



TALENT MATCHING EUROPE: THE DRAFT LEARNING PROGRAMME GUIDE

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‘HOW TO BECOME A VOCATIONAL MENTOR FOR THE CREATIVE AND CULTURAL INDUSTRIES’:

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1. Introduction to the TME Learning programme:

1.1 The Talent Matching Europe partners have identified and mapped a role in Vocational Education for a ‘Vocational Mentor for the Creative and Cultural Industries’.

TME partners recognise that the role we have identified and mapped is very complex and as such, it will require that learners are able to draw on one or more ‘communities of practice’ to absorb and apply the wide range of knowledge and skills from the different modules and peer communities. Some learners for this role may begin by developing experience in one or two areas whilst other learners may already have combined or integrated some of the areas of practice engaged with in the 4 modules.

1.2 This Learning Programme has key 4 areas that make up this role and these have been captured in 4 Modules. These modules are:

4 KEY AREAS AND MODULES OF THE PROGRAMME

- **CREATIVE YOUNG PEOPLE:** Engaging Creative Young People
- **TALENT DEVELOPMENT FOR CREATIVE INDUSTRIES:** Mentoring in the Creative and Cultural Sector
- **SELF-EMPLOYMENT IN THE CREATIVE INDUSTRIES:** Delivering Enterprise Support for the Creative and Cultural Sector
- **EMPLOYMENT IN THE CREATIVE AND CULTURAL INDUSTRIES:** Working effectively with Employers in the Creative and Cultural Sector

1.3 This Learning Programme has 7 important features that make it fit for purpose for people aiming to develop one or more aspects of this role. They are:



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7 IMPORTANT ASPECTS OF THE PROGRAMME:

1. **LEARNER GOALS, PACE, TIME-SHIFTING AND ACCREDITATION:** Each learner can 'drive' the process as the learning schedules can be fully negotiated. The self-directed and negotiated learning programme combines on-line and physical resources with support and access to accreditation of peer2peer practice-based learning;
2. **CONTEXTS:** These modules have been designed so that they can be carried out in a range of work, self-employment, community learning and other non-formal contexts across a range of European countries;
3. **EMPHASIS FOR WORK:** All modules may be taken as individual stand-alone learning goals, or in any sequence or in parallel as an integrated learning programme;
4. **LEARNER SUPPORT:** The programme is delivered in a mix of individual and collaborative sessions and may be supported through individual or team coaching, mentoring or supervision;
5. **LEARNING PREFERENCES:** Each module is designed to accommodate blended learning solutions including on-line, physical and practical sessions with e-learning content and activities for use on peer-to-peer learning sites;
6. **LEARNING MATERIALS:** Learning material will be developed and reviewed throughout facilitated on-going peer discussions about topics such as good practice, innovation awareness through case studies, collaborative problem-solving using Action Learning. Peers will be drawn from within the partnership and elsewhere, as appropriate;
7. **RECOGNITION AND VALIDATION:** Learning outcomes from each module enable learners to engage in a practice-based learning programme that can attract recognition and validation.

2. MODULE RATIONAL:

2.1 Each of the modules has 4 phases that learners progress through which enable, develop, support and review the practice-based learning of the learners. These 4 phases are reflected in the 7 Learning Outcomes for each module:

Prepare: being introduced to ideas, concepts, models, tools, approaches, values and perspectives by your peers from the module sectors. Preparation is achieved through individual and collective enquiry, resources, discussion, presentations and other peer-to-peer learning;

Observe: planning and engaging in opportunities to observe your peers and experience first-hand the processes and perspective of others meeting diverse or similar objectives across a range of contexts and social roles. Observation is achieved through an organisational visit, the shadowing of a practitioner, witnessing the practice of others in this sector in a range of different situations, including virtually, from planning to evaluating activities or projects.

Apply: participating in activities, experiences, events etc. with others, facilitating others to participate, designing and delivering activities to meet key objectives or to discover or explore something about yourself or others. Application is achieved through actions supported by individual mentors from your own or another similar organisation or context.



