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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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Key Action 3 – Support for Policy Reform - Joint Qualifications in Vocational Education and Training
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Reference Number of the Project: 597814-EPP-1-2018-1-IT-EPPKA3-VET-JQ

Work Package 6 - Defining the joint guideline for learning outcomes assessment complementing the transnational qualification profile and curriculum of the Umbrian-Macedonian post-secondary joint VET qualification “Winemaker Specialist”

Deliverable 13

Umbrian-Macedonian post-secondary joint VET qualification “Winemaker Specialist”: the joint guideline for learning outcomes assessment complementing the transnational qualification profile and curriculum

June 2020

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INDEX

Premise: main features of Work Package 6 and related Deliverable 13	3
The joint guideline for learning outcomes assessment	5
Section A: Assessment of learning outcomes for standard competence elements common to Republic of North Macedonia and Umbria Region	5
Section B.1: Assessment of learning outcomes for standard competence elements specific to Republic of North Macedonia	52
Section B.2: Assessment of learning outcomes for standard competence elements specific to Umbria Region	59

Premise: main features of Work Package 6 and related Deliverable 13

The self-evident title of the Work Package 6 "Defining the joint guideline for learning outcomes assessment complementing the transnational qualification profile and curriculum of the Umbrian-Macedonian post-secondary joint VET qualification Winemaker Specialist", it clearly introduces to the content of this fifth implementation step of the WINEVET project, following the preparatory researches about professional and learning field in wine production segment of agricultural sector in Macedonian NQF and in Umbrian RQF, and on relevant experiences and transferable good practices to support transnational joint VET qualifications based on ECVET (carried out within the Work Package 2), the design of the qualification profile of the Umbrian-Macedonian post-secondary joint VET qualification "Winemaker Specialist" (realised within the Work Package 3), the 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 (carried out within the Work Package 4), as well as the design of the joint curriculum complementing the transnational qualification profile (achieved within the Work Package 5).

More in particular, in the context of the main objective of the project WINEVET (to prepare and set up the higher-level joint Umbrian-Macedonian VET qualification "Winemaker Specialist"), the Work Package 6 includes the activities aimed to design the joint guideline for learning outcomes assessment complementing the transnational qualification profile and curriculum of the Umbrian-Macedonian post-secondary joint VET qualification "Winemaker Specialist".

The definition of the joint guideline for learning outcomes assessment proceeded identifying the specific requirements the learners have to comply with to be successful, and providing methodological recommendation for the evaluation process.

The joint guideline identifies the specific requirements the learners have to comply with for demonstrating the achievement of learning outcomes and the acquisition of related competences, listing and defining them in strict relation with the units of learning outcomes (and unit parts) detailed in the qualification profile, and with the corresponding training units, modules and learning activities described in the curriculum.

The methodological recommendation for the evaluation process focuses both on specificities of formal and non-formal learning activities and contexts (in particular, work-based learning contexts and activities, and learning contexts and activities abroad), and on the integration in the evaluation process of the results of self-assessment and peer-evaluation performed by the learners within the learning activities, according to the joint curriculum.

Starting from the fifth Consortium meeting of the WINEVET project (Todi - Italy, 21 February 2020), the partnership - despite the difficulties linked to health situation due to the spread of Covid-19 -shared the set-up and the development of the curriculum design, collaborating at transnational level also through Skype meetings, under the management, coordination and scientific guidance of the applicant.

The joint guideline for learning outcomes assessment, designed with the contribution of each partner (included contributions relating to specific national and regional subsidiary factors), was assembled by the applicant in an integrated draft, discussed and validated by all the partners during the sixth Consortium meeting (Skopje - Republic of North Macedonia, ... July 2020), and then made accessible:

- in the working area open to key actors and users involved in project activities, and in the public open area of the project website (www.winevet.eu), with interactive media and web 2.0, as well as social media and mobiles applications;

- as information package, i.e. synthetic version for dissemination, on paper and USB key (Info-Pack 5 - Umbrian and Macedonian post-secondary joint VET qualification Winemaker Specialist: the common guideline for assessment of learning outcomes, with methodological recommendation for the evaluation, and list of specific requirements the learners have to comply with to be successful), addressed to people attending to transnational and territorial multiplier events to be held during the project in Umbria and Republic of North Macedonia.

This Deliverable 13, self-evidently titled "Umbrian-Macedonian post-secondary joint VET qualification Winemaker Specialist: the joint guideline for learning outcomes assessment complementing the transnational qualification profile and curriculum", it provides a complete overview on results of the implementation activities realised within the Work Package 6 of the WINEVET project. The integral version of the product is published in English, while the synthetic version for dissemination (Info-pack 5) is published in the other languages of the partnership (Italian, and Macedonian).

The joint guideline for learning outcomes assessment

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

Competences / Learning Outcomes Units	Training Units	Learning activities	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
<p>1 (A) - To define the strategies of the winemaking enterprise</p>	<p>1 (A) - Definition of the strategies of the winemaking enterprise</p>	<p>1. Market and its dynamics</p>	<p>The performance for the identification and understanding of factors and dynamics influencing the market, in particular in wine segment of the agri-food sector, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - identifies market activities when it comes to economics such as demand, supply, exchange of goods and services, market balance b) - identifies 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 c) - identifies market trends and competitors, highlighting market relations such as B2B, and B2C, explaining differences and characteristics of them, and giving example of impact of cultural changes on market evolution (e.g., responsible drinking in alcoholic beverages market) d) - identifies specific market trends and entrepreneurs' actions in wine sector, giving examples (e.g., Alcohol in Moderation, Bubbles, Ageing, Fruit-driven, etc.) 	<p>The participants pairwise draw one problem per pair about market trends (for instance, analysis of a local market in which a business operates in light of trends observed both in domestic and international market). The task is to think about what phenomena and changes on a market could have influenced market trends. What changes have contributed to that? They present their thoughts then to the whole group and along with the trainer analyse and evaluate them. For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience</p>

					through dialogue among involved learners and trainer.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
<p>1 (A) - To define the strategies of the winemaking enterprise</p>	<p>1 (A) - Definition of the strategies of the winemaking enterprise</p>	<p>1.1 (A) - How to analyse the wine market</p>	<p>2. Marketing management</p>	<p>Theoretical and practical demonstration of knowledge and skills required to understand marketing management process and marketing in running a company, to be verified against:</p> <p>a) Importance of marketing in running a company:</p> <ul style="list-style-type: none"> - To identify marketing fundamentals, definitions and marketing management's concepts <p>b) Marketing management as one of possible management types:</p> <ul style="list-style-type: none"> - To explain marketing management general and specific features within business management <p>c) Marketing management process:</p> <ul style="list-style-type: none"> - To explain the main phases of the marketing management process 	<p>The performance for the understanding of marketing management process and marketing in running a company, in particular in wine segment of the agri-food sector, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies marketing fundamentals and definitions - describes marketing management's concepts, indicating theories and examples of strategic approach to marketing</p> <p>b) - identifies general and specific features of marketing management (e.g. focus on clients' needs, constant product development and improvement, strategic planning, capability of responding quickly to market changes, holistic approach to the whole process of selling products/services, etc.)</p> <p>c) - identifies and describes the main phases of the process of marketing management (analyses of marketing chances / possibilities; target markets analyses and decision making; definition of marketing strategies and marketing plans; organization, introduction, and control of marketing activities)</p>	<p>Students, based on this training and their own experience have the task to define characteristics and competences of a person who is responsible for marketing management in a company. They present their thoughts then to the whole group and along with the trainer discuss, analyse and evaluate them. Then, the trainer inspire students to think (individually on their own) on whether they as managerial personnel have such characteristics and competences, and if not, whether they know how to improve and are capable of self-improvement in this respect or if there is a person within their company who could be responsible for such processes. For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p>

						Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definition of the strategies of the winemaking enterprise	1.1 (A) - How to analyse the wine market	3. Marketing analysis	Theoretical and practical demonstration of knowledge and	The performance for carrying out of analyses of market, clients and competition, in particular in the wine segment of the agri-food sector, it is evaluated by the examiner verifying if the learner: a) - identifies, utilising the basic terminology of marketing analyses, the outside situation	Teams of two students prepare their SWOT analyses of a product defined by the trainer. They do not carry out the whole analysis, but every team works on a selected element of the analysis. For instance, a new company is in the process of introducing a kind of wine not currently available in the market. First team is to explain strengths; advantages of the project, second
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			<p>skills required to carry out analyses of market, clients and competition, in particular in the wine segment of the agri-food sector, to be verified against:</p> <p>a) M a r k e t i n g a n a l y s e</p>	<p>and the internal aspects of company's activities - identifies costs of marketing analyses, and risk associated with not doing the analyses</p> <p>b) - shows the application of professional methods and tools for compartmentalizing market (e.g. Lean Canvas - business plan, diagrams and charts)</p> <p>c) - identifies and describes the methods and tools for marketing analyses (analysis of competition websites, questionnaire type research, direct talks with clients, SWOT analysis, etc.)</p> <p>d) - identifies and describes approaches and methods for interpreting and processing the results of marketing analyses</p>	<p>can work on weak points, third might try to predict chances and fourth may need to think about dangers. Finally, the whole group compare and evaluate decisions made by every team (for the sake of educational purposes, an existing company can be taken as an example, as long as all the students are familiar with that company). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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				b e f o r e m a k i n g m a r k e t i n g d e c i s i o n s b) C o m p a r t m e n t a		
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				l i z a t i o n o f m a r k e t a n d c l i e n t s : -T o e x p l a i n t h e r e l a		
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				t i o n s a n o n g t y p o l o g i e s o f W i n e p r o d u c t s a n d d i f f e r		
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				e n t t y p e s o f c l i e n t c) M e t h o d s o f a n a l y s e s : - T o e x p l a i n		
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				the methods for marketing analyses		
				d) Results of		

				m a r k e t i n g a n a l y s e s : -T o i n t e r p r e t a n d p r o c e s s d a t a		
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				f r o m m a r k e t i n g a n a l y s e		
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definition of the strategies of the winemaking	1.1 (A) - How to analyse the wine market	4. Marketing strategy	Theoretical and practical demonstration of	The performance for defining and implementing a marketing strategy in a winemaking enterprise, it is evaluated by the examiner verifying if the learner:	Every participant individually or in a group prepares a short marketing strategy concept of a winemaking company, indicating tasks assignments when it comes to strategy, showing the
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	ing enterpris e			<p>knowledge and skills required to define and implement a marketing strategy, in particular in a winemaking enterprise, to be verified against:</p> <p>a) Importance and types of marketing strategy - Text</p>	<p>a) - identifies methods and procedures aimed at achieving basic market goals defined by a company's mission - identifies typical kinds of marketing strategy with different range, e.g. specialization focusing single target market, B2B and B2C consumer segment, niche, trend following, etc.</p> <p>b) - identifies and describe main current approaches to product strategies (e.g. single product, multi-product, etc.)</p> <p>c) - identifies and describes main current approaches to distribution strategies (e.g. single sale channels, multichannel, networks, etc.)</p> <p>d) - identifies and describes the typical steps of creating a marketing strategy (e.g. definition of goal and main tasks, etc.), the main questions to be faced (e.g. what effects are we interested in) and decision to be made during process of creation and introduction (e.g. selection of a target market)</p>	<p>recommended sequence of actions, defining which elements of a strategy will need more time and attention. Students and / or teams will present their observations to the whole group providing their reasoning. Additional exercise: every student will prepare an initial marketing strategy plan for the own company putting into practice all the subject matters, problems and issues presented during the training. For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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				pl a i n e s s e n c e , b e n e f i t s a n d k i n d s a n d r a n g e t y p e o		
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				f m a r k e t i n g s t r a t e g y b) Pr od uc t str at egi es: - T o e x p l a i n t h e	
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				<p>t y p o l o g y</p> <p>o f p o s s i b l e</p> <p>p r o d u c t s t r a t e g i e s</p> <p>c) Di str ib uti on str at egi es:</p>	
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				- T o e x p l a i n t h e t y p o l o g y o f p o s s i b l e d i s t r i b u t i o n		
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				s t r a t e g i e s d) Ma rk eti ng str at eg y pr oc es s an d rel at ed de cis ion - m aki ng : - T o e x p l a i n	
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				the process of definition and implementation of a		
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				m a r k e t i n g s t r a t e g y / a n d t h e d e c i s i o n s t o b e m a d e d		
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				ur ri n g t h e p r o c e s s		
Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definition of the strategie	1.1 (A) - How to analyse the wine market	5. Marketing activities and communication	Theoretical and practi	The performance for carrying out marketing and communication activities, in particular in wine segment of agri-food sector, it is	The participants receive the hypothetical scenario in relation to their company which is either positive or negative (for instance, a

