



# Partnership **4** Creative Apprenticeships

building the skills of apprenticeship coaches  
and in-company trainers  
in Europe's Creative & Cultural Industries



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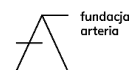
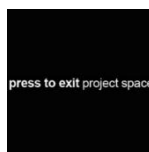
## Intellectual Output 2: Non-Formal Learning Framework

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The Occupational Profile has been produced by the P4CA project consortium, which consists of:



Further information about the project and the above partners is available at: <https://www.p4ca.eu/>

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## Introduction to P4CA Non-Formal Learning Framework:

Starting and finding a satisfying job in the creative and cultural industries (CCIs) requires properly targeted support. Partnership for Creative Apprenticeships (P4CA) is an example of this. This project is organized by 6 partners from different parts of Europe: Rinova, UK, lead; Senec-Pezinok Regional Development Agency (RDA), Slovakia; ARTeria, Poland; Cultural Innovation Competence Centre Association (CICC), Hungary; Press to Exit, North Macedonia; and Materahub, Italy.

The main goal of the P4CA project is to support the implementation of creative apprenticeships by building the skills of apprenticeship trainers and trainers within the organizations operating in CCIs.

The project is aimed at developing new training content and building a professional development path for trainers and tutors so that they can use it in practical situations at the workplace. One of the elements of this process is the creation of a non-formal learning framework defining the key areas of knowledge skills and competences that the Apprenticeship Coach needs in order to support young people to undertake apprenticeships in the CCIs. The non-formal learning framework is designed to support the training needs of advisors and coaches both within the sector and cross-sectorally.

## Target groups

The basic target groups defined in the previous P4CA activities are:

- In-Company Trainers
- those working in VET and other educational settings.
- vocational trainers and coaches who work in the field of supporting young people to enter employment through work-based learning and apprenticeships (not restricted to those who are specialists in the CCI sector).

A very important element is that Apprenticeship Coaches can gain accreditation for their skills at a level mapped against the EQF and ECVET, therefore supporting mobility of learners and flexibility of pathways. The outcomes are presented as a modular framework, mapped against EQF Level 5, that can be flexibly undertaken in part or as a whole, according to learning needs of the Apprenticeship Coach.

## Context

In the context of high levels of youth unemployment and youth poverty across Europe, the CCIs have been identified by the European Parliament as playing a key role as a driver for growth in the European economy. They contribute more than any other sector to youth employment and have proved to be most resilient during the post 2008 economic crisis. Whilst the new creative technology and working patterns of the CCIs are attractive to young people, the entry routes are often through personal networks or unpaid internships which exclude young people from minority and disadvantaged backgrounds. The CCIs comprise a high proportion of small and micro-businesses. Many such businesses lack capacity or resources to take on apprenticeships. And VET trainers and training institutions often do not well understand the working patterns of this new dynamic and fast-moving sector. Apprenticeships can help increase access and diversity, but these barriers contribute to the fact that apprenticeships in many European countries have not been developed to their full potential in the CCI sector.

To address these challenges, P4CA brings together a partnership of experienced VET providers from 6 countries, who are based in creative clusters or hubs that bring together, through dynamic networks, the three target groups that need to collaborate in order to create a successful creative apprenticeship (CCI employers; VET trainers and institutions; and young creatives). Recognising the complex hybrid eco-system of the CCIs and their distinct sub-sectors, PC4A will take a novel approach that is based upon cooperative networks to build the capacity of the sector to host more apprenticeships.

## Methodology

This draft document sets out:

- the a **non-formal learning framework** based upon the occupational profile
- the **key areas of knowledge, skills and competences** that the **Apprenticeship Coach** needs in order to support young people to undertake apprenticeships in CCI.

**IO2 initiates the setting up of Peer Development and Review (PDR) Groups by each partner** with user groups in their country to ensure that the learning outcomes and descriptors reflect the realities of current practice and the needs of those who are delivering in the field.

Each partner has set up a **PDR group**, comprising up to **6 professionals with experience of working in a specific area**, tasked with developing the learning outcomes in that area.