Review: reflecting on the inputs and outputs of your own practice and that of your peers. Reviewing is achieved through reviewing and benchmarking your own progress and that of your peers in the application of knowledge and skills through peer-to-peer learning using critical frameworks and tools e.g. CLOCK, which enables practice-based learners to gain credits that culminate in relevant Professional Development Awards

2.2 The TME programme draws on relevant theoretical approaches which are integrated throughout the 4 modules and are explored, observed, applied and reviewed in the programme. Key approaches include the following:

- **Theory of Change:** a method for planning, participation and evaluation of I-VET to (i) undertake action learning to review their own I-VET practices, and (ii) facilitate the development of a 'Journey of Change' for their I-VET provision.
- **The Outcomes Model:** a method that has a focus upon the important features of Social and Emotional Capabilities (Transversal Skills) in developing a 'Journey of Change' by linking clusters of capabilities with long-term outcomes in order to (i) reflect upon their own practice, and (ii) improve the I-VET offer to young people, particularly those who are disadvantaged in the labour market.
- **Coaching Change:** a method that focuses on developing fundamental and effective practice in life and career coaching to (i) assess their level of CCI industry awareness, (ii) connectivity with key stakeholders and ability to develop productive partnerships, (iii) acquiring effective skills to facilitate a Journey of Change for (i) themselves through Continuing Professional Development, and (ii) the Journey of Change for young people disadvantaged in the labour market.
- **Action Learning:** a method that enables a collective approach to problem solving and provides different perspectives on problem definition and the personal and professional aspects of perception. It develops acute listening and questioning skills in a peer-to-peer learning group context.

2.3 The modules have 7 Learning Outcomes that are mapped to Levels EQF 4 and 5. Each module will require 150 hours of learning so that if the whole Learning Programme of 4 modules were completed this would require 600 hours of learning. This learning will be evidenced through outcomes and assessments and will include a learner-driven mix of independent and collaborative learning. Each of the learning phases are allocated a number of learning hours in each of the modules at either Level 4 and Level 5. This is as follows:

Prepare (30 hours);

Observe (50 hours);

Apply (50 hours);

Review (20 hours);

2.4 Additional on-line material for each of the modules will be available for potential and actual learners who may be at EQF Level 3 or EQF 4 for them to map and evaluate their current skills to identify gaps and strategies to address these. This will take the form of a diagnostic tool.

2.5 The module outlines/guides are given below:

MODULE TITLE: **CREATIVE YOUNG PEOPLE**

MODULE LEVEL: **EQF LEVEL 4 or Higher-Level Apprenticeship or Higher National Certificate**

LEARNING HOURS: **150**

MODULE AIMS:

- **PREPARE:** To prepare learners for industry entry level in professional contexts such as participant-leader, higher apprentice, employee, volunteer, intern, freelancer, micro-business or SME founder;
- **OBSERVE:** To develop awareness and a practical understanding of how principles and policies are applied in practice by observing and analysing their peers with creative young people and to understand the affect that these principles and policies have on the recruitment, engagement and retention of creative young people.
- **APPLY:** To develop individual learner experience of participating in this diverse community of practice supported by their peers.
- **REVIEW:** To engage in critical reflection on their own experience and to be able to identify their own professional strengths and development needs and to be able to give useful constructive feedback to others.

LEARNING OUTCOMES AND ASSESSMENT METHODS:

LO1 Be aware of the current agencies, services, resources, activities and places that attract and support creative young people in the network of your organisation;

LO1 ASSESSMENT: MAP

LO2 Know how to communicate effectively with creative young people and relevant supporting individuals and organisations to develop rapport and be able explain the purpose and principles of your role.

LO2 ASSESSMENT: PRESENTATION

LO3 Carry out a study-visit to 4 of the organisations in the network of your organisation and consider and report on the strengths and challenges of creative young people that you have observed in activities, by shadowing a service provider or through participating or collaborating with young people using resources or places.

LO3 ASSESSMENT: STUDY-VISIT JOURNAL AND REPORT

LO4 Participate with creative young people in the devising and delivery of 4 activities, workshops or events that inspire, encourage, affirm, support and challenge them.

LO4 ASSESSMENT: PLANS, ACTIONS, REVIEWS

LO5 Identify and evaluate effective pastoral care and person-centred development strategies for creative young people in different contexts including the negotiation of ground rules and upholding boundaries for safe space for all.

LO5 ASSESSMENT: OPTIONS APPRAISAL

LO6 Identify and evaluate effective methods of affirming and reinforcing positive behaviours and relationships of young people, conflict resolution and collective problem-solving.

