



# Good Practice Guide for European Creative Apprenticeships

A photograph of three people (two men and one woman) in a discussion, overlaid with a teal tint.

## Partnership <sup>4</sup> 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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# Good Practice Guide for European Creative Apprenticeships

Partnership for Creative Apprenticeships –  
Erasmus+ Project Partnership

Editorial Team

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# RINOVA



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# INTRODUCTION

## The why, who and how of this guide

### Why a Good Practice Guide for European Apprenticeships in the CCI's?

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 CCI's, apprentices, training providers, and teachers who have been involved in the project's activities.

Ultimately, the guide aims to support the EU commitment to encouraging transfer and mobility of professionals, particularly in the VET Sector (where it is presently less common) by providing trainers, VET providers and employers with an easy to follow, common portfolio of skills, which will be equally relevant and timely in other EU countries.

### 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 CCI's in different countries.

### Who is the guide for?

The guide was developed for Apprenticeship Coaches and In-Company Trainers in order to help them be more familiar and share the good practice learnt in this guide, but it is also intended to be of value and interest to a wider audience of CCI employers, VET providers, schools and young people, and to contribute to the project's broader aim of promoting the benefits and take-up of Apprenticeships in the CCI's.

### What can you find in this guide?

The guide is composed of an introduction section and three essential steps to good practice for an apprenticeship. It is an interactive document providing open educational resources and links to websites, articles, videos, reports, that might be useful to get further information. The guide is also connected to testimonial videos from apprenticeship coaches, apprentices, tutors, VET providers, school teachers, who have been involved in the P4CA project and were kind enough to share their experiences with us and with you.

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](#).



# INTRODUCTION

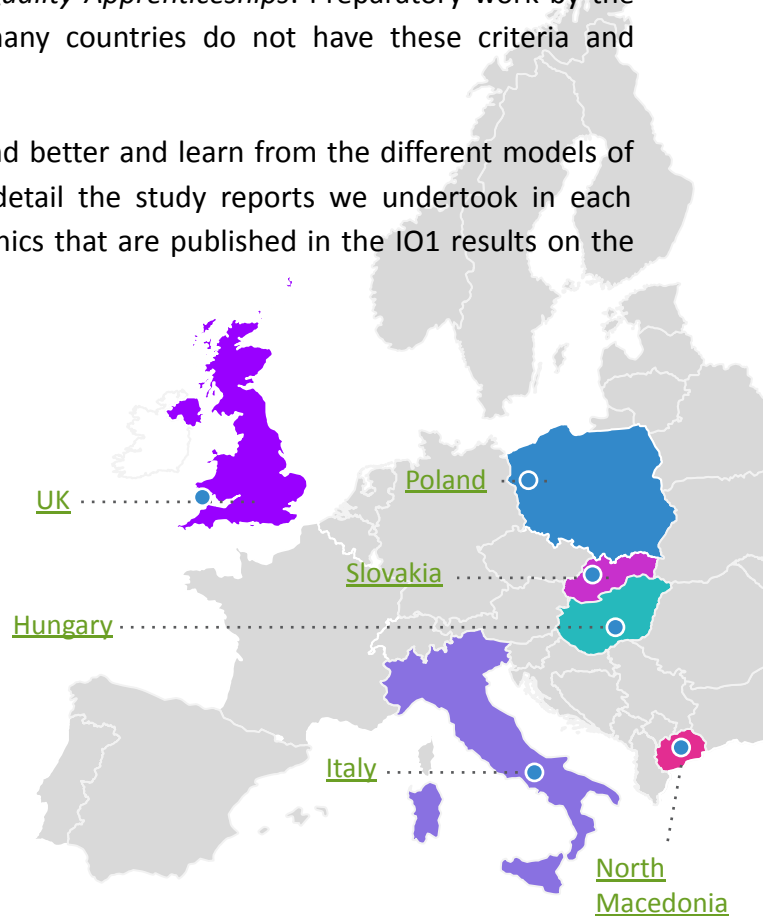
## Overview on apprenticeship in the different countries

**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. As described in the introduction to this guide, the project 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.

It was an important part of our project to understand better and learn from the different models of apprenticeships in each country. You can read in detail the study reports we undertook in each country, and see their results in a series of infographics that are published in the IO1 results on the [P4CA website](#).

Our project encompasses six European countries in which the learning and working conditions and the frameworks for apprenticeships are very different. Each country has a different VET system and different types of institutions, reflecting different histories and traditions of training new entrants to creative careers. Even the use and meaning of the term “apprentice” is not shared across the six countries. All the countries are also, in different ways, attempting to modernise VET systems to align them more closely with the needs of employers and accommodate deep structural changes in working patterns driven by fast-changing technologies.

In many ways, the creative and cultural industries have been in the forefront of these changes in working practices and culture, providing a dynamic economic model that is being assimilated and increasingly highlighted at a European level as a driver of growth.



