



ArtS – Skills for the Creative Economy

R3.8- ArtS Programme trainees' guide

**WP3: Designing the Curricula, Certification
and Assessment**

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Introduction

The [ArtS – Skills of the creative economy](#) is a project co-funded by the **Erasmus+ Programme KA2 – Cooperation for innovation and the exchange of good practices, Sector skills alliances**. It is aimed to deliver a **joint Vocational Training Programme (VET programme)** which responds to EQF/ECVET standards to provide low-skilled, unemployed and self-employed artists, the opportunity to update their professional competences and acquire management, business and networking skills, connecting the desired qualifications/competences with a sets of knowledge, so that they can have an easily access to the labor’s market.

This document has been developed within the framework of the Arts project, in order to provide a guide for the trainees who will attend the ArtS training programme.

It consists in a practical guide giving a general overview of the training programme, the main roles of the trainees and the main outcomes to be achieved.

1. The ArtS Training Programme

The ArtS training programme is composed of **9 training modules: 3 common and 6 sector-specific**, together with **assessment exams for each training module**. The modules are:

Sector specific Modules
1. Cultural Heritage
2. Craft
3. Performing ArtS
4. Literacy
5. Audio-visual& Multimedia
6. Visual Arts

Common Modules
1. Business administration /management
2. Networking/ digital and media communication
3. Entrepreneur skills and social entrepreneurship

The training modules are based on the findings of [Needs Assessment Report¹](#) and [Mapping the Competences of the Cultural and Creative sectors Report²](#), developing innovative and flexible techniques that respond to specific market needs and promoting interaction and experimentation in accordance with successful and recognized professional development techniques and practices.

1.2 Common Modules

These modules have the main goal to teach participants how to research and apply for funding, project management techniques and software, time management, financial management/budget/taxes, administrative skills.

These modules aim at enhancing the learners’ ability to:

- Sell their work beyond their local market
- Develop their own ICT skills to present their work in a targeted and effective way
- Communicate with peers, intermediaries, businesses, and foundations at the global level
- Participate in transnational art platforms.

Below a brief overview of the common modules³:

1. Business administration /management

Main objectives	Units	Module Duration
Improving your own self-employability and entrepreneurship	1.Introduction to management 2.Planning and organization	Unit 1: 10 hours Unit 2: 15 hours Unit 3: 10 hours Unit 4: 10 hours Unit 5: 5 hours
Managing your own development and take ownership of your careers.	3.Introduction to finance 4.Introduction to budget 5.Management	
Learning about relevant topics within business administration and management and how to apply them to each personal situation.		

¹ R2.5 Needs Assessment Report, developed by SMOUTH, 2015

² R2.6 Mapping the Competences of the Cultural and Creative Sectors developed by CSVM, 2015

³ For a full description of the common modules refer to R3.6 ArtS training programme.

2. Networking/ digital and media communication

Main objectives	Units	Module Duration
Learning about formal, non formal and informal communication	Unit 1. Principles and Techniques of Effective Communication	Unit 1: 4 h
Learning how to organize your thoughts or ideas rapidly and to communicate spontaneously, concisely and effectively to others.	Unit 2. Internet Communication	Unit 2: 8 h
Exploring the intersections between information, communication, and meaning in today's social media world.	Unit 3. Social Networks and personal branding	Unit 3: 10 h
	Unit 4. Social Media Tools and Applications	Unit 4: 24 h
	Unit 5. Social e-portfolio and techniques of online self-presentation	Unit 5: 4 h

3. Entrepreneur skills and social entrepreneurship

Main objectives	Units	Module Duration
To explain what is entrepreneurship, what are the differences between self-employment and entrepreneurship and understand the distance between a traditional and a social enterprise.	Unit 1: Introduction to entrepreneurship and social entrepreneurship	Unit 1: 10 h
	Unit 2: developing personal and professional skills	Unit 2: 10 h
	Unit 3: design your own venture from idea to the marketplace	Unit 3: 10 h
	Unit 4: Marketing in the New Age	Unit 4: 10 h
	Unit 5: Practical	Unit 5: 10 h

1.3 Sector Specific Modules

These six modules have the form of Workrooms where learners will be able to expand their knowledge in their specific artistic field, improving their skills and competence according to their needs.