LO6 ASSESSMENT: OPTIONS APPRAISAL

LO7 Explain how to collect, collate, manage and store data in ways that are legally compliant, confidential and respectful.

LO7 ASSESSMENT: PRESENTATION

DESCRIPTION: Individual Learners may already have a mentor or they are allocated a mentor when they sign up to this module. They can browse the different activities and negotiate their pathway and schedule the different activities through the module with relevant peers in their community of practice;

LINKS: (TBC)

MODULE TITLE: CREATIVE YOUNG PEOPLE

MODULE LEVEL: EQF LEVEL 5 or Higher National Diploma

LEARNING HOURS: 150

MODULE AIMS:

- **PREPARE:** To prepare learners for competent level (e.g. Licence to Practice) in professional contexts such as employee, volunteer, intern, freelancer, micro-business or SME founder;
- **OBSERVE:** To develop competences in their own practice and to recognise those of others, that are rooted in appropriate principles and policies and effectively applied with young creative people, within the usual supervision arrangements for the specific working context;
- **APPLY:** To develop individual learner experience of organising, facilitating and evaluating activities, events and experiences in this diverse community of practice supported by their peers.

- **REVIEW: To engage in critical reflection on their own experience and to be able to identify their own professional strengths and development needs and to be able to share practice, coach or give practical and constructive feedback to others.**

LEARNING OUTCOMES AND ASSESSMENT METHODS:

LO1 Identify, research and map the agencies, services, resources, activities and places that attract and support creative young people in your district or region;

LO1 ASSESSMENT: MAP OF DISTRICT OR REGION WITH SERVICES ETC.

LO2 Communicate effectively with creative young people and relevant supporting individuals and organisations to develop rapport and explain the purpose, principles and methods of your role giving a clear description of approaches taken and the rationale for each.

LO2 ASSESSMENT: VISITS AND OBSERVATION WITH FEEDBACK

LO3 Develop links with these agencies, services, resources, activities and places that attract and support creative young people and engage in outreach activities e.g. taster sessions, recruitment programmes, etc. to develop trust and engage with creative young people and the workers, professionals and volunteers that support them.

LO3 ASSESSMENT: LINKS MADE, ACTIVITIES CARRIED OUT, PEOPLE REACHED AND ENGAGED.

LO4 Involve creative young people in the devising and delivery of activities, workshops and events that inspire, encourage, affirm, support and challenge them.

LO4 ASSESSMENT: PLANS, ACTIONS, REVIEWS

LO5 Provide effective pastoral care to support and retain creative young people through negotiating and upholding boundaries for safe space and person-centred development.

LO5 ASSESSMENT: EVIDENCE OF CARE GIVEN TO YOUNG PEOPLE, STRATEGIES USED AND REVIEWED AND NUMBER RETAINED IN PROGRAMME

LO6 Affirm and reinforce positive behaviours and relationships, facilitating young people to resolve conflicts and engaging them in collective problem-solving using action-learning or similar techniques.

LO6 ASSESSMENT: EVIDENCE OF STRATEGIES USED AND REVIEWED AND FEEDBACK OF YOUNG PEOPLE AND OTHERS IN PROGRAMME

LO7 Collect, collate, manage and store data in ways that are legally compliant, confidential and respectful.

LO7 ASSESSMENT: OBSERVATION, AUDIT AND REVIEW

DESCRIPTION: Individual Learners may already have a mentor or they are allocated a mentor when they sign up to this module. They can browse the different activities and negotiate their pathway

and schedule the different activities through the module with relevant peers in their community of practice;

LINKS: (TBC)

MODULE TITLE: **TALENT DEVELOPMENT AND MENTORING FOR CREATIVE INDUSTRIES:**

MODULE LEVEL: **EQF LEVEL 4 or Higher-Level Apprenticeship or Higher National Certificate**

LEARNING HOURS: **150**

MODULE AIMS:

- **PREPARE:** To prepare learners for industry entry level in professional contexts such as participant-leader, higher apprentice, employee, volunteer, intern, freelancer, micro-business or SME founder;
- **OBSERVE:** To develop awareness and a practical understanding of how principles and policies are applied in practice by observing and analysing their peers engaging in Talent Development and Mentoring. To understand the affect that these principles and policies have on the relationships between mentor and mentee and the aspirations, personal and professional development and resulting achievement of creative young people.
- **APPLY:** To develop individual learner experience of participating in this diverse community of practice supported by their peers.
- **REVIEW:** To engage in critical reflection on their own experience and to be able to identify their own professional strengths and development needs and to be able to give useful constructive feedback to others.