	<p>s of the winemaking enterprise</p>			<p>cal demonstration of knowledge and skills required to carry out marketing and communication activities, in particular in wine segment of agri-food sector, to be verified against:</p> <p>a) m a r k e t i n g a c</p>	<p>evaluated by the examiner verifying if the learner:</p> <p>a) - identifies marketing activities trends and types (outbound and inbound marketing, analytical marketing, brand marketing, internet and mobile marketing, etc.)</p> <p>b) - identifies marketing communication and public relations types (ATL and BTL advertising, inside communication, etc.) and functions (e.g. informative advertising, sale support-persuading advertising, reminding advertising, educational advertising, competitive advertising, etc.)</p> <p>c) - identifies and describes main steps for marketing communication planning (identification of a target audience, definition of the aim of communication process, design of the message, choice of communication channel, advertisement budgeting, choice of promotion mix, evaluation of advertisement results)</p>	<p>product is recognized and awarded at a competition, the company needs to change the location, there has been an emergency resulting in a negative impact on the quality of products, problems with personnel). Every student analyses a selected scenario/situation and prepares a diagram and a plan especially highlighting the aspect of communication activities. Then each learner present personal point of view and recommended solution in this respect to the whole group. The group along with the trainer analyses and evaluates all the solutions.</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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				t i v i t i e s : -T o e x p l a i n t y p o l o g y a n d t r e n d s o f m a r k e t		
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				i n g a c t i v i t i e s b) m a r k e t i n g c o m m u n i c a t i o n a n d p u		
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				public relations: - To explain typology and functions		
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				o f m a r k e t i n g c o m m u n i c a t i o n a n d p u b l i c r e l a t i o n s		
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				c) m a r k e t t i n g c o m m u n i c a t i o n p l a n : - T o e x p l a i n t h e		
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				<p style="text-align: center;">p r o c e s s o f p l a n n i n g m a r k e t i n g c o m m u n i c a t i o n</p>		
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Perfor mance Indica tors	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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				(Requirements learners have to comply with to demonstrate learning outcomes)		
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1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definition of the strategies of the winemaking enterprise	1.1 (A) - How to analyse the wine market	6. Online and social media marketing	<p>Theoretical and practical demonstration of knowledge and skills required to create a company's image with the use of social media, to be verified against:</p> <p>a) web marketing:</p>	<p>The performance for creating a company's image with the use of social media, in particular in wine segment of the agri-food sector, it is evaluated by the examiner verifying if the learner:</p> <p>a) - describes efficiency and quality features of an internet website (clear and uncluttered, containing latest data, easy navigation through pages, comprising crucial information), and web marketing techniques (e.g. pay per click advertising, text link advertising, contextual text advertising, organic search engine optimization, participation in forums and communities, link popularity, etc.)</p> <p>b) - describes characteristics of social media tools (blogs, microblogs, Wikipedia and other databases, YouTube, social networking: Facebook, Instagram, Pinterest, LinkedIn, Twitter, etc.)</p> <p>- identifies and describes most diffused tools for creation and management of social media content (e.g. tools for graphics, photo edition, planning of publications, production of short animations and presentations, efficiency evaluation, for particular phrase checking, statistics analyses, etc.)</p>	<p>Every student (on their own or in a group) finds and analyses a website or social networking portals run by a company. It is important to choose such companies who are active online (significant companies, corporations, etc.) such as for instance Coca Cola, Sony, Adidas, etc. Then each learner present personal analysis to the whole group. The group along with the trainer discuss and evaluates all the analyses. For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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				<p>- T o a p p l y b a s i c p r i n c i p l e s o f e f f i c i e n t u s e a n d t e c</p>	<p>c) - identifies and describes the set of rules to be followed by a company regarding content published on the internet.</p>	
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				h n i q u e s t i o n s f o r w e b m a r k e t i n g		
				b) so cia l m edi a: - T o c r e a t		

				e a n d m a n a g e s o c i a l m e d i a c o n t e n t u t i l i s i n g s o c i a l m		
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				<p>e d i a t o o l s</p> <p>c) on lin e an d so cia l m ar ke tin g op er ati on al rul es : - T o e</p>		
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				x p l a i n r u l e s o f o p e r a t i o n s f o r o n l i n e a n d s o c i a l m a		
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definition of the strategies of the winemaking enterprise	1.1 (A) - How to analyse the wine market	7. Marketing monitoring	Theoretical and practical demonstration of knowledge and skills required to monitor marketing activities, to be verified against:	The performance for marketing monitoring, in particular in wine segment of the agri-food sector, it is evaluated by the examiner verifying if the learner: a) - identifies and describes the typical steps of marketing monitoring activities (listing of marketing activities' elements for inspection along with rationale/grounds, planning of marketing activities, monitoring implementation, analysis of monitoring results, introduction of conclusions from the analysis) b) - describes and utilises typical marketing monitoring tools (e.g. Google Analytics, Hootsuite,	Using selected tools presented during the training, every student analyses a brand. Then each learner present personal analysis to the whole group. The group along with the trainer discuss and evaluates all the analyses. For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives
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				<p>a) processes of marketing monitoring: - To explain the courses of action of</p> <p>c) - identifies and describes function and utilisation features of key performance indicators (e.g. ROI Return Of Investment ratio of expenditures related to marketing activities to profits achieved) and of indicators relevant to marketing content (e.g. for a website: number of new and return unique users, number of visits, time spent on the website, positive and negative comments and opinions, etc.)</p>	<p>feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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				<p>m a r k e t i n g</p> <p>m o n i t o r i n g</p> <p>b) to ols for m a r k e t i n g m o n i t o r i n g: - T o e x p l</p>	
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				a i n f u n c t i o n a n d u t i l i s a t i o n f e a t u r e s o f m a r k e t i n g		
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				m o n i t o r i n g t o o l s c) m a r k e t i n g m o n i t o r i n g i n d i c a t o r s: - T o e x p l a i n f u n		
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				condition and utilization of features of marketing monitoring		
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				r i n g i n d i c a t o r s		
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Competences / Learning Outcomes Units	Trainin g Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definition of the strategies of the winemaking enterprise	1.2 (A) – How to define the strategic plan of the winemaking enterprise	1. Basics of Strategizing. Benefits for strategic planning	<p>Theoretical and practical demonstration of knowledge and skills required to identify and understand reasons and main points of importance of strategic planning, to be verified against:</p> <p>a) strategic plan process:</p> <ul style="list-style-type: none"> - To explain key elements and stages for planning strategy 	<p>The performance for the identification and understanding of reasons and main points of importance of strategic planning, in particular in winemaking enterprise, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes the key elements and stages for planning strategy (Analysis, Strategy formulation, Goal setting, Activities/action plan, Control & Feedback), and benefits for strategic planning</p>	<p>The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the ideas emerged within the group work.</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other</p>

						participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.
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<p>1 (A) - To define the strategies of the winemaking enterprise</p>	<p>1 (A) - Definition of the strategies of the winemaking enterprise</p>	<p>1.2 (A) – How to define the strategic plan of the winemaking enterprise</p>	<p>2. How to plan?</p>	<p>Theoretical and practical demonstration of knowledge and skills required to apply methodological and operational approaches to strategic planning, to be verified against:</p> <p>a) methodological and operational approaches to strategic planning:</p> <ul style="list-style-type: none"> - To apply methodological and operational approaches to strategic planning, and to identify strategic plan contents 	<p>The performance for the application of methodological and operational approaches to strategic planning, in particular in winemaking enterprise, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes methodological and operational approaches to strategic planning (e.g., Conventional Strategic Planning, Issues-Based Strategic Planning, Organic Strategic Planning, Real-Time Strategic Planning, Alignment Model of Strategic Planning, Balanced Score Card, etc.), and strategic plan contents (management message, organisation information & background, mission & values, analysis of current situation, goals, objectives and strategies, assessment indicators)</p>	<p>Each learner presents to all the participants the motivational message written within individual work, and the whole group of participants along with the trainer analyse and evaluate them. The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the written general information on winemaking enterprises defined within the group work.</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and</p>
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						trainer.
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1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definitio n of the strateg ies of the winem aking enterpr ise	1.2 (A) – How to define the strategic plan of the winemaking enterprise	3. SWOT – tool for planning	<p>Theoretical and practical demonstration of knowledge and skills required to carry out SWOT analysis of company's businesses and operations, to be verified against:</p> <p>a) methodological and operational approaches to strategic planning: - To apply methodological and operational approaches to strategic planning, and to identify strategic plan contents</p>	<p>The performance for carrying out SWOT analysis of company's businesses and operations, in particular in winemaking enterprise, it is evaluated by the examiner verifying if the learner:</p> <p>a) - describes features of SWOT analysis and competitive advantage that the analysis can provide to the company - applies SWOT analysis showing strengths, weaknesses, opportunities and threats of winemaking enterprise businesses and operations</p>	<p>The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the SWOT analysis on winemaking enterprises defined within the group work. For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definitio n of the strateg ies of	1.2 (A) – How to define the strategic plan of the winemaking enterprise	4. Setting up Vision / Mission	<p>Theoretical and practical demonstration of knowledge and skills required to set up company's vision and mission, in particular in winemaking enterprise, to be verified against:</p>	<p>The performance for setting up company's vision and mission, in particular in winemaking enterprise, it is evaluated by the examiner verifying if the learner:</p>	<p>The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the drafted values, vision, and mission of winemaking</p>
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	the winemaking enterprise			<p>a) setting up of company's vision and mission within strategic planning:</p> <ul style="list-style-type: none"> - To define statement of values, vision, and mission of the winemaking enterprise 	<p>a) - describes the concept of values, vision, and mission within strategic planning</p> <ul style="list-style-type: none"> - applies the concept of values, vision, and mission within strategic planning of winemaking enterprise 	<p>enterprises defined within the group work.</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
1 (A) - To define the strategies of the winemaking enterprise	1 (A) - Definition of the strategies of the winemaking enterprise	1.2 (A) – How to define the strategic plan of the winemaking enterprise	5. Setting up targets & draft of Strategic plan	<p>Theoretical and practical demonstration of knowledge and skills required to set up company's business targets and strategy, in particular in winemaking enterprise, to be verified against:</p> <p>a) setting up of company's targets and strategy:</p> <ul style="list-style-type: none"> - To define statement of 	<p>The performance for setting up company's business targets and strategy, in particular in winemaking enterprise, it is evaluated by the examiner verifying if the learner:</p> <p>a) - describes the concept of business goals, business objectives, and business strategy within strategic planning</p> <ul style="list-style-type: none"> - applies the concept of business goals, business objectives, and business strategy within strategic 	<p>The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the drafted business goals, business objectives, and business strategy of winemaking enterprises defined within the group work.</p> <p>For evaluation of learning</p>

				<p>business goals, objectives, and strategy of the winemaking enterprise</p>	<p>planning of winemaking enterprise</p>	<p>outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
<p>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</p>	<p>2 (A) - Cellar management</p>	<p>2.1 (A) - How to manage the procurement and primary processing of grapes</p>	<p>1. Biological characteristics of the grapevine</p>	<p>Theoretical and practical demonstration of knowledge and skills required to identify underground and aboveground organs; types of tendrils, ways of propagation of the vine (generatively and vegetatively) and annual biological cycle of the vine, to be verified against:</p> <ul style="list-style-type: none"> a) Aboveground and underground parts of the vineyard b) Structure and function of the vine line bodies c) Propagation of the vine d) Annual biological cycle of the vine 	<p>The performance for identifying the organs of the vine, the types of shoots, the ways of propagation of the vine and the annual biological cycle of the vine, is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - identifies most of the aboveground and underground organs of the vine (root, stem, leaf, flower and fruit), distinguishes the types of tendrils and stages of vegetation (phenophase): opening sprouts, growth of tendrils, flowering, pollinating growth of grains and grape ripening b) - performs microscopy to parts of vines and explains their construction and function c) - distinguishes generatively from vegetative propagation and lists the characteristics of vine propagation d) correctly writes a phenomenological diary for the stages of vegetation of the vine and explains how the vine is prepared for winter rest and the rest period 	<p>Individually each participant identifies the aboveground and underground parts of the vine. The parts are shown under codes, the user receives a list of names of overhead and underground parts and should write the exact code before the appropriate name of the part of the wine line.</p> <p>Each participant makes a cross-section for microscopy of grape organs, and can use ready-made microscopic preparations from parts of the grapevine. He describes the construction and explains the connection with their function.</p> <p>Participants in small groups make a presentation with characteristics of generative and vegetative propagation of the vine and present it to the other learners.</p> <p>Additional exercise: Each participant explores the biological characteristics of a given wine variety and fills in the phenological diary and the preparation of the wine line for winter</p>

