

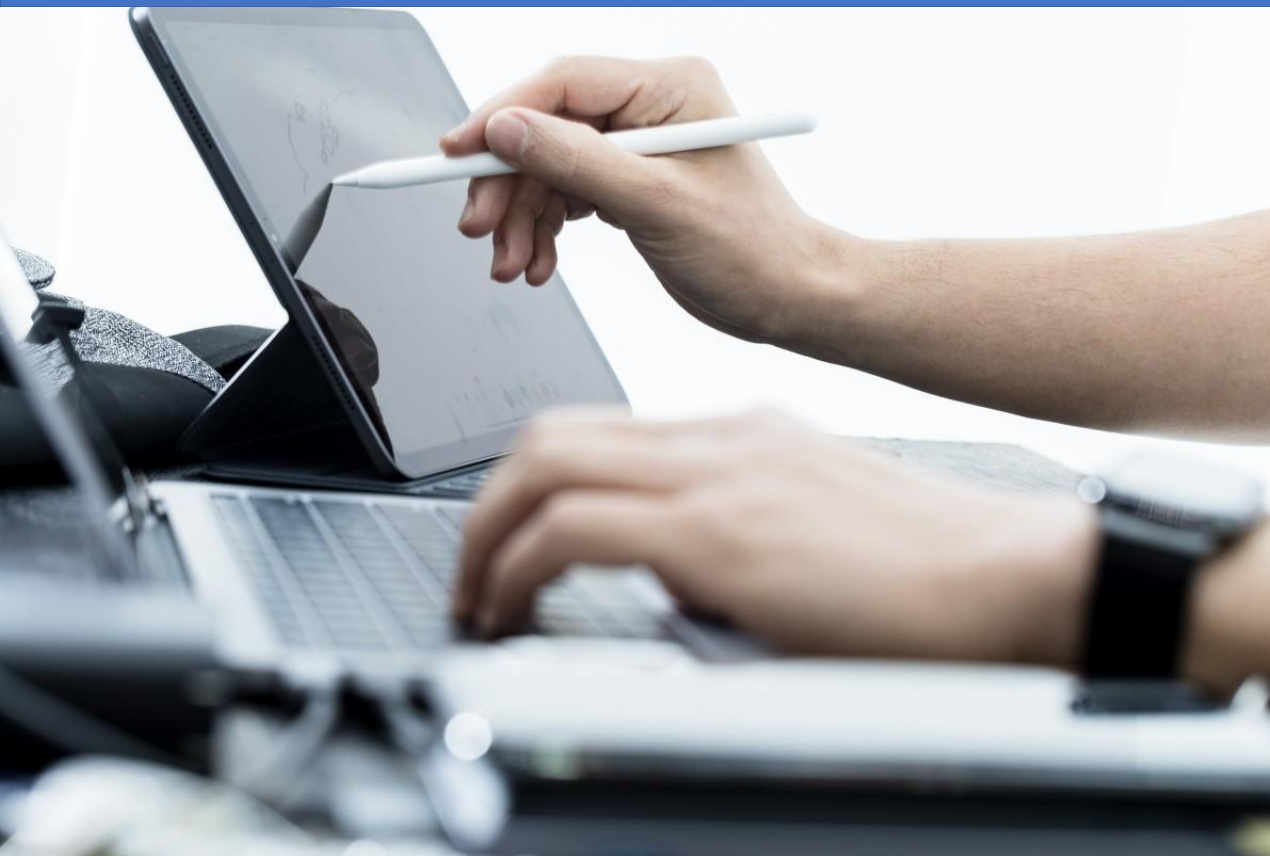


PAINT THE BIT

Rethinking artistic
and creative
competences and
job
profiles

2024

R2.6 – Paint the Bit VET implementation handbook



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2024

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1) Introduction

This is a document developed within the project Paint the Bit - Rethinking artistic and creative competencies and job profiles in a renewed labour market and social trends by the project partners E-Juniors (project coordinator), CENTRO STUDI CITTA DI FOLIGNO ASSOCIAZIONE, In Progress, CSI CENTER FOR SOCIAL INNOVATION LTD and BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH (task leader).

It is the handbook for VET (vocational education and training) providers exploring the VET curriculum implementation. It considers for this reason formal (in specialisation courses), non-formal (in MOOC), and informal (work-based) stages. It applies the EQAVET quality security systematic approach.

The document builds on the previous results developed within this project, in specific the earlier tasks implemented within the VET curriculum development and test implementation work (“pilots”) in each of the five partner countries (i.e. France, Italy, Spain, Austria, and Cyprus).

The targeted readers are professionals in VET who shall implement the Paint the Bit training in their education system and services. This document is designed to find appropriate implementation models for the learner group of CSS (Culture and Creativity Sector) professionals and the learning subject of basic and advanced digital skills, as well as digital literacy that CCS professionals need today all across Europe.

Details on the VET methodology, the learning methodology, the learning outcome framework, and validation, as well as standardisation input, can be found in the respective complementary documentation of the Paint the Bit project. The module contents are accessible via the project platform.

As a reminder, the proposed VET methodology of the Paint the Bit training and learning is based on the delivery of new online training formats (MOOC – Massive Open Online Course) and digital content (Open Education Resources). The respective learning methodology applies adult training principles, leading the artist learners to become “active subjects in the training” and their learning, enhancing their existing competences by stimulating at the same time useful connections of professional complementarity. The competences addressed in the Paint the Bit cover general – soft skills – like communication and entrepreneurship but all are connected and embedded in digital basic skills enhancing digital literacy. Furthermore, specialisation is provided in digitisation topics like digital content creation and distribution to IT and ownership security.

The following chapters will provide VET experts specific input to know how to use the Paint the Bit platform, show sequencing of training and learning that have proven to be successful in the implemented test phases and includes recommendations from the validated test implementation performed during the project duration by partners. This final version of the document has been revised based on the pilots of the PtB.



2) Instructions related to implementation of the Paint the Bit platform

CENTRO STUDI CITTA DI FOLIGNO ASSOCIAZIONE, host of the PtB platform that holds the curricular and learning content details, provided the following details on the virtual learning environment:

The MOOC (Massive Open Online Course) centre designed for Creative and Cultural sector professionals is part of the modular training programme the PtB project developed. It aims at the improvement of key artists' competences related to digital and transversal skills that are fundamental for them in the new era after COVID-19.

The MOOC is based on the MOODLE system that allows easy registration, navigation through the virtual platform, and use of its contents and features. The key aspects the targeted user groups (namely artists and their teachers, or tutors) need to know to enter, and access contents and platform features are:

- Registration
- Navigation
- Rights and possibilities
- Platform features
- Other

To better understand them, an individual and detailed tutorial presenting the platform and its components is available in English here: https://drive.google.com/drive/folders/1j-yFctnDgjaYIOB_TLGhzl2PvW1JQEaQ This document is available for all persons registered on the platform. It was translated into the PtB partners' languages: French, Greek, German, Italian, and Spanish.