LEARNING OUTCOMES AND ASSESSMENT METHODS:

LO1 Be aware of the talent development and mentoring frameworks and know how to manage expectations of mentee and mentor.

LO1 ASSESSMENT: PRESENTATION

LO2 Know how to conduct a needs analysis and to produce a personal talent development plan with creative young people.

LO2 ASSESSMENT: PRESENTATION

LO3 Know how to identify special needs, be aware of relevant support services to signpost and how to sign-post these to young people with a non-judgemental approach, sensitivity and in confidence.

LO3 ASSESSMENT: ROLE PLAY AND REVIEW



LO4 Know how to appraise, select, deliver, record and evaluate specific mentoring support for personal, creative talent and professional development appropriate for an individual aspiring to work in the Creative and Cultural sector.

LO4 ASSESSMENT: PRESENTATION OF RELEVANT SECTOR CASE STUDY EXAMPLES

LO5 Know how to develop and evaluate work readiness for specific opportunities including self-awareness, confidence, motivation and effective communication as well as identification of the level of technical and transferable knowledge and skills required for specific roles or briefs and relevant employment, legal or health and safety regulations.

LO5 ASSESSMENT: CASE STUDY MATCHING PROFILES WITH OPPORTUNITIES

LO6 Know how to develop meaningful and relevant work experience opportunities to acquire specific skills and knowledge and to support young people throughout the process.

LO6 ASSESSMENT: CASE STUDY MATCHING PROFILES WITH OPPORTUNITIES AND APPROPRIATE ON-DEMAND SUPPORT

LO7 Explain how to evaluate mentoring experiences and developmental opportunities and related services including the devising of questionnaires for the collection of constructive feedback from all those involved in the process to improve service and opportunities.

LO7 ASSESSMENT: PRESENTATION

DESCRIPTION: Individual Learners may already have a mentor or they are allocated a mentor when they sign up to this module. They can browse the different activities and negotiate their pathway and schedule the different activities through the module with relevant peers in their community of practice;

LINKS: (TBC)

MODULE TITLE: TALENT DEVELOPMENT AND MENTORING FOR CREATIVE INDUSTRIES:

MODULE LEVEL: EQF LEVEL 5 or Higher-National Diploma

LEARNING HOURS: 150

MODULE AIMS:

- **PREPARE: To prepare learners for competent level (e.g. Licence to Practice) in professional contexts such as employee, volunteer, intern, freelancer, micro-business or SME founder;**
- **OBSERVE: To develop competences in their own practice and to recognise those of others, that are rooted in appropriate principles and policies and effectively applied in Talent Development and Mentoring, within the usual supervision arrangements for the specific working context;**



- **APPLY:** To develop individual learner experience of organising, facilitating and evaluating Talent Development and Mentoring activities, events and experiences in this diverse community of practice supported by their peers.
- **REVIEW:** To engage in critical reflection on their own experience and to be able to identify their own professional strengths and development needs and to be able to share practice, coach or give practical and constructive feedback to others.

LEARNING OUTCOMES AND ASSESSMENT METHODS:

LO1 Appraise and select the most appropriate Talent Development and mentoring framework for the mentee and their situation and agree expectations of mentee and mentor;

LO1 ASSESSMENT: OPTIONS APPRAISAL AND CONTRACT BETWEEN MENTOR AND MENTEE

LO2 Conduct a needs analysis and produce a personal talent development plan for at least 5 creative young people.

LO2 ASSESSMENT: OBSERVATION AND REVIEW WITH FEEDBACK

LO3 Identify special needs, be aware of relevant support services to signpost and how to sign-post these to young people with a non-judgemental approach, sensitivity and in confidence.

LO3 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO4 Appraise, select, deliver, record and evaluate specific mentoring support for personal, creative talent and professional development appropriate for an individual aspiring to work in the Creative and Cultural sector.