Below a brief overview of the sector-specific modules:

1. Cultural Heritage

Main objectives	Units	Module Duration
Learning different methods to teaching a cultural heritage and cultural differences and to suggest cross-cultural coaching approaches	1. Awareness on local, national and international cultural heritage	Unit 1: 10 hours Unit 2: 10 hours Unit 3: 10 hours Unit 4: 10 hours Unit 5: 10 hours
Learning techniques and instruments used in order to promote cultural awareness and cultural heritages	2. Didactics of Arts	
Understanding the general idea of culture	3. Marketing for cultural heritage	
Learning the different aspects of culture	4. Promotion activities for cultural heritage	
Identifying tangible and intangible cultural elements	5. Financing cultural heritage	

2. Craft

Main objectives	Units	Module Duration
Developing the trainee's artisan skills to a professional	1. Historical info	Unit 1: 5h
Learning about the types of crafts that exist	2. Crafts and materials	Unit 2: 10h
Learning about the basic craft techniques	3. Introduction to chemistry	Unit 3: 5h
Practicing professional artisan skills	4. Mixing and melting	Unit 4: 15 h
	5. Final project	Unit 5: 15 h

3. Performing ArtS

Main objectives	Units	Module Duration
Using creativity addressed to the required Parameters Working the entrepreneur attitude and the professionalism Valuing the student's talents in scenic arts.	1.Identity and representation 2.Shape and narrative in scenic arts 3.Generate interaction: train, boost, influence 4. Generate interaction: train, boost, influence (II)	Unit 1: 18h Unit 2: 15h Unit 3: 9h Unit 4: 8h

4. Literacy

Main objectives	Units	Module Duration
Developing narrative ability inherent to every human being Getting familiar with the creative writing basic techniques Awakening and training imagination and memory Observing the World "with different eyes" finding	1. HANDS ON PAPER: The first steps, build a tailor-made space, search for arguments, capture images, observation and interpretation of social and personal reality. 2. THE WRITER'S BLOCK: Literary block: how to face it (automatic writing, fantastic hypothesis). 3. INVOKING THE MUSES: Guessing, writing starting from the end, fantastic pairing, internal monologue, literary memory, diary, style exercises, combining arguments, writing starting from an image, expansive balloons and Word constellations. 4. WITH THE COOKING POT ON THE FLAME: Creation stages. Planning.	Unit 1: 8h Unit 2: 7h Unit 3: 15h Unit 4: 10h Unit 5: 10h

Main objectives	Units	Module Duration
	<p>First and last paragraph. Visibility. Use of physical senses.</p> <p>5.- WITH THE COOKING POT ON THE FLAME: Metaphors. The voice of the storyteller, the focus, avoid the common places and some adverbs and adjectives, the most common mistakes, Suggestions.</p>	

5. Audio-visual & Multimedia

Main objectives	Units	Module Duration
<p>Train and qualify the students to be able to carry out 2D and 3D Shape designs, as well as to get working techniques to achieve project Layouts and designs with high visual power. The students will carry out the whole process to create a design:</p> <ul style="list-style-type: none"> -Outline the design to carry out -Three-dimensional creation of the object -Product presentation 	<p>1.Colour, Visualisation and Dynamics of the Shapes</p> <p>2.Geometric shapes and abstract concepts</p> <p>3.2D and 3D Shape Design</p> <p>4.Layout and Graphic composition</p> <p>5.Layout and Graphic composition (II)</p>	<p>Unit 1: 6 hours</p> <p>Unit 2: 10 hours</p> <p>Unit 3: 15 hours</p> <p>Unit 4: 9 hours</p> <p>Unit 5: 10 hours</p>