### ELABORATE THE LEARNING OUTCOMES AND DESCRIPTORS

- the **PDR Groups** (*practitioners*) developed the learning outcomes and proposed appropriate descriptors (skills, knowledge and competences), levels and assessment criteria with relation to the EQF framework.
- each partner invited **3 sector experts** (*policy and advocacy level*) to contribute to and review the learning outcomes to assess and assure quality of the Intellectual Outputs in relation to current industry practice and with relation to the EQF levels
- project partners, after working in their PRD Groups and following consultations with sector experts, decided that the assessment criteria will be precisely defined in the further phase of the project, in correlation with the implementation of IO6

### FINAL NON-FORMAL LEARNING FRAMEWORK AND LEARNING OUTCOMES

- final learning outcomes and descriptors will be confirmed at agreed EQF levels
- final version completed in English and signed off as a PDF document to be available online as an Open Educational Resource
- partners will translate the key material into their languages for dissemination through their websites and networks in each country

**Several key findings** in the Country Reports carried out as part of IO1 Methodological Framework in the partner countries are relevant. I would like to quote a selected few comments important in the context of creation of the P4CA Curriculum Framework:

*“An Occupation Profile and Competence Standards for the role of Apprenticeship Coach must be broad enough to cover the range and variety of roles and contexts described in the report”*

*“Apprenticeship Coaches need to have specific CCI industry experience and understanding of career pathways in the CCIs”*

*“The remit of Apprenticeship Coaches should include flexible alternative models of work-based learning where these provide training outcomes that are relevant to the CCI sector. Well educated and prepared vocational teachers and systematic financial support play a crucial role in the WBL process”*

*“Apprenticeship Coaches have an important role in educating employers and providing pre-apprenticeship training to prepare employers and young people in order to facilitate effective and successful apprenticeships, and in liaising between employers, apprentices and training providers throughout the duration of the Apprenticeship”*

*“The Apprenticeship Coach can play a crucial role in bringing VET training closer to the needs of CCI employers but the role needs to be better integrated into apprenticeship frameworks”*

*“The Apprenticeship Coach has a key role in raising young people’s awareness of the potential of a creative career and promoting the benefits of Creative Apprenticeships. Based on IO1 the scope and areas to be covered in the learning objectives will be established (each partner will be allocated a defined learning objective area in which to develop learning outcomes):*

- 1. Coach and support Young Creatives*
- 2. Liaise with CCI employers (including understanding of the Creative and Cultural Industries)*
- 3. Co-create a Vocational & Educational Training pathway*
- 4. Set up and support Apprenticeships*

## Curriculum Framework to train Apprenticeship Coaches

The following formulated areas of activities are the starting point for dividing the non-formal learning framework into 4 modules:

Module 1 – **Developing creative methods to support future employees in the CCIs.**

Module 2 – **Building a cooperation network and understanding the specificity of the creative sector.**

Module 3 – **Implementing a training path for creative apprentices**

Module 4 – **Implementing and supporting specially-tailored creative apprenticeships.** All modules are developed at EQF level 5.

LEVEL	KNOWLEDGE described as theoretical and/or factual	SKILLS described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	RESPONISBILITY AND AUTONOMY described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
LEVEL 5	comprehensive, specialised, factual and theoretical knowledge within a field of work as an apprenticeship coach and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems in the process of apprenticeship coaching	exercise management and supervision in contexts of work as apprenticeship coach where there is unpredictable change; review and develop performance of self and others

## Module 1: Developing creative methods to support future employees in the CCIs.

Learning Outcome 1.1	The Apprenticeship Coach should be able to introduce young people to career opportunities and employers in the Creative and Cultural Industries
Learning Outcome 1.2	The Apprenticeship Coach should be able to conduct an analysis of learning needs with the young person
Learning Outcome 1.3	The Apprenticeship Coach should be able to put in place processes to evaluate, monitor and track young people's progress and for young people to reflect and give feedback.
Learning Outcome 1.4	The Apprenticeship Coach should be able to engage and communicate effectively, consult with and involve young people.
Learning Outcome 1.5	The Apprenticeship Coach should be able to support learners to build a range of emotional competences including resilience, perseverance, positivity, self-belief and self-motivation