						rest and rest period. In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, the other participants in the group do evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the participant receives feedback on his / her achievements from the trainer.
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Competences / Learning Outcomes Units	Trainin g Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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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	2 (A) - Cellar managem ent	2.1 (A) - How to manage the procurement and primary processing of grapes	2. Varieties of wine grapes	<p>Theoretical and practical demonstration of knowledge and skills required for recognition of grape wine varieties according to their morphological characteristics, categorization according to the quality for production of black and white wines; the correlation between the chemical composition and the technical values of the grapes and the optimal sorting of the wine vineyards, to be verified against:</p> <p>a) Wine varieties for the production of quality black wines</p>	<p>The performance for recognizing the wine varieties and categorizing the wine varieties according to the quality for production of black and white wines is evaluated by the examiner verifying if the learner:</p> <p>a) describes the morphological features and recognizes most of the wine varieties for the production of quality black wines</p> <p>b) – describes the morphological features and recognizes most of the wine varieties for the production of medium quality black wines</p> <p>c) - describes the morphological characteristics and recognizes most of the wine varieties for the production of quality white wines</p> <p>d) - describes the morphological characteristics and recognizes most of the wine varieties for production of</p>	<p>The teacher provides an album (ampelography) of wine grape varieties, respective to the country in which the program is realized. The learners from Italy recognize the varieties that are mostly grown in their country and their surroundings, and the learners from the Republic of North Macedonia recognize the wine varieties that are important for their growing area.</p> <p>The participant recognizes</p>
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				<p>b) Wine varieties for production of medium quality black wines</p> <p>c) Wine varieties for the production of quality white wines</p> <p>d) Wine varieties for production of medium quality white wines</p> <p>e) Wine varieties for the production of consumer white wines</p>	<p>medium quality white wines</p> <p>e) - describes the morphological features and recognizes most of the wine varieties for the production of consumer white wines</p>	<p>the wine grape varieties and the models of grape wine varieties from the photo album and the videos.</p> <p>Additional exercise: Each participant explores the characteristics of a given grape variety and based on botanical, technological and ampelotechnical characteristics categorizes wine varieties whether they are for the production of black, white or consumer wines and evaluates the technical values of grapes and the optimal variety of wine vineyards.</p> <p>Each participant gives a personal assessment of the learning outcomes, and the other participants in the group do evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the trainer gives feedback on the participant's achievements.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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			learning outcomes)			
<p>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</p>	<p>2 (A) - Cellar management</p>	<p>2.1 (A) - How to manage the procurement and primary processing of grapes</p>	<p>3. Technological characteristics of grapes</p>	<p>Theoretical and practical demonstration of knowledge and skills required to know the technological characteristics of grapes: mechanical and chemical composition, sugar in grapes, other chemicals, technological maturity of grapes and the impact of grape harvest and wine production to be verified against:</p> <p>a) Factors affecting the mechanical composition of grapes</p> <p>b) Chemical composition of grapes and must</p> <p>c) Sugars in grapes.</p> <p>d) Other chemicals in grapes</p> <p>e) Technological maturity of the grapes</p>	<p>The performance for the knowledge and skills required to explain the technological characteristics of grapes, the determination of the rank, the determination of the sugar and the technological maturity of the grapes are evaluated by the examiner verifying if the learner:</p> <p>a) - explains how certain factors affect the mechanical and chemical composition of grapes and calculates the production and yield of grapes according to given values</p> <p>b) - explains how certain factors affect the chemical composition of grapes and must</p> <p>c) - enumerates factors that affect the sugar content in grapes, classifies wine grape varieties according to the sugar content and determines the amount of sugar in a given grape variety</p> <p>d) - enumerates other chemical substances in grapes</p> <p>e) - explains the characteristics and significance of technological maturity of grapes for wine production, determines the technological maturity of grapes with refractometer and determines the moment of harvest</p>	<p>The trainer sets tasks for determining the grape rind according to the given values from the mechanical composition of the grapes. The learner, with the help of the given values and by applying a given formula, determines the yield and the ranking of the grapes.</p> <p>Using a given method, the participant calculates the amount of sugar in the grapes.</p> <p>By applying a refractometer, the participant determines the technological maturity of grape wine varieties and determines the moment of harvest.</p> <p>Each participant gives a personal assessment of the learning outcomes, and the other participants in the group do evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the participant receives feedback on his / her achievements from the trainer.</p>

Competences /	Trainin	Training	Learning	Performance Indicators	Performance acceptability indexes	Methodological
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Learning Outcomes Units	g Units	modules	activities	(Requirements learners have to comply with to demonstrate learning outcomes)	(Minimum level of the requirements the learners have to comply)	recommendation for the evaluation process
<p>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</p>	<p>2 (A) - Cellar management</p>	<p>2.1 (A) - How to manage the procurement and primary processing of grapes</p>	<p>4. Organic production of grapes</p>	<p>Theoretical and practical demonstration of knowledge and skills required to recognize the meaning and specifics of organic production; principles of organic farming; and conditions for viticulture organic production to be verified against:</p> <p>a) Significance and specifics of organic production</p> <p>b) Principles of organic farming</p> <p>c) Conditions for viticulture organic production</p>	<p>The performance for the specifics of organic viticulture production; principles of organic farming; and conditions for vine organic production are evaluated by the examiner verifying if the learner:</p> <p>a) – emphasizes the legislation on organic viticulture production and regulation in EU countries, control over organic production and procedures for obtaining a certificate for organic agricultural production by stating steps for the transition from conventional to organic production</p> <p>b) - underlines the principles of organic farming with emphasis on the principles of viticulture production</p> <p>c) - explains agro-technical measures for viticulture organic production, fertilizers that can be used in organic viticulture, preventive and protective measures and selection of protective means for viticulture organic production and harvesting and storage of organic grapes</p>	<p>Individually, each learner solves a test with several types of questions, which refer to the legislation on organic viticulture production.</p> <p>The learner associates appropriate statements with a defined characteristic with conventional or organic grape production.</p> <p>Additional exercise: Learners in small groups research the conditions for viticulture organic production, prepare a presentation and present it in a large group.</p> <p>In addition to learner's self-assessment, group assessment is performed to assess the learning outcomes. At the end the learner receives feedback on their achievements from the other learners and the trainer,</p>

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<p>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</p>	<p>2 (A) - Cellar management</p>	<p>2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine</p>	<p>1. Wine Cellar</p>	<p>Theoretical and practical demonstration of knowledge and skills required for winery types; technical and technological conditions of the winery; the conditions for the construction of a winery; types of premises and production departments in a wine cellar; positive and negative sides of wooden, concrete; metal, plastic and glass wine vessels; and maintaining the hygiene of wine vessels, to be verified against:</p> <p>a) Classification of wine cellars</p> <p>b) Conditions for construction of wine cellars</p> <p>c) Wine vessels</p> <p>d) Maintaining hygiene of wine vessels</p>	<p>The performance on the specifics of winery types; technical and technological conditions for the construction of a wine cellar; types of premises and production departments in a wine cellar; pros and cons of wine dishes; and maintaining the hygiene of the wine vessels is evaluated by the examiner verifying if the learner:</p> <p>a) - correctly classifies wine cellars</p> <p>b) - explains the conditions for construction of wine cellars and identifies the location of the production departments and the conditions in them</p> <p>c) - highlights the positive and negative sides of wooden, concrete, metal, plastic and glass wine vessels and based on the positive and negative sides determine the use for different wine products</p>	<p>Individually, each participant performs a classification of wine cellars according to the given characteristics.</p> <p>Exercise: Participants in small groups analyse wine cellars plans and identify the production distances and conditions in them.</p> <p>The participant connects statements of characteristics with the appropriate type of wine container, determines the use for different wine products and proposes the use of certain wine vessels for a given wine.</p> <p>Participants in small groups suggest procedures for maintaining, removing wine stone and preparing for the use of diseased and contaminated wine vessels.</p> <p>In addition to the participant's self-assessment, group assessment is performed to assess learning outcomes. At the end, from the other participants and the trainer, the participant receives feedback on their achievements.</p>

Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
<p>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</p>	<p>2 (A) - Cellar management</p>	<p>2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine</p>	<p>2. Machinery and equipment for the production of wine and instruments for process control</p>	<p>Theoretical and practical demonstration of knowledge and skills required for machines and devices for processing grapes and the principle of their operation; process control instruments; the connection between machines, devices and instruments with the quality and quantity of wine production, to be verified against:</p> <p>a) The machines and devices for processing grapes and the principle of their work</p> <p>b) Process control instruments</p> <p>c) Machines and devices for physical stabilization of wine</p>	<p>The performance for the specifics of machines and devices for processing grapes and instruments for process control; the principle of their work; process control instruments, is evaluated by the examiner verifying if the learner:</p> <p>a) - Describes machines and devices for processing grapes: grape jam; grape presses and drainers; wine cellar pumps, wine filters and explains the principle of their operation</p> <p>b) - Explains the working principle of process control instruments: temperature, pressure and flow</p> <p>c) - Explains the principle of the operation of machines and devices for physical stabilization of wine</p>	<p>From pre-prepared images, the participant identifies machines and devices for processing grapes and describes the principle of their work.</p> <p>In small groups, the participants prepare a plan for the order of switching on and off the machines and equipment according to the activities of the primary processing of the grapes and present it to all participants in the group.</p> <p>The participant identifies machines and devices for physical stabilization of wine and describes the principle of their work.</p> <p>Each participant analyses</p>

						<p>the relationship between machines and devices with the quality and quantity of wine production.</p> <p>In addition to self-assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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	2 (A) - Cellar management	2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red	3. Maintenance of machinery, equipment and wine vessels	Theoretical and practical demonstration of the knowledge and skills required for the importance of regular cleaning and disinfection of machines, devices and wine containers; ways to remove wine stone from wine vessels; ways to clean and prepare for	The performance for the specifics of the importance of regular cleaning and disinfection of machines, devices and wine containers; ways to remove wine stone from wine vessels; ways to clean and prepare for the use of diseased and contaminated wine containers; and guidelines for determining the method and means of cleaning wine vessels, is evaluated by the examiner verifying if the learner:: a) - Explains why regular cleaning and disinfection of	Each participant explains why regular cleaning and disinfection of machines, devices and wine containers is important. In small groups, participants determine methods and means of

<p>sparkling wine</p>		<p>and sparkling wine</p>		<p>the use of diseased and contaminated wine containers; and guidelines for determining the method and means for cleaning wine vessels and maintaining machines, devices and wine vessels for wine production, to be verified against:</p> <p>a) Cleaning and disinfection of machines, devices and wine containers</p> <p>b) Wine vessel cleaning methods and means</p>	<p>machines, devices and wine containers is important and determines methods and means for cleaning wine containers</p> <p>b) - Proposes selection and application of different ways of removing wine stone from wine vessels and demonstrates how they are cleaned and prepared for use on diseased and polluted wine vessels</p>	<p>cleaning given wine vessels.</p> <p>Each participant proposes the selection and application of a suitable way to remove the wine stone from a given wine container and demonstrates the maintenance of the machines and devices for wine production.</p> <p>Each participant demonstrates how to clean and prepare for the use of polluted and contaminated wine containers.</p> <p>In addition to self-assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
<p>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</p>	<p>2 (A) - Cellar management</p>	<p>2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine</p>	<p>4. Alcoholic fermentation</p>	<p>Theoretical and practical demonstration of the knowledge and skills needed to explain the process of alcoholic fermentation; influence of temperature and oxygen on alcoholic fermentation; connection of the composition of the sieve and the conduct of alcoholic fermentation; chemistry and biochemistry of alcoholic fermentation, the importance of wine yeast in the process of alcoholic fermentation; alcoholic fermentation in controlled conditions; yeast types important for alcoholic fermentation; stages of development of tame wine yeast, selected yeasts and enzymes to be verified against:</p> <p>a) Alcoholic fermentation</p> <p>b) Influence of temperature and oxygen on alcoholic fermentation</p> <p>c) The role of wine yeast and enzymes in the process of alcoholic fermentation</p>	<p>The performance for the identification of chemistry and biochemistry of alcoholic fermentation; influence of temperature and oxygen on alcoholic fermentation; and the role of wine yeast in the process of alcoholic fermentation it is evaluated by the examiner verifying if the learner:</p> <p>a) - Explains the chemistry and biochemistry of alcoholic fermentation and correctly sorts the elements of chemistry and biochemistry of alcoholic fermentation</p> <p>b) - Analyzes how temperature and oxygen affect alcohol fermentation and explains the importance of controlled alcoholic fermentation on wine quality</p> <p>c) - Distinguishes types of yeasts in alcoholic fermentation, describes the stages of development of tame and selected yeasts and demonstrates the preparation and use of selected wine yeasts and enzymes</p>	<p>Individually, each participant sorts out the elements of chemistry and biochemistry of alcoholic fermentation.</p> <p>The participant follows the process of alcoholic fermentation, writes them down, explains and regulates the parameters in the process of alcoholic fermentation.</p> <p>The participants work in small groups and prepare a presentation, explaining the factors that are controlled during controlled alcoholic fermentation and suggest ways to control temperature and oxygen.</p> <p>Additional exercise: the participants work in small groups and prepare selected yeasts and enzymes, use them and monitor the process of alcoholic fermentation by writing down the parameters and explaining the effects of the use of selected yeasts and enzymes.</p> <p>In addition to participant's self-assessment, group assessment is performed to</p>