3) Possible sequencing of training and learning implemented by the VET provider

The European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) is a framework of common principles from which users may choose descriptors and indicators that they consider most relevant to the requirements of their quality assurance system.

EQAVET applies a general continuous improvement cycle so it may fit all kinds of approaches. It suggests the generic phases of *planning, implementation, evaluation/assessment, and review/revision* for strengthening the quality of initial and continuing VET. It has already been used in a wide range of VET learning environments (e.g. in school-based and work-based learning) and all learning types (digital, face-to-face or blended) which are delivered by public and private providers.

When considering the implementation of the PtB course, VET providers can start with the planning and consider the sequencing and combination of the above-mentioned learning environments and types.

This part of the handbook highlights the major findings from the pilot phase implementation and support needs gathered by the testing participants in VET situations across the project countries. They are presented in the following sub-chapters in a way that shall help any VET provider in a similar situation best plan and implement the VET curriculum and training into their education services.

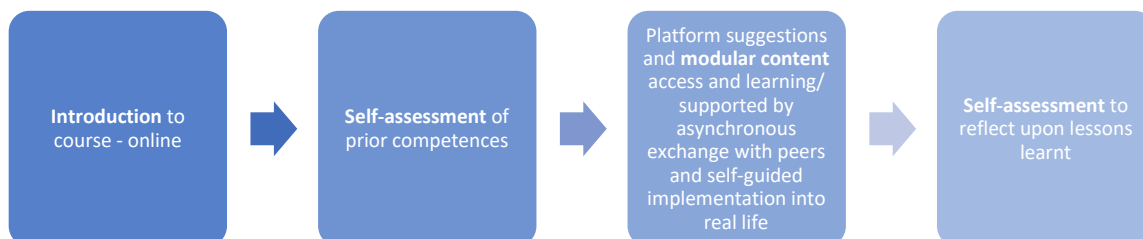
To address VET providers' possible degree of autonomy, flexibility, support, and funding, the subchapters highlight differences the individual implementation forms bring.

3.1) Suggestions for pure online training implementation

Without tutor support

In case the course shall be implemented **as a self-guided online training**, the following sequences are recommended to be followed in each course:





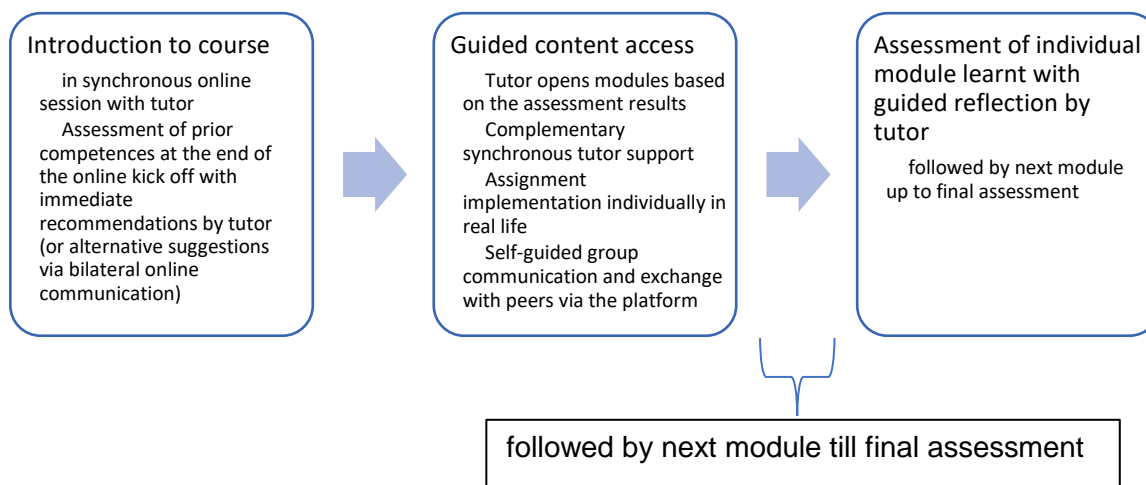
It fits best for IT-advanced and lifelong learning experienced learners who are motivated to follow a course by themselves. The online platform provides suitable support. For this reason, it does not need much additional funding or support. It can be introduced as an additional resource and accompanied flexibly by courses implemented by VET providers. Even VET providers with a low degree of autonomy could recommend this kind of implementation to their learners.

During the pilot implementation, no specific lessons learnt or further recommendations have been identified to enrich the suggested details.



With tutor support

Learners who want to learn at their pace and are confident with e-learning support but need exchange with others, might find it easier to attend an online course that is implemented by a tutor who helps them and guides them through the course. The following basic sequences are recommended for this kind of course implementation:



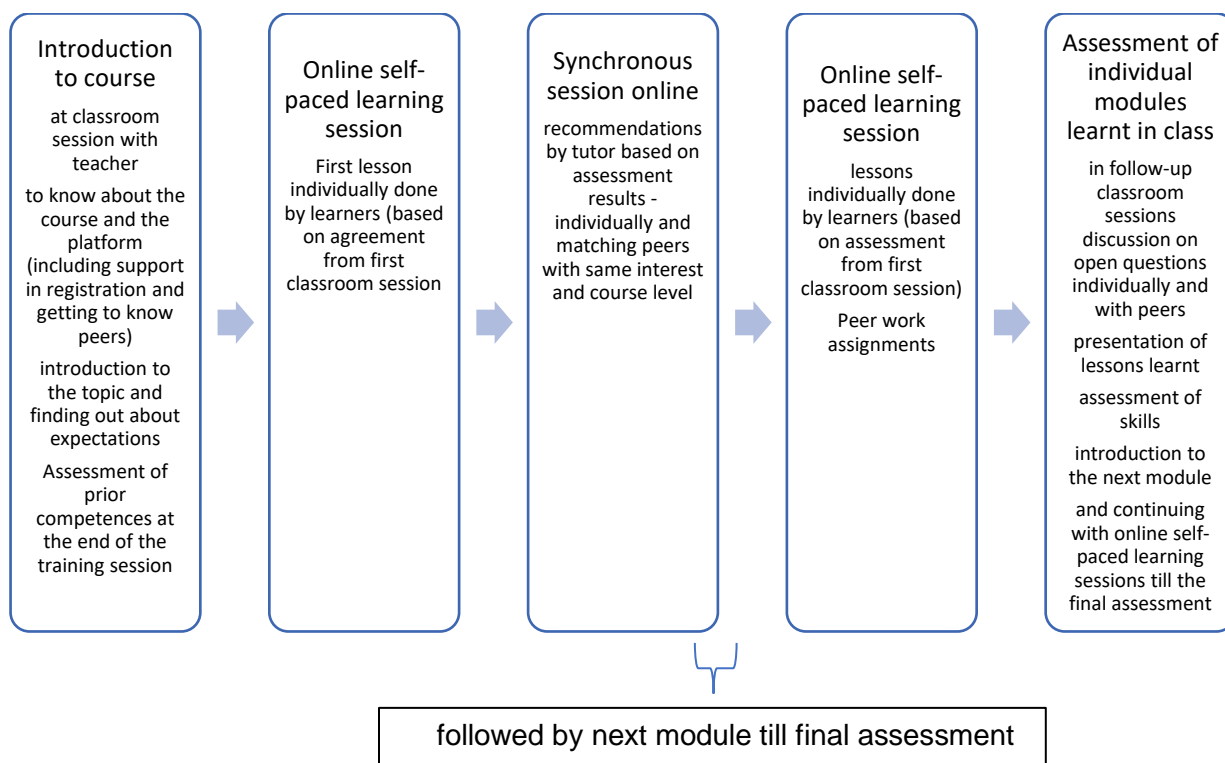
Asking for tutor support – and such staff dedicated to working on the platform with learners – this kind of implementation asks for some funding or support. It still can be introduced as an additional resource and accompanied flexibly by courses implemented by VET providers or can be used as the sole course infrastructure. Even VET providers with a low degree of autonomy could recommend this kind of implementation to their learners for this reason.

