the 'home' institution validates the credit as a suitable record of the learner's achievement,
- the 'home' institution then recognises the learning outcomes that have been acquired; this recognition gives rise to the award of the units and their corresponding ECVET points, according to the rules of the 'home' system.

Validation and recognition by the competent 'home' institution depend on the successful assessment of learning outcomes by the competent 'hosting' institution, in accordance with the agreed procedures and quality assurance criteria.

**4. ECVET points:** ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. In ECVET the allocation of points usually has two phases: ECVET points are allocated first to a qualification as a whole and then to its units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification. For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through



estimation by comparison with another qualification which has a formal reference context. To establish the comparability of the qualifications, the competent institution should refer to the equivalent EQF level or, possibly, NQF level, or to the similarity of the learning outcomes in a closely related professional field. The relative weight of a unit of learning outcomes, with regard to the qualification, should be established according to the following criteria or to a combination thereof:

- the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration,
- the complexity, scope and volume of learning outcomes in the unit,
- the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

The relative weight of any given unit common to several qualifications, as expressed in ECVET points, may vary from one of these qualifications to another. Allocations of ECVET points are normally part of the design of qualifications and units. They are produced by the competent institution responsible for the design and maintenance of the qualification or specifically empowered for this task. In countries where there is already a national system of points, the relevant competent institutions establish arrangements for the conversion of national credit points to ECVET points.

The successful achievement of a qualification or of a unit triggers the award of the associated ECVET points, independently of the actual time required to achieve them. Usually the transfer of a unit entails the transfer of the corresponding ECVET points so that they are included when the transferred learning outcomes are recognised, in accordance with national or regional rules. It is up to the competent institution to reconsider, where necessary, the ECVET points to be taken into account, as long as the rules and methodologies which are laid down for this purpose are transparent and underpinned by quality assurance principles. Any qualification acquired through non-formal or informal learning for which a formal learning pathway reference can be identified, and the corresponding units, carry the same ECVET points as the reference, since the same learning outcomes are being achieved.

At the aims of this Memorandum of Understanding ECVET, the specific pursued objectives are those described by the project "*WINEVET - European cooperation among VET providers, agricultural enterprises, sectoral/professional organisations, and relevant qualification authorities, to increase employability of youths and highly skilled, qualified and mobile workforce, by developing the joint VET qualification Winemaker Specialist*", underway within the EU Erasmus+ Programme 2014-20 (Key Action 3 – Support for Policy Reform - Joint Qualifications in Vocational Education and Training - Call for proposal EACEA 27/2017 - Reference Number of the Project: 597814-EPP-1-2018-1-IT-EPPKA3-VET-JQ).

The main objective of the project is to prepare and set up - in the framework of ECVET process activation - the higher-level joint Umbrian-Macedonian VET qualification "Winemaker Specialist", and the new sustainable transnational cooperation structure for ensuring transparency,

comparability, appropriate quality assurance systems and mutual recognition of the joint qualification, addressed to Macedonian and Umbrian VET learners, in particular high-unemployed young people and apprentices in agriculture sector.

After a preparatory analysis of concerned sectoral professional and learning field in involved NQF/RQF, as well as of transferable good practices for ECVET and joint qualifications in VET, the partners designed the qualification profile outlining in clearly identified units the expected learning outcomes in terms of knowledge, skills and competences (cfr. work package 3 of the project, and its deliverable 10 "Post-secondary Umbrian-Macedonian joint VET qualification "Winemaker Specialist": the qualification profile").

With this MoU ECVET the partners of the WINEVET project and involved Umbrian and Macedonian VET providers, qualification authorities, wine production sectoral companies and organisations, as well as other relevant interested organisations, formalise at transnational level the establishment of both qualification profile, and cooperation structure: the MoU includes both the shared professional standard (cfr., Appendix 1 – The qualification profile of the joint VET qualification "Winemaker Specialist"), and the specific governance mechanism and engagements of the partners (cfr., Appendix 2 – Mechanisms and engagements for the implementation of the MoU) to implement the MoU for ensuring territorial endorsement and integration into involved NQF/RQF of the professional standard, as well as of related joint curriculum and common guideline for assessment of learning outcomes that the partnership will produce after MoU signature.