						assess learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.
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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	2 (A) - Cellar management	2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine	5. Technology of production of red and rose wines	<p>Theoretical and practical demonstration of knowledge and skills required for grape crushing procedures; determining the moment of separation of the pomace from the liquid part; temperature conditions during alcoholic fermentation; open and closed fermentation of red wines; advantages and disadvantages of open and closed fermentation; pink wine production technology to be verified against:</p> <p>a) The technology of red wine production</p> <p>b) Alcoholic fermentation in the production of red and rose wines</p> <p>c) Rose wine production technology</p>	<p>The performance for identifying procedures during the squeezing of the grapes and determining the moment of separation of the pomace from the liquid part; temperature conditions during alcoholic fermentation; open and closed fermentation of red wines; and rose wine production technology, it is evaluated by the examiner verifying if the learner:</p> <p>a) - Explains the technology of production of red wines, procedures for crushing the grapes, the moment of separation of the pomace from the liquid part (must - young wine) and demonstrates the practical application of the technology of production of different types of red wines.</p> <p>b) - Follows and controls alcohol fermentation: temperature conditions during alcoholic fermentation, open and closed fermentation of red wines</p> <p>c) - Explains the technology of production of rosé wines, moment of separation of pomace from the liquid part (must - young wine) for the production of rosé wines and demonstrates the technology of production of different types of rosé wines</p>	<p>Individually, each participant explains the technologies for the production of red and rose wines and explains the differences in the technology of different wines.</p> <p>Exercise: In real conditions, each participant follows the process of crushing the grapes and determines the moment of separation of the pomace from the liquid part (must - young wine) for the production of red and rose wines.</p> <p>Exercise: Each student records temperature conditions during alcoholic fermentation, compares open and closed fermentation of red and</p>
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						<p>rose wines, and explains the differences in fermentation during the production of red and rose wines.</p> <p>Individually, each participant tastes different types of red and rose wines and evaluates them.</p> <p>In addition to the self-assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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	2 (A) - Cellar management	2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling	6. Technology of production of white wines	Theoretical and practical demonstration of knowledge and skills required for white wine production technology; procedures for crushing grapes, squeezing and pressing grape pulp; conditions for proper conduct of alcoholic fermentation in the production of white wines; importance of protection of the must from	The performance for identification of white wine production technology; procedures for processing grapes into grape porridge; conducting alcoholic fermentation in the production of white wines; protection of the must from aeration (oxidation); regulation of aldehydes, i.e. volatile acids and selection of fermentation vessels in the production of white wines, it is evaluated by the examiner verifying if the learner: a)- Explains white wine production technology and demonstrates procedures for crushing grapes, squeezing and pressing grape pulp	Individually each participant explains technologies for the production of white wines. Exercise: In real conditions, each participant demonstrates procedures for crushing of the grapes, squeezing and pressing of

		wine	<p>aeration (oxidation); way of regulating aldehydes, i.e. volatile acids during fermentation and selection of fermentation vessels in the production of white wines, to be verified against:</p> <p>a) White wine production technology</p> <p>b) Alcoholic fermentation in the production of white wines</p>	<p>b)- Monitors and controls alcohol fermentation: temperature conditions for proper conduct of alcoholic fermentation in the production of white wines, identifies the need and importance of protection of the must from oxidation (oxidation) and describes ways to regulate aldehydes, i.e. volatile acids during fermentation</p>	<p>the grape pulp.</p> <p>Exercise: Each participant records the conditions for the proper conduct of alcoholic fermentation in the production of white wines and proposes procedures for the protection of the must from aeration (oxidation).</p> <p>Exercise: Each student suggests a choice of fermentation vessels for the production of white wines.</p> <p>Individually, each participant tastes different types of white wines and evaluates them.</p> <p>In addition to self-assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
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Competences / Learning Outcomes Units	Trainin g Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
<p>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</p>	<p>2 (A) - Cellar manag ement</p>	<p>2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine</p>	<p>7. Technology of production of special wines</p>	<p>Theoretical and practical demonstration of the knowledge and skills required for technology of production of natural dessert wines; conditions for the production of natural dessert wines; characteristics of the production of liqueur and dessert wines; technology for the production of famous liqueur wines; aromatized wine production technology (vermouth); classic way of producing natural sparkling wines; champagne wine production technology, to be verified against:</p> <p>a) Technology of production of natural dessert wines</p> <p>b) Technology of production of aromatized wine</p> <p>c) Technology of production of natural sparkling wines</p> <p>d) Technology of production of champagne wine</p>	<p>The performance for identification of the technology of production of different types of special wines: natural dessert wines; liqueur wines; flavoured wines; sparkling wines and champagne, it is evaluated by the examiner verifying if the learner:</p> <p>a) - Explains the technology of production of natural dessert wines and controls conditions for new production</p> <p>b) - Explains the technology of production of aromatized wines - vermouth (Muscatfrontion, Malaga, Madeira, Porto, etc.) and controls the conditions for new production</p> <p>c) - Explains the technology of production of natural sparkling wines and controls the conditions for new production</p> <p>d) - Explains the technology of production of champagne wines and controls the conditions for new production</p>	<p>Individually each participant combines technologies for the production of different types of special wines: natural dessert wines; liqueur wines; flavoured wines; sparkling wines and champagne.</p> <p>Participants work in groups and present recipes for the production of world-famous brands of special wines.</p> <p>In real conditions, each participant controls the conditions for the production of different types of special wines.</p> <p>The participant compares classic and industrial way of producing natural sparkling wines.</p> <p>Individually each participant tastes different types of special wines: natural dessert wines; liqueur wines; flavoured wines; sparkling wines and champagne and gives an assessment of them.</p> <p>In addition to self-assessment by the participant, group assessment is performed to assess the learning</p>

						outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.
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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	2 (A) - Cellar management	2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine	8. Diseases, deficiencies and wine growing	Theoretical and practical demonstration of the knowledge and skills required for the importance of diseases and deficiencies of wine; recognition of diseases and deficiencies of wine through organoleptic analysis; causes and preventive measures to prevent diseases and deficiencies of wine; methods for treating wine from certain diseases; importance of the airspace over the level of wine in unprotected space; pouring the wine into an unprotected container with air space above the level of the wine; wine transfusion; wine sharpeners and how they are used; clearing of the wine; wine filtration and filter types; heat treatment of wine; physical stabilization of low-temperature wines and pasteurization as a method of stabilization of the	The performance for identification of diseases and deficiencies of wine; methods for treating wine from certain diseases; pouring of the wine into an unprotected container with air space above the level of the wine; clearing and filtering of the wine; and stabilization of the wine, it is evaluated by the examiner verifying if the learner: a) - Distinguishes wine diseases: sour from mannitol wine; overturned, mucous and tangled wine; deficiencies of wine (brown coating, black or blue coating, grey coating, white coating, odour of sulphuric acid H ₂ S, odour of mold and other odours) b) - Identifies diseases and deficiencies of wine through organoleptic analysis, describes the causes of diseases and deficiencies of wine and identifies the causes of wine diseases through microscopic examination c) - Presents preventive measures to prevent diseases and deficiencies of wine d) - Analyses and explains the manner of treatment of wine from certain diseases and proposes measures and techniques for treatment of wine from certain diseases e) - Analyses the importance of the airspace over the level of	Individually, each participant answers a test that describes the characteristics of certain diseases of the wine, and the participant connects each characteristic with the corresponding disease of the wine: pickled wine, manic wine; overturned, mucous and tangled wine; brown coating, black or blue coating, grey coating, white coating, H ₂ S sulphuric acid odour, mold odour and other odours. The participants work in small group and perform organoleptic analyses and microscopic examination of certain wines, identify diseases and deficiencies of the given wines, and
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			<p>wine, to be verified against:</p> <p>a) Wine diseases</p> <p>b) Recognition of diseases and deficiencies of wine through organoleptic analysis and microscopic examination</p> <p>c) Preventive measures to prevent diseases and deficiencies of wine</p> <p>d) Treatment of wine from certain diseases</p> <p>e) Pouring of the wine into an unprotected container with air space above the level of the wine</p> <p>f) Transfusion of wine</p> <p>g) Means for clearing wine and how to use them</p> <p>h) Wine filtration</p> <p>i) Thermal processing of wine</p> <p>j) Physical stabilization of low temperature wines and pasteurization as a method for stabilization of wine</p>	<p>wine in unprotected space and states the methods of pouring wine in an unprotected container with air space above the level of the wine</p> <p>f) - Explains and demonstrates wine transfusion (methods, time, conditions and transfusion technique)</p> <p>g) - List the means of clearing wine and how to use them (gelatin, bentonite, egg white, fish bubble, casein, potassium ferrocyanide or blue wine clearing, etc.)</p> <p>h) - Explains wine filtration technology and lists the types of filters used in winemaking processes.</p> <p>i) - Analyses and describes the physical stabilization of low temperature wines and explains pasteurization as a method for stabilization of the wine.</p> <p>j) - Analyses and describes the physical stabilization of low temperature wines and explains pasteurization as a method for stabilization of the wine.</p>	<p>propose measures to prevent disease, to cure and improve wine.</p> <p>Individually, each participant explains the procedure for pouring wine in an unprotected container with air space above the level of the wine and the techniques for pouring the wine (methods, time, conditions and technique of pouring).</p> <p>The participants work in small groups, and suggest ways to use clearing agents and wine filtering technology.</p> <p>Each participant, in real conditions, applies a procedure for heat treatment, physical stabilization with low temperatures and pasteurization as a method for stabilization of certain wines.</p> <p>Individually each participant tastes different types of wines, identifies diseases and deficiencies of the wines and proposes measures to correct them.</p> <p>In addition to student self-assessment, group assessment is performed to assess learning outcomes. At the end, the participant receives feedback on his/her accomplishments</p>
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						from the trainer.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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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	2 (A) - Cellar management	2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine	9. Maturation of wine and interventions on wine	<p>Theoretical and practical demonstration of the knowledge and skills required for the importance of wine maturation; quiet fermentation; natural clearing of wine; changes in acids manifested by the deposition of wine stone; biological decline of acids and esterification and formation of bouquet substances in wine; effect of oxygen and temperature on wine maturation; stages of wine development; the repair of the chemical composition of wine (acids, dyes, tannins and alcohol), to be verified against:</p> <p>a) Maturation of the wine</p> <p>b) Repair of wine</p>	<p>The performance for maturation of wine; stages of wine development; repair of the chemical composition of wine; colour and tannin repair in wine in case of excess and lack of tannins; alcohol repair in wine and malolactic fermentation with pure cultures, it is evaluated by the examiner verifying if the learner:</p> <p>a) - Explains the process of quiet fermentation during wine maturation, changes in acids that are manifested by the deposition of wine stone, biological decline of acids, the process of esterification and formation of bouquet substances in wine, the effect of oxygen on wine maturation and temperature impact on the maturation of the wine</p> <p>b) - Analyses the importance of reparation of the chemical composition of wine (acids, dyes, tannins and alcohol), measures to repair the colour of wine, methods to remove colour in white wines, repair of tannin in wine in excess and lack of tannins and alcohol repair in wine and demonstrate malolactic fermentation with pure cultures (bacteria)</p>	<p>Individually each participant presents changes that take place during maturation and quiet fermentation of wine and how they affect the production of wine.</p> <p>Working in small groups, participants make a presentation on the changes in acids that are manifested by the deposition of wine stone and the biological decline of acids and the process of esterification and formation of bouquet substances in wine.</p> <p>Individually each participant monitors and regulates the amount of</p>
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						<p>oxygen and temperature on the maturation of the wine.</p> <p>Each participant suggests repairing method of the chemical composition of the wine (acids, dyes, tannins and alcohol).</p> <p>Individually, each participant proposes procedures for repairing of the colour of the wine and removing the colour from the white wines.</p> <p>Each participant demonstrates a way to repair tannin in wine in case of excess and lack of tannins.</p> <p>Each participant proposes methods to repair alcohol in wine and demonstrates malolactic fermentation with pure cultures (bacteria).</p> <p>Each participant tastes different wines with certain deficiencies and proposes measures to correct them. In addition to self-assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
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<p>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</p>	<p>2 (A) - Cellar managment</p>	<p>2.2 (A) - How to manage the technological process of production, bottling, packaging and storage of white, rose, red and sparkling wine</p>	<p>10. Confectioning, warehousing and storage of finished products</p>	<p>Theoretical and practical of the knowledge and skills required for demonstration of the importance of packaging for wine production and trade, control of the preparation of the filling line; monitoring the process of washing bottles, sterilization, conditions when filling bottles with wine, advantages and disadvantages of different types of shutters, closing and labelling; conditions for palletizing and storage of the finished product in a warehouse; optimal conditions for storage and storage of wine according to the type and style of packaging and transport of wine bottles, to be verified against:</p> <p>a) Wine filling lines</p> <p>b) Wine filling</p> <p>c) Palletizing and storing of the finished product in a warehouse</p>	<p>The performance for the preparation of the wine filling line; function on the wine filling line and processes of palletizing and storing of the finished product in a warehouse, it is evaluated by the examiner verifying if the learner:</p> <p>a) - Describes preparations for working of the wine filling line (hygiene, connection of all machines in the line, selection of appropriate bottles, closures, labels), controls preparation of the filling line (hygiene, connection of all machines in the line, selection of appropriate glass and bottles for a particular type of wine, closures, labels, etc.)</p> <p>b) - Controls the process of washing bottles, sterilization, conditions when filling bottles with wine, good sides and disadvantages of different types of closures, closing and labelling</p> <p>c) - Controls the process and conditions for palletizing and storage of the finished product in the warehouse, determines the optimal conditions for storage and storage, according to the type and style of wine and controls the methods of packaging and transport of wine bottles.</p>	<p>Individually, each participant emphasizes the importance of packaging for wine production and trade.</p> <p>In real conditions, the participant controls the preparation of the filling line: hygiene, the connection of all machines in the line, the selection of appropriate glass and bottles for a certain type of wine, closures, labels, etc.</p> <p>The participant monitors the process of washing of the bottles, sterilization, conditions when filling the bottles with wine and proposes solutions for certain irregularities in the process.</p> <p>The participant controls the process and determines the optimal conditions for palletizing and storing of the finished product in a warehouse.</p> <p>The participants work in small groups and suggest methods for packaging of different types of wine, as well as how to transport wine bottles.</p> <p>In addition to self-</p>

						assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.
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3 (A) - To ensure the implementation of the measures for safety and health at work in the wine cellar	3 (A) - Implementation of OHS measures in the wine cellar		31. OHS and HACCP: general principles, rules and procedures	<p>The performance for the identification and application of general principles, rules and procedures about Occupational Health and Safety - OHS and Hazard Analysis and Critical Control Points - HACCP, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - identifies and describes principles, rules and procedures about Occupational Health and Safety - OHS b) - identifies and describes principles, rules and procedures about Hazard Analysis and Critical Control Points - HACCP 		<p>The participants analyse and evaluate in groups of two their opinion about the OERs shared during the learning activity, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about OHS and HACCP, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning</p>
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				<p>outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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3 (A) - To ensure the implementation of the measures for safety and health at work in the wine cellar	3 (A) - Implementation of OHS measures in the wine cellar		32. OHS and HACCP: specific rules and procedures for the procurement and primary processing of grapes		<p>The performance for the identification and application of specific rules and procedures about Occupational Health and Safety - OHS and Hazard Analysis and Critical Control Points - HACCP for the procurement and primary processing of grapes, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes principles, rules and procedures about Occupational Health and Safety -</p>	<p>The participants analyse and evaluate in groups of two their opinion about the OERs shared during the learning activity, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support the learners in the</p>

			<p>OHS specific rules and procedures for the procurement and primary processing of grapes</p> <p>b) - identifies and describes principles, rules and procedures about Hazard Analysis and Critical Control Points - HACCP specific rules and procedures for the procurement and primary processing of grapes</p>	<p>collective formal and non-formal learning experience about OHS and HACCP specific rules and procedures for the procurement and primary processing of grapes, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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3 (A) - To ensure the implementation of the measures for safety and health at work in the wine cellar	3 (A) - Implementation of OHS measures in the wine cellar		33. OHS and HACCP: specific rules and procedures for wine production process	<p>The performance for the identification and application of specific rules and procedures about Occupational Health and Safety - OHS and Hazard Analysis and Critical Control Points - HACCP for wine production process, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes principles, rules and procedures about Occupational Health and Safety - OHS specific rules and procedures for wine production process</p>	<p>The participants analyse and evaluate in groups of two their opinion about the OERs shared during the learning activity, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about OHS and HACCP for</p>
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			<p>b) - identifies and describes principles, rules and procedures about Hazard Analysis and Critical Control Points - HACCP specific rules and procedures for wine production process</p>	<p>wine production process, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
3 (A) - To ensure the implementation of the	3 (A) - Implementation of OHS measures in the wine cellar		34. OHS and HACCP: specific rules and procedures for wine bottling, packaging and storage		The performance for the identification and application of specific rules and procedures about Occupational Health and Safety - OHS and Hazard Analysis and Critical Control Points - HACCP for wine bottling, packaging and	The participants analyse and evaluate in groups of two their opinion about the OERs shared during the

<p>measures for safety and health at work in the wine cellar</p>			<p>storage, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes principles, rules and procedures about Occupational Health and Safety - OHS specific rules and procedures for wine bottling, packaging and storage</p> <p>b) - identifies and describes principles, rules and procedures about Hazard Analysis and Critical Control Points - HACCP specific rules and procedures for wine bottling, packaging and storage</p>	<p>learning activity, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about OHS and HACCP for wine bottling, packaging and storage, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
3 (A) - To ensure the implementation of the measures for safety and health at work in the wine cellar	3 (A) - Implementation of OHS measures in the wine cellar	3	5 Specific rules and procedures for sanitation and disinfection of plant and equipment of the winery	<p>The performance for the identification and application of specific rules and procedures for the sanitisation and disinfection of plant and equipment of the winery, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes specific rules and procedures for the sanitisation and disinfection of plant and equipment of the winery</p>	<p>The participants analyse and evaluate in groups of two their opinion about the OERs shared during the learning activity, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about specific rules and procedures for the sanitisation and disinfection of plant and equipment of the winery, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective</p>	

				<p>communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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3 (A) - To ensure the implementation of the measures for safety and health at work	3 (A) - Implementation of OHS measures in the wine cellar		36. Specific rules and procedures for the disposal of winery wastewater, marc and pomace	The performance for the identification and application of specific rules and procedures for the disposal of winery wastewater, marc and pomace, it is evaluated by the examiner verifying if the learner: a) - identifies and describes specific rules and		The participants analyse and evaluate in groups of two their opinion about the OERs shared during the learning activity, and the trainer asks other learners if they agree or not and
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<p>in the wine cellar</p>			<p>procedures the disposal of winery wastewater, marc and pomace</p>	<p>provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about disposal of winery wastewater, marc and pomace, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
4 (A) - To manage compliance	4 (A) - Compliance management		4 . 1. Principles of warehouse accounting		The performance for identifying the principles of accounting in warehouses, it is evaluated by the examiner verifying if the learner:	Individually each participant defines the wine warehouses and

<p>between physical stocks, and inventory data of the winemaking enterprise</p>			<p>a) - defines wine warehouses b) - identifies warehouse goals c) - determines the security levels of stocks d) - controls the flow of goods in warehouses e) - applies quality control measures in warehouses f) - uses software solutions for winery management that include office integration with procurement orders and inventory control, real-time stock updates, future growth scalability, labelling complaints, e-commerce and advanced reporting.</p>	<p>identifies the purposes of the warehouses. Each participant (independently or in a group) finds and analyses two warehouses in which wine is stored. The warehouses that will be analysed should have approximately the same range of products. Storage analysis refers to: Storage targets Safe stock levels Control of the flow of goods Quality control Software solutions used. After analysing the warehouses, the participant compares the warehouses taking into account the principles of good cellar management. The comparison should give an answer as to which cellar provides better wine storage. Each participant presents the personal analysis of the whole group. The group discusses with the trainer and evaluates all the analyses. In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, the other participants in the group make evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and at the end,</p>
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				the trainer gives feedback on the participant's achievements.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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4 (A) - To manage compliance between physical stocks, and inventory data of the winemaking enterprise	4 (A) - Compliance management	4	2. Inventory - How to manage them?	<p>The performance for the knowledge of the process and the system of management of inventories in the winery, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - identifies adverse effects from insufficient inventory levels and large quantities of stocks b) - explains systems for control and management of inventories and measures for continuous improvement of these systems c) - describes the disadvantages and advantages of stock tracking using the methods: memory, with cards (on paper) and computer 	<p>The performance for the knowledge of the process and the system of management of inventories in the winery, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - identifies adverse effects from insufficient inventory levels and large quantities of stocks b) - explains systems for control and management of inventories and measures for continuous improvement of these systems c) - describes the disadvantages and advantages of stock tracking using the methods: memory, with cards (on paper) and computer 	<p>Each participant (individually or in a group) finds and analyses the state of stocks in a warehouse in which wine is stored. The analysis should determine the level of stocks in the warehouse (cellar). After analysing the inventory level in the warehouse (cellar), the participant makes a report on the inventory level, a diagram of the inventory management process and the applied method of inventory management. Each participant presents the personal analysis of the whole group. The group together with the trainer discuss and evaluate all the analyses. Each participant demonstrates the</p>
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				<p>application of stock tracking methods (memory, cards and computer) and explains the advantages and disadvantages of each method.</p> <p>In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, the other participants in the group make evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the trainer gives feedback on the participant's achievements.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
4 (A) - To manage compliance	4 (A) - Compliance management		4	3. Traceability of food products	The performance for identifying the need for traceability of food products, it is evaluated by the examiner verifying if the learner:	Individually, each participant defines the term traceability and

<p>between physical stocks, and inventory data of the winemaking enterprise</p>			<p>a) - explains the importance of traceability for winemaking</p> <p>b) - emphasizes opportunities through traceability to identify risk and track it back to its source in order to quickly isolate the problem and prevent contaminated products from reaching consumers, but also to provide accurate information to the public, thus minimizing trade disruption</p> <p>c) - emphasizes the effectiveness of traceability in meeting the common requirements in all EU member states</p> <p>d) - explains guidelines (available on the European Commission's website) by which business operators are requested to document the names and addresses of the supplier and the customer in each case, as well as the nature of the product and the date of delivery.</p> <p>e) - states the necessary information to be stored: the volume or quantity of the product, the number of the series if any, and a more detailed description of the product, such as whether it is raw or processed</p> <p>f) - identifies specific requirements for the sector that refers to certain categories of food products, primarily wine, through which consumers can identify origin and authenticity</p>	<p>explains its significance for winemaking.</p> <p>Each participant (individually or in a group) conducts research on the importance of traceability in winemaking and the specific requirements for wine according to the EU legal framework. After analysing the significance of the traceability in winemaking and the specific requirements for wine according to the EU legal framework, the participant prepares a presentation.</p> <p>Each participant presents a personal analysis of the whole group. The group together with the trainer discuss and evaluate all the analyses.</p> <p>Participants work in small groups and identify the specific requirements for identifying the origin and authenticity of different categories of food products, with an emphasis on wine and present the necessary information to be stored.</p> <p>In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, the other participants in the group make evaluation as well. Each participant gives a personal assessment of the</p>
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				learning outcomes achieved, and at the end, the trainer gives feedback on the participant's achievements.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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4 (A) - To manage compliance between physical stocks, and inventory data of the winemaking enterprise	4 (A) - Compliance management	4 4. Company procedures relating to warehouse accounting, inventory, and traceability of wine products		<p>The performance for the knowledge of the process and the system of management of inventories in the winery, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies common responsibilities of the warehouse and management and lists the daily tasks, monthly tasks, quarterly tasks and annual tasks</p> <p>b) - identifies key roles and responsibilities in warehouse management, inventory and traceability and emphasizes the role of management in document administration and inventory insurance</p> <p>c) - explains the key roles and responsibilities of the warehouse employees and identifies the role of the warehouse organiser</p>	<p>Each participant (independently or in a group) finds and analyses a warehouse in which wine is stored. The warehouse is analysed in relation to the established procedures for management of warehouses, inventory and traceability of wine products. The analysis should provide an answer to the procedures practiced for warehouse management, inventory and traceability of wine products.</p> <p>Each participant presents a personal analysis to the whole group. The group together with the trainer discuss and evaluate all the analyses.</p> <p>Each participant demonstrates a procedure for completing and managing documents in the warehouse and a procedure for cleaning and maintaining the warehouse space, equipment and</p>
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				inventory. In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, the other participants in the group make evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the trainer gives feedback on the participant's achievements.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
4 (A) - To manage compliance between physical stocks, and inventory data of the winemaking enterprise	4 (A) - Compliance management		4	5. IT tools for storage management	The performance for the knowledge of the process and the system of management of inventories in the winery, it is evaluated by the examiner verifying if the learner: a) - identifies the advantages of the application of IT tools in winemaking b) - explains software solutions that allow full control over all activities in the winery in one place, i.e. monitor all activities in the winery during wine production, such	Individually, each participant highlights the advantages of using IT tools in winemaking. Each participant (individually or in a group) selects a specific winery and searches and proposes

			<p>as destruction, crushing, denial, additives, fermentation and packaging</p> <p>c) - lists software solutions used to measure all important factors in wine production: sugar, sulphur, pH, acid, temperature or any other important factor in wine production</p> <p>d) - describes wine management modules that provide tracking reports for each wine and bottle in the wine cellar with one click</p>	<p>an adequate IT management tools for the winery. After the analysis, the participant prepares a presentation in which he / she proposes appropriate and / or IT tools for managing the specific winery.</p> <p>Each participant presents the personal analysis of the whole group. The group together with the trainer discuss and evaluate all the analyses.</p> <p>Exercise: Participants in small groups select and demonstrate software solutions to control winery activities during wine production (destruction, crushing, denial, additives, fermentation, and packaging).</p> <p>In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, the other participants in the group make evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the trainer gives feedback on the participant's achievements.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
5 (A) - To manage the staff of the winery	5 (A) - Staff management	5	1. Time management	<p>The performance for planning and exercising conscious control of time spent on specific activities, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes time management strategies, techniques and tools, especially for increasing effectiveness, efficiency, and productivity</p>	<p>The participants analyse and evaluate in groups of two their opinion about the shared OERs and exercises, and the trainer asks other learners if they agree or not and provides final feedback.</p> <p>The trainer should support the learners in the collective formal and non-formal learning experience about time management, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on</p>	