During the pilot implementation, no specific lessons learnt or further recommendations have been identified to enrich the suggested details.



3.2) Suggestions for blended learning delivery mode

In blended learning, the different forms of training are combined in such a way that it is possible to incorporate the advantages of each form and compensate for the disadvantages of the other. Many learners are still used to accomplishing a training course at a course centre/ school where learners would have to go to and meet at a certain time and place. For many learners, it is easier to then continue learning online at their own pace, and receive feedback and further input from an online tutor and/ or peer learners since they already know them from a personal contact. Changing these settings – in presence and online self-paced – can keep many learners motivated and avoid dropouts before passing a final assessment. The following sequences lead to this approach:



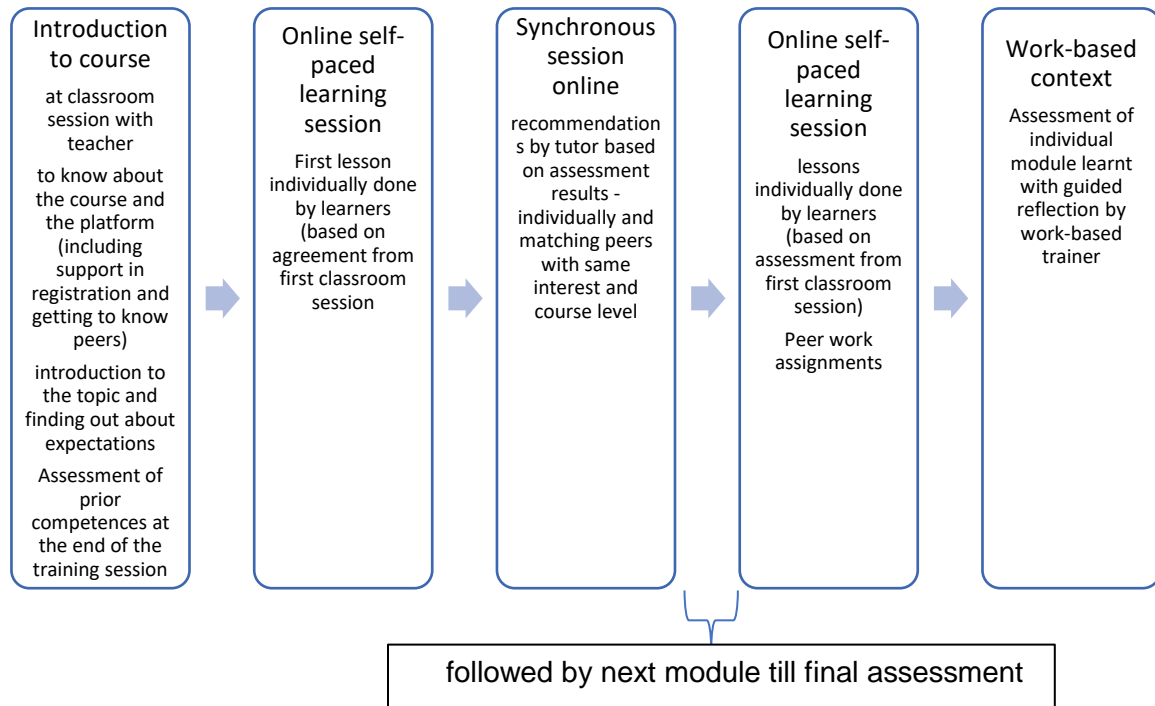
Like the earlier implementation suggestions, the sequences above can be introduced as additional resources and accompanied in a flexible manner by classroom courses offered by VET providers. It is no longer limited to online course implementation. VET providers with a medium degree of autonomy could implement this kind of training to their learners having a validated course infrastructure and material they could adopt and adapt to their requirements. This variation would ask for more funding or support due to classroom infrastructure and staff needed.

During the pilot implementation, no specific lessons learnt or further recommendations have been identified to enrich the suggested details.



3.3) suggestions for work-based training/ learning situations

Implementing learning in a work-based context can help raise the transfer of knowledge and skills, and practice specific competences that need to be repeated to mastery. A variation of the following sequences can fit particularly for the learner group of CSS (Culture and Creativity Sector) professionals for these reasons:



When it comes to flexibility and autonomy at the VET provider level, it can be easier for those still with a higher degree of flexibility and autonomy. Considering the staff and environment needed, this kind of implementation would ask for teacher, tutor, and work-based trainer support.

However, a simplified version could be implemented by self-guided learners of the group of CSS trying out lessons learnt in their artwork context.

During the pilot implementation, no specific lessons learnt or further recommendations have been identified to enrich the suggested details.

4) Recommendations to VET providers for the PtB module implementation

To help in the preparation of the implementation, the following pages provide an overview of what the individual courses and units offer regarding learning/training material and what is recommended to be prepared in case of guided training implementation.

Course: **Specific communication skills**

Authors: BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
know the key structure and elements of typical oral communication situations with (potential) art audience	express him-/ herself in business related situations when it comes to talking to (potential) art clients aiming at informing them about the individual art	be able to prepare a speech (e.g. for an exhibition/ art event) individually and to talk to potential art clients at events

Suggested learning duration: 1 hr.