LO4 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO5 Develop and evaluate work readiness for specific opportunities including self-awareness, confidence, motivation and effective communication as well as identification of the level of technical and transferable knowledge and skills required for specific roles or briefs and relevant employment, legal or health and safety regulations.

LO5 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO6 Develop meaningful and relevant work experience opportunities to acquire specific skills and knowledge and to support young people throughout the process.

LO6 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO7 Evaluate mentoring experiences and developmental opportunities and related services including the devising of questionnaires for the collection of constructive feedback from all those involved in the process to improve service and opportunities.

LO7 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE



DESCRIPTION: Individual Learners may already have a mentor or they are allocated a mentor when they sign up to this module. They can browse the different activities and negotiate their pathway and schedule the different activities through the module with relevant peers in their community of practice;

LINKS: (TBC)

MODULE TITLE: SELF-EMPLOYMENT IN THE CREATIVE AND CULTURAL INDUSTRIES

MODULE LEVEL: EQF LEVEL 4 or Higher-Level Apprenticeship or Higher National Certificate

LEARNING HOURS: 150

MODULE AIMS:

- **PREPARE: To prepare learners for industry entry level in professional contexts such as employee, volunteer, intern, freelancer, micro-business or SME founder;**
- **OBSERVE: To develop awareness and a practical understanding of how principles and policies are applied in practice by observing and analysing their peers delivering individual, micro and SME enterprise support and to understand the affect that these principles and policies have on the engagement, the aspirations, enterprising attitude, creative enterprise development practices and resulting achievement.**
- **APPLY: To develop individual learner experience of participating in this diverse community of practice supported by their peers.**
- **REVIEW: To engage in critical reflection on their own experience and to be able to identify their own professional strengths and development needs and to be able to give useful constructive feedback to others.**

LEARNING OUTCOMES AND ASSESSMENT METHODS:

LO1 Be aware of enterprising attitudes and skills for enterprise and identify those that are particularly relevant for the creative and cultural sector and understand how to develop these through activities, visits and projects.

LO1 ASSESSMENT: PRESENTATION

LO2 Know how to appraise relevant business communications including business concepts, market and competitor research, business models, products and prototypes, business plans and pitches and investment strategies for creative and cultural enterprise, including those for business to business markets and those for business to consumer markets.

LO2 ASSESSMENT: PRESENTATION

LO3 Be aware of current examples of presenting, showcasing, promoting and distributing creative and cultural products and services for business and consumer markets on physical and digital platforms and related markets,

regionally and internationally. Know how to appraise these in consideration of purpose, content, context and effectiveness.

LO3 ASSESSMENT: ROLE PLAY AND REVIEW

LO4 Be aware of opportunities to demonstrate talent, skills and knowledge through competitions, festivals, commissions and calls for talent. Be aware of how to support people through the process of sourcing, preparing and delivering applications for these types of opportunities.

LO4 ASSESSMENT: PRESENTATION OF RELEVANT SECTOR CASE STUDY EXAMPLES

LO5 Know how to ascertain the critical performance indicators for investor decisions in the creative and cultural industries from relevant guidance notes and common practices of typical investors. Explain how these critical performance indicators can be met in the specific formats used for seeking investment or funding for cultural and creative products and services.

LO5 ASSESSMENT: CASE STUDY MATCHING PROFILES WITH OPPORTUNITIES

LO6 Know how to develop meaningful and relevant enterprise experience opportunities to acquire specific skills and knowledge and to support young people throughout the process.

LO6 ASSESSMENT: CASE STUDY MATCHING PROFILES WITH OPPORTUNITIES AND APPROPRIATE ON-DEMAND SUPPORT

LO7 Explain how to evaluate enterprise support experiences and developmental opportunities and related services including the devising of questionnaires for the collection of constructive feedback from all those involved in the process to improve service and opportunities.