## Module 2 : Building a cooperation network and understanding the specificity of the creative sector.

Learning Outcome 2.1	The Apprenticeship Coach should be able to keep up to date with skills gaps and employment trends in different CCI sectors
Learning Outcome 2.2	The Apprenticeship Coach should be able to give practical support to employers to set up apprenticeships that meet the requirements of the European Framework for Quality Apprenticeships
Learning Outcome 2.3	The Apprenticeship Coach should be able to build relationships with Creative and Cultural Industry Employers to communicate the value and benefits of apprenticeships and engage them in supporting young people's learning and creative development
Learning Outcome 2.4	The Apprenticeship Coach should be able to broker the matching of employers with young apprentices and the training provision



## Module 3: Implementing a training path for creative apprentices

Learning Outcome 3.1	The Apprenticeship Coach should be able to assess and identify skills gaps and skills required by employers both in specific CCI sub-sectors and across the CCIs
Learning Outcome 3.2	The Apprenticeship Coach should be able to agree the training element of the apprenticeship with the employer and ensure it meets national quality and accreditation standards
Learning Outcome 3.3	The Apprenticeship Coach should be able to support and coach apprentices through the process of completing the training pathway
Learning Outcome 3.4	The Apprenticeship Coach should be able to work with e-training partners to identify training provision and co-create training material to meet learner needs, identify skills gaps and support learners' personal development

## Module 4 : Implementing and supporting specially-tailored creative apprenticeships

Learning Outcome 4.1	The Apprenticeship Coach should be able to agree terms and conditions for the apprenticeship with the employer, including rates of pay, working hours, Intellectual Property, Health & Safety and assist the employer to meet national statutory requirements
Learning Outcome 4.2	The Apprenticeship Coach should be able to support the employer to implement selection processes, management and supervision and working arrangements that foster diversity, equal opportunities and the welfare of the apprentice
Learning Outcome 4.3	The Apprenticeship Coach should be able to agree goals, objectives and learning outcomes for the apprenticeship with the employer and the apprentice
Learning Outcome 4.4	The Apprenticeship Coach should be able to provide support to the employer and the apprentice throughout the apprenticeship to help solve problems and ensure retention and completion
Learning Outcome 4.5	The Apprenticeship Coach should be able, on conclusion, to review the apprenticeships with employers, learners and training providers to assess the achievement of objectives, support further progress and implement improvements

## LEARNING OUTCOMES for Module 1

Title of Module	<b>Module 1:</b> <b>Developing creative methods to support future employees at CCIs.</b>
EQF Level	5
Learning Hours	40

Learning Outcome 1.1	The Apprenticeship Coach should be able to introduce young people to career opportunities and employers in the Creative and Cultural Industries.	
<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>understand the specificity of the culture and creative sector in terms of employment</li> <li>observe changing employment trends in the future</li> <li>communicating with young people</li> <li>use different coaching/mentoring techniques and skills</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>work together and cooperate with young people to develop ideas and turn them into action</li> <li>map young people with entrepreneurs in CCIs</li> <li>define priorities, goals and action plans</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>use different knowledge transfer approaches</li> <li>demonstrate reliability, punctuality, consistency</li> <li>encourage partnership and collaboration</li> </ul>

Learning Outcome 1.2	The Apprenticeship Coach should be able to conduct an analysis of learning needs and Individual Training Plan with the young person.	
Knowledge	Skills	Attitudes
<p>The learner knows how to:</p> <p>assess a young person's levels of skills and understanding according to NQF and EQF levels.</p> <p>evaluate a young person's creative portfolio,</p> <p>identify Special Educational Needs and barriers faced by the young person</p> <p>identify learning goals and objectives and relating these to industry requirements and skills gaps</p>	<p>The learner is able to:</p> <p>conduct an analysis of the learning needs of a young person seeking a creative career</p> <p>complete an individual training plan with a young person seeking a creative career.</p> <p>map participant levels against EQF and NQF in each case and provide a cross level training pathway.</p>	<p>The learner is able to:</p> <p>recognise a young person's creative and entrepreneurial potential</p> <p>envision and elaborate positive goals and objectives</p>

Learning Outcome 1.3	The Apprenticeship Coach should be able to put in place processes to evaluate, monitor and track young people's progress and for young people to reflect and give feedback.	
Knowledge	Skills	Attitudes
<p>The learner knows how to:</p> <p>describe and use a range of methods and tools to deliver initial assessment for young person</p> <p>identify needs, limits, goals and challenges of the young person</p> <p>explain and put in place a monitoring and evaluation process</p>	<p>The learner is able to:</p> <p>deliver diagnostic needs assesment, guidance and feedback to orientate the guidance for the young person</p> <p>review the young person's goals and assess achievements.</p> <p>establish success indicators and monitor, supervise and evaluate young person's progress</p>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>•listen actively</li> </ul> <p>show empathy and understanding</p> <p>provide effective feedback</p> <p>provide encouragement and motivation</p>