				<p>learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
5 (A) - To manage the staff of the winery	5 (A) - Staff management	5	2. The winery as a social organisation	<p>The performance for the understanding and application of relevant social organisational concepts, it is evaluated by the examiner verifying if the learner:</p> <p>a)</p> <p>a) - identifies and describes concept of group, position, role, individual and collective behaviours, group dynamics, and organisational climate</p>	<p>The participants analyse and evaluate in groups of two their opinion about the shared OERs and team building exercise, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about the winery as a social organisation, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives</p>	

				feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
5 (A) - To manage the staff of the winery	5 (A) - Staff management		5 3. How to assign effectively tasks to team members		<p>The performance for assigning effectively tasks to team members, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes techniques and tools for assigning to collaborators tasks and responsibilities, for supporting in carrying out and control of completion of assigned tasks, for evaluating of professional performances, and for intervening in situations of non-compliance</p>	<p>The participants analyse and evaluate in groups of two their opinion about the shared OERs on task management, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about task management, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective</p>

				<p>communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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5 (A) - To manage the staff of the winery	5 (A) - Staff management		5 4. Management of conflict on workplace	<p>The performance for managing conflicts on workplace, it is evaluated by the examiner verifying if the learner:</p> <p>a</p> <p>a) - identifies and describes techniques and tools for managing conflicts on workplace</p>	<p>The participants analyse and evaluate in groups of two their opinion about the shared OERs on management of conflict on workplace, and the trainer asks other learners if they agree or not and provides final feedback.</p> <p>The trainer should support the learners in the collective formal and non-formal learning experience about management of conflict on workplace, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches,</p>
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				<p>consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
5 (A) - To manage the staff of the winery	5 (A) - Staff management	5	5. Communication on workplace	<p>The performance for managing communication on workplace, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes techniques and tools for managing communication on workplace</p>	<p>The participants analyse and evaluate in groups of two their opinion about the shared OERs and exercise on management of communication on workplace, and the trainer asks other learners if they agree or not and provides final feedback.</p> <p>The trainer should support the learners in the collective formal and non-formal learning experience about communication on workplace, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p>	

				Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
5 (A) - To manage the staff of the winery	5 (A) - Staff management		5 . 6. How to address and manage stress on workplace		The performance for tackling work-related stress, it is evaluated by the examiner verifying if the learner: a) a) - identifies and describes techniques and tools for addressing and managing stress on workplace	The participants analyse and evaluate in groups of two their opinion about the shared OERs and exercise on self-evaluation of work-related stress, and the trainer asks other learners if they agree or not and

				<p>provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about stress on workplace, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
5 (A) - To manage the staff of the winery	5 (A) - Staff management		5	7. Human resources management	<p>The performance managing human resources, it is evaluated by the examiner verifying if the learner:</p> <p>a)</p> <p>a) - identifies and describes techniques and tools for strategies, methods, and tools for human resources management, particularly for supporting satisfaction of professional and skills needs of the winery (finding and selection of professional resources, and planning and realisation of training addressed to staff)</p>	<p>The participants analyse and evaluate in groups of two their opinion about the shared OERs and exercise on human resources management, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about human resources</p>

				<p>management, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
6 (A) - To manage the quality system of the winery	6 (A) - Quality system management	6	1. Quality Management	<p>The performance for identifying the quality of the products and services and the basic characteristics of the quality, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - presents classification, market and technical characteristics of quality b) - describes the basic elements and methods of quality management c) - identifies goals and objectives of the total quality system d) - emphasizes standards and methods of standardization in winemaking processes e) - describes factors related to product quality costs f) - uses software solutions for quality control management in wineries that include office integration with procurement orders and inventory control, the ability to provide real-time stock updates, future growth adaptability, labelling and reporting complaints, e-commerce and progress explains methods for achieving goals and plan, checking results, and taking action 	<p>Individually, each participant sorts the elements that belong to the market and technical characteristics of the quality.</p> <p>Each participant (individually or in a group) finds and analyses two companies operating in the wine sector. The companies that will be analysed should have approximately the same product range.</p> <p>After the analysis of the companies, the participant compares the quality of several similar products from both companies (e.g. comparison by quality, price, features, etc.). The comparison should give an answer as to which company has better product quality.</p> <p>The participant works in small groups and prepares</p>	

				<p>a presentation on standards and methods of standardization in winemaking and software solutions for quality control management in wineries. Each participant presents the personal analysis of the whole group. The group together with the trainer discuss and evaluate all of the analyses.</p> <p>In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, the other participants in the group evaluate the participant as well. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the trainer gives feedback on the participant's achievements.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
6 (A) - To manage the	6 (A) - Quality system management		6	2. Grape quality	The performance for identifying the methods used to correct the ripeness of the grapes, it is evaluated by the examiner verifying if the learner:	Each participant (individually or in a group)

<p>quality system of the winery</p>			<p>a) - points out the characteristics by which the ripeness of the grapes is known in the different grape varieties b) - explains the dependence of the determination of the technological maturity and the time for harvesting of the grapes from different grape variety, the type of the required wine for production, the weather conditions for the ripening time, etc. c) - identifies the state of physiological maturity in different grape varieties d) - presents the methods for determination of the maturity of the grapes: the organoleptic method, the chemical method, the physical method and the method "indicator of maturity"</p>	<p>receives grapes from several wine varieties to produce different wines. The participant should analyse the grape varieties and determine the harvest time of the given varieties. To determine the time of harvest and the type of maturity in which the harvest will take place, an appropriate method should be used to determine the time of harvest and the type of maturity (organoleptic method, chemical method, physical method and method "indicator of maturity"). Each participant presents a personal analysis to the whole group. The members of the group, together with the trainer, discuss and evaluate all the analyses. In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, the other participants in the group make evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and, at the end, the trainer gives feedback on the participant's achievements.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
6 (A) - To manage the quality system of the winery	6 (A) - Quality system management	6	3. Wine quality	<p>The performance for identification of the need for traceability of food products, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - interprets OIV methods and rulebook on wine quality in the Republic of North Macedonia / Region Umbria / Italy b) - presents a procedure and laboratory equipment for chemical analysis of wine c)- points out the advantages and disadvantages of the determination of the quality of wine through tasting 	<p>Each participant (individually or in a group) receives samples of two types of wine from different stages in the production process. The participant should determine an adequate method of analysis of the given wine samples and determine the substances and quality of the wine, but also the necessary procedures that will need to be taken to improve the properties of the wine. Each participant presents to the whole group a selection of the procedure and laboratory equipment for chemical analysis of the wine, as well as the results of the personal analysis. The group together with the trainer discuss and evaluate all the analyses.</p> <p>In order to evaluate the learning outcomes, in addition to the self-assessment by the</p>	

				participant, the other participants in the group make evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and, at the end, the trainer gives feedback on the participant's achievements.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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6 (A) - To manage the quality system of the winery	6 (A) - Quality system management		6 4. Quality management of the economy of the enterprise	<p>The performance for the knowledge of the process and the system of management of the economy in the winery, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a)- explains models and factors that affect the effectiveness and efficiency of wineries b) - explains the assets of the winery and their division into basic and working capital c) - explains methods for working payment and standardization of work d) - describes the process of compiling calculations and lists methods for forming prices e) - identifies the productivity, economy and profitability 	<p>Individually, each participant solves a test with several types of questions, which refer to the terms: efficiency, effectiveness, liquidity, solvency and standardization of work. Each participant (individually or in a group) receives financial statements for a particular company operating in the</p>
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			<p>and methods on how to address these economic indicators</p> <p>f) - explains financial statements and distribution of net profit</p>	<p>wine sector with the task of analysing of the financial statements and distinguishing of the income, expenses, cash flow and the result of the company's operations, but also to calculate productivity, economy and profitability. Each student presents a personal analysis to the whole group. The group together with the trainer discuss and evaluate all the analyses. Exercise: The participants work in small groups and analyse the prepared financial statements and explain the distribution of the net profit. In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, the other participants in the group make evaluation as well. Each participant gives a personal assessment of the learning outcomes achieved, and, at the end, the trainer gives feedback on the participant's achievements.</p>
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Section B.1: Assessment of learning outcomes for standard competence elements specific to Republic of North Macedonia

Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
<p>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</p>	<p>1 (B.1) - 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</p>	<p>1</p>	<p>1. Macedonian Labour Legislation</p>	<p>The performance for the provisions of the Law on Labor Relations, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - Explains the employment procedure, the content of the employment contract b) - Explains the rights and obligations of the parties in concluding the employment contract, obligation to keep business secrets and obligation of the employer to provide safe working conditions c) - Explains the procedure for termination of the employment contract by agreement, dismissal by the employer and by the employee d) - Explains the procedure for payment of work, working hours, additional work, shift work, night work, break and vacations 	<p>Individually, each participant explains the employment procedure, the content of the employment contract, in accordance with the provisions of the Law on Labor Relations.</p> <p>In small groups, participants prepare a presentation with the rights and obligations of the parties in concluding the employment contract, the obligation to keep business secrets and the obligation of the employer to provide safe working conditions.</p> <p>By playing roles, the participants propose a way of acting in given situations of cancellation of the employment contract by dismissal by the employee and the employer, in accordance with the provisions of the Law on Labor Relations.</p> <p>Individually each participant explains the procedure for payment of work, working hours, overtime, shift work, night work, break and rest</p>	

						In addition to self-assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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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	1 (B.1) - 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	1	2. Provisions of the laws and regulations on production and trade of wine	<p>The performance for the provisions of the Law on Wine, it is evaluated by the examiner verifying if the learner:</p> <p>a) - Explains the procedure for purchase and payment of wine grapes, reporting quantities of purchased and sold grapes, enological means and procedures</p> <p>b) - Describes raw material for wine production, methods for physical-chemical analysis of wine, classification of grape varieties for wine production, prohibition of distillation, obligation to record and report wine production</p> <p>c) - Explains the procedure for placing wine on the market, sampling, organoleptic evaluation of wines, decision for placing wine on the market, entry and exit registers</p> <p>d) - Explains the procedure for classification of wines, production, labelling and protection of wines with geographical name, description, labelling and protection of wine and Register of wines with protected geographical name</p> <p>e) - Explains the procedure for labelling wines with geographical name, wine label and data on the label and competence of the State Inspectorate for Agriculture</p>	<p>Individually, each participant explains the procedure for purchase and payment of wine grapes, reporting quantities of purchased and sold grapes, enological means and procedures.</p> <p>In small groups, participants describe the raw material for wine production, methods for physical and chemical analysis of wine, classification of grape varieties for wine production, prohibition of distillation, obligation to record and report wine production, in accordance with the provisions of the Law on wine.</p> <p>Individually, each participant explains the procedure for placing wine on the market, sampling, organoleptic evaluation of wines, solution for placing</p>
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				<p>wine on the market, entry and exit registers.</p> <p>Individually, each participant explains the procedure for classification of wines, production, labelling and protection of wines with a geographical name, description, labelling and protection of wine and a Register of wines with a protected geographical name.</p> <p>Individually, each participant explains the procedure for labelling wines with a geographical name, wine label and data on the label and competence of the State Inspectorate for Agriculture.</p> <p>In addition to self-assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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2 (B.1) - To	2 (B.1) - Communication in	2			The performance for identification of the key	The trainer suggests
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<p>communicate in Macedonian (min. level B2 CEFR - Common European Framework of Reference for Languages)</p>	<p>Macedonian</p>	<p>1. Macedonian vocabulary on wine production</p>	<p>Macedonian words in the field of the wine production process, it is evaluated by the examiner verifying if the learner:</p> <p>a) - knows simpler words and grammatical expressions in Macedonian language b) - states key words related to wine production</p>	<p>presentations and videos to watch with the participants. As they watch, the participants are asked to list key words related to the types and characteristics of the wine they hear in the presentation or video. After watching the presentation or video, the participants gather in small groups of 3-4 and write a short letter using the words they noticed, present it to other groups. Each participant writes a few key words related to wine production and presents them to the whole group. The group discusses and evaluates the written words with the trainer. In addition to self-assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
<p>2 (B.1) - To communicate in Macedonian (min. level B2 CEFR - Common European Framework of Reference for Languages)</p>	<p>2 (B.1) - Communication in Macedonian</p>	<p>2. Macedonian vocabulary on wines</p>	<p>The performance for identification of the expressions in the Macedonian language and key words in the field of Macedonian wines, it is evaluated by the examiner verifying if the learner:</p> <p>a) - knows simpler words and grammatical expressions in Macedonian language b) - states key words related to types of Macedonian wines</p>	<p>The trainer suggests presentations and videos to watch with the participants. As they watch, the participants are asked to list key words related to the types and characteristics of Macedonian wines they hear in the presentation or video.</p>