Material description: The online training explores a general overview in the course introduction to provide a generic definition, the iceberg model, and the three types of communication. The following parts explore verbal communication, barriers and public speaking. Another part provides insight into storytelling in public speeches.

In addition, there are links to videos, and a quiz (i.e. four closed questions based on the contents)

Pre-requisites/Preparatory work recommended: In case you hold a communication course, you can use the online contents as a general introduction. For a trainer-led course, it would be good to organise role plays (for instance one of the CCS participants is the artist another one is an art-lover or even organiser and the first shall prepare a short speech on her/ his artwork), to let participants prepare the concept for a speech that could be peer reviewed or the participants could practice some bi-lateral small talk about their artwork. There is no need for special additional preparation before including the online course material.

Required supporting material needed in addition: internet access with mobile phones, tablets or computers and loud speakers/ headphones for watching the suggested videos

Any other recommendation: none



Course: Basics in marketing for artists

Authors: BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
know art relevant marketing basics and marketing trends in the art business	plan according to the key elements a personal marketing strategy	use marketing tools according to the individual marketing strategy and readapt them based on own experience

Suggested learning duration: 1 hr.

Material description: The online training explores a general overview in the course introduction to provide some hands-on learning opportunities with examples that can help to promote one's own artwork. There are then parts that explore Art relevant marketing basics and tools for artists, a Marketing Mix example and a brand strategy. In addition, there is some reflection work suggested for CCS participants that shall help them to find and define their own brand, value, explore an adapted kind of small-scale market research to come up with the individual strategy and tactics. The course also explores some current trends in the art scene that link to other courses presented within PtB, inter alia NFTs (non-fungible tokens), blockchain technology, Intellectual Property Rights and Artificial Intelligence in the CCS.

This online course offers a quiz at its end (i.e. three closed questions); additional sources from other sources help to learn from concrete examples in the art scene.

Pre-requisites/Preparatory work recommended: Since the contents are based on traditional marketing knowledge that has been adapted to the envisaged CCS, a tutor might like to see into more details of different marketing theories. The core intention was to engage participants in their own reflection work. The tutor might like to prepare with them individual marketing strategies.

Required supporting material needed in addition: internet access with mobile phones, tablets or computers and loud speakers/ headphones for watching the suggested videos

Any other recommendation: none



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Course: **Business management for artists**

Authors: Centro Studi Citta Di Foligno Associazione

Learning Outcomes: CCS representatives shall...

(Knowledge)

(Skills)

(Autonomy)

steps to follow when applying business management ideas in a 'smart world' to artist work

Sell own artwork, surround him/herself with talent, be growth-oriented, and develop a smart business model (i.e. a business that uses data and technology)

own work as an artist in a smart business model

Suggested learning duration: 1 hr.

Material description: This course delves into the essential aspects of business management tailored specifically for artists. It covers topics such as planning, implementation of strategies, results monitoring, organisation, task assignment, and more. The course includes a comprehensive case study, examples of management methods and tools relevant to the artistic field, practical tips, a self-evaluation scale, and a quiz to assess knowledge. Additionally, it provides recommended resources such as videos, podcasts, and books to further enhance the artist's business management skills.

Pre-requisites/Preparatory work recommended: Before starting the course, participants are encouraged to familiarise themselves with the concept of business management for artists. The course also suggests creating a template where learners can document effective methods and tools applicable to their artistic endeavours.

Required supporting material needed in addition: Participants should have internet access with a stable Wi-Fi connection for accessing the course on mobile phones, tablets, or computers. It is also recommended to have loudspeakers or headphones for watching suggested videos and podcasts.

Any other recommendation: Ensure access to different devices as a backup in case of technical issues during the course.



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Course: **Management skills**

Authors: Centro Studi Citta Di Foligno Associazione

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
<p>"main conceptual interpersonal organise continuity;</p>	<p>technical, and skills to business</p>	<p>to better understand consumers and the organisational behaviour in which they move; to plan and manage projects</p>
		<p>planning and delegation of tasks in collaborative constellations to achieve business continuity</p>

Suggested learning duration: 1 hr.

Material description: This course aims to enhance participants' management skills, covering essential competencies needed for effective leadership, motivation, organisation, planning, and problem-solving. The content includes an exploration of the three primary categories of management skills: technical, conceptual, and people management skills. The course delves into the top managerial skills, 12 fundamental management skills, and provides a case study to illustrate the importance of active listening. It also offers a self-evaluation scale to gauge participants' proficiency and suggestions on how to further develop their management skills.

Pre-requisites/ Preparatory work recommended: Before starting the course, participants are advised to familiarise themselves with the concept of management skills and reflect on the significance of developing these skills in their respective roles. Additionally, they will be asked to think about specific methods or tools relevant to their work, which will be further discussed in the course.

Required supporting material needed in addition: Participants should have access to the internet with a reliable Wi-Fi connection for accessing the online course content on mobile phones, tablets, or computers. Loudspeakers or headphones are recommended for watching suggested videos and podcasts.

Any other recommendation: It is recommended to have alternative devices available in case of technical issues during the course. Participants are encouraged to actively engage in the learning process and seek feedback from managers or peers to enhance their management skills.



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Course: **Organisational skills**

Authors: E-Juniors

Learning Outcomes: CCS shall gain the ability to structure workspace and work efficiently.

(Knowledge)	(Skills)	(Autonomy)
Concrete planning and structuring measures and tools for organising one's work	Planning tasks and structure work efficiently	Being able to maintain a workspace in order helping meeting deadlines and organising the work efficiently

Suggested learning duration: 1 hour.

Material description: This course is available online to the learners interested in strengthening their skills for organising their work, coordinating activity, managing events, tasks and projects and meeting deadlines. It proposes a concrete case study of a company having developed an asynchronous collaboration, examples of organisational methods and tools frequently used in the workplace, useful tips and suggestions, as well as a self-evaluation scale and a quiz for assessing its knowledge. Finally, proposals of video, podcasts and books are shared with the learner to further develop his/her work.

Pre-requisites/Preparatory work recommended: The first step would be to get familiar with the concept of organisational skills and to establish ideas on what it would mean for the learner and for which purpose it could be interesting to develop these skills at work. Then, the tutor will propose a template in which learners could write some interesting methods or tools useful for their work.

Required supporting material needed in addition: Internet access with a good Wi-Fi connection for mobile phones, tablets or computers and loud speakers/headphones for watching the suggested videos and podcasts.

Any other recommendation: being sure to have different options for devices in case of any technical problems encountered during the course.