## Form and content of the MoU

### Participants

This MoU ECVET among the partners of the WINEVET project is an agreement open to the adhesion of any relevant interested organisation and in particular of VET providers offering learning opportunities for agriculture professions and crafts, qualification authorities, wine production sectoral companies and organisations, at national, regional and local level, from Republic of North Macedonia and from Umbria Region in Italy (as well as from other Italian regions and European countries, for allowing possible territorial broadening of the concerned joint VET qualification).

### Purpose of the MoU

The MoU ECVET establishes both:

- the qualification profile of the higher-level joint Umbrian-Macedonian VET qualification "Winemaker Specialist", and the correspondence for transfer, recognition and accumulation of assessed learning outcomes of individuals aiming to achieve the qualification,
- and the new sustainable transnational cooperation structure for ensuring transparency, comparability, appropriate quality assurance systems and mutual recognition of the joint qualification, with joint governance mechanisms and systematic and targeted engagements of the partners to support the implementation of the MoU, for ensuring territorial endorsement and integration into involved NQF/RQF of the professional standard for "Winemaker Specialist", and of related joint curriculum and common guideline for assessment of learning outcomes.

For applying ECVET in the participating Countries and Regions to learning outcomes achieved in formal, non-formal and informal learning contexts, relating to the concerned and qualification, this MoU establishes that each participant:

- accepts each other's status as interested actors and/or competent institutions;
- accepts each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer and/or assessment, validation and recognition of learning outcomes;
- agrees the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU, agreeing in particular the joint governance mechanisms (i.e.: permanent joint governance body and periodical meetings, for constant dialogue and administrative co-operation);

- agrees on the comparability of qualification concerned for the purposes of credit transfer and/or assessment, validation and recognition of learning outcomes, using EQF to establish the reference levels;
- agrees on the common engagements both for supporting formal transposition of the joint professional, training and assessment standards into Umbrian and Macedonian qualification frameworks (i.e., management, scientific, technical and administrative activities for dialogue and elaboration of formal documentation – utilising the models for new or updated professional and training standards defined by relevant qualification authorities having competence on decisions about the officially recognised qualifications included in National and Regional Qualification Frameworks - which are needed to allow the integration of the joint qualification in the concerned NQF/RQF), and for effective making use of the joint standards, particularly by involved VET providers.
- identifies other actors and competent institutions that may be involved in the process concerned and their functions.

## Ratification and effectiveness of the MoU

This MoU has been duly executed and signed by an official representative of each of signatories. MoU shall come into effect for each party from the date of its signature.

This MoU and its Appendixes shall be executed in English and in the national languages of the signatories.

This MoU includes two Appendixes:

- Appendix 1, describing in terms of activities, tasks, skills and knowledge, units of competences / learning outcomes and correspondence between units and associated ECVET credit points, the professional standard of the joint Umbrian-Macedonian VET qualification “Winemaker Specialist”;
- Appendix 2, outlining the joint governance mechanisms of the new sustainable transnational cooperation structure for the implementation of the MoU, and for ensuring transparency, comparability, appropriate quality assurance systems and mutual recognition of the joint qualification.

## **The qualification profile of the joint VET qualification “Winemaker Specialist”**

Outline of expected learning outcomes, articulated in units detailed in terms of related activities and tasks, knowledge, skills and competences, with ECVET credits for the whole qualification and for each learning outcomes unit, also focusing on standard competence elements common to Republic of North Macedonia and Umbria Region, and on subsidiary elements specific to each national and regional context

<b>Section A: Units of learning outcomes for standard competence elements common to Republic of North Macedonia and Umbria Region</b>	<b>14</b>
<b>Section B.1: Units of learning outcomes for standard competence elements specific to Republic of North Macedonia - Macedonian Addendum</b>	<b>20</b>
<b>Section B.2: Units of learning outcomes for standard competence elements specific to Umbria Region - Umbrian Addendum</b>	<b>21</b>

Section A: Units of learning outcomes for standard competence elements common to Republic of North Macedonia and Umbria Region