LO7 ASSESSMENT: PRESENTATION

DESCRIPTION: Individual Learners may already have a mentor or they are allocated a mentor when they sign up to this module. They can browse the different activities and negotiate their pathway and schedule the different activities through the module with relevant peers in their community of practice;

LINKS: (TBC)

MODULE TITLE: SELF-EMPLOYMENT IN THE CREATIVE AND CULTURAL INDUSTRIES

MODULE LEVEL: EQF LEVEL 5 or Higher-National Diploma

LEARNING HOURS: 150

MODULE AIMS:



- **PREPARE:** To prepare learners for competent level (e.g. Licence to Practice) in professional contexts such as employee, volunteer, intern, freelancer, micro-business or SME founder;
- **OBSERVE:** To develop competences in their own practice and to recognise those of others, that are rooted in appropriate principles and policies and effectively applied in delivering creative enterprise development and support, within the usual supervision arrangements for the specific working context;
- **APPLY:** To develop individual learner experience of organising, facilitating and evaluating creative enterprise development and support activities, events and experiences in this diverse community of practice supported by their peers.
- **REVIEW:** To engage in critical reflection on their own experience and to be able to identify their own professional strengths and development needs and to be able to share practice, coach or give practical and constructive feedback to others.

LEARNING OUTCOMES AND ASSESSMENT METHODS:

LO1 Demonstrate enterprising attitudes and skills for enterprise and identify those that are particularly relevant for the creative and cultural sector and develop these through activities, visits and projects.

LO1 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO2 Appraise relevant business communications including business concepts, market and competitor research, business models, products and prototypes, business plans and pitches and investment strategies for creative and cultural enterprise, including those for business to business markets and those for business to consumer markets.

LO2 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO3 Signpost current examples of presenting, showcasing, promoting and distributing creative and cultural products and services for business and consumer markets on physical and digital platforms and related markets, regionally and internationally. Appraise these in consideration of purpose, content, context and effectiveness.

LO3 ASSESSMENT: DEMONSTRATE, REVIEW AND EXAMPLES FROM PRACTICE

LO4 Sign-post opportunities to demonstrate talent, skills and knowledge through competitions, festivals, commissions and calls for talent. Support people through the process of sourcing, preparing and delivering applications for these types of opportunities.

LO4 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO5 Compare key critical performance indicators for investor decisions in the creative and cultural industries and give the rationales for the common practices of typical investors. Advise how these critical performance indicators can be met in each of the specific formats used for seeking investment or funding for cultural and creative products and services and support individuals to do so.

LO5 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE



LO6 Develop meaningful and relevant enterprise experience opportunities to acquire specific skills and knowledge and to support young people throughout the process.

LO6 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO7 Evaluate enterprise support experiences and developmental opportunities and related services including the devising of questionnaires for the collection of constructive feedback from all those involved in the process to improve service and opportunities.

LO7 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

DESCRIPTION: Individual Learners may already have a mentor or they are allocated a mentor when they sign up to this module. They can browse the different activities and negotiate their pathway and schedule the different activities through the module with relevant peers in their community of practice;

LINKS: (TBC)

MODULE TITLE: EMPLOYMENT IN THE CREATIVE AND CULTURAL INDUSTRIES

MODULE LEVEL: EQF LEVEL 4 or Higher-Level Apprenticeship or Higher National Certificate

LEARNING HOURS: 150

MODULE AIMS:

- **PREPARE:** To prepare learners for industry entry level in professional contexts such as employee, volunteer, intern, freelancer, micro-business or SME founder;
- **OBSERVE:** To develop awareness and a practical understanding of how principles and policies are applied in practice by observing and analysing their peers delivering work readiness for the creative and cultural sector through the matching of creative and cultural employer requirements and employee profiles and to understand the affect that these principles and policies have on the engagement, the aspirations, professional attitude, creative employment development practices and resulting achievement.
- **APPLY:** To develop individual learner experience of participating in this diverse community of practice supported by their peers.
- **REVIEW:** To engage in critical reflection on their own experience and to be able to identify their own professional strengths and development needs and to be able to give useful constructive feedback to others.

LEARNING OUTCOMES AND ASSESSMENT METHODS:



LO1 Be aware of the current creative employers in the network of your organisation;

LO1 ASSESSMENT: MAP

LO2 Know how to communicate effectively with creative employers, to develop rapport and be able explain the purpose and principles of your role.

LO2 ASSESSMENT: PRESENTATION

LO3 Carry out a study-visit to 4 of the creative employers in the network of your organisation and consider and report on the strengths and challenges of creative employers aspiring to recruit young people that you have observed in activities, by shadowing or through participating or collaborating with creative employers and creative young people.