<p>Learning Outcome 1.4</p>	<p>The Apprenticeship Coach should be able to set expectations and values of trust, respect, equality and diversity and confidentiality, engage and communicate effectively, consult with and involve young people.</p>	
<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Attitudes</b></p>
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>be aware of and understand another person's emotions, experiences and values and pro-actively engage with the perspectives of others;</li> <li>listen to others and engage in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and work contexts;</li> <li>be aware of the need for a variety of communication strategies, language registers and tools to suit the context, content and channels of interaction;</li> <li>share common goals, tasks, resources and responsibilities taking into account the specific goal of the other;</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>think outside the box</li> <li>listen actively</li> <li>be assertive</li> <li>use SMART goals-setting</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>be empathetic</li> <li>communicate effectively</li> <li>show trust and respect</li> <li>develop cooperation</li> </ul>

Learning Outcome 1.5	The Apprenticeship Coach should be able to support learners to build a range of emotional competences including resilience, perseverance, positivity, self-belief and self-motivation.	
Knowledge	Skills	Attitudes
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>foster optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action</li> <li>manage changes in work and learning paths, make informed choices and set goals</li> <li>be aware of, understand and regulate personal emotions, thoughts and behavior, including responses to stress;</li> <li>believe in their own ability to influence the course of events, despite uncertainty, setbacks and temporary failures</li> <li>be ready to revise views and adopt new ideas, approaches, tools and actions in response to changing contexts;</li> <li>foster resilience</li> <li>believe in oneself and reflecting on one's needs, aspirations and wishes in the short, medium and long term</li> <li>identify and assess one's strengths and weaknesses</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>motivate and support perseverance</li> <li>manage emotions</li> <li>be resilient</li> <li>develop Self-awareness</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>develop self-efficacy and a proactive attitude</li> <li>be positive - optimistic and keep self-control</li> <li>be flexible</li> <li>be self-regulating</li> </ul>

## LEARNING OUTCOMES for Module 2

Title of Module	<b>Module 2: Building a cooperation network and understanding the specificity of the creative sector.</b>
EQF Level	5
Learning Hours	32

Learning Outcome 2.1	The Apprenticeship Coach should be able to keep up to date with skills gaps and employment trends in different CCI sectors.	
<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>use the educational and training framework for the CCIs</li> <li>understand job roles and career paths</li> <li>define the CCI market and its functioning and specificity</li> <li>use human resources issues including recruiting methods in CCIs</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>assess and identify skills gaps in the CCIs</li> <li>make learning relevant to the workplace</li> <li>identify employment trends in different CCI sectors</li> <li>collect data and information using communication and digital tools</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>act proactively in collecting and sharing information and resources</li> <li>continually update existing skills, learning and technologies</li> </ul>

Learning Outcome 2.2	The Apprenticeship Coach should be able to build relationships with Creative and Cultural Industry Employers to communicate the value and benefits of apprenticeships and engage them in supporting young people’s learning and creative development.	
Knowledge	Skills	Attitudes
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>understand general characteristics, industry sub-sectors, work processes and roles in specific sectors of CCIs</li> <li>define the needs of creative entrepreneurs in terms of hiring new employees</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>build networks with individuals and organisations</li> <li>communicate and collect information from others</li> <li>negotiate and convince others</li> <li>communicate the value and benefits</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>inspire relevant stakeholders</li> <li>take a supportive approach to developing solutions in partnership with all stakeholders</li> </ul>

Learning Outcome 2.3	The Apprenticeship Coach should be able to give practical support to employers to set up apprenticeships that meet the requirements of the European Framework for Quality Apprenticeships.	
Knowledge	Skills	Attitudes
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>demonstrate a thorough knowledge of the European Framework for Quality Apprenticeships</li> <li>identify and explain practical implications of the European Framework for Quality Apprenticeships for the employer</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>recommend efficient measures to be put in place by the employer in order to meet the requirements of the European Framework for Quality Apprenticeships</li> <li>review the employers’ policies against the European Framework for Quality Apprenticeships and identify gaps</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>communicate effectively and structure complex information to achieve understanding</li> <li>provide effective feedback</li> <li>face negative feedback from the target group</li> <li>provide continuous guidance and assistance</li> </ul>