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Course: Collaborative skills

Authors: E-Juniors

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
the difference between collaboration and teamwork; different collaborating techniques (online and offline)	to multitask, to work autonomously, and adapt to other people's ways of working	show flexibility and compensate when a collaborator contributes less to collective work, show respect to collaborators and their work

Suggested learning duration: 1 hour.

Material description: The online training explores a general vision of what collaborative skills are and describes why these skills and techniques are important. It explains the difference between collaboration and teamwork and how they can be complementary. It suggests collaboration techniques that can be applied, including some examples from everyday life, both at work and in private life. It provides advice on developing skills and adopting the right techniques.

In addition, there are links to video, book, podcast and a quiz (i.e. five closed questions based on the contents)

Pre-requisites/Preparatory work recommended: This module is a good introduction to learning designed to encourage work within a group, a company or for anyone wishing to develop their skills. It may be useful to prepare the work by turning it into an interactive course. Many questions arise in the module, which are always answered. It would be interesting to let the participants answer the questions together. This requires preparation. One part could be dedicated to role-playing (see table).

Required supporting material needed in addition: internet access with mobile phones, tablets or computers

Any other recommendation: Parallel this module with the Teamwork module, it may be interesting to do these two modules consecutively.



Course: **Teamwork for artists**

Authors: EiP SPAIN

Learning Outcomes: Working as a Collective Group of Artists

(Knowledge)	(Skills)	(Autonomy)
the theory of the importance of Artists' Collectives and teamwork, team dynamics useful for succeeding in joint art projects	to work applying fair play rules, show empathy; understand the added value of cooperation and coordination; to apply dynamic team management	To be able to work in a team in a proactive way and to set common goals with others by working in a cooperative way (e.g. Collective Exhibitions)

Suggested learning duration: 1 hr.

Material description: The online training explores a general vision of what Teamwork is and describes why these skills and techniques are important for artists. It explains the difference between working as individual artists or in a group (Collective Group of Artists) and how they can be complementary in their careers. It suggests some phases to set up a successful teamwork and group of artists, including some everyday-life suggestions and case study.

Pre-requisites/Preparatory work recommended: This module is a good introduction to learning designed to encourage teamwork among artists and to promote their cooperation as a group. It may be useful to prepare the work by working on the willingness to cooperate, first of all. Many questions arise in the module, which are always answered. It would be interesting to let the participants answer the questions together. In addition, there are links to video, book, podcast and a quiz (i.e. five closed questions based on the contents)

Required supporting material needed in addition: internet access with mobile phones, tablets or computers

Any other recommendation: Parallel this module with the Collaborative Skills, it may be interesting to do these two modules consecutively.



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Course: Problem-solving skills

Authors: E-Juniors

Learning Outcomes: CCS shall be able to anticipate and solve problems related to various issues (environmental problems inter alia)

(Knowledge)	(Skills)	(Autonomy)
Assessment of the situation to identify the parameters of a problem, the alternatives that exist to mitigate this particular issue	To recognise problematic situations, choose the option(s) that will most effectively solve the problem(s), define the process and steps to solve it, and execute the selected process	Risk management; prioritising; take the necessary measures to make decisions

Suggested learning duration: 1 hour.

Material description: This course is available online to the learners interested in strengthening their problem-solving skills to anticipate potential problematic situations at work or to identify current problems and being to solve them by taking right decisions and steps to follow. The course will describe the benefits of such skills in daily life and at work, a concrete case study, the influence and support of useful technological and digital tools to solve problems as well as tips and suggestions to follow for helping the learner in acquiring problem-solving skills. Also, a self-evaluation scale and a quiz for assessing its knowledge will be proposed. Finally, proposals of videos, podcasts and books are shared with the learner to further develop his/her work.

Pre-requisites/Preparatory work recommended: The learner could think about potential risky situations that could affect its work and what could be the possible mitigation plans to face the problematic situations and to solve them. The tutor could ask the learner to establish digital tools useful to help in this process.

Required supporting material needed in addition: Internet access with a good Wi-Fi connection for mobile phones, tablets or computers and loud speakers/headphones for watching the suggested videos and podcasts.

Any other recommendation: being sure to have different options for devices in case of any technical problems encountered during the course.

Course: Conflict Resolution Skills

Authors: E-Juniors

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
"What to consider and to do to avoid and deal with conflict situations. Know the difference between disagreement and conflict.	apply (behavioural, communicative) measures that help avoid and solve conflicts	measures to solve conflict situations with others

Suggested learning duration: 1 hour.

Material description: The online course introduces the skill of conflict resolution and explains why it can be important at work and in everyday life. It presents the recurring causes of these conflicts and how to anticipate or resolve them. It shows a conflict resolution process that can be used outside the course and explains the habits to adopt in order to work in a conflict-free environment.

In addition, there are links to video, book, podcast and a quiz (i.e. five closed questions based on the contents)

Pre-requisites/Preparatory work recommended: This course can be used both as a group lesson and for personal enrichment. It provides an opportunity to stimulate thought and ideas on how to avoid and manage conflict. There is no preparatory work to do; it can be used to prevent future conflicts or to find solutions to resolve one.

Required supporting material needed in addition: internet access with mobile phone, tablet or computer.

Any other recommendation: None



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Course: Self-empowerment skills

Authors: CSI-Center for Social Innovation

Learning Outcomes: CCS representatives shall control their own professional life, making positive decisions based on what they wish to achieve in their professional life.

Knowledge	Skills	Autonomy
How to set reasonable goals and live a self-empowered artist life.	Develop a positive attitude, practise self-care, set reasonable goals, be assertive, use positive self-talk, to boost resilience and deal with adversity.	Self-efficacy, a positive attitude, resilience, taking action, communication in a positive language, avoiding criticism and negativity.

Suggested learning duration: 1 hr

Material description: This course places its emphasis on the significance of cultivating the self-empowering skills of professionals working in the Creative and Cultural Sector (CCS). It delivers a comprehensive examination of the rationale behind the necessity of these skills and delves into the behavioural traits essential for the acquisition of self-empowerment tools.

Additionally, it includes a case study, prompts for introspection, a self-assessment scale, suggestions and tips, a multiple-choice exercise/ quiz based on the material presented, and recommendations for fostering one's understanding of the topic through resources like books, podcasts, and videos.

Pre-requisites/Preparatory work recommended: To effectively deliver the self-empowerment module for artists, trainers could take several important steps in advance, like:

- Having a clear understanding of the target audience, including their skill levels, background, and needs. This will help in tailoring the content to suit the specific group of artists they will be working with.
- Familiarise themselves with the content by ensuring that they are well-versed in the concepts, strategies, and exercises provided in the module so that they can deliver the material confidently.
- Choose the visual aids, slides, or handouts that will enhance the training experience. These could include diagrams, charts, or illustrative images that help convey key points. In combination with these, trainers may prepare any interactive activities, discussions, or exercises that encourage active participation.