Working activities	Working Tasks	Knowledge	Skills	Competences / Learning Outcomes Units	ECVET Credits
<p><b>Strategic planning</b></p>	<p>Support the enterprise management in the analysis of the wine market (analyse the market trends and size, the offer of the competitors, and the characteristics of the direct target; evaluate the winery market share, and the available human, structural, and financial resources)</p> <p>Support the enterprise management in the definition of the winery strategic plan (define the characteristics of the offer of the winery, and the human, structural, and financial resources needed to provide the offer, as well as the management and organisational approaches, and the communication and marketing policies, taking into account the carried-out analysis and survey)</p>	<p>Principles and tools for the market analysis (market segmentation, dimensions of market analysis, market size, market trends, market growth rate, market opportunity, market profitability, cost structure, distribution channels, success factors, competitive analysis, environmental analysis, target audience analysis, SWOT analysis, etc.)</p> <p>Principles and tools for the definition of the strategic plan of the enterprise (strategic planning approaches and models e.g., Conventional Strategic Planning, Issues-Based Strategic Planning, Organic Strategic Planning, Real-Time Strategic Planning, Alignment Model of Strategic Planning, Inspirational Model of Strategic Planning, Balanced Score Card, etc.)</p> <p>Marketing in wine market: domestic (national and local) and international (European and extra-European) features and characteristics of the business of producing wine, in particular trends in wine sector and food industry, sectoral macroeconomics, major operators and sector leaders' strategies, sectoral market dynamics, sectoral regulations and operational policies</p>	<p>To position the own enterprise with respect to reference competitive system, paying attention to the market trends: to evaluate the context in which operates the own winemaking enterprise, identifying and analysing the useful variables for comprehending the current state and the possible evolution of the market (market trends and size, competitors, target); to estimate the production capacity of the own enterprise, analysing the winery both from the point of view of the structure (institutional and organisational set-up) and from the available resources point of view (human, structural, and financial resources).</p> <p>To participate in defining policies and strategies coherent with the carried-out analysis: to define the relation logics with the market demand, and the characteristics of the supply (type of products, of markets and clients, of marketing, promotion and relation policies, etc.); to define the investments in resources, and the needed development actions, evaluating their economic viability and sustainability.</p>	<p><b>1 (A) - To define the strategies of the winemaking enterprise</b></p>	<p><b>5</b></p>

