



**Learn to Create
- promoting
Work-based Learning
in Europe's Cultural
and Creative
Industries**

104 Facilitator's Guide - Organisations and trainers

INTRODUCTION AND SUMMARY | 2021

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INTRODUCTION

The Learn to Create partnership aims to develop and test a new way of working for mentors and coaches who support young artists and creatives in work-based learning within the European creative and cultural industries, which contributes to increasing employment, boosting the productivity within the sectors and enhancing economic competitiveness.

Within the creative and cultural sectors of all L2C partnership countries, the term WBL 'work-based learning' is defined similarly. To put it simply, it is an educational strategy that provides students with authentic work experience taking place in a real work environment. Throughout history, work-based learning in the cultural and creative sector has been one of the most natural methods of acquiring or expanding knowledge, developing skills and competencies.

The most popular forms of WBL in all sectors include:

- Apprenticeship/ internship/mentorship
- Entrepreneurial experience
- Job shadowing
- Business/industry field trip
- Cooperative education
- Service learning
- School-based enterprise

WHAT IS AND WHO IS THIS GUIDE FOR?

The Facilitators guide has been developed as an instructional and support material to complement and extend the information published on the L2C learning platform which has a training course for teachers of artistic professions involved in supporting and promoting work-based learning in the cultural and creative industries. It is dedicated to organisations and trainers running a mixed training course for vocational teachers in the cultural and creative industries, both those directly associated with the project partnership and all those who work with teachers to promote the WBL in CCIs. The information included will cover the main elements of the arts teacher training programme and provide support on how to engage with business partners when implementing WBL in CCIs.

As a result, learners will be able to:

- Understand the objectives and structure of the learning programme and how it will help their professional development.
- Recognise quality work-based learning, and how to communicate its benefits to colleagues, learners and businesses, and inspire them with its potential.
- Explain the importance of entrepreneurship and associated skills in the arena of work-based learning

1. PRESENTATION OF THE METHODOLOGY AND THE MAIN CONCEPTS OF WBL IN CCI

1.1. INTRODUCTION

The European CCS are highly diverse, reflecting Europe's unique cultural diversity. As a consequence, cultural markets have tended to be fragmented along national and linguistic lines. At the same time, diversity is part of Europe's cultural richness and gives the CCS a distinctive appeal. Therefore, there is an opportunity to increase collaboration across borders to produce unique content. This will also create new opportunities for the CCS to play a greater social role, as a catalyst for greater mutual understanding and a shared sense of belonging amongst European citizens.

Globalisation and the digital shift have transformed the economic and social landscape, and the Covid crisis has accelerated the transformation of the way cultural content is created and disseminated. More than ever, access to sustainable and diversified funding remains a key issue.

1.2. WORK-BASED LEARNING IN EUROPE

There are many forms of work-based learning but the thing they all have in common is that they close the gap between school or university learning and what is needed for work in specific artistic professions. At this point it is worth remembering the definitions of the three kinds of education, especially in the WBL context:

- **Formal education** – education within the frames of formal institutions (school, university)
- **Non-formal education** – organised education, remaining outside the formal system; voluntary, assuming active participation, complementing formally acquired knowledge, enhancing this knowledge (courses, workshops, internships, lectures, training sessions)
- **Informal education** – education which is not organised, non-systematic, based on everyday experience, assuming the influence of the environment, in some sense not intended. Such education is provided by family, media, church, and meeting friends, and in recent years, more than before, social media (Facebook, Instagram, Twitter, TikTok). In all the partnership countries the forms of education defined above are used at a different scale and have a different influence on acquiring knowledge and work-based learning in creative and cultural sectors.

1.3. KEY FACTOR FOR A SUCCESSFUL WBL IN CCIS

Several features seem to have a particular impact on the learners' experience and outcomes in this type of practical work. The most important of these is:

- An experienced vocational teacher who constantly updates their knowledge and practical skills.
- A synergy between educational institutions and places of work.
- A good legal framework which makes financing the process possible.
- An appropriate level of difficulty and value of the work.
- Constructive feedback and continual support during the process.
- An opportunity to work in a team with many different people
- Motivational support and stimulus.

2. THE ROLE AND RESPONSIBILITIES OF EDUCATION INSTITUTIONS AND BUSINESSES IN EFFECTIVE WBL

2.1. INTRODUCTION

This chapter describes the role of each part involved in the process of work-based learning. It also depicts a common language for students, trainers and employers to facilitate the diffusion of information and best practices.

Who are the stakeholders, the profiles involved and the roles they play to facilitate effective WBL?

