



# English Summary - Good Practice Guide for European Creative Apprenticeships

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## Partnership **4** Creative Apprenticeships

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



Co-funded by the  
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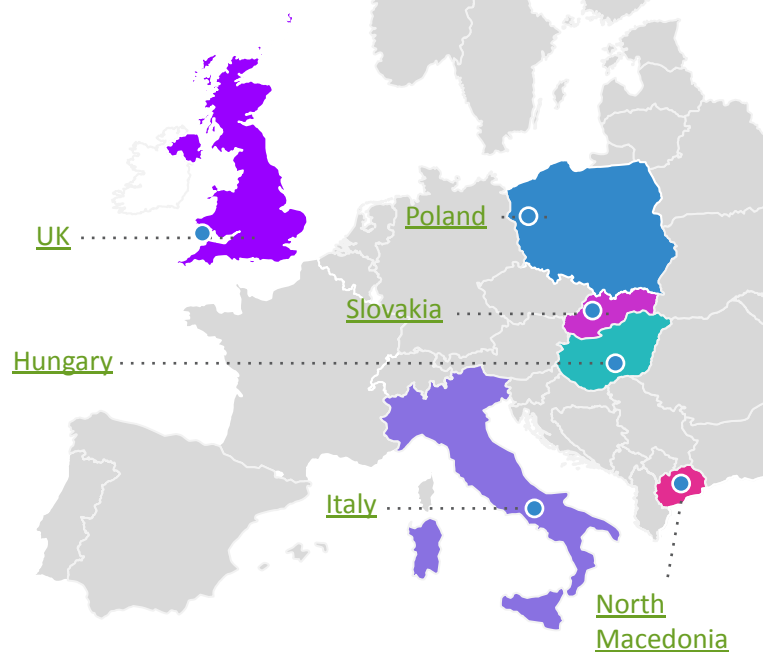


# Why a Good Practice Guide for European Apprenticeships in the CCIs?

Pathways for Creative Apprenticeships (P4CA) aims to support the delivery of creative apprenticeships by building the skills of apprenticeship coaches and In-House Company trainers within the creative and cultural industries sector. The **Good Practice Guide for European Apprenticeships in the Cultural and Creative Industries** was developed in the context of the P4CA project as a document that gathers good practices and innovative approaches to establishing effective quality apprenticeships. It is the result of the fifth step of the project and was developed based on the knowledge and expertise gathered over the course of the project, but also on the experiences and needs expressed by the various apprentice coaches, companies in the CCIs, apprentices, training providers, and teachers who have been involved in the project's activities.

## How was the guide developed?

By identifying the different apprenticeship frameworks put into place in six different countries (Italy, the UK, North Macedonia, Slovakia, Poland, Hungary), we gathered common guidelines that can support a more unified and qualitative apprenticeship framework. Based on the seven criteria on framework conditions, but most particularly based on the seven criteria for working and learning conditions, we were able to draw upon resources that constitute best practices that can be implemented in the strongly differentiated models of apprenticeship provision in CCIs in different countries. You can find all the results of the six steps of the project on [p4ca.eu](http://p4ca.eu) and download the language version of your choice.



The project also takes as its good practice benchmark, the *European Framework for Quality Apprenticeships*. Preparatory work by the European Union for the Framework found that many countries do not have these criteria and frameworks in place, and therefore the EFQA has set [fourteen criteria](#) that can be used as common reference.


## Who is the guide for?

- Apprenticeship Coaches
- In-Company Trainers
- CCI employers
- VET providers
- Schools
- Young people
- Apprentices

## What can you find in this guide?

An introduction to the guide, to the topic of apprenticeships in the CCIs and to the EFQA, followed by three essential steps to good practice for an apprenticeship. For the full English version of the guide, [click here](#).

It is an interactive document providing open educational resources and links to websites, articles, videos, reports, that might be useful to get further information.

You will find the testimonial videos in different chapters of the guide by clicking on the  symbol. The videos can also be found on Materahub's YouTube channel under the [P4CA playlist](#).

# Step 1

## How to Prepare an Apprenticeship

### 1.1. Benefits of the apprenticeships for the apprentice, companies and VET institutions

#### Benefits for apprentices:

- adapting to the labour market
- better access to jobs
- faster school-to-work transition
- more opportunities
- better career prospects

#### Benefits for companies:

- job-specific skills
- efficient recruitment
- better productivity and profitability
- lower staff turnover
- more innovation

#### Benefits for the VET institutions:

- more interesting and relevant training
- better school-to-work outcomes
- practical application of theory
- improvement of soft skills and basic work habits
- clear connection between courses and jobs

#### Proposed Methodology:

- 1) Exploring the creative industrial sectors of a given location
- 2) Visits to enterprises in the relevant sectors through intermediary organisations, which may be creative industry clusters, chambers of commerce and industry, other European networks and organisations (e.g. ECBN)
- 3) The establishment of a set of criteria to assess the readiness of enterprises to receive apprentices. The criteria are described in Introduction, section III. of this manual.  
(Written contract, Learning outcomes, Pedagogical support, Workplace component, Pay and/or compensation, Social protection, Work, health and safety conditions)

### 1.2. How to identify business areas for collaboration



### 1.3. How to identify the best in a company /school tutor

#### Role and key competencies

Professional knowledge of the Apprenticeship Coach of specificities of the creative sector and work experience in the specific vocational field and to be aware of the employment market needs.