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-It is advisable to ensure that they can cover the content within the allocated time, by rehearsing beforehand.

-Trainers could ensure that they have access to the recommended books, podcasts, and other resources mentioned in the module. Check that all equipment is in working order. Test any software or online tools that will be used during the training and have contingency plans in case of technical issues, power outages, or other unexpected disruptions by considering alternative ways to deliver content.

Required supporting material needed in addition: Internet access with mobile phones, tablets or computers and loudspeakers/ headphones for potentially watching/ listening to part of the suggested videos/ podcasts.

Any other recommendation:

-Ensure that the training materials and methods are accessible to all. Consider factors like language, visual aids, and accessibility for any participants with disabilities.

-Create a safe and non-judgmental environment for sharing, especially when discussing personal challenges and self-doubt. Sharing real-world examples and success stories related to self-empowerment in the arts can be very motivating for artists as well.

-Have a backup plan in case of technical difficulties. This could include a secondary device or a phone with internet access. Share contact information with participants in case they encounter technical issues.



Course: **Learning to learn skills** (autonomous learning)

Authors: EiP SPAIN

Learning Outcomes: Students will learn knowledge and skills about autonomous learning

(Knowledge)	(Skills)	(Autonomy)
To know needs assessment techniques, goal identification methods, learning styles and learning situation assessment	They will develop the capacity to self-direct his/ her own learning gain, process and assimilate new knowledge and skills	They will learn by applying the best learning style for them and how to transform one's own experience into new knowledge

Suggested learning duration: 1 hrs.

Material description: This course carries on a complete overview about Learning to learn skill and its importance for people, including artists, because of its capability to make people autonomous in learning, and then progressing in their careers. That gives people a sense of self-fulfilment and concrete instructions on Learning Styles.

Additionally, it includes a case study, prompts for introspection, a self-assessment scale, suggestions and tips, a multiple-choice exercise/ quiz based on the material presented, and recommendations for fostering one's understanding of the topic through resources like books, podcasts, and videos.

Pre-requisites/Preparatory work recommended: Autonomous learning is one of the key competences for professional and academic success of any individual. It can be helpful to be prepared for this kind of challenge to better master the Learning to learn skill.

Required supporting material needed in addition: Internet access with mobile phones, tablets or computers and loudspeakers/ headphones for potentially watching/ listening to part of the suggested videos/ podcasts.

Any other recommendation: Parallel this module with the Self-empowerment skills, it may be interesting to do these two modules consecutively.



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Course: Creativity Skills

Authors: CSI-Center for Social Innovation

Learning Outcomes: CCS representatives shall develop creative approaches to solutions and develop/ proceed in a new way also for art production.

Knowledge	Skills	Autonomy
How to approach a challenge from a new perspective; how to take an alternative angle, or an atypical mindset when producing artwork.	Apply collaborative thinking, abstract interdisciplinary thinking, visual thinking.	Pattern recognition, radical planning, experimentation and simplification.

Suggested learning duration: 2 hrs.

Material description: The emphasis of this module is on creativity and how it can be fostered. Specific focus is given on the advantages it has for professionals in the Creative and Cultural Sector (CCS). The module proposes some techniques and approaches that contribute to the development of creative skills. It includes a case study, prompts for reflection, a self-assessment scale, suggestions and tips, a multiple-choice exercise/ quiz grounded in the material presented, and recommendations for developing one's understanding of the topic through resources like books, podcasts, series and videos.

Pre-requisites/Preparatory work recommended: To effectively conduct the creativity course for artists, trainers could take a series of preparatory steps:

- Gain a thorough understanding of their target audience, encompassing their skill levels, backgrounds, and specific requirements, for adjusting the content to align with the group of artists they'll be instructing.
- Ensure their familiarity with the course's concepts, strategies, and exercises for delivering it confidently and with competence.
- Utilize visual aids, slides, or handouts to enrich the learning experience. These may incorporate diagrams, charts, or illustrative images that effectively convey pivotal concepts and develop interactive activities, discussions, or exercises that encourage active participation and hands-on learning.
- Practice their course delivery to guarantee they can cover the content within the designated time frame.
- Secure access to the recommended books, podcasts, and other learning resources as specified in the course.



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Required supporting material needed in addition: Internet access with mobile phones, tablets or computers and loudspeakers/ headphones for potentially watching/ listening to part of the suggested videos/ podcasts/ series.

Any other recommendation: -Ensure that the training materials and methods are accessible to all. Consider factors like language, visual aids, and accessibility for any of them with disabilities.

-If possible, facilitate opportunities for participants to connect with each other, fostering a sense of community and the exchange of ideas.

-Have a backup plan in case of technical difficulties. This could include a secondary device or a phone with internet access. Share contact information with participants in case they encounter technical issues.



Course: E-creation of art and creative works (virtual art)

Authors: CSI-Center for Social Innovation

Learning Outcomes: CCS representatives shall know about trends and tools (for instance artificial intelligence, virtual reality and other new technological trends) to create artwork:

Knowledge	Skills	Autonomy
how to create artworks using digital tools	apply basic digital creation tools	digital art using a variety of tools

Suggested learning duration: 1.5 hrs.

Material description: This course provides an overview of virtual art, i.e., art created with digital tools and technology. It covers topics such as what virtual art is, its history, benefits, downsides, and its intersection with artificial intelligence (AI). It encourages reflection on how virtual art challenges and expands traditional notions of artistic expression.

The module includes a self-evaluation scale and an exercise to apply the knowledge gained. It suggests resources for further learning, including books, websites, podcasts, videos, and online courses.

Pre-requisites/Preparatory work recommended: It is important that the trainers:

- Have information about the artists' skill levels, backgrounds, and needs beforehand.
- Ensure that you are familiar with the concepts, trends, and tools related to virtual art. This will enable them to teach confidently and answer questions effectively.
- Consider using visual aids, slides, or handouts with diagrams, charts, and illustrative images to enhance the learning experience. Prepare interactive activities, discussions, and exercises to encourage active participation.
- Practice their teaching in advance to ensure that you can cover the content within the allocated time.
- Familiarise themselves with the recommended books, websites, and other resources mentioned in the module. This will help them guide artists in further learning.
- Additionally, trainers should foster a supportive and inclusive learning environment, promoting collaboration among participants, and encouraging them to reflect on their creative processes and ethical considerations in virtual art. This will enrich the learning experience and empower artists to harness their creativity effectively in the digital world.



Required supporting material needed in addition: Internet access with mobile phones, tablets or computers and loudspeakers/ headphones for watching/ listening to parts of the suggested videos/ online courses/ podcasts.