						<p>After watching the presentation or video, the participants gather in small groups of 3-4 and write a short letter using the words they noticed, present it to the other groups.</p> <p>Each participant writes a few key words related to Macedonian wines and presents them to the whole group. The group discusses and evaluates the written words with the trainer.</p> <p>In addition to self-assessment by the participant, group assessment is performed to assess the learning outcomes. At the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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2 (B.1) - To communicate in Macedonian (min. level B2 CEFR - Common European Framework of Reference for Languages)	2 (B.1) - Communication in Macedonian	2	3. Listening and speaking about Macedonia	<p>The performance for identifying the appropriate words and grammatical structures in the Macedonian language, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - knows simpler words and grammatical expressions in Macedonian language b) - states key words related to Macedonia 	<p>The trainer suggests presentations and videos to watch with the participants. As they watch, the participants are asked to list keywords related to Macedonia that they hear in the presentation or video.</p> <p>After watching the presentation or video, the participants gather in small groups of 3-4 and write a short letter using the words</p>
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						<p>they noticed, and present it to other groups.</p> <p>Each participant writes a few simpler words and grammatical expressions in Macedonian related to Macedonia and presents them to the whole group.</p> <p>The group discusses and evaluates the written words with the trainer.</p> <p>In order to evaluate the learning outcomes, in addition to the self-assessment by the participant, group assessment is performed to assess the learning outcomes</p> <p>Each participant gives a personal assessment of learning outcomes achieved, and at the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
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Competences /	Trainin	Training	Learning	Performance Indicators	Performance acceptability indexes	Methodological
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Learning Outcomes Units	g Units	modules	activities	(Requirements learners have to comply with to demonstrate learning outcomes)	(Minimum level of the requirements the learners have to comply)	recommendation for the evaluation process
<p>2 (B.1) - To communicate in Macedonian (min. level B2 CEFR - Common European Framework of Reference for Languages)</p>	<p>2 (B.1) - Communication in Macedonian</p>	<p>2</p>	<p>4. Writing and speaking about my life</p>	<p>The performance for listening and speaking in Macedonian languages identifying the appropriate words and grammatical structures in the Macedonian language, it is evaluated by the examiner verifying if the learner:</p> <p>a) - knows words and grammatical expressions in Macedonian language b) - uses a variety of words</p>	<p>The trainer asks the participants to think of a story from their life and write a short story. The story should be about their interests or everyday work. The title could be "One Day at My Job", "My Favorite Vacation", etc. Depending on the story, a "cultural" perspective should be included. This may be a feature of their vacation spots, family traditions, a foreign language they are learning or speaking, or cultural activities they want to do in their free time, and so on. Each participant reads the story of the other participants. For assessment, the presentation can be evaluated taking into account the oral presentation, the level of difficulty of the topic and the variety of words used. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the participant receives feedback on his/her accomplishments from the trainer.</p>	
<p>2 (B.1) - To communicate in Macedonian</p>	<p>2 (B.1) - Communication in Macedonian</p>	<p>2</p>	<p>5. Laughing and learning together!</p>	<p>The performance for listening and speaking in Macedonian languages identifying the appropriate words and grammatical structures in the Macedonian language,</p>	<p>The trainer suggests videos on YouTube that the participants watch and</p>	

<p>(min. level B2 CEFR - Common European Framework of Reference for Languages)</p>			<p>it is evaluated by the examiner verifying if the learner:</p> <p>a) - knows words and grammatical expressions in Macedonian language b) - uses a variety of words</p>	<p>listen. After each video, each participant is asked to speak and discuss the video freely. For evaluation, the discussion can be assessed taking into account the oral presentation, the level of difficulty of the topic and the variety of used words and grammatical expressions in Macedonian. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
<p>2 (B.1) - To communicate in Macedonian (min. level B2 CEFR - Common European Framework of Reference for Languages)</p>	<p>2 (B.1) - Communication in Macedonian</p>	<p>2</p>	<p>6.History of Macedonian language</p>	<p>The performance for listening and speaking in Macedonian languages, identification of the appropriate words and grammatical structures in the Macedonian language, it is evaluated by the examiner verifying if the learner:</p> <p>a) - knows words and grammatical expressions in Macedonian language b) - uses a variety of words</p>	<p>The trainer prepares a presentation and video on the history of the Macedonian language. After each video, each participant is asked to speak and discuss freely about the presentation and the video, but also to prepare their own presentation. For assessment, the presentation can be evaluated taking into account the oral</p>	

				<p>presentation, the level of difficulty of the topic and the variety of words used and grammatical expressions in the Macedonian language, as well as comprehension, listening and oral expression.</p> <p>Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the participant receives feedback on his/her accomplishments from the trainer.</p>
<p>2 (B.1) - To communicate in Macedonian (min. level B2 CEFR - Common European Framework of Reference for Languages)</p>	<p>2 (B.1) - Communication in Macedonian</p>	<p>2</p> <p>7. Macedonian historic characters</p>	<p>The performance for identifying expressions in the Macedonian language and listening and speaking in Macedonian, focusing on the more significant personalities from the Macedonian history, it is evaluated by the examiner verifying if the learner:</p> <p>a) - knows words and grammatical expressions for description of a historical person in Macedonian language</p> <p>b) - uses a variety of words</p>	<p>The trainer asks each participant to choose a Macedonian historical character and write a description of the selected illustrated person.</p> <p>For assessment, the written text can be assessed taking into account the oral presentation, the level of difficulty of the topic and the variety of words used to describe the chosen historical figure.</p> <p>Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the participant receives feedback on his/her accomplishments from the trainer.</p>

Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
2 (B.1) - To communicate in Macedonian (min. level B2 CEFR - Common European Framework of Reference for Languages)	2 (B.1) - Communication in Macedonian	2	8.My learning mobility in Macedonia	The performance for speaking and writing in Macedonian language, it is evaluated by the examiner verifying if the learner: a) - knows words and grammatical expressions in Macedonian language for his learning in Macedonia b) - uses a variety of words	The trainer asks each participant to write a description of their learning period in Macedonia. For assessment, the written text can be assessed taking into account the oral presentation, the level of difficulty of the topic and the variety of words used for their learning in Macedonia. Each participant gives a personal assessment of the learning outcomes achieved, and at the end, the participant receives feedback on his/her accomplishments from the trainer.	

Section B.2: Assessment of learning outcomes for standard competence elements specific to Umbria Region

Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
<p>1 (B.2) - To practise a profession as employed or self-employed worker in Italy</p>	<p>1 (B.2) - Practice of a profession as employed or self-employed worker</p>	<p>1 1. Italian employment contracts for employed and self-employed work activities - General Characteristics</p>	<p>The performance for understanding labour law on working contracts in Italy, it is evaluated by the examiner verifying if the learner:</p> <p>a)</p> <p>a) - identifies and describes general characteristics of contracts for employed work activities</p> <p>b)</p> <p>b) - identifies and describes general characteristics of contracts for self-employed work activities</p>	<p>Group work (two groups of participants): The trainer ask to the first group to describe the characteristics of most frequently used employment contracts for employed work activities, and to the second group to describe the characteristics of most frequently used employment contracts for self-employed work activities. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the pertinence of the employment contracts compared to diverse work activities. The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the employment contracts described within the group work. The trainer should support the learners in the collective formal and non-formal learning experience about Italian labour law, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them,</p>		

				<p>learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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1 (B.2) - To practise a profession as employed or self-employed worker in Italy	1 (B.2) - Practice of a profession as employed or self-employed worker		1 2. Italian employment contracts for employed and self-employed work activities - Specific Applications	<p>The performance for understanding and applying labour law on working contracts in Italy, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes specific contracts for employed work activities</p> <p>b) - identifies and describes specific contracts for self-employed work activities</p>		<p>Group work (three groups of participants): The trainer ask to the first group to fill in a model of employment contract for employed work activities, to the second group to fill in a model for employed work activities in apprenticeship, and to the third group to fill in a model for self-employed work activities. The three groups present reciprocally the employment contracts. Collective discussion, guided by the trainer, about the accuracy of the employment contracts. The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the employment contracts filled in within the group work. The trainer should support</p>
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			b	<p>the learners in the collective formal and non-formal learning experience about Italian employment contracts for employed and self-employed work activities, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
1 (B.2) - To practise a profession as employed or self-employed worker in Italy	1 (B.2) - Practice of a profession as employed or self-employed worker	1	3. Civil and criminal liability of the workers in Italy	<p>The performance for understanding and applying labour law on civil and criminal liability of the workers within employed and self-employed work activities in Italy, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - identifies and describes provisions on civil and criminal liability of the workers within employed work activities a) - identifies and describes provisions on civil and criminal liability of the workers within self-employed work activities 	<p>Group work (two groups of participants): The trainer ask to the first group to describe the main features of civil liability of workers within employed and self-employed work activities, and to the second group to describe the main features of criminal liability of workers within employed and self-employed work activities. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the relevance of civil and criminal liability of the workers within employed and self-employed work activities. The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the main features of civil liability of workers described within the group work. The trainer should support the learners in the collective formal and non-formal learning experience about civil and criminal liability of the workers in Italy, ensuring both the required scientific support in the specific learning</p>	

				<p>field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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<p>1 (B.2) - To practise a profession as employed or self-employed worker in Italy</p>	<p>1 (B.2) - Practice of a profession as employed or self-employed worker</p>	<p>1 4. Fiscal regulations for employed and self-employed work activities in Italy</p>	<p>The performance for understanding and applying fiscal regulations for employed and self-employed work activities in Italy, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes specific fiscal regulations for employed work activities</p> <p>b) - identifies and describes specific fiscal regulations for self-employed work activities</p>	<p>Group work (two groups of participants): The trainer ask to the first group to describe the characteristics of fiscal regulations for employed work activities in Italy, and to second group to describe the characteristics of fiscal regulations for self-employed work activities in Italy. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the fiscal regulations compared to diverse work activities. The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the fiscal regulations described within the group work. The trainer should support the learners in the collective formal and non-formal learning experience about Italian fiscal regulations for employed and self-employed work activities, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning</p>
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				<p>outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
1 (B.2) - To practise a profession as	1 (B.2) - Practice of a profession as employed or self-employed worker		1 5. Social security regulations for employed and self-employed work activities in Italy		The performance for understanding and applying social security regulations for employed and self-employed work activities in Italy, it is evaluated by the examiner	Group work (two groups of participants): The trainer ask to the first group to

<p>employed or self-employed worker in Italy</p>			<p>a) verifying if the learner:</p> <p>a) - identifies and describes specific social security regulations for employed work activities</p> <p>b) - identifies and describes specific social security regulations for employed work activities</p>	<p>describe the characteristics of social security regulations for employed work activities in Italy, and to second group to describe the characteristics of social security regulations for self-employed work activities in Italy. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the social security regulations compared to diverse work activities. The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the social security regulations described within the group work. The trainer should support the learners in the collective formal and non-formal learning experience about Italian social security regulations for employed and self-employed work, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p>
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				<p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences /	Trainin	Training	Learning	Performance Indicators	Performance acceptability indexes	Methodological
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Learning Outcomes Units	g Units	modules	activities	(Requirements learners have to comply with to demonstrate learning outcomes)	(Minimum level of the requirements the learners have to comply)	recommendation for the evaluation process
<p>1 (B.2) - To practise a profession as employed or self-employed worker in Italy</p>	<p>1 (B.2) - Practice of a profession as employed or self-employed worker</p>	<p>1.6. Accounting liability of the employed and self-employed workers in Italy</p>	<p>The performance for understanding and applying labour law on accounting liability of employed and self-employed workers in Italy, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - identifies and describes regulations on accounting liability for employed work activities b) - identifies and describes regulations on accounting liability for self-employed work activities 	<p>Group work (two groups of participants): The trainer ask to the first group to describe the characteristics of regulations on accounting liability for employed work activities in Italy, and to second group to describe the characteristics of regulations on accounting liability for self-employed work activities in Italy. The two groups present reciprocally the descriptions. Collective discussion, guided by the trainer, about the regulations on accounting liability compared to diverse work activities. The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the regulations on accounting liability described within the group work. The trainer should support the learners in the collective formal and non-formal learning experience about Italian regulations on accounting liability for employed and self-employed work activities, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them,</p>		

			b	<p>learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
2 (B.2) - To manage the professional activity of Winemaker Specialist in Italy	2 (B.2) - Management of the professional activity of Winemaker Specialist employed or self-employed worker	2	1. Italy: Main features of the country	The performance for understanding main features of the Italian country, it is evaluated by the examiner verifying if the learner: a) - identifies and describes main characteristics and features of the geographical, socio-cultural-economical, legislative context of the Italian	Group work (3-4 groups of participants): The trainer proposes the collective reading of the Wikipedia's pages dedicated to Italy. After the reading, the groups are asked to write a summary of main characteristics and features	