<p style="text-align: center;"><b>Cellar management</b></p>	<p>Harvest operations management (manage harvest schedule, grape handling and harvest duties, tank schedule, maceration regimes)</p> <p>Wine preparation and wine movement management (manage vinification, racking, sanitation, wine analysis, wine transfers)</p> <p>Bottling operations management (manage mobile bottling line, packaging materials ordering and inventories)</p>	<p>Recognition of different grape varieties as raw material for processing of wine and determining the health condition of the grapes.</p> <p>Knowledge of the order for turning on and off the machines and equipment</p> <p>Knowledge of process control instruments</p> <p>Knowledge of the procedures for maintaining the hygiene of the equipment and devices, before and after the completion of the work</p> <p>Knowledge of the optimum temperature and pressure in the vessels</p> <p>Knowledge of the process of alcohol fermentation, i.e. the transformation of sugars into alcohol and other parameters.</p> <p>Knowledge of the process of preparation and hygiene of the vessels before filling</p> <p>Understanding of the meaning of the wine level in the vessels and the need for dropping or disembarking the level of the vessels</p> <p>Knowledge of prescribed procedures and procedures for the use and preparation of oenological resources</p> <p>Identification of the organoleptic characteristics of the wine in the process of care and storage</p>	<p>To check the quantity and quality of the grapes for the production of quality wine.</p> <p>To control the health of the grapes</p> <p>To monitor and control the hygiene and correctness of the vessels and equipment in the process of fermentation and distillation.</p> <p>To control the correctness of the instruments and parameters in the production processes.</p> <p>To identify separate defects in equipment and devices</p> <p>To control the process of converting sugar into alcohol, or the process of alcoholic fermentation.</p> <p>To control the organoleptic characteristics of the wine in the process of care and storage.</p> <p>To control the use of oenological resources, in accordance with the prescribed procedures and procedures.</p> <p>To control the parameters for the proper running of the procedure for obtaining a quality and safe product.</p> <p>To provide optimum conditions for storing and storing wine according to type and style.</p>	<p style="text-align: center;"><b>2 (A) - To manage the procurement and primary processing of grapes, the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine</b></p>	<p style="text-align: center;"><b>30</b></p>
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<p style="text-align: center;"><b>Safety management</b></p>	<p>Manage inventory health (monitor SO2 additions, topping, cellar cleanliness)</p> <p>Serve as safety officer for the winery</p> <p>Maintain all safety records and employee safety instruction documentation</p> <p>Instruct/train safety classes</p>	<p>Control of closed air-conditioned rooms (premises for care and storage of wine, grinder, warehouse);</p> <p>Knowledge of rooms with danger of alcohol poisoning in enclosed type fermentation units, constructed with hard construction, whether surface or underground (ventilation is required);</p> <p>Maintain safety outside in all weather conditions (reception and processing of grapes during harvesting, loading and unloading of wine);</p> <p>Maintain safety on vertical scales and height-oriented horizontal paths (a series of more connected tanks for fermentation or for storing wine).</p>	<p>To control the use of protective equipment and takes care of safety and health at work</p> <p>To control the critical control points in the production process</p> <p>To provide first aid in case of injuries or poisoning</p>	<p style="text-align: center;"><b>3 (A) - To ensure the implementation of the measures for safety and health at work in the wine cellar</b></p>	<p style="text-align: center;"><b>4</b></p>
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<p><b>Compliance management</b></p>	<p>Maintain all winemaking records on company database</p> <p>Provide accurate counts of both bulk and bottled inventory, bottling records, losses, movements</p> <p>Maintain all purchasing records of packaging and cellar materials</p>	<p>Principles of warehouse accounting</p> <p>Regulatory framework on inventory issues</p> <p>Regulatory framework on traceability of food products</p> <p>Company procedures relating to warehouse accounting, inventory, and traceability of wine products</p> <p>IT tools for storage management</p>	<p>To monitor the stock of products of the winemaking enterprise, and to carry out the wine production inventory, ensuring traceability of the products: to take over, in qualitative and quantitative terms, the production of both bulk and bottled wine, and the related movements and losses; to record on company database, utilising IT tools for storage management, the counts of bulk and bottled wine inventory, and of related movements and losses; to verify the compliance between the physical stock of wine production, and the inventory data, also identifying the cause of any discrepancy.</p> <p>To monitor and carry out the inventory of the stock of wine packaging and cellar materials: to record on company database, utilising IT tools for storage management, the purchasing counts of wine packaging and cellar materials; to verify the compliance between the physical stock of wine packaging and cellar materials, and the inventory data, also identifying the cause of any discrepancy.</p>	<p><b>4 (A) - To manage compliance between physical stocks, and inventory data of the winemaking enterprise</b></p>	<p><b>3</b></p>
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<p style="text-align: center;"><b>Staff management</b></p>	<p>Coordinate the collaborators of the winery supporting them in performing the assigned tasks</p> <p>Support the enterprise management in the determination of staffing needs, and in finding and selection of professional resources</p> <p>Support the enterprise management in the definition of the skill needs of the staff, and in the planning and realisation of training</p>	<p>Management of available time and resources</p> <p>Concept of group, position, role, individual and collective behaviours, group dynamics, organisational climate</p> <p>Modalities for assigning tasks, transmission of orders, intervention in situations of non-compliance and conflict</p> <p>Communication elements and techniques</p> <p>Spontaneous behaviours in stress situations, and modalities for addressing and managing them</p> <p>Elements of human resources management: selection process, development and evaluation, and staff training</p>	<p>To plan the working activities of the collaborators of the winery</p> <p>To analyse the planned production activities and to evaluate the workloads</p> <p>To plan the own working activities, considering total workload and priorities, and evaluating possible need of support provided by collaborators</p> <p>To manage the available professional resources of the winery, identifying and assigning tasks and responsibilities taking account of skills and workloads of collaborators, supporting them in carrying out of assigned tasks, controlling the completion of assigned tasks and evaluating the professional performances, and the quality of production process</p> <p>To facilitate the relation with and among the collaborators of the winery, favouring exchange of opinions and communication</p> <p>To identify the professional and skills needs of the winery, supporting both finding and selection of professional resources, and planning and realisation of training addressed to staff</p>	<p style="text-align: center;"><b>5 (A) - To manage the staff of the winery</b></p>	<p style="text-align: center;"><b>4</b></p>
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<p><b>Quality system management</b></p>	<p>Promote wine production operations accordingly to legislation, regulations, and company procedures</p> <p>Improve quality of wine production operations</p>	<p>Quality management issues within a production process, particularly within winemaking</p> <p>Concept of promised, provided, expected, and perceived quality, particularly in winemaking</p> <p>Operational conditions for the evaluation of the quality of a production process and related products, particularly of winemaking and wine</p> <p>Regulatory framework on quality issues, in particular about winemaking production process and wine products</p> <p>Principles and techniques for the evaluation of economic efficiency and cost-effectiveness</p>	<p>To evaluate the quality of the winemaking production process and of wine products</p> <p>To interpret and to apply the regulatory framework on quality issues within the own specific context</p> <p>To check that the obligations laid down by the law about winemaking production process and wine products are observed</p> <p>To analyse the product, the production process, and its organisation</p> <p>To check that the quality procedures of the winemaking enterprise are applied</p> <p>To control compliance with minimum parameters of economic efficiency and cost-effectiveness (cost containment, financial balance, cash flow management)</p> <p>To gather information on customer satisfaction</p> <p>To identify critical situations, and to define improvement interventions</p>	<p><b>6 (A) - To manage the quality system of the winery</b></p>	<p><b>4</b></p>
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Section B.1: Units of learning outcomes for standard competence elements specific to Republic of North Macedonia - Macedonian Addendum