6. Visual Arts

Main objectives	Units	Module Duration
<p>Developing general knowledge on professional, matters, build confidence, gain</p>	<p>1.Materials and techniques, brainstorming</p> <p>2.Color theory, inspiration</p>	<p>Unit 1: 5 h</p> <p>Unit 2: 10 h</p> <p>Unit 3: 10 h</p> <p>Unit 4: 10 h</p>

Main objectives	Units	Module Duration
<p>technical skills and theoretical basic awareness.</p>	<p>from nature, inspiration from non-European culture</p> <p>3.Composition theory</p> <p>4.Forms of visual arts</p> <p>5.Artistic styles as known from art movements, idea development, project planning, developing a series of artwork, promotional communication (portofolio), exhibition</p>	<p>Unit 5: 15 h</p>

The ArtS Methodology

The **ArtS methodology** aims at being a system of principles, a structured approach for a learning objective that consists in giving participants the opportunity to update their skills to better face the labour market. Participants will be involved in learning through the Arts Methodology, based on the following main principles:

- A step by step learning and creative process
- A participatory approach⁴

Following this approach, the training course will be mainly based on facilitating the learners to develop new solutions through individual work and collaboration with the others.

Non- formal and formal methods will be combined in order to enrich as much as possible the learning process and to conceive it as an holistic experience where both the cognitive and the emotional areas will be tackled in a balanced way.

The ArtS Training Programme will take place as a **blended learning**: the e-learning and the classroom based contexts.

2.1 E-learning: the Moodle Platform

The ArtS blended learning will take place through a Moodle⁵ platform.

Moodle is a free open source software used for e-learning projects and distant education with the specificity to create on line courses to achieve specific learning objectives. It allows a virtual learning environment encouraging the learners to contribute to the educational experience and being active part of a learning virtual community.

All members of the platform need to access through a Log In section.

Moodle is translated into more than 100 languages.

It allows to organise the learning program into sections and modules guaranteeing a sequentiality of activities.

The tools that can be used on Moodle are various:

- ✓ Google docs, links
- ✓ Blogs
- ✓ Video Conferences
- ✓ Discussion Forums

The e-learning through the Moodle Platform can be integrated with many useful online tools.

⁴ For details please refer to: R 3.3 ArtS training programme: description of methodology and tools

⁵ Acronym for Modular object-oriented dynamic learning environment (source: the free encyclopedia Wikipedia)

2.2 Face to face: Instructor-led, classroom-based learning

The classroom-based learning will include both theoretical classes and workshops that will be open to interested professionals.

The program will also promote the need and concept of artists working together in multidisciplinary teams and their mobility and artistic presence beyond their local/national borders.

Currently, the use of the term **blended learning** mostly involves "combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students".

It combines many of the best elements of face-to-face teaching (personalised learning, social interaction and direct contact with the language) while allowing greater variety than a traditional classroom set up, responding to the needs of the learner.

It also provides the opportunity for students to learn independently and can allow teachers to monitor their students' progress more closely than traditional methods.⁶

The strong aspect of the blended learning consists in **flexibility**.

Both contexts where the blended learning takes place have their own peculiarities, each one have a different impact on participants and on the activities and tools to be chosen. Here we focus on specific aspects to be considered in both contexts since they will play a fundamental role in the course trend.

1.4 The role of trainees

According to the two main principles of the ArtS Methodology, the trainees are expected to be actively involved in the learning process contributing with their own initiative and experience. The main idea behind that consists in referring to both the learners and the trainers as peers even respecting the different roles, considering that each person attending the course can be a learning example for the others because of its peculiarities skills and knowledge. Everybody is a resource for the group.

The differences among participants enriches the exchanges and the learning path; exploring aspects of multiculturalism will promote understanding about social justice, democracy, cultural identity formation, intra-and intercultural acceptance, and global citizenship.