Any other recommendation:

-It is advisable that trainers ensure they have access to relevant digital art software and tools that they plan to discuss or demonstrate during the training. This may include graphic design software, 3D modelling tools, or virtual reality applications. Similarly, if they are covering AI-generated art, it is important to have access to AI tools or platforms they plan to discuss. This way they could demonstrate how artists can use these tools effectively.

-Have a backup plan in case of technical difficulties. This could include a secondary device or a phone with internet access. Share contact information with participants in case they encounter technical issues.

-If possible, incorporate group activities or discussions. Encourage participants to collaborate and share their experiences. Group activities can help reinforce learning.



Course: IP Protection of Art

Authors: E-Juniors

Learning Outcomes: CCS shall be able to learn the basics of intellectual protection of art and how to protect intellectual property online by identifying different protecting tools and tips to combat theft.

(Knowledge)	(Skills)	(Autonomy)
Identify different tools to protect IP (copyrights, trademarks, utility patents, trade secrets), the primordial actions to protect own IP (to document discoveries, use DRM systems, opt for NDAs, create strong access credentials) and how to fight theft	To use these tools, to take actions and fight for his/ her rights	Responsibility for own intellectual protection, protecting it, fighting theft

Suggested learning duration: 1 hour.

Material description: This course is available online to the artists and learners willing to protect their intellectual rights by identifying the right tools to protect their work and the actions to take to combat theft. The course will describe the basics of intellectual protection and why it is important to protect it and how to be able to protect it. An illustrative study is presented to help the learner in a concrete situation and a presentation of the different copyright rules according to the country is also mentioned. Also, a self-evaluation scale and a quiz for assessing learners' knowledge will be proposed. Finally, proposals of videos, podcasts and books are shared with the artist/learner to further develop his/her work.

Pre-requisites/Preparatory work recommended: The artist/learner can think about his/her work and why this protection of intellectual property would be necessary. He/She can start to think about potential tools that could help him/her in this process.

Required supporting material needed in addition: Internet access with a good Wi-Fi connection for mobile phones, tablets or computers and loud speakers/headphones for watching the suggested videos and podcasts.

Any other recommendation: being sure to have different options for devices in case of any technical problems encountered during the course.



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Course: NFTs

Authors: BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
from user side what this technology is and what an artist might need to consider before selecting a provider	to reflect upon individual benefits and select among existing providers according to individual considerations taken into account	to open a wallet and use NFT individually for selling art work, follow up of artwork post sale, support royalty arrangements

Suggested learning duration: 1 hr.

Material description: The course introduces an example artist using NFTs to then provide a definition and exploring benefits for CCS participants. A part then explains the digital “tools” you need to implement NFTs and suggests some providers that operate in the PtB partner countries, and provides a short introduction to the basic technology and parts the NFTs rely on (i.e. blockchain technology and cyber currency). The course reminds CCS participants about the basic regulations they have to consider.

Five closed questions form the final quiz to help reflect about the course contents.

Pre-requisites/Preparatory work recommended: The content is suggested to be accompanied by a digital-savvy tutor. S/he should have experience with NFTs, know the basics about blockchain and ideally have accounts at a variety of (wallet) providers to know the different services, advantages and benefits.

Required supporting material needed in addition: internet access with mobile phones, tablets or computers and loud speakers/ headphones for watching the suggested videos

Any other recommendation: get an account at a wallet provider and bitcoin organisation



Course: App design and development

Authors: Centro Studi Citta Di Foligno Associazione

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
how to develop an innovative (digital) App with advanced features that allows users to sell or buy art objects online	create and develop an (online) app and its contents	a digital art app using ad-hoc tools and programming languages

Suggested learning duration: 1 hr.

Material description: This online course is designed for individuals interested in venturing into app design and development. The course covers essential aspects of the app development life cycle, providing a comprehensive guide on identifying prerequisites, planning, designing, coding, testing, and launching a mobile app. The material includes insights on the considerations before developing a mobile app, steps to develop an app easily, a case study featuring a scenario, a self-evaluation scale, and suggestions for further learning through videos, podcasts, and books.

Pre-requisites/Preparatory work recommended: Before diving into the course, participants are encouraged to familiarise themselves with the concept of app design and development. It is recommended to have a basic understanding of mobile apps, operating systems (iOS and Android), and the target audience. Additionally, participants should reflect on potential app ideas, considering their goals, target users, and unique features that could set their app apart.

Required supporting material needed in addition: Participants should have internet access with a reliable Wi-Fi connection for accessing the online course content on mobile phones, tablets, or computers. Loudspeakers or headphones are recommended for watching suggested videos and podcasts.

Any other recommendation: It is advisable to have different device options available in case of technical problems during the course. Participants are encouraged to actively participate in discussions, seek feedback from peers or mentors, and explore additional resources for continuous learning in app design and development.



Course: **E-distribution of artwork**

Authors: Centro Studi Citta Di Foligno Associazione

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
how to develop a virtual platform for distributing own art work	to use an online platform to share art and creative works online	the individual virtual platform and display and present own artwork online.

Suggested learning duration: 1 hr.

Material description: This course is designed for individuals interested in entering the online art market. With the art market reaching \$10.8 billion online, it's crucial for artists to understand the dynamics of e-distribution. The module covers everything from choosing the type of art to sell, understanding market trends, identifying the target audience, and selecting the right platforms for selling. It also delves into practical aspects such as packaging, shipping, and offline promotional efforts. The goal is to equip participants with the knowledge and skills needed to successfully sell art online.

Pre-requisites/Preparatory work recommended: Participants should have a basic understanding of their preferred art medium and style. Familiarity with basic online tools and platforms is beneficial.

Required supporting material needed in addition:

- Internet access with a good Wi-Fi connection for accessing online platforms.
- Camera or smartphone for capturing high-quality images of artworks.
- Packaging materials suitable for different types of artworks.
- Access to an email platform for email marketing.

Any other recommendation:

Participants are encouraged to actively engage with the art community, follow industry blogs, and explore various art forms beyond their own to gain a broader perspective on market trends.



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Course: **Creation of a website (and other digital tools for own artwork)**

Authors: CSI-Center for Social Innovation

Learning Outcomes: CCS representatives shall learn about ways to create a website and other digital tools to promote their own artwork.

Knowledge	Skills	Autonomy
Digital tools: understand their usefulness and importance for creating a website on the internet.	To create and use a website and other digital tools for the promotion of own artwork and a professional portfolio.	Own website to promote own artwork and present the professional portfolio.

Suggested learning duration: 1 hr.

Material description: The aim of this module is to help artists familiarise themselves with the possibilities of the digital realm to showcase their work and make a significant impact on their outreach and/or sales. More specifically, to help them learn about how they can create a website to promote their own art and professional portfolio in more than one way (i.e., owning one or using a website builder).