Working activities	Working Tasks	Knowledge	Skills	Competences / Learning Outcomes Units	ECVET Credits
<p><b>Definition and management of work activities in compliance with the Macedonian labour law and knowledge of the provisions of laws and regulations governing the production and trade of wine</b></p>	<p>Definition of the contractual aspects of a work activity</p> <p>Definition of the standards for safety and health activities</p> <p>Compliance with the provisions of the laws and regulations on wine production and trade</p>	<p>Provisions of the Labour Law, namely, the characteristics of the most commonly used employment contracts for the work activities of employees and self-employed.</p> <p>Provisions of the Law on Safety and Health at Work</p> <p>Civil and criminal liability related to the activity of a Winemaker Specialist. Ethical and deontological aspects.</p>	<p>To define the contractual aspects of the work activity: to be able to confirm the relevance and accuracy of the employment contract compared to the work required</p> <p>To apply the provisions of the Law on Safety and Health at Work in the production of wine</p> <p>To know the rules and regulations governing the production and marketing of wine</p> <p>To know and understand the specifications of the different professional roles that work in the agricultural sector and winemaking operations (reference activities, levels of responsibility, etc.), paying particular attention to his/hers own roles</p> <p>To be able to identify his or her own strategy of sustainable professional activity as a Winemaker Specialist</p>	<p><b>1 (B.1) - To work as an employed or self-employed worker and to operate in accordance with the laws and other regulations with the professional activity of a Winemaker Specialist in the Republic of North Macedonia</b></p>	<p><b>6</b></p>
<p><b>Communication in Macedonian</b></p>	<p>Communication in Macedonian within professional activities in agriculture sector and winery operations field</p>	<p>Knowledge of Macedonian language corresponding to level B2 CEFR (Common European Framework of Reference for Languages)</p>	<p>To use skills in Macedonian language corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity</p>	<p><b>2 (B.1) - To communicate in Macedonian</b> (min. level B2 CEFR - Common European Framework of Reference for Languages)</p>	<p><b>4</b></p>

Section B.2: Units of learning outcomes for standard competence elements specific to Umbria Region - Umbrian Addendum

