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## LEARNING MATERIALS for Vocational Mentors in Creative Work

### Unit 3

Partner name: NGO PROSTOR PLUS

#### 2. MODULE RATIONAL:

2.1 Each of the modules has 4 phases that learner's 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



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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**



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**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**

**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.**



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## 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;**



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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**

**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



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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**

**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**





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**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**

**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**

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**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**



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**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**