- **area 1 - the student-worker** can be: the intern - apprentice - volunteer - student
- **area 2 - the enterprise** profiles involved: the employer - the administration
- the business mentor - the working group
- **area 3 - the promoting organisation** profiles involved: tutor / project manager
- administrator

On each of the three parts - crowned - are the regulatory and contractual systems of each nation, which in turn are crowned by European policies and recommendations.

2.2. THE ROLE OF THE STUDENT-WORKER

Students/workers play a key role in effective WBL. Their role should not only be to benefit from an experience, even if it is a valuable and highly qualifying one. Students/workers must also maintain an **active and proactive approach** to the learning experience in which they are embedded.



2.3. THE ROLE OF THE COMPANY

The profiles involved in the company may be different:

- **The administrator/administration:** have the task of guaranteeing the validity of the pathway and security in their company by structuring the insertion process and identifying the appropriate people to follow young persons in their on-the-job training pathway.
- **The in-company tutor:** is appointed by the administration and has the delicate task of supporting the newcomers in their study/work path. They have to be involved in the drafting of the plan and have to have direct contact with the promoting organisation in order to guarantee the monitoring and supervision of the trainee's work.
- **The working team:** The whole team also plays a central role in effective WBL. The group must accompany and facilitate the transfer of knowledge.

The main actions to be taken by the company:

- **Welcome and integration** of the apprentice into the company. This is the most „delicate” moment when the young person enters the company.
- **Co-design of the training pathway.** In this phase, the company tutor is called upon to design and accompany the learning pathways and to facilitate the process of acquisition of the apprentice's competences.
- **Accompaniment.** In this phase, the company tutor has the role of facilitator of the apprentice's learning and of constructing meaning, supporting them also in terms of information and orientation with respect to the organisational context of the company.
- **Assessment of learning.** Tutors must also express their evaluations on the learning and skills acquired, as well as on the progress and results achieved by the WBL user during their insertion and professional growth process.



2.4. THE ROLE OF THE EDUCATION INSTITUTION

The promoter's task is to act as a bridge between the young person and the enterprise.

- **The administrator** of the promoting body has the task of initiating a dialogue with the company, maintaining relations with the employer and initiating the bureaucratic procedures for drawing up the training plan and the employment contract.
- **The tutors** (both in the company and in the „transition“ training agency) are called upon to cooperate with each other in the joint exercise of a delicate task, that of planning and monitoring the work/study experience and providing technical and methodological assistance.

In particular, the „didactic/transition“ tutor has the following tasks:

- **analysing and getting to know the market and the work context** in which the young person will be placed;
- **organise the network** of person/context/institution relations in terms of interpersonal interaction, developing communicative mastery, both verbal and non-verbal, in giving information and instructions;
- **analysing and interpreting the training needs** of individuals and working towards appropriate responses;
- **correctly observe and assess** individual and group attitudes and behaviour in work situations and intervene constructively to enhance learning;
- have full competence in the field of **curricular planning** and educational programming, administering **monitoring**, verification and **evaluation tools**.

3. ASSESSMENT AND MONITORING OF HIGH-QUALITY WORK-BASED LEARNING

3.1. INTRODUCTION

This chapter is focused on the process of assessment and the monitoring system that will provide the facilitator with hints on how to monitor and reach relevant feedback. The work-based learning can involve a combination of online learning, learning and assessment activities in the workplace.

3.2. WHAT IS ASSESSMENT AND WHAT IS MONITORING

The assessment is the tool for right use of data for evaluation. It is support of right decision-making and planning of processes. Its complexity demands clear and stringent thinking about purpose and practice. The challenge of assessment is linking the academic field and work-based learning.

It is important to develop the capabilities as assessors of those who will be involved in the assessment of student achievement (academic staff and employers).

Expertise in assessing academic subject matter may not carry over into the assessment of work-based learning, and vice versa. It is necessary to be clear about what is expected of the various quality assurance activities (e.g. double marking, where relevant; moderation; external examining), their appropriateness, and how they interlock.

Monitoring represents systematic observation and recording of current and changing conditions. It provides regular feedback and early indications of progress (or lack of progress). Monitoring involves facilitators/teachers being aware of how good or bad their students are.

3.3. TYPES OF ASSESSMENT AND MONITORING

The assessment of work-based learning can be based on:

- actual (live) practice,
- some sort of recording of practice,
- artefacts produced as a consequence of practice (e.g. mammograms),
- some sort of commentary on practice (ideally, reflective),
- some more general disquisition relating to practice, and/or
- combinations of the above.

Hereby, we provide several briefly described methods of the assessment for work-based learning.