Working activities	Working Tasks	Knowledge	Skills	Competences / Learning Outcomes Units	ECVET Credits
<p><b>Definition and management of a work activity in compliance with Italian labour law</b></p>	<p>Definition of the contractual aspects of a work activity Management of compulsory procedures and fulfilments for the start-up and practice of a work activity</p>	<p>Labour law, namely for the characteristics of most frequently used employment contracts for employed and self-employed work activities. Principles on civil and criminal liability of the workers. Elements of tax regulations, namely for the self-employed workers Contractual, fiscal and social security aspects. Liability on accounting, according to the type of work practice</p>	<p>To define the contractual aspects of a work activity: to verify the pertinence and the accuracy of the employment contract compared to the required work activity To understand the fulfilments required for the proper enforcement of an employment contract for self-employed workers: to manage the compulsory procedures for the start-up of a work activity as self-employed worker; to manage the compulsory fiscal and social security fulfilment according to the type of work activity</p>	<p><b>1 (B.2) - To practise a profession as employed or self-employed worker in Italy</b></p>	<p><b>3</b></p>
<p><b>Definition and management of the specific professional activity in winery operations</b></p>	<p>Manage start-up of the specific professional activity in winery operations Manage practice of the specific professional activity in winery operations</p>	<p>Characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular reference to the agriculture sector and winery operations field Laws and standards for professional qualifications, such as Winemaker Specialist, and their long-lasting retention, with reference to regional and national regulations and to the overall panorama in Italy and European countries. Reference National Labour Agreements. Civil and criminal liability related to the activity of Winemaker Specialist. Ethical and deontological aspects.</p>	<p>To know and understand the characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian country, with particular reference to the agriculture sector and winery operations field To know and understand the specifications for professional practice as Winemaker Specialist. To fulfil the regulatory obligations and operate in full compliance with the deontological codes of reference: to know and manage the obligations of the professional activity of Winemaker Specialist; to negotiate the conditions of the professional activity, beginning with the applicable contractual system and economic incentives available to the customer; to know and apply the deontological codes – including those identified by common practice – during professional activity. To know and understand the specifications of the various professional roles operating in agriculture sector and winery operations</p>	<p><b>2 (B.2) - To manage the professional activity of Winemaker Specialist in Italy</b></p>	<p><b>3</b></p>

			(reference activities, levels of responsibility, etc.), paying special attention to his own. To identify his own strategy of sustainable professional activity as Winemaker Specialist.		
<b>Communication in Italian</b>	Communication in Italian within professional activities in agriculture sector and winery operations field	Knowledge of Italian corresponding to level B2 CEFR (Common European Framework of Reference for Languages)	To use skills in Italian corresponding to level B2 CEFR (Common European Framework of Reference for Languages) whilst exercising the professional activity	<b>3 (B.2) - To communicate in Italian</b> (min. level B2 CEFR - Common European Framework of Reference for Languages)	<b>4</b>

## **Mechanisms and engagements for the implementation of the MoU**

### **1. - Rules and procedures to monitor and enforce the MoU**

#### **1.1 - Joint governance committee**

1.1.1 - The *Joint governance committee* is established to facilitate the implementation of this MoU, to oversee administrative processes, and to monitor the performance of all Parties who have agreed to be bound by the terms and conditions of this MoU to ensure, insofar as it may, that any issues or disagreements arising hereunder are resolved promptly and in a manner consistent with the intent of this MoU.

1.1.2 - The *Joint governance committee* will also monitor the processes to implement this MoU in an effective and non-discriminatory manner, and continue information exchange by whatever means are considered most appropriate, including regular communication and sharing of information.

1.1.3 - The *Joint governance committee* should meet (also online, by means of Skype or other VoIP communication in real time) at least annually or as often as required in order to effectively perform its duties and assist in the resolution of eventual disputes.

1.1.4 - Each organisation undersigning this MoU is represented in the *Joint governance committee* by a minimum of one (1) and a maximum of two (2) Officers/Members/Representatives. The organisations represented in the *Joint governance committee* are the initial contracting Parties of this MoU and all the authorities and organisations which undersign it afterwards.

1.1.5 - The organisations interested to participate at this MoU must undersign it and send a copy of the undersigned MoU to the *Joint governance committee*, which will deliberate unanimously, during its subsequent meeting, on the new adhesions to this MoU.

1.1.6 - The organisations interested to the adhesion at this MoU have also the possibility to undersign it without participation to the *Joint governance committee*. At this aim, the organisation must specify this will in the framework of the sending of the undersigned MoU to the *Joint governance committee*.