Learning Outcome 2.4	The Apprenticeship Coach should be able to broker the matching of employers with young apprentices and the training provision.	
Knowledge	Skills	Attitudes
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>understand his / her profession,</li> <li>use psychology,</li> <li>have access to up to date info on training opportunities,</li> <li>understand relationship system,</li> <li>understand etiquette,</li> <li>communicate values</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>have a good knowledge of human character,</li> <li>be open,</li> <li>develop inspirational and motivational skills,</li> <li>develop communication and coordination skills,</li> <li>be patient and tolerant</li> <li>think in a system,</li> <li>be sensitive</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>be responsive</li> <li>be empathetic</li> <li>be patient</li> </ul>



## LEARNING OUTCOMES for Module 3

Title of Module	<b>Module 3: Implementing a career path for creative apprentices</b>
EQF Level	5
Learning Hours	32

Learning Outcome 3.1	The Apprenticeship Coach should be able to assess and identify skills gaps and skills required by employers both in specific CCI sub-sectors and across the CCIs.	
<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
The learner knows how: to use knowledge of current industry requirements and trends, to use knowledge of changing economic and social conditions	The learner is able to: thinking in a system, adapt, be involved	The learner is able to: be open, be responsible be proactive

Learning Outcome 3.2	The Apprenticeship Coach should be able to agree the training element of the apprenticeship with the employer/training provider and ensure it meets national quality and accreditation standards.		
<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>	
<p>The learner knows how to find out the details of the Accreditation standards they are providing.</p> <p>unfold and describe learning outcomes from an actual task given.</p> <p>map relevant learning provision, VET frameworks and standards against employers' skills needs</p>	<p>The learner is able to:</p> <p>prove negotiation skills to balance Apprentice Learning path with company requirements.</p> <p>build a framework to map Employers Job description and task assignments to Qualification Learning Outcomes.</p> <p>foster the agreement between the Apprentice and the employer/training provider</p>	<p>The learner is able to:</p> <p>take a problem-solving approach, to the competency map exercise.</p> <p>act with equity between the training provider, employer and apprentices.</p> <p>foster the dialogue between the participants (apprentice, training provider &amp; employer).</p>	

Learning Outcome 3.3	The Apprenticeship Coach should be able to support and coach apprentices through the process of completing the training pathway.		
<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>	
<p>The learner knows how:</p> <p>to create training and apprenticeship plans for apprentices</p> <p>to oversee the cooperation between the apprentice and the entrepreneur</p> <p>to motivate and support the apprentice in completing the apprenticeship</p> <p>to be knowledgeable about and oversee all aspects of apprenticeship law</p>	<p>The learner is able to:</p> <p>have good organizational, communication, leadership skills</p> <p>develop diplomatic skills in dealing with people in the field as well as institutions.</p> <p>be collaborative,</p> <p>set achievable goals and targets.</p>	<p>The learner is able to:</p> <p>be insightful,</p> <p>mindful,</p> <p>proactive,</p> <p>extrovert,</p> <p>caring.</p>	

<p>Learning Outcome 3.4</p>	<p>The Apprenticeship Coach should be able to work with e-training partners to identify training provision and co-create training material to meet learner needs, identify skills gaps and support learners' personal development.</p>	
<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Attitudes</b></p>
<p>The learner knows how to: use etiquette, develop transmission of values, build a value chain-based curriculum to evaluate completed tasks</p>	<p>The learner is able to: share knowledge, apply thinking systematically, set priorities,</p>	<p>The learner is able to: show professional humility, be open to training partners, be consistent,</p>

## LEARNING OUTCOMES for Module 4

Title of Module	<b>Module 4: Implementing and supporting specially-tailored creative apprenticeships</b>
EQF Level	5
Learning Hours	40