			country	<p>of the geographical, socio-cultural-economical, legislative context of the Italian country. The groups present reciprocally their summaries. Collective discussion, guided by the trainer, about the summaries.</p> <p>The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the main features of the country summarised within the group work. The trainer should support the learners in the collective formal and non-formal learning experience about Italian main features, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p>
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				<p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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2 (B.2) - To manage the professional activity of Winemaker Specialist in Italy	2 (B.2) - Management of the professional activity of Winemaker Specialist employed or self-employed worker	2	2. Italian agriculture sector and winery operations field	<p>The performance for understanding characteristics and features of agriculture and winery in Italy, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes main characteristics and features of agriculture sector and winery operations in Northern, Central, and Southern Italy</p>	<p>The performance for understanding characteristics and features of agriculture and winery in Italy, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes main characteristics and features of agriculture sector and winery operations in Northern, Central, and Southern Italy</p>	<p>The trainer proposes the sharing of OERs (videos) about Italian agriculture sector and winery operations field, to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films. The participants analyse and evaluate in groups of two their opinion about the shared OERs, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support the learners in the collective formal and non-formal learning experience about main characteristics and features of agriculture sector and winery operations in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective</p>
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				<p>communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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2 (B.2) - To manage the professional activity of Winemaker Specialist in Italy	2 (B.2) - Management of the professional activity of Winemaker Specialist employed or self-employed worker	2 3. Professionals operating in agriculture sector and winery operations in Italy		<p>The performance for understanding the professional structure characterising the agriculture sector and winery operations in Italy, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes the professional structure (roles, profiles, figures, qualifications) characterising the agriculture sector and winery operations in Italy</p>	<p>The trainer proposes the sharing of OERs (videos) about labour market in agriculture sector and wine segment in Italy, to watch and to listen with the learners. After the videos, the participants analyse and evaluate in groups of two their opinion about the shared OERs about labour market in agriculture sector and wine segment in Italy, and the trainer asks other learners if they agree or not and provides final feedback.</p> <p>The trainer should support the learners in the collective formal and non-formal learning experience about Italian labour market in agriculture sector and wine segment in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning</p>
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				<p>facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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2 (B.2) - To manage the professional activity of Winemaker Specialist in Italy	2 (B.2) - Management of the professional activity of Winemaker Specialist employed or self-employed worker	2	4. The professional qualification Winemaker Specialist in Italy - General context	<p>The performance for understanding the general context of the professional qualification Winemaker Specialist in Italy, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes main characteristics and features of Italian national and Umbrian regional regulations in qualification matter, European principles and tools for transparency and recognition of learning outcomes and qualifications, Italian national collective labour agreements in agriculture sector applicable to Winemaker Specialist</p>	<p>The performance for understanding the general context of the professional qualification Winemaker Specialist in Italy, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes main characteristics and features of Italian national and Umbrian regional regulations in qualification matter, European principles and tools for transparency and recognition of learning outcomes and qualifications, Italian national collective labour agreements in agriculture sector applicable to Winemaker Specialist</p>	<p>Group work (3-4 groups of participants): the trainer proposes the sharing of OERs (videos⁹ about transnational learning mobility to watch and to listen with the learners. After the videos, the groups are asked to write a comment about them. The groups present reciprocally their comments. Collective discussion, guided by the trainer, about the comments. The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the comments on transnational learning</p>
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				<p>mobility emerged within the group work.</p> <p>The trainer should support the learners in the collective formal and non-formal learning experience about general context of the professional qualification Winemaker Specialist in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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2 (B.2) - To manage the professional activity of Winemaker Specialist in Italy	2 (B.2) - Management of the professional activity of Winemaker Specialist employed or self-employed worker	2	5. The professional qualification Winemaker Specialist in Italy - Specifications	<p>The performance for understanding the specific characteristics of the professional qualification Winemaker Specialist in Italy, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes specific characteristics of the professional qualification Winemaker Specialist, namely the professional, training, and assessment standards, included those specific for Italy, of the Winemaker Specialist</p>		<p>The trainer proposes the collective reading of the professional, training, and assessment standards, included those specific for Italy, of the Winemaker Specialist (available in Internet pages dedicated to the results of the Erasmus+ KA3 project "WINEVET"). After the reading, collective discussion, guided by the trainer: each learner is asked to speak and discuss freely about the professional, training, and assessment standards characterising the Winemaker Specialist. The participants analyse and evaluate in groups of two their opinion about the professional, training, and assessment standards for the Winemaker Specialist,</p>
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				<p>and the trainer asks other learners if they agree or not and provides final feedback.</p> <p>The trainer should support the learners in the collective formal and non-formal learning experience about the specific characteristics of the professional qualification Winemaker Specialist in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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2 (B.2) - To manage the professional activity of Winemaker Specialist in Italy	2 (B.2) - Management of the professional activity of Winemaker Specialist employed or self-employed worker		6. Strategy of sustainable professional activity as Winemaker Specialist in Italy	<p>The performance for defining and implementing a strategy of sustainable professional activity as Winemaker Specialist, it is evaluated by the examiner verifying if the learner:</p> <p>a) - identifies and describes approaches and tools for personal growth and professional development (e.g. Professional Development Plan) in agriculture</p>		<p>Group work (3-4 groups of participants): The trainer proposes to share OERs (videos) about personal professional development, to watch and to listen with the learners. After the videos, the groups are asked to write a comment about them. The groups present reciprocally their comments. Collective discussion, guided by the trainer, about the comments.</p> <p>The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the comments on personal professional development emerged within the group work.</p> <p>The trainer should support the learners in the collective formal and non-formal learning experience about personal strategy of sustainable professional</p>
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				<p>activity as Winemaker Specialist in Italy, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested.</p> <p>Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved.</p> <p>Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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3 (B.2) - To communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)	3 (B.2) - Communication in Italian		1. Italian wine production vocabulary	<p>The performance for understanding and utilising present perfect and imperfect tenses in Italian, and Italian wine production vocabulary, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - understand and utilises present perfect and imperfect tenses in Italian b) - understand and utilises Italian key words in the field of wine production process 	<p>The trainer proposes to share OERs (videos), to watch with the learners. While watching, they are asked to list key words related to wine production that they hear in the videos. After watching the videos, learners get together in small groups of 3-4, and write a short script using the vocabulary they noted, present it to other groups.</p> <p>The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the drafted scripts defined within the group work.</p> <p>For the practical activity, the trainer also writes down vocabulary, either while watching the videos in frame of classroom preparation or directly in class, in order to have a summary on words from</p>
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			b	<p>the field of wine production for the vocabulary test, which is to be used as assessment of the activity. The trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.).</p> <p>For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
3 (B.2) - To communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)	3 (B.2) - Communication in Italian	2. Italian quality wines vocabulary	<p>The performance for understanding and utilising future simple and future perfect tenses in Italian, and Italian quality wines vocabulary, it is evaluated by the examiner verifying if the learner:</p> <p>a) - understand and utilises future simple and future perfect tenses in Italian</p> <p>b) - understand and utilises Italian quality wines vocabulary (wines DOCG Denominazione di origine controllata e garantita, DOC Denominazione di origine controllata, IGT Indicazione Geografica Tipica)</p>	<p>The trainer proposes to share OERs (videos), to watch with the learners. While watching, they are asked to list key words related to Italian DOCG, DOC and IGT wines that they hear in the video. After watching the video, learners get together in small groups of 3-4, and write a short script using the vocabulary they noted, present it to other groups. The participants analyse and evaluate within the groups, and as a whole, along with the trainer, the drafted scripts defined within the group work. For the practical activity, the trainer also writes down vocabulary, either while watching the videos in frame of classroom preparation or directly in class, in order to have a summary on words from the field of Italian quality wines for the vocabulary test, which is to be used as assessment of the activity. The trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required</p>		

				<p>scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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3 (B.2) - To communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)	3 (B.2) - Communication in Italian	3	3. Listening and speaking about Umbria	<p>The performance for understanding and utilising imperative form and present conditional in Italian, and for listening and speaking in Italian, it is evaluated by the examiner verifying if the learner:</p> <p>a) - understand and utilises imperative form and present conditional in Italian</p> <p>b) practices listening comprehension and speaking expression about the Italian Umbria Region</p>	<p>The trainer proposes to share an OER (video) about the Italian Umbria Region, to watch and to listen with the learners. After the video, each learner is asked to speak and discuss freely about the film.</p> <p>The participants analyse and evaluate in groups of two their opinion about the video, and the trainer asks other learners if they agree or not and provides final feedback.</p> <p>The trainer should support</p>
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				<p>the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
3 (B.2) - To communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)	3 (B.2) - Communication in Italian	3	4. Writing and speaking about my life	<p>The performance for understanding and utilising compound conditional and comparative form in Italian, and for writing and speaking in Italian, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - understand and utilises compound conditional and comparative form in Italian b) - practices writing and speaking in Italian about the own life 	<p>The trainer asks the participants to think of a story embedded in their living environment. The short story should be about their interests or daily work. The title can be "A day in my workplace", "My favourite holiday", etc. Depending on the story, a "cultural" perspective should be included. This can be landmarks in their holiday places, family traditions, a foreign language they learn or speak or cultural activities they like to do in their free time etc. Each participant read the story to the other learners.</p> <p>For assessment, the presentation can be evaluated considering</p> <ol style="list-style-type: none"> 1. The oral presentation, 2. The level of difficulty of the topic and 3. The variety of used words. <p>In addition, other participants are invited to give feedback. The trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the</p>	

				<p>specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
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3 (B.2) - To communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)	3 (B.2) - Communication in Italian		3 5. Laughing and learning together!	<p>The performance for understanding and utilising combined pronouns and present subjunctive in Italian, and for listening and speaking Italian, it is evaluated by the examiner verifying if the learner:</p> <p>a) - understand and utilises combined pronouns and present subjunctive in Italian</p> <p>b) - practices listening comprehension and speaking expression focusing on funny aspects of wine production and consumption</p>		<p>The trainer proposes to share OERs (videos), to watch with the learners. After every video, each learner is asked to speak and discuss freely about the film.</p> <p>For assessment, the presentation can be evaluated considering 1.The oral presentation, 2. The level of difficulty of the topic and 3. The variety of used words. In addition, other participants are invited to give feedback. The trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and</p>
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				<p>the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
3 (B.2) - To communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)	3 (B.2) - Communication in Italian	3	6. History of Italian language	<p>The performance for understanding and utilising past subjunctive and polite imperatives in Italian, and for listening and speaking Italian, it is evaluated by the examiner verifying if the learner:</p> <p>a) - understand and utilises past subjunctive and polite imperatives in Italian</p> <p>b) - practices listening comprehension and speaking expression in Italian about the history of Italian language</p>	<p>The trainer proposes to share OERs (videos) about the history of Italian language, to watch and to listen with the learners. After the videos, each learner is asked to speak and discuss freely about the films. The participants analyse and evaluate in groups of two their opinion about the video, and the trainer asks other learners if they agree or not and provides final feedback. The trainer should support</p>	

				<p>the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences / Learning Outcomes Units	Training Units	Training modules	Learning activities	Performance Indicators (Requirements learners have to comply with to demonstrate learning outcomes)	Performance acceptability indexes (Minimum level of the requirements the learners have to comply)	Methodological recommendation for the evaluation process
3 (B.2) - To communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)	3 (B.2) - Communication in Italian	3	7. Italian historic characters	<p>The performance for understanding and utilising imperfect subjunctive and past perfect subjunctive in Italian, and for writing and reading Italian, it is evaluated by the examiner verifying if the learner:</p> <p>a) - understand and utilises imperfect subjunctive and past perfect subjunctive in Italian</p> <p>b) - practices written expression and reading in Italian about Italian historic characters</p>	<p>The trainer ask to each learner to choose an Italian historic character, and to write a description of the selected illustrious personality. Each learner read the description to the other participants. For assessment, the presentation can be evaluated considering</p> <ol style="list-style-type: none"> 1.The written and oral presentation, 2. The level of difficulty of the topic and 3. The variety of used words. <p>In addition, other participants are invited to give feedback. The trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the</p>	

				<p>learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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Competences /	Trainin	Training	Learning	Performance Indicators	Performance acceptability indexes	Methodological
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Learning Outcomes Units	g Units	modules	activities	(Requirements learners have to comply with to demonstrate learning outcomes)	(Minimum level of the requirements the learners have to comply)	recommendation for the evaluation process
<p>3 (B.2) - To communicate in Italian (min. level B2 CEFR - Common European Framework of Reference for Languages)</p>	<p>3 (B.2) - Communication in Italian</p>	<p>3</p>	<p>8. My learning mobility in Italy</p>	<p>The performance for understanding and utilising subordinate subjunctive clauses in Italian, and for writing and reading Italian, it is evaluated by the examiner verifying if the learner:</p> <ul style="list-style-type: none"> a) - understand and utilises subordinate subjunctive clauses in Italian b) - practices written expression and reading in Italian about the own learning experience in Italy 	<p>The trainer ask to each learner to write a description of their learning experience in Italy. Each participant read the story to the other learners For assessment, the presentation can be evaluated considering 1.The written and oral presentation, 2. The level of difficulty of the topic and 3. The variety of used words. In addition, other participants are invited to give feedback. The trainer should support the learners in this collective formal and non-formal learning experience, ensuring both the required scientific support in the specific learning field, and the non-formal learning facilitation (e.g. effective communication with them, learner orientated and empathic approaches, consideration of individual experiences of the learners, etc.). For evaluation of learning outcomes, self-assessment and collective peer evaluation are suggested. Each participant, in presence of all participants serving as true partners in learning, should try to give personal evaluation on learning outcomes that the</p>	

				<p>experience has resulted, and on what was good and what could be improved. Then the learner receives feedback of other participants about same issues, facilitating participant's reflection on learning experience through dialogue among involved learners and trainer.</p>
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