1.1.7 - The *Joint governance committee* is based, till its different decision, c/o the applicant of the *WINEVET* project, *Aris Formazione e Ricerca Società Cooperativa (Strada S. Lucia 8, 06125 Perugia – Italy)*.

#### **1.2 - Physical Meetings**

1.2.1 - On the occasion of physical meetings of the *Joint governance committee*, a representative of the hosting organisation shall serve as Chair.

1.2.2 - The locations and the dates of the physical meetings of the *Joint governance committee* shall be proposed by the hosting organisation, in agreement with the other Parties.

1.2.3 - The organisation hosting the physical meetings of the *Joint governance committee* is responsible for the arrangements about hotel and meeting room, dinner reservations, meeting agenda and minutes and, also providing translation services when needed.

1.2.4 - Physical meetings of the *Joint governance committee* require two-month notice.

1.2.5 - The minutes of the physical meetings of the *Joint governance committee* are prepared by the hosting organisation, and sent to the other Parties within two months.

1.2.6 - There are no fees for the participation to the physical meetings of the *Joint governance committee*, and each organisation is responsible for the financing of its participation.

### **1.3 - Online meetings**

1.3.1 - Online meetings, and the dates in which they shall take place, may be proposed by each organisation represented in the *Joint governance committee*.

1.3.2 - Online meetings of the *Joint governance committee* require two-week notice.

1.3.3 - On the occasion of online meetings of the *Joint governance committee*, a representative of the organisation proposing the meeting shall serve as Chair.

1.3.4 - The minutes of the online meetings of the *Joint governance committee* are prepared by the organisation proposing the meeting, and sent to the other Parties within one month.

## **2. - Mechanisms for dialogue and administrative co-operation**

The *Joint governance committee* will put in place mechanisms and procedures which will include:

2.1 - To review periodically the professional standard for Umbrian-Macedonian joint VET qualification "Winemaker Specialist", and the related joint curriculum and common guideline for assessment of learning outcomes;

2.2 - To establish the rules and procedures necessary for the application, evaluation and monitoring of the provisions in this MoU. The members of the *Joint governance committee* will keep in regular contact and hold annual meetings to review the implementation and effectiveness of the agreement.

2.3 - To act as an information source for the addressed VET learners within the participating Countries and Regions.

2.4 - To support the resolution of disputes arising from the implementation of this MoU.

2.6 - To carry out additional tasks as established by the *Joint governance committee*.

## **3. - Regulations relating to nationality**

3.1 - Beneficiaries of the provisions of this MoU will be the citizens of the Countries of the Parties.



#### **4. - Revision of agreement**

During its application, this agreement is subject to periodical review by the *Joint governance committee*.

#### **5. - Notice of termination**

If any Party wishes to withdraw from this MoU, it will inform the *Joint governance committee* of this decision by giving six-month notice in writing.



Co-funded by the  
Erasmus+ Programme  
of the European Union

European Commission  
Education, Audiovisual  
and Culture Executive  
Agency (EACEA)

Erasmus+ EU Programme 2014-2020  
Key Action 3 – Support for Policy Reform  
Joint Qualifications in Vocational Education and Training  
Call for proposal EACEA 27/2017  
Project Number 597814-EPP-1-2018-1-IT-EPPKA3-VET-JQ

## **WINEVET**

European cooperation among VET providers, agricultural enterprises, sectoral/professional organisations, and relevant qualification authorities, to increase employability of youths and highly skilled, qualified and mobile workforce, by developing the joint VET qualification “Winemaker Specialist”

Erasmus+ EU Programme 2014-2020  
Key Action 3 – Support for Policy Reform - Joint Qualifications in Vocational Education and Training  
Call for proposal EACEA 27/2017  
Reference Number of the Project: 597814-EPP-1-2018-1-IT-EPPKA3-VET-JQ

## **Memorandum of Understanding - MoU ECVET** for the post-secondary Umbrian-Macedonian joint VET qualification **“Winemaker Specialist”**

### **MoU Adhesion Signature**

Place: *Skopje, Republic of North Macedonia*

Date: ... *of October 2019*

Name of the organisation:

Address of the organisation:

Country:

Telephone number:

Fax number:

E-mail:

Legal representative:

Stamp:

Signature:

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