## Conclusion on the results of the research conducted in all countries

The EQFA framework is not widely known and there are significant barriers to its full implementation	Flexible alternative models of work-based learning are required that will provide training outcomes relevant to the CCI sector	Well-educated and prepared vocational teachers and systematic financial support play a crucial role in the success of apprenticeships.	Apprenticeship Coaches need to have specific CCI industry experience and understanding of career pathways in the CCIs.	Apprenticeship Coaches have an important role in: <ul style="list-style-type: none"><li>- educating employers and providing pre-apprenticeship training</li><li>- bringing VET training closer to the needs of CCI employer</li><li>- raising young people's awareness of the potential of a creative career</li></ul>
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# INTRODUCTION

## EU framework of quality apprenticeship criteria

The European Commission proposes 14 criteria to define the quality and effective apprenticeships, in line with national or sectoral requirements or collective agreements. The criteria are divided into 2 conditions.

### Criteria for learning and working conditions:

1

- **Written contract:** An apprenticeship should be based on a written contract between the employer, the apprentice and the vocational training institution.

2

- **Learning outcomes:** Comprehensive learning outcomes should be defined by the employers and vocational training institutions, ensuring both job-related skills and personal development.

3

- **Pedagogical support:** In-company trainers should be designated and cooperate closely with VET providers and teachers. Teachers and trainers should be supported to update their skills.

4

- **Workplace component:** At least half of the apprenticeship duration should be carried out in a workplace, and there should be opportunities to undertake part of such placements abroad.

5

- **Pay and/or compensation:** Apprentices should receive pay and/or compensation, taking into account cost-sharing arrangements between employers, apprentices and public authorities.

6

- **Social protection:** Apprentices should be entitled to social protection, including necessary insurance.

7

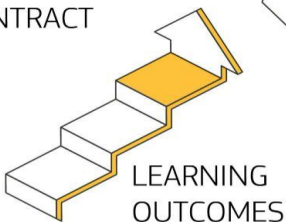
- **Work, health and safety conditions:** The host workplace should comply with relevant rules and regulations on working conditions, in particular health and safety legislation.

## APPRENTICESHIPS

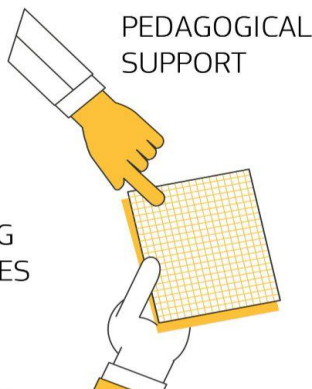
### Criteria for working and learning conditions



WRITTEN  
CONTRACT



LEARNING  
OUTCOMES



PEDAGOGICAL  
SUPPORT



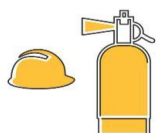
WORKPLACE  
COMPONENT



PAY AND/OR  
COMPENSATION



SOCIAL  
PROTECTION



WORK, HEALTH  
AND SAFETY  
CONDITIONS

# INTRODUCTION

## EU framework of quality apprenticeship criteria

All the criteria aim to create the best way of organising an apprenticeship. Following them will make all parties in the apprenticeship benefit from it. More about European Framework for Quality and Effective Apprenticeships [here](#).

### Criteria for framework conditions:

- **Regulatory framework:** A clear and consistent regulatory framework should be in place, based on partnership and transparent dialogue among all relevant stakeholders. **1**
- **Involvement of social partners:** Social partners, including at the sectoral level, should be involved in the design, governance, and implementation of apprenticeship schemes. **2**
- **Support for companies:** Financial and/or non-financial support should be provided, particularly for small, medium-sized, and micro-companies. **3**
- **Flexible pathways and mobility:** There should be flexible entry requirements, as well as opportunities for further education and training. Apprenticeships should lead to a nationally recognised qualification. Transnational mobility should be a component of apprenticeships. **4**
- **Career guidance and awareness-raising:** Career guidance, mentoring, and learner support should be provided to ensure successful outcomes and reduce drop-outs. **5**
- **Transparency:** The transparency of, and access to, apprenticeship offers within and between the Member States should be ensured. **6**
- **Quality assurance and graduate tracking:** There should be a quality assurance of apprenticeships and tracking of employment and career progression of apprentices. **7**

## APPRENTICESHIPS

### Criteria for framework conditions



REGULATORY  
FRAMEWORK



INVOLVEMENT OF  
SOCIAL PARTNERS



QUALITY  
ASSURANCE  
AND GRADUATE  
TRACKING



TRANSPARENCY



SUPPORT FOR  
COMPANIES



CAREER  
GUIDANCE  
AND  
AWARENESS  
RAISING



FLEXIBLE PATHWAYS  
AND MOBILITY



# Step 1

## How to Prepare an Apprenticeship





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



*"Invaluable professional experience, knowledge of the realities of working in the profession. Understanding the differences between the learning outcomes provided by the university and the experience needed to work in the vocational sector. Gaining knowledge about cooperation with the employer, as well as looking for a job in the future. The internship makes it possible to gain contacts for the future, and allows the student to observe the work of professionals."*

[participant of the national research in Poland]

Apprenticeships bring many benefits for many groups of interest: not only the apprentices themselves but also companies and VET institutions. Our research among young apprentices indicates that the greatest benefit of an apprenticeship is the experience gained during practice. They see its benefits in completing their studies and they also find the skills they acquire during apprenticeship useful in their future career. Another thing that they indicate in the research is the chance to experience a little part of adult life. This makes the apprentices feel more prepared for future challenges in their jobs. The internship tutors indicate that one very important benefit for apprentices is an opportunity to work together with other people. They learn how to cooperate in groups and how to efficiently communicate with others but not only.