LO3 ASSESSMENT: STUDY-VISIT JOURNAL AND REPORT

LO4 Participate with creative employers in the devising and delivery of 4 activities, workshops or events for creative young people that inspire, encourage, affirm, support and challenge them.

LO4 ASSESSMENT: PLANS, ACTIONS, REVIEWS

LO5 Identify and evaluate effective strategies for the recruitment of young people and potential partnership development strategies for creative employers to identify and monitor relative needs and expectations, industry and skills requirement and opportunities within different creative and cultural sub-sectors.

LO5 ASSESSMENT: OPTIONS APPRAISAL

LO6 Identify and evaluate effective methods of supporting creative employers to recruit and support creative young people into employment including visits, social events, training programmes, work experience and shadowing opportunities.

LO6 ASSESSMENT: OPTIONS APPRAISAL

LO7 Explain how to evaluate creative employer experiences and developmental opportunities and related services including the devising of questionnaires for the collection of constructive feedback from all those involved in the process to improve service and opportunities.

LO7 ASSESSMENT: PRESENTATION

DESCRIPTION: Individual Learners may already have a mentor or they are allocated a mentor when they sign up to this module. They can browse the different activities and negotiate their pathway and schedule the different activities through the module with relevant peers in their community of practice;

LINKS: (TBC)

MODULE TITLE: SELF-EMPLOYMENT IN THE CREATIVE AND CULTURAL INDUSTRIES

MODULE LEVEL: **EQF LEVEL 5 or Higher-National Diploma**

LEARNING HOURS: **150**

MODULE AIMS:

- **PREPARE:** To prepare learners for competent level (e.g. Licence to Practice) in professional contexts such as employee, volunteer, intern, freelancer, micro-business or SME founder;
- **OBSERVE:** To develop competences in their own practice and to recognise those of others, that are rooted in appropriate principles and policies and effectively applied in delivering work readiness for the creative and cultural sector through the matching of creative and cultural employer requirements and employee profiles, within the usual supervision arrangements for the specific working context;
- **APPLY:** To develop individual learner experience of organising, facilitating and evaluating work readiness and creative employment activities, events and experiences in this diverse community of practice supported by their peers.
- **REVIEW:** To engage in critical reflection on their own experience and to be able to identify their own professional strengths and development needs and to be able to share practice, coach or give practical and constructive feedback to others.

LEARNING OUTCOMES AND ASSESSMENT METHODS:

LO1 Identify, research and map the creative employers in your district or region;

LO1 ASSESSMENT: MAP OF DISTRICT OR REGION WITH CREATIVE EMPLOYERS ETC.

LO2 Communicate effectively with creative employers to develop rapport and explain the purpose, principles and methods of your role giving a clear description of approaches taken and the rationale for each.

LO2 ASSESSMENT: VISITS AND OBSERVATION WITH FEEDBACK

LO3 Develop links with these creative employers and engage in outreach activities e.g. taster sessions, recruitment programmes, etc. to develop trust and facilitate them to engage with creative young people and the workers, professionals and volunteers that support them.

LO3 ASSESSMENT: LINKS MADE, ACTIVITIES CARRIED OUT, PEOPLE REACHED AND ENGAGED.

LO4 Involve creative employers in the options appraisal, selection, delivery, recording and evaluation of activities, workshops and events for creative young people that inspire, encourage, affirm, support and challenge them.

LO4 ASSESSMENT: PLANS, ACTIONS, REVIEWS

LO5 Facilitate and support the recruitment of young people by creative employers and develop partnerships that help to identify and monitor relative needs and expectations, industry and skills requirement and current opportunities within different creative and cultural sub-sectors.



LO5 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO6 Facilitate creative employers to recruit and support creative young people into employment through visits, social events, training programmes, work experience and shadowing opportunities.

LO6 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

LO7 Evaluate creative employer experiences and developmental opportunities and related services including the devising of questionnaires for the collection of constructive feedback from all those involved in the process to improve service and opportunities.

LO7 ASSESSMENT: ROLE-PLAY TESTS AND EXAMPLES FROM PRACTICE

DESCRIPTION: Individual Learners may already have a mentor or they are allocated a mentor when they sign up to this module. They can browse the different activities and negotiate their pathway and schedule the different activities through the module with relevant peers in their community of practice;

LINKS: (TBC)