- **Complexity** - where some form of external accreditation of competence is involved, there are prescribed standards of achievement to be met. A student either meets them or does not.
- **Assessment of actual workplace performance** - it may be impossible to place students for work experience in small organisations. This is not necessarily a disadvantage, since a considerable amount of 'contracting out' of work takes place as a matter of course in 'new media' organisations.
- **Self-assessment** - the more students are involved in setting their own learning outcomes, the more one might anticipate seeing student's self-assessment.

- **Peer assessment and the 'Patchwork Text'** - involves students preparing a sequence of 'patches' that are responses to tasks set with reference to a common theme, which are then sewn together in a reflective commentary on the totality of their learning related to the theme.
- **Student-generated learning outcomes** - students negotiate a set of activities which respond to a necessarily broad set of intended learning outcomes, and the criteria against which of their achievements will be assessed.
- **Simulations** - each student is required to adopt the role of a Mentor; the students have to complete a learning plan with their Mentor and the relationship is recorded from a start to an end. Various other tools such as action plans are introduced.

Technology in assessment - Technology is not used as an assessment method per se, but something that assists the practice of assessment in some way. It can help students provide evidence of achievement though in some settings.

As for the monitoring issue, there are several general types of monitoring methods:

Process Monitoring or Real Time Monitoring

A sample tool for field level process monitoring is shared with participants. Participants are oriented on rating of process monitoring reports. It is important to quantify monitoring findings for better analysis. For this issue so-called "traffic lights – green, amber and red" are usually used:

Progress Tracking

Every action/project has a set of output targets to be achieved. One of the key functions of any system is to capture progress against those output targets. A tracking sheet is required to outline all output indicators for key activities along with target values for those output indicators. The target could be divided into months/quarters/years. Progress is assessed against those targets and the trackers automatically calculate any deviations against the targets.

Progress Validation

Progress of key project activities is usually reported by the involved field staff (in this case by learners and tutors). In order to validate the output progress reported, the involved staff collect an Output Tracker and identify output indicators to be validated. Validation/verification is initiated by collecting of Means of Verification (MoV). Once MoV are collected, the involved staff take a sample out of those and physically verifies the activities. This is followed by assessing and verifying thoroughly the process being adopted by involved staff while conducting that specific activity.

Performance Monitoring

Performance or outcome indicators are usually outlined from the action/project proposals and these are inserted into a plan. Participants are informed that projects are mainly designed and funded to achieve desired outcomes. Assessing those outcomes and changes are the key functions.

4. HOW TO CREATE LINKS AND SYNERGIES WITH EXTERNAL SOURCES OF SUPPORT?

4.1. INTRODUCTION

The aim of this chapter is to function as a guide that would help the facilitator deliver the blended training course on how to create links and synergies with external sources of support to VET teachers.

It should be noted that the mentor should be able to guide trainees into how to access information related to funding opportunities for professionals in the field of Cultural and Creative Industries. It is, therefore, important for the facilitator to understand the significance of cooperation, collaboration, networking and the ability to spot opportunities, identify the ones that better suit their needs and aspirations and finally take full advantage of this experience.

4.2 WHAT DOES SYNERGY MEAN?

The concept of **synergy** could be seen as closely related to the notions of **cooperation**, **collaboration**, **teamwork**, **linkage and partnership**. It is important to understand that synergy is not a one-off thing. Instead, it is a lengthy process of relationship building and requires efforts from all the parties that are involved.

4.3 HOW CAN SYNERGIES BE FORMED?

In order to form an effective and successful synergy, we need to understand that:

- The first step is the ability to identify the resources that are available for building the synergy. In order to do so, it is necessary to have an understanding of the variety of programmes that are out there.
- After familiarising yourself with the variety of resources that exist, identify the ones that suit your needs and have the potential to be of mutual benefit.
- Effective communication is key to creating and maintaining relationships.

4.4 WHY FORM SYNERGIES?

So, why should everyone, including people in the field of Cultural and Creative Industries, be developing synergies?

- **Exchange expertise and know-how**
- **Get to know colleagues**
- **Learning opportunity**
- **Improving skills and competences that are important for all European citizens to have**
- **It may lead to future opportunities**
- **Overall, such synergies improve the quality of CCI**
- **Synergies advance the field of CCI and the status of the field and its practitioners**

4.5 TIPS FOR THE TRAINER

The facilitator needs to be familiar with the variety of programmes that are available. For example, there are various EU funded Erasmus+ projects that can benefit the trainees and provide sources of support. It is important for the facilitator to be familiar with their aims, focus and target groups. This knowledge will help them guide trainees to how to map such projects with CCIs and WBL.