*"I think that for us, first of all, it is about self-development. For me, this means using new methods and facing design problems outside of my specialisation. Workshops are, above all, a great, engaging tool for learning to work in a group. They increase engagement and facilitate the flow of information among participants. I also noticed that workshop work builds a sense of joint ownership and responsibility for the resulting product. The Academy of Fine Arts in Katowice - I associate it with an increasingly modern approach to art education." [Krzysztof Kaiser, eSky Company]*

### 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



*"The workshop mode largely resembles working in real, industrial conditions. Extremely rarely, if at all, we have a chance to develop projects within a semester (3-4 months). Therefore, the dynamics of work, the need to consult various specialists, resembles workshop work on a daily basis. A wide range of topics is an excellent opportunity to verify the level of students' project development, it focuses on the most important problems, indicates which topics are the most desirable, of course, allows you to flexibly build an educational program. Students develop their skills relatively quickly and have the opportunity to confront them with the work system of other teachers. It is an invaluable experience at the stage of studies. An extremely important element accompanying the workshops/internships is the need to work in a group. Such a system, in a way, forces brainstorming, exchange of views, ricocheting, introducing you to substantive discussions, and presenting your opinions. It is very important, especially for people entering the labour market." [Agnieszka Fujak, Wiss Company – the partner organisation of the 'Design na Beztydzień' workshop week, organised by the Academy of Fine Arts in Katowice Poland]*

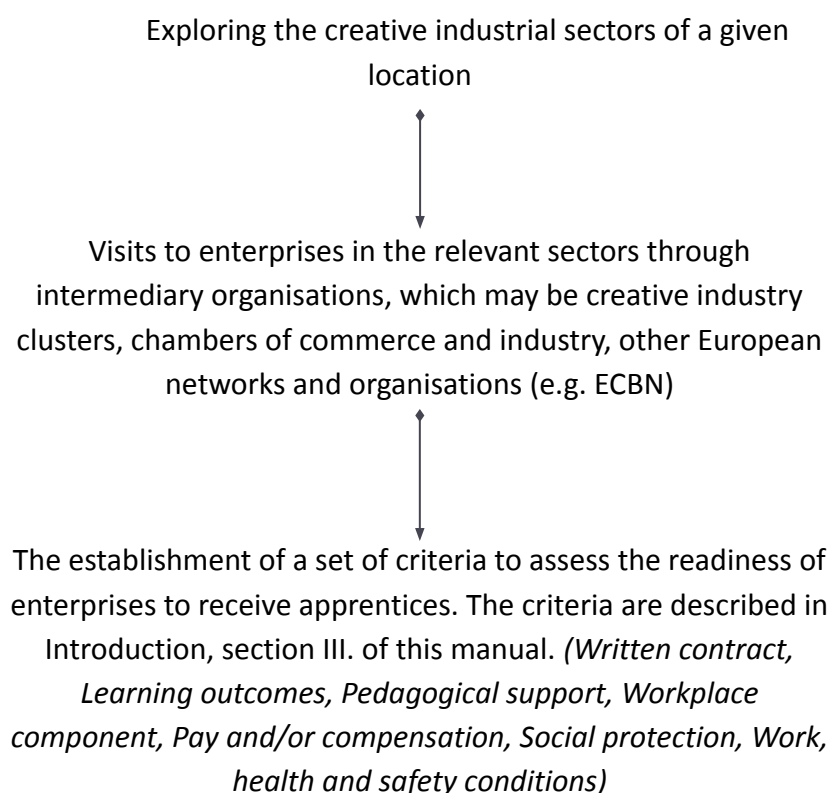


## I.II. How to identify business areas for collaboration

The first thing that needs to be determined is the relationship between training institutions and businesses. Training institutions that already operate through certain business organisations, such as chambers of commerce and industry and creative industry clusters, on the one hand, assist in the development of businesses' educational places and, on the other hand, in the placement of students. It is fortunate that there is also a system of qualification in which the workplace or the apprentice is qualified.

Almost all European countries have **creative industrial clusters**, but we know for sure that they exist in Spain, Italy, several cities in Germany, Hungary, Slovenia, Slovakia, Poland, and many other countries within the European Union. There are also business organisations that are open to such activities. For example, the European Creative Business Network (ECBN) is such an organisation. When finding suitable jobs, the training offers and the creative industrial sectors of enterprises should be taken into account, i.e. where the music industry is strong, it is not only possible to employ interns with musical abilities, but also the service sectors such as event technology and event organisation can be areas where students/interns can be hosted.

### Proposed methodology:



Once the criteria have been explored, we need to explore incentives for businesses to welcome trainees. The incentives shall consist of:

- ➔ Possible support or tax incentives for the reception of trainees
- ➔ Supporting rules for the regulatory environment
- ➔ Meeting the labour needs of enterprises
- ➔ Find a suitable person to engage with students



### I.III. How to identify the best in company /school tutor

Since the role of Apprenticeship Coach is generally not defined, in this section *How to identify the best in-company or school tutor*, we will try to summarise pre-developed *Curriculum Framework to train Apprenticeship Coaches* (IO2) that describes the role and competencies of Apprenticeship Coaches in companies or VET institutions. Based on the country reports, the terminology of Apprenticeship Coach is not widely recognized. For example in the UK, they have taken the role of Apprenticeship Coach to encompass anybody who works to support and train apprentices and interns in the cultural or creative sector.