The ArtS Training programme will involve the trainee in a personal *path of improvement* where the main steps will be:

⁶ <http://www.macmillanenglishcampus.com/about-us/pedagogy/benefits-of-blended-learning/>

1. *Bringing the own experience into the Training:* as mentioned above, all participants of the Training are considered to be *peers*; each one has its own experience that can be a real value if it is shared with others. In this way **the learning starts as a reciprocal process** where all actors are involved.

2. *Focusing on the skills to be improved:* this phase of the path consists in sharing each learner's lacks that are coming from their previous learning experiences in the formal and non- formal education field. This phase brings the learners **to identify the challenge** that has to be overcome.

3. *Creating new ideas to improve and update skills:* this is a core phase where learners will be actively involved in using their capacity of **creating new ideas** and finding solutions to the challenges highlighted in the previous phase. Generating new ideas will be the key to find innovative solutions to improve and update the skills required.

4. *Transforming skills into competences:* this phase will lead participants to become aware of the learning process done and of its outcomes. In others terms, the learner has got new knowledge and competences that will be spent to enter the labour market with a higher qualification.

5. *Entering for the labour market:* the learner will do an assessment to evaluate the knowledge acquired and to get the certification of the training course.

2. How to get the ECVET certification

The programme abides by the **European Qualifications Framework** for lifelong learning (EQF) and the **European Credit System for Vocational Education and Training** (ECVET) standards. The EQF is a common European reference framework that links countries’ qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe.

The ECVET is a technical framework for the transfer, recognition and, accumulation of learning outcomes with a view to achieve a qualification.

3.1 ArtS Training Modules specifications

The trainees who want to get the ECVET certification should attend at least 4 ArtS modules: the **three common-modules** and at least **one sector-specific module**, of course they could attend more than one sector-specific module and get the certification for each sector.

Since each module will count 50 hours, it means that a trainee will attend in total at least 200 hours, for the 3 months period training, to get at least 1 certification.

The tables below show how the 50 hours course will be divided for both common and sector-specific modules:

	Total hours	e- learning	Face to face
Common Module	50	35	15

	Total hours	Theoretical (35)			Practical ⁷
		e - learning	face to face	workshop	
Sector-specific module	50	20	10	5	15

⁷ the trainees will develop a personal project on their own or in group

3.2 Learning assessment and overall evaluation

In order to assess the competences acquired by the trainees, assessment exams criteria were designed by the ArtS consortium. The assessment will verify if the learning outcomes (LOs) have been achieved.

This assessment should aim to test the knowledge, skills and competences acquired during the module by the trainee.

There are various assessment methods which can be used, depending on the course material of each Unit, but the most common one among them, which is considered necessary for the ArtS modules, is a **written examination**. This should be designed in such a way that will help candidates to prove they have assimilated the theoretical and practical knowledge provided the course and are able to utilize it in their work. **For each unit**, the trainee will be asked to complete a questionnaire of **15 open and closed questions**.

It is established, as general criteria, to get the certificate:

- to answer correctly at least the 60% of the questions referred to each unit
- to answer correctly at least the 60% of the questions referred to the module
- to attend the face to face learning at least 70% of e-learning
- to participate and carry out the tasks of the workshop

Concluding remarks

The ArtS training programme provides unemployed, self-employed and low skilled artists the opportunity to:

- Update their professional skills and knowledge and provide them with management, business and networking skills, with a special focus on export possibilities,
- Guide them into finding work or internship at a company of their choice,
- Present their work in a joint project at the project closure that will be prepared by the learners themselves, as an exercise of effective networking and will reach the widest possible pool of stakeholders and audience.

The application of the EQF/ECVET framework allow the transparency, comparability, transferability and recognition of qualifications, between the participating countries and promotes labour mobility.



So, the proposed training program gives the opportunity to artists to participate in a transnational project and meet peers from other EU countries. The possibility to do an internship in another EU member state and the cooperation of learners for the presentation of their work in a common project is expected to enhance the multicultural awareness and exchange of the project participants.

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