The different sections allow them to read more about the subject, engage in a case study, provide some reflection questions to ensure that they make the choices that reflect their needs as artists and a self-evaluation scale test themselves by recognizing their level on the topic. The module also provides some resources (i.e., books, websites, videos, channels, podcasts) to learn more and put into practice the theoretical knowledge presented here.

Pre-requisites/Preparatory work recommended: It is essential that trainers:

- Familiarise themselves with the content of the module, including the objectives, key concepts, and the practical exercise.
- Prepare materials that cover all the key points of the module, using visual aids, slides, or documents to illustrate their points effectively, making sure their presentation software or tools are ready. If they will have interactive elements, it is advisable that they ensure that the participants are familiar with the tools they' ll be using, such as chat, screen sharing, or polling features.
- Time themselves to ensure that they can cover all the material and activities within the timeframe.
- Have a clear plan for how the practical exercise will be conducted. Be ready to explain the exercise and answer questions about it.



- Consider using questions, discussions, or interactive elements to encourage active participation.
- Have the module content, including the text and any reference materials, readily accessible for easy reference during the session.

Required supporting material needed in addition: Internet access with mobile phones, tablets or computers and loudspeakers/ headphones for potentially watching/ listening to part of the suggested videos/ podcasts/ series.

Any other recommendation:

- To have a backup plan in case of technical difficulties. This could include a secondary device or a phone with internet access. Share contact information with participants in case they encounter technical issues.



Course: **Use of social media and platforms to promote/sell your art**

Authors: EiP SPAIN

Learning Outcomes: Artists shall learn how to use new 2.0 Media in the art field

Knowledge	Skills	Autonomy
Will know how to use the most popular Social Media channels (like Facebook, Instagram, LinkedIn, Pinterest), hashtags and other tools for self-promotion; and how to apply the technique of storytelling	Will be capable of creating content to engage audience online in social media channels; plan and schedule social media publications, use analytics to assess impact	Will be able to create an editorial plan and keep track of the metrics to check progresses (through Google Analytics in specific)

Suggested learning duration: 1:30 hrs.

Material description: This module is focused on the use of Social Media, since they are becoming more and more relevant in the art world, as they represent the key to the artist's visibility and to reach a significant impact on their outreach and/or sales. More specifically, this module helps them to learn more about the main Social Media platforms (Facebook, Instagram, LinkedIn), how to use them effectively according to their differences, how to create an editorial plan, and how to keep track of your progress using the Analytics.

Pre-requisites/Preparatory work recommended:

It is essential that trainers:

- Familiarise yourself with the above mentioned social media.
- Prepare materials using visual aids and best practices to illustrate the contents more effectively.
- Have a clear plan for how the practical exercise will be conducted. Be ready to explain the exercise and answer questions about it.

Required supporting material needed in addition: Internet access with mobile phones, tablets or computers and loudspeakers/ headphones for potentially watching/ listening to part of the suggested videos/ podcasts/ series.

Any other recommendation: To be user-friendly with Social Media Channels and platforms to better exploit their use. That can be easier for young artists.



Course: **Follow up of creative processes as collaborative online work**

Authors: E-Juniors

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
follow up techniques online towards customers and with other artists in online collaboration; s/he will know platforms used by artists for this	use follow up towards clients and artists using main basic digital techniques	follow up with customers and in exchange and collaboration with other artists online

Suggested learning duration: 1 hr.

Material description: This course delves into the intricacies and advantages of creative processes conducted in a digital, collaborative environment. It explores key elements contributing to successful collaborative online work, digital platforms and tools, effective communication strategies, and methods to overcome challenges. The goal is to provide participants with essential insights and skills, fostering a comprehensive understanding of collaborative online work.

Pre-requisites/Preparatory work recommended: Before starting the course, participants should familiarise themselves with the concept of collaborative online work and consider its relevance to their creative endeavours. The course will provide a template for participants to document interesting methods or tools applicable to their work.

Required supporting material needed in addition: Participants will need internet access with a reliable Wi-Fi connection for mobile phones, tablets, or computers. Additionally, loudspeakers/headphones are recommended for watching suggested videos and podcasts.

Any other recommendation: It is advisable to have alternative devices available in case of technical issues during the course.



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Course: Cyber security

Authors: BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
the minimum criteria to apply today in website imprint, data protection regulations (in specific the EU's GDPR (General Data Protection Regulation), basic legal privacy concepts	to manage and secure personal digital footprints, and perform a vulnerability assessment of the individual homepage	ensure that the integrity of any personal data that is collected, managed, stored or processed, is fully protected on the own internet channel, and organise steps in case of attacks or loss of data due to a cyber attack

Suggested learning duration: 1 hr.

Material description: The online course wants to raise awareness about the topic in its introduction. In the first course part, the topic refers to the three types of digital vulnerability and forms of cybercrime commonly in practice today. A core part then explores Cyber defence with personal data protection in specific, as well as security measures for websites and privacy regulations (like GDPR).

A final quiz shall help course participants reflect on the contents along five closed questions. Additional videos from other sources can be watched to see more examples.

Pre-requisites/Preparatory work recommended: For digital-savvy tutors the suggested contents should be easy to be used as an introduction to the topic and to further provide concrete actions with e.g. CCS participants' websites or online accounts. They might bring in specific software access to the course participants to try out their use.

Required supporting material needed in addition: internet access with mobile phones, tablets or computers and loud speakers/ headphones for watching the suggested videos

Any other recommendation: none



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Course: **Blockchain**

Authors: E-Juniors

Learning Outcomes: CCS representatives shall...

(Knowledge)	(Skills)	(Autonomy)
What block chain is, what it allows and how to use it	To recognise block chain, validate its usefulness for own services and be able to access it	The use of the blockchain technology for generating benefits for him/herself and his/ her art

Suggested learning duration: 1 hour.

Material description : This module is mainly for information purposes. The aim is to enable you to familiarise yourself with the Blockchain tool and to recognise possible uses according to your own criteria, occupation and tasks.

The different parts will also allow you to familiarise yourself more easily through illustrating cases or exercise and to test yourself and recognise your level on this subject. Finally, the end of the module will give you the necessary leads to learn more and put into practice the theoretical knowledge presented here.

In addition, there are links to video, book, podcast and a practical exercise to develop your thinking on the topic.

Pre-requisites/Preparatory work recommended: You don't need to know much about blockchain to take this module. It is an introduction that will help you to better understand how and why you should get involved in this field. You do, however, need to be comfortable with basic digital concepts and terms.

Required supporting material needed in addition: Internet access with mobile phone, tablet or computer.

Any other recommendation: None



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Course: Digital payment tools

Authors