However, the common factor project partners have agreed on is that Apprenticeship Coaches involve supporting young people into creative apprenticeships. The profile of the role includes setting up apprenticeships through brokerage with creative employers and VET institutions, and directly supporting the young person through the Apprenticeship, whether in a school or VET institution, independently as a trainer or through an agency or public institution, based with the employer (in-company trainers). Main findings also manifest that the *Apprenticeship Coach* acts as an intermediary figure between the world of education and the world of work whose aim is to set up the creative apprenticeship.

#### Role and key competencies of the best in-company trainer or school tutor

**1** The greatest importance is professional knowledge of the Apprenticeship Coach. It is crucial to have completed education in the respective field and thus have knowledge of specificities of the creative sector. In order to perform their role well, it is equally important to have work experience in the specific vocational field and to be aware of the employment market needs.

**3** When it comes to teaching and training, the Apprenticeship Coach should be able to match employers with apprentices and the right training provided to them. He or she should have adequate pedagogical, methodological, and didactic know-how. More specifically, should be able to design training content that goes in line with a company training plan. In the final stage, the Apprenticeship Coach should know how to monitor, evaluate and assess the training.

For the full list of competencies please see [IO2](#).



**2** The personal features of the best in-company or school tutor are equally important as the professional knowledge. Experience in working with young people should be the essential competence. Furthermore, cooperation and communication skills, psychological competencies, conflict resolution, and teamwork skills are listed as the most important personal features needed while performing the role.





# Step 2

## How to Design and Negotiate a Learning Pathway



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## II.I. How to design a learning pathway

A strong learning pathway is for a successful apprenticeship and its designing process should start at a very early stage. If the apprenticeship contract establishes the legal relationship between the company and the apprentice, the learning pathway establishes the phases of the apprenticeship and is of equal importance. Therefore, the learning pathway is considered to be of extreme value to the apprenticeship and its design should involve all parties, the company, the school, and most importantly the apprentice, who is at the heart of the learning process.

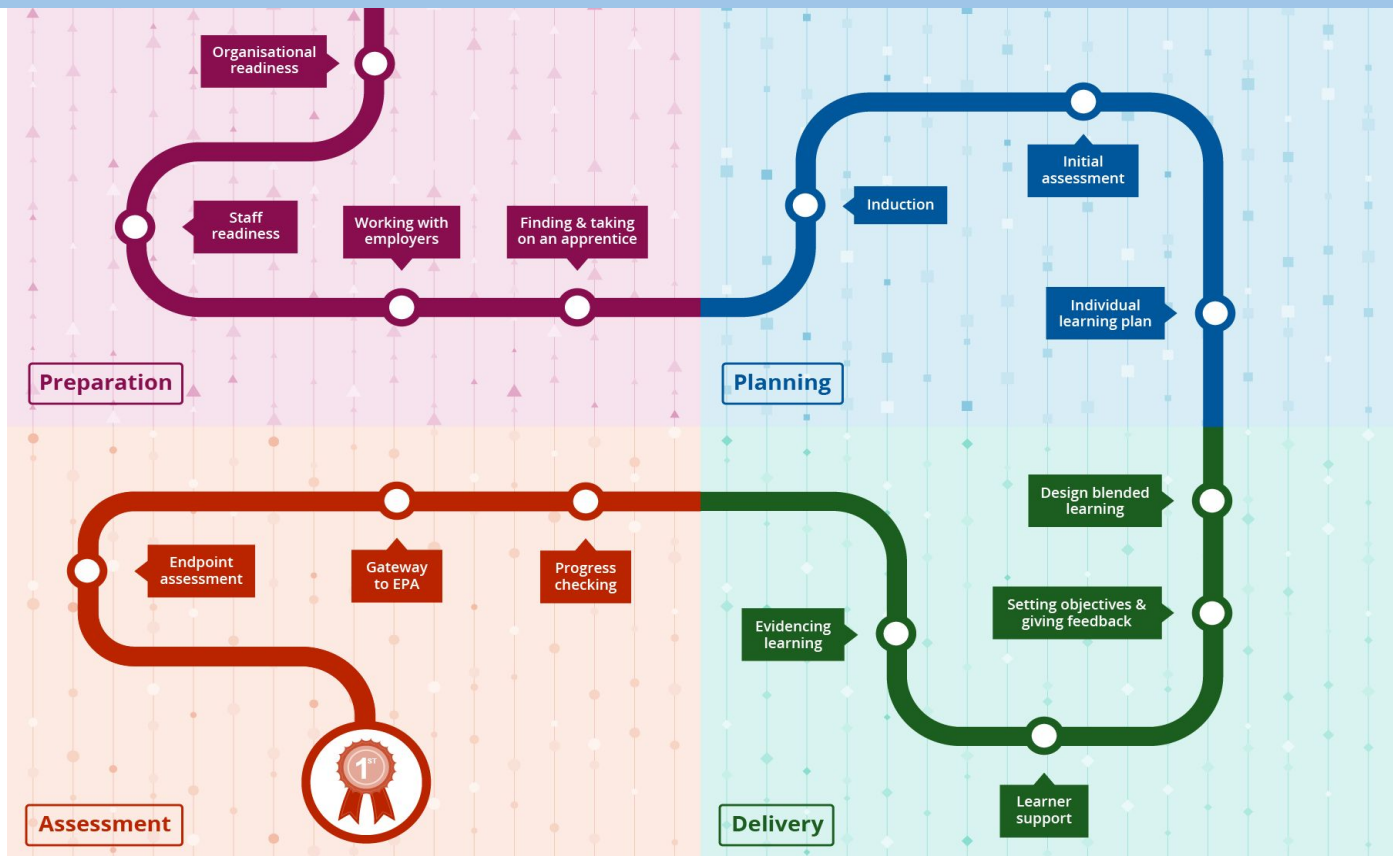


Image from [futurelearner.com](https://futurelearner.com)

One key phase of the learning pathway is the learning plan. Some common guidelines gathered from different frameworks can be drawn in order to design a strong 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.

## II.1. How to design a learning pathway

### Content of the learning plan

The learning plan should cover all the stages of the apprenticeship journey, from induction training to learning pathway, to assessment. Each apprenticeship is tailored to specific needs, however some key components of a strong learning plan should include:

- ❖ Clear learning objectives: agreed between the three parties
- ❖ Clear list of actions, tasks, and responsibilities: established by the tutor for the apprentice
- ❖ Desired outcomes from the company and from the apprentice
- ❖ Milestones: induction training, learning sessions, achievements
- ❖ Clear induction training: tutor introducing the apprentice to the company's way of functioning, from its values, staff, way of functioning and communicating, as well as safety measures.
- ❖ Assessment methodologies and tools: agreed between the school and the company tutor



### Tools that can be used for the learning plan

- ❖ For induction training - Tools that the tutor can share with the apprentice:
  - ➔ Brochure or booklet of rules and customs of the company (with infographics)
  - ➔ Online tutorial videos about the company or specific tasks the apprentice need to carry out
  - ➔ Safety at work training especially when working with specific tools

- ❖ Digital tools - Monitoring the apprenticeship and learning pathway:

There are many digital tools that the company tutor and the school mentor can use to keep a regular and effective line of communication.



Digital tool examples [here](#)



## II.II. 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. In order to fully match the students and work placements, some steps should be fulfilled during the process of recruitment. First of all, the employer should set clear expectations. They should make a clear and understandable description: what do they expect from the student? This way, the future apprentice should have a clear idea of the job they would be obliged to fulfil and so, they will be able to apply for the position that matches their interests. The description should contain information on how the apprentice will:

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

Most employers prefer to make an interview before accepting an apprentice – and this is one of the best ways to get to know the student that applied. The interview should include crucial questions in order to get to know the future apprentice. 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?

The questions above should give an employer a clear idea of who they are going to work with, what are the goals of the apprentice and also, is there a chance of keeping them in the company after the apprenticeship. Perhaps the student will appear to be a valuable worker in the future.

The process of recruitment is not only the interview with the potential apprentice (which is also a part of the process of matching students and work placement). The employer should also collect data from the students, from the universities, they should broaden their horizons and learn about the way the apprenticeship should look like. When given the question “Do you think employers have sufficient knowledge of practices and how they should operate?”, the answers are mostly looking like:



*“No. If the employer does not seek knowledge on this subject or the universities do not seek cooperation, the employer is not provided with this knowledge.”* [participant of the national research in Poland]



### **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.

For the purposes of work placement, the term "employee" shall be understood to mean the Apprentice, the term "employer" shall be understood to mean the provider of the work placement, and the term "employment relationship" shall be understood to mean the employment relationship established on the basis of the student's employment contract.

### **During the employment of an Apprentice working under a Apprentice employment contract:**

- (a) \* no extraordinary working hours may be ordered,
- (b) the Apprentice's daily working time may not exceed eight hours, or, if a working time limit is applied, a maximum of one working time limit per week,
- (c) the Apprentice must be granted a daily rest period of at least twelve hours,
- (d) no probationary period may be imposed,

### **The apprenticeship employment contract shall contain in particular:**

- (a) the details of the place of Apprenticeship practice (name, registered office, contact details, tax number, statistical number, company registration number or sole proprietor registration number, name of the legal representative);
- (b) the Apprentice's natural identity data (name, name at birth, place and date of birth, mother's name at birth, address, Apprentice identification number, contact details, tax identification number, social security number, bank account number, nationality in the case of foreign Apprentices, residence address);
- (c) details of the education institution to which the apprentice is an Apprentice of (name, location, contact details, institution identification number, name of legal representative);
- (d) the name of the qualification and the duration of the apprenticeship training, as specified in the training and output requirements;
- (e) the apprentice's job title and detailed description;
- (f) the place (place of work), duration (starting and ending dates), if necessary, the stages of the apprenticeship, the apprentice's daily working hours, the amount of remuneration to which the apprentice is entitled.
- (g) the identity of the person responsible for the apprenticeship at their institution (if applicable) and the person responsible for the apprenticeship at the employer;
- (h) an indication of the benefits and advantages granted to the Apprentice in the placement, in addition to those provided for by law, the amount of those benefits and advantages and the conditions under which they are granted.

## II.III. How to deliver a quality contract

The Apprentice's employment contract shall contain an undertaking by the placement company to provide the Apprentice with work experience in a workplace which is safe from the point of view of health and safety and which is in accordance with the vocational training programme and the curriculum.

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

- (a) to follow the training programme of the employee and to carry out the apprenticeship in accordance with the requirements;
- (b) to acquire the knowledge of the apprenticeship according to his/her abilities;
- (c) to comply with safety, health and occupational safety standards;
- (d) does not engage in any conduct which jeopardises the legitimate economic interests of the place of apprenticeship training.





# Step 3

## How to Manage the Apprenticeship



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

Planning an apprenticeship work program in a cultural organisation is much more than a conventional induction into a new role in any other for-profit company in the creative industry. This is a process that has to be designed in general and specific to the individuals who will become apprentices. Usually, the apprentices do not have prior work experience and are entering the work environment for the first time. Therefore, it is even more critical to address the process, conditions, and plan of work as clearly as possible so that everyone involved can understand their part in creating a valuable work/learning experience.

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.

As each new apprenticeship situation is a commitment on all parties involved, an agreement is necessary. According to IATE, a "Commitment statement" reinforces "the relationship between the training provider, employer, and apprentice, including details of the apprentice's occupation." This document becomes a form of a contract and needs to include the name of the apprentice, the nature of the apprenticeship, the start and planned end date for the internship, the content and schedule for training, the expectations by the employer, training provider, and apprentice, and the mediation process to resolve queries or complaints. Everyone involved must sign the commitment statement. This statement ensures the apprentice receives appropriate support and quality training. After the induction, it is essential to revisit the commitment statement and continually review the training plan to check whether the commitments are being met and track the apprentice's progress.

It is essential to make the mentee or the apprentice feel as comfortable as possible as an employee. Our strategy over the years has been to ensure clear and precise communication with the apprentice, explaining the details of their job requirements and training process. A vital element is introducing them to the team they will be working with and assigning them a mentor (usually the artistic director, administrative director, program coordinator, or curator) who will help them with the apprenticeship from start to finish. Since a relatively small team runs our organisation, it is critical to discuss how it operates (for example, our mission statements, ethos, goals, and company behaviours).



Setting realistic expectations for the apprentice and the people around them can avoid any potential awkwardness or misunderstanding of what is expected by them and the organisation and helps create a more inclusive working environment. Another important thing is introducing the current apprentices and mentees to former ones. Such a gesture provides an opportunity for them to network, and it is essential in building an apprentice's support system, network forming, and creating meaningful friendships. Creating case studies from previous apprentices can provide a clearer picture of what being a new apprentice at your workplace involves. They provide information from the job advert to the induction. Last but not least, the process of planning an apprenticeship work program gives the apprentice time to familiarise themselves with what they will be doing, and it can help stop them from feeling too overwhelmed when they start their new job.



## III.II. 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

### Explaining the benefits of mobility to all parties

#### Benefits for apprentices:

Undertaking a work experience abroad has multiple benefits for the apprentice that go beyond the pedagogical exercise. A learning experience in a mobility context involves the acquisition of an intercultural understanding, of new soft and hard skills, and of specific skills connected to the country's context such as linguistic skills for example. The acquisition of such skills contributes to the internationalisation of education and training which have become increasingly important with the liberalisation of trade and commerce, therefore increasing the apprentice's employability.

#### Benefits for companies:

Apprentices' mobility helps companies from all over the EU to search for apprentices from different countries, therefore expanding their pool of candidates and addressing both short-term and long-term shortages in skills. Recruitment is also a learning process for these companies in terms of policies and employment for the youth. Hosting an apprentice from a different country is a real opportunity for a company to gain diffused knowledge on new technologies, tendencies, methodologies, policies and tools. It is also the opportunity for the company to internationalise and become more visible and competitive.

#### Benefits for schools & training centres:

There are many benefits for the schools and training centres in hosting from abroad and sending apprentices abroad. Through this exchange, the schools create an international atmosphere that brings many benefits: reinforcing the learning of languages, benchmarking course contents and pedagogic practices, and inspiring other students in taking part in the mobility. Offering mobility programmes makes the school more attractive to students as their employability gets higher and the school gets a higher ranking in terms of successful work placement after study. The mobility programme is also the opportunity for the school to create transnational partnerships through the internationalisation of strategies and policies and might imply the generation of income through certain activities.



### Explaining the specificities of mobility and how to make it possible

#### **Specificities related to the foreign country**

Work and study placement in another country implies different legislation. CEDEFOP, the European Centre for the Development of Vocational Training, has a series of articles identifying possible or actual enablers and disablers of long-term cross-country mobility of apprentices at two levels: framework level (external factors to apprenticeships) and apprenticeship system/scheme design level. A report for each European country with specificities regarding their own context, legislation and curriculum can be found [here](#).



#### **Specificities related to the mobility of the apprentice**

Placing an apprentice abroad implies different practicalities such as accommodation, funding for food expenses, agreements with parents if the apprentice is a minor, travel insurance, amongst others.

#### **Specificities related to the school system**

It is important to keep in mind the accreditation system of the school and make sure it matches with the company where the apprentice is being placed. The school should have a clear vision of what the apprentice is sent to experience based on the 'learning pathway' specialisation. Therefore the school should bring special attention to the apprentice's curriculum and the company's expectations in terms of skills, language abilities, and accreditation requirements.



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

#### Evaluation of apprenticeship programmes

Evaluation of quality apprenticeship programmes is necessary to define the success of apprenticeships to different stakeholders either for the apprentice, VET institution or companies. It is important to collect information on performance that provides evidence to inform all stakeholders' decisions regarding the changes needed to improve and strengthen the apprenticeship system and programmes.

A number of tools suggested by the project partnership are given below for everyone who is engaged in the evaluation of the apprenticeship programme. Evaluation tools to trace the apprenticeship programme could be different for each stakeholder involved.

Importantly, a written agreement between an apprentice, VET institution and an employer that clarifies their rights and obligations as well as the training and working conditions for apprenticeship training is an essential component of quality and effective apprenticeships.

- 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.



Interestingly, there is an evaluation tool used in Switzerland, it is aimed at employers to self-assess how well they manage apprenticeships. It is called QualiCarte and it is a quality development tool divided into five chapters including: monitoring of quality improvement measures and objectives, commitment, introduction to training, training, the responsibility of the host company and end of the agreement.

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

#### Accreditation of apprenticeship programmes

There is no genuine and appropriately developed national model for accreditation and evaluation of non-formal and informal learning. The basic conditions are described and laid down in each of the national legislations, although it is also important to note that some specific sub-sectors of the cultural and creative industries (CCIs) have very clear accreditation systems.

If a person from the cultural and creative industries (CCI) seeks to verify or expand their knowledge, they can do so in vocational training institutions that are vocational high schools, technical schools or institutions providing individual courses.

For instance in Slovakia, there are a few authorised institutions more of a formal character, such as the Slovak Chamber of Crafts, which conducts examinations to verify professional competence. It is possible to acquire a new qualification after a professional examination and consequently to perform an independent business activity.



On the contrary, in the UK, there are a number of awarding organisations that offer accreditation for qualification. These organisations can be registered charities, chartered institutes, commercial businesses, employers who have established their own awarding body, small sector-specific bodies or large cross-sectoral bodies.

At the heart of the VET system and policy are the EQF (The European Qualifications Framework) level system which is mapped against NQF (The National Qualifications Framework) level systems. Countries develop national qualifications frameworks (NQFs) to implement the EQF. The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and competences. It is the basis for comparing qualifications between EU countries.

Importantly, there is a significant new European approach to the validation and accreditation of competencies acquired through informal and non-formal learning. It is based upon the EQF-aligned [CLOCK YOUR SKILLS](#) framework launched in 2016 and is now recognised in 10 EU countries. The aim of the CLOCK YOUR SKILLS programme is a validation of real-life work-based experience.

# CLOCK



## Box of Resources

### Introduction

<p>Introduction and overview of creative apprenticeships in the UK, with access to a range of specialist resources and support for employers, training providers and coaches:</p> <p><a href="https://ccskills.org.uk/supporting-our-sector/apprenticeships/">https://ccskills.org.uk/supporting-our-sector/apprenticeships/</a></p>	<p>Introduction video to the idea of Work Based Learning and apprenticeships in CCIs:</p> <p>Learn2Create - WBL in the Cultural and Creative Sectors:</p> <p><a href="https://youtu.be/r7r913_QrgM">https://youtu.be/r7r913_QrgM</a></p> <p>Two short videos showing how in the past the apprenticeship was done:</p> <p><a href="https://youtu.be/KoHPQXYc9bl">https://youtu.be/KoHPQXYc9bl</a> and <a href="https://youtu.be/ggNZhLeJV1s">https://youtu.be/ggNZhLeJV1s</a></p>	<p>A guide that can give an overview on what kind of information a process of creating an apprenticeship would require:</p> <p><a href="https://www.instituteforapprenticeships.org/raising-the-standard-best-practice-guidance/the-induction-to-the-apprenticeship/">https://www.instituteforapprenticeships.org/raising-the-standard-best-practice-guidance/the-induction-to-the-apprenticeship/</a></p>
<p>Video from the European Alliance for Apprenticeships explaining how quality apprenticeships benefit society:</p> <p><a href="https://ec.europa.eu/social/main.jsp?catId=1147&amp;langId=en">https://ec.europa.eu/social/main.jsp?catId=1147&amp;langId=en</a></p>	<p>The QualiCarte, a quality development tool:</p> <p><a href="https://vpel.ch/dyn/bin/21423-23923-1-qualicarte_eg_2016i.pdf">https://vpel.ch/dyn/bin/21423-23923-1-qualicarte_eg_2016i.pdf</a></p>	<p>Video from the European Alliance for Apprenticeships explaining how apprenticeship works in Hungary:</p> <p><a href="#">Introduction to Apprenticeship - Hungary</a></p>