Personal features are equally important as the professional knowledge: experience in working with young people, cooperation and communication skills, psychological competencies, conflict resolution, and teamwork skills.

Teaching and training to match employers with apprentices by designing training content that is pedagogical and methodological and the right training provided to them. He or she should have adequate pedagogical, methodological, with a monitoring and assessing plan.

For the full list of competencies please see [IQ2](#).

# Step 2

## How to Design and Negotiate a Learning Pathway

### 2.1. How to design a learning plan

#### Steps to designing the learning plan

**Step 1:** Analysing needs and expectations. Both the apprentice and the company should clearly identify and specify their needs and expectations in the learning plan.

**Step 2:** Identifying school requirements. As the learning plan is part of a specific curriculum, the school requirements

**Step 3:** Establishing the actions, tools and methodologies that will match the needs of the apprentice with the ones of the company.

**Step 4:** Designating a mentor responsible for the learning path and progress assessment of the apprentice as well as their contribution to the company.

**Tools** that can be used for the learning plan from induction training to learning pathway

[here](#)



### 2.2. How to match students and work placement: the recruitment

Work placement has a very important role in getting the students ready for adult life and for employment in the future. First of all, the employer should set clear expectations including the following:

- Contribute to the organisation
- Develop their skills
- Access the placement
- Progress towards their personal career goals

The employer should gain knowledge on the following information:

- What are the future goals of the applicant?
- What do they expect from the apprenticeship?
- Which skills do they want to develop?
- What are their current skills – which ones need to be improved?



### 2.3. How to deliver a quality contract

#### **Important rights and obligations during the Apprenticeship**

The specific rules of apprenticeship contracts are in legislative context in most European countries. For instance, in Hungary the [230/2012. \(VIII.28.\) Korm. rendelet](#) ( Government decree) regulates these specific rules. The most important ones have been collected here.

**1) During the employment of an Apprentice working under a Apprentice employment contract**

**2) The apprenticeship employment contract shall contain in particular**

**3) The Apprentice's work placement contract shall include an undertaking by the Apprentice that**

# Step 3

## How to Manage the Apprenticeship

### 3.1. How to plan the work programme in the company for the apprentice and the tutor

According to the Institute for Apprenticeships and Technical Education (IATE), providing an outline of the overall apprenticeship journey is essential. One needs to ensure a clear timeline of the apprenticeship training, specifying, in particular, where on- and off-the-job training will be joined up and where opportunities to prepare for EPA will be made available. Furthermore, an awareness of the apprenticeship standard and providing an environment where the apprentice feels confident to ask questions and for help and assurance to ensure everyone has done what is required is essential. At Press to Exit, we define each mentorship by providing a particular outline that suits both the mentee and the mentor.



### 3.2. How to promote mobility

#### **Explaining apprentices mobility**

Apprentices' mobility refers to carrying out an apprenticeship programme in another city, region, or country from where the school is based. Apprentices' mobility conforms with the same criteria as a common apprenticeship programme, but includes some more specificities, especially when the international factor is involved. The term is usually used within the context of [European Union](#) policy. In this context, some of the criteria that clearly define apprentices' mobility are:

- a work placement that is multi-layered and involves socio-cultural aspects
- a means to exchange expertise and unify the labour market
- a way to promote European Union employment policy to compensate for the skills mismatch between labour demand and supply
- An opportunity to foster innovation through different approaches



The European Commission has been emphasising the value of apprentices' mobility since the EU [Lisbon agenda](#) which aimed at lowering cultural, socio-economic and academic barriers. Within the EU, several funds and programmes have been developed to guide and support apprentices' mobility. Find some of them below.

EAfA

EAN

CEDEFOP

Erasmus+

EURES

### 3.3. How to evaluate and accredit the apprenticeship pathway

Apprentices should keep a daily diary that could be in the form of a timesheet. Apprentices write down the motivations for undertaking their apprenticeship, their daily experience of the training they received, their satisfaction with the apprenticeship and the impact it has had on their careers. The diary does not have to be evaluated but helps the tutor to obtain a holistic perspective of the strengths and weaknesses of the apprenticeship programme. It is recommended that the tutor also keeps a diary.



Host companies should consider the establishment of an evaluation system in their enterprises and the provision of assessment reports to apprentices that is later on transferred to the school credit system as well as to the future employer. More specifically, the assessment report should not only be an uncommunicative report but it should partially cover a narrative assessment as well. [CLOCKYOURSKILLS](#)

We hope you found  
this guide of good  
practices for creative  
apprenticeships in Europe  
useful.

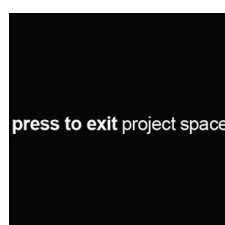
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