How to introduce a module

The facilitator can deliver the training session in different ways, based on the needs and preferences of the trainees. As a general tip, the following method is recommended when presenting a new session:

- Break the ice
- Ask trainees about the topic to be discussed and allow for brainstorming
- Use the material
- Engage in discussions
- Do the activities
- Ask for queries
- Ask peers to comment
- Summarise

5. ORGANISATION OF WORKSHOPS AND ONLINE SESSIONS FOR THE VET TEACHERS AND TRAINERS

5.1 WHAT IS BLENDED LEARNING: LIVE WORKSHOPS + ONLINE SUPPORT

A formal definition of blended learning that was introduced by Garrison and Kanuka (2004), explains that: Blended learning is 'the thoughtful integration of classroom face-to-face learning experiences with online learning experiences'.

Attaching this definition to the wide range of CCI we could find some common denominators for structuring the Blended Programs:

- Live or physical workshops: to deliver the hands-on practice. This element is common to the widest range of sub sector in the creative field.
- Online resources and activities: Serve as the knowledge reference and repository, to extend the depth of the training.

In the case of L2C, the content is structured in 6 clear user cases so the first Guide or rule of thumbs to prepare the delivery will be:

- To know who you are delivering to and What are their needs.
- To set up clear schedules and commitments.
- To ensure that everyone have access to the technology, providing any support for participants with special needs.

5.2 WORKSHOPS ABOUT L2C CONTENT: TIPS AND TRICKS

L2C Content and Module distribution has been designed to suffice on its own the whole needs of a Bended Learning set up:

- You don't need any external tool or resource to deliver the training.
- All the material and activities proposals are available in the platform.
- You should extract some of the content either print or stream on video projector to use during your workshops.

By Modules:

- **Module 1:**

The content provides a starting point for group works, watching and reading the materials together to share and discuss the topics. The goal is to engage the VET trainers into Work-Based Learning and equip them with the narratives to promote it.



- **Module 2:**

It's a hands-on Module for Trainers, the proposed activities are closer to the Workshop setting than the online, just following the instructions for the desired topics will guide you.

- **Module 3:**

It is intended more for Managerial roles inside an organisation, Head Teachers, Learning Managers and Project Managers, it works as a repository and introduction to proper Quality Assurance. The workshop delivery style shall be directed into an experiential based setup in which the participants actually DO and transfer the proposals into their practice.

- **Module 4:**

It is focused on the business side of the experience; any workshop setup should include the connection with real employers to engage into the practice and discussions.

- **Module 5:**

This one is focused on the networks and capacity building; it would need the integration in the workshops of real contacts and networking experiences within the group of participants.

- **Module 6:**

It is a core concept transversal to the whole curriculum can be setup both online and as a workshop with seamless changes and it can be taken itself as a driver to deliver the rest of the Modules.

5.3 ONLINE SUPPORT IN L2C CONTENT: 2 STRATEGIES

Deliver sessions online:

- Use a video call / webinar tool: Participants engage more with real people even if they are after a screen.
 - Do not relay fully on any platform content (not even L2C), deploy your own presentations if possible, using interactive real time features (see Mentimeter and H5P links below).
 - Time your session accurately, use clocks and alarms.
 - Stop frequently to request feedback and give space for participant questions.
 - Make sure you capture the learning that happened during the session with a final quiz, form or personal statement.
- Use the Platform as continuous Support: Self-Managed Learning
- Every Module and activity in the platform are designed to be used individually in a blended environment; plan in advance which activities will you request from your participants to complete.
 - The platform and activities give clear guidelines on how to deliver the evidences of completion, ask your participants to follow those and actually submit the required evidences in each case, (documents, forum posts videos etc)
 - Give feedback to each and every single evidence, do not let any participant work without it.

5.4 TOOLS FOR ONLINE WORKSHOPS, SESSIONS, WEBINARS AND COMMUNITY LEARNING

The most inspirational collection of resources and videos to introduce yourself in blended Learning:

<https://www.edutopia.org/topic/blended-learning>

Tools that you need to know they exist and dive a bit into them:

- LMS (Learning Management System): **<https://moodle.com/lms/>**
- Screen Recorder, to help you deliver quick tutorials: **<https://www.panopto.com/>**
- Community Learning: **<https://discord.com/>**
- Real time interaction with Online users over presentations: **<https://www.mentimeter.com/>**
- Webinar / Videocall: **<https://zoom.us/>**
- Interactive Content Creation: **<https://h5p.org/>**