### Step 1 - Reflection

<p>The UX Compendium from the Bridging the Gap project tells stories about the process of mentoring in the context of advising young people with creative and entrepreneurial potential to develop sustainable routes out of disadvantage and unemployment. It is designed for trainers, mentors, professionals advising and supporting young people in the CCIs:</p> <p><a href="https://uxc.bridgingthegapeurope.com/">https://uxc.bridgingthegapeurope.com/</a></p>	<p>Benefits for the Learners, Society, Educational Institutions and Enterprises from high-quality apprenticeships. Circle of Benefits (taken from Learn2Create project co-funded by E+):</p> <p><a href="https://lms.learn2create.eu/pluginfile.php/70/mod_resource/content/5/M1.T1.2A3_Circle_of_BENEFITS_final.pdf">https://lms.learn2create.eu/pluginfile.php/70/mod_resource/content/5/M1.T1.2A3_Circle of BENEFITS_final.pdf</a></p>	<p>The Skills Network Wy outlines modern and ambitious approach to delivering Apprenticeship and defines relentless commitment to the delivery of outstanding performance and Professional standards. This network is providing the best apprenticeship service that can be offered.</p> <p><a href="https://theskillsnetwork.com/funding-streams/apprenticeships">https://theskillsnetwork.com/funding-streams/apprenticeships</a></p>
<p>A tool used for research in UX/UI can be very useful in gauging the needs of users or apprentices:</p> <p><a href="https://www.uxtweak.com/">https://www.uxtweak.com/</a></p>	<p>Induction to the apprenticeship for employers, apprentices, and training providers:</p> <p><a href="#">Institute for Apprenticeships and Technical Education</a></p>	<p>Video of a former apprentice explaining the benefits of being an apprentice:</p> <p><a href="#">Benefits of an Internship</a></p>

## Box of Resources

### Step 2 - Assessment

<p>Rinova's Creative Mentoring Exchange is a free-to join network that supports the training and development of practitioners and artists working as 'educators' and 'mentors' in a variety of creative industry-linked, non-formal and formal contexts.</p> <p><a href="https://www.rinova.co.uk/creative-mentoring-exchange/">https://www.rinova.co.uk/creative-mentoring-exchange/</a></p>	<p>Introduction to individual learning plans - Individualised Learning plans (TED):</p> <p><a href="https://youtu.be/XTNcD-EjOnM">https://youtu.be/XTNcD-EjOnM</a></p> <p>Materials and exercises on how to prepare an apprenticeship plan well and what is needed for it.</p> <p>Tools: Modul 3 Platform L2C:</p> <p><a href="https://lms.learn2create.eu/course/view.php?id=2">https://lms.learn2create.eu/course/view.php?id=2</a></p>	<p>Guide for Practitioners – how to make apprenticeships an attractive career option. Toolkit Guide developed by International Labour Organization 2020:</p> <p><a href="https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_751116.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_751116.pdf</a></p>
<p>An overview of the apprenticeship pathway, including tips from employers on how to succeed and what skilled trades are in high demand:</p> <p><a href="#">What is an Apprenticeship?</a></p>	<p>Template for designing a learning plan by the London College of Apprenticeship Training:</p> <p><a href="https://www.aoc.co.uk/sites/default/files/LCoAT%20-%202020%20Individual%20Learning%20Plan%20-%20example.pdf">https://www.aoc.co.uk/sites/default/files/LCoAT%20-%202020%20Individual%20Learning%20Plan%20-%20example.pdf</a></p>	<p>This tool allows the user to plan sessions in detail, such as individual apprenticeship days or separate stages:</p> <p><a href="https://www.sessionlab.com/">https://www.sessionlab.com/</a></p>

### Step 3 - Improvement

<p>Tomorr Kokona's book, Successful Artists Mean Business, provides highly readable and practical advice on how to follow your creative path and build a successful arts enterprise. Draws on 30 years experience in the performing arts and as a business coach.</p> <p><a href="https://tomorrrkokona.com/successful-artists-mean-business/">https://tomorrrkokona.com/successful-artists-mean-business/</a></p>	<p>Case study – Video about Mateusz Paszek's success story about work-based learning "I graduated from the Silesian University of Technology with an engineering degree in Mining and Geology. Not long after getting my diploma I got a job in the mine. Very quickly I found out that this work didn't satisfy me. I always felt good being creative. When I started looking I decided to do something that I had been dreaming of for a long time – to make movies".</p> <p><a href="https://youtu.be/v_I3uKATo">https://youtu.be/v_I3uKATo</a></p>	<p>ILO Toolkit for Quality Apprenticeships Volume 2: Guide for Practitioners For developing, implementing, monitoring and evaluating apprenticeship programmes:</p> <p><a href="https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_748751.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_748751.pdf</a></p>
<p>Explanation of in-company learning mobility by the <a href="#">European Apprenticeship Network</a>.</p>	<p>This video is aimed for both apprentices and employers. It provides very useful hints and tips from an apprentices perspective on how to prepare for an end-point assessment.</p> <p><a href="https://www.youtube.com/watch?v=hCtFZH2lxI">https://www.youtube.com/watch?v=hCtFZH2lxI</a></p>	<p>Apprentice Coaches can use a tool to follow one's processes, collaborate with others, and keep track of different functions that happen among the team:</p> <p><a href="https://www.notion.so/">https://www.notion.so/</a></p>

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We hope you found  
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apprenticeships in Europe  
useful.

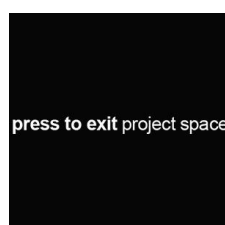
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