Learning Outcome 4.1	The Apprenticeship Coach should be able to agree terms and conditions for the apprenticeship with the employer, including rates of pay, working hours, Intellectual Property, Health & Safety and assist the employer to meet national statutory requirements.	
<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>explain current legislative and practical conditions for the apprenticeship</li> <li>identify relevant provisions of Intellectual Property legislation and its implications for the apprenticeship</li> <li>identify relevant provisions of the Health and Safety legislation/rules and its implications for the apprenticeship</li> <li>identify relevant negotiation techniques</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>deliver relevant information regarding the apprenticeship conditions and procedures to the employer</li> <li>review the employers understanding of the conditions and processes of the apprenticeship</li> <li>assist the employer in establishing relevant procedures and conditions for the apprenticeship</li> <li>negotiate effectively</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>show a pro-active attitude</li> <li>communicate effectively</li> <li>provide effective feedback</li> <li>face negative feedback from the target group</li> <li>operate under stress</li> </ul>

<p>Learning Outcome 4.2</p>	<p>The Apprenticeship Coach should be able to support the employer to implement selection processes, management and supervision and working arrangements that foster diversity, equal opportunities and the welfare of the apprentice.</p>	
<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Attitudes</b></p>
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>be aware of clients' needs and wants, managing incoming interest for positions.</li> <li>implement a selection process by actively recruiting talented apprentices.</li> <li>objectively select participants to mutual benefit of both parties while fostering diversity and equal opportunities.</li> <li>be prepared to address issues on the working arrangements should they arise.</li> <li>be involved in the process and making long-term alliances with the client.</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>listen</li> <li>manage people and processes</li> <li>implement.</li> <li>communicate.</li> <li>strategize and build alliances/partnerships.</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>be convinced of his/her effectiveness,</li> <li>be proactive,</li> <li>be encouraging,</li> <li>be collaborative,</li> <li>Demonstrate cultural and Social Sensitivity.</li> </ul>

Learning Outcome 4.3	The Apprenticeship Coach should be able to agree goals, objectives and learning outcomes for the apprenticeship with the employer and the apprentice.	
Knowledge	Skills	Attitudes
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>apply vocational learning frameworks and standards in the creative and cultural industries</li> <li>define goals, objective apply the European Framework for Quality Apprenticeships</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>liaise effectively between the parties (employer/apprentice/training provider) to achieve mutually beneficial outcomes</li> <li>set goals, objectives and learning outcomes that match the learning needs of apprentice with the skills required by the employer</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>negotiate effectively to achieve mutually beneficial outcomes</li> <li>ensure that the training element of the apprenticeship is relevant to the job description, the needs of employer and the learning goals of the apprentice</li> <li>give the apprentice orientation and guidance</li> </ul>

Learning Outcome 4.4	The Apprenticeship Coach should be able to provide support to the employer and the apprentice throughout the apprenticeship to help solve problems and ensure retention and completion.	
Knowledge	Skills	Attitudes
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>develop creative and proactive ideas and opportunities to create better solutions to old and new challenges</li> <li>explore and experiment with innovative approaches to combining knowledge and resources to achieve valuable results</li> <li>define and plan priorities by setting long, medium and short-term objectives and adapt them to unforeseen changes</li> <li>stick to intentions and completing planned tasks</li> <li>turn ideas into action to meet your needs and achieve your long-term objectives</li> <li>respond to challenges by acting and working independently to achieve goals</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>solve problems</li> <li>think creatively and critically</li> <li>plan and manage</li> <li>take the initiative</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>be creative</li> <li>be cooperative</li> <li>take opportunities</li> </ul>

<p>Learning Outcome 4.5</p>	<p>The Apprenticeship Coach should be able, on conclusion, to review the apprenticeships with employers, learners and training providers to assess the achievement of objectives, support further progress and implement improvements.</p>	
<p><b>Knowledge</b></p>	<p><b>Skills</b></p>	<p><b>Attitudes</b></p>
<p>The learner knows how to:</p> <ul style="list-style-type: none"> <li>review the apprenticeships with employers, learners and training providers</li> <li>support further progress by exploring application of innovative approaches to combine knowledge and resources.</li> <li>foster continuity of collaboration.</li> <li>set long, medium and short-term objectives.</li> <li>implement improvements if needed by developing creative and proactive ideas and create new opportunities.</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>use effectively analytical, cognitive, problem-solving skills.</li> <li>plan and manage</li> <li>develop leadership, strategy, independent work,</li> <li>use consultancy skills.</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>be affirmative, positive and critical.</li> <li>be collaborative, visionary, foster sustainability.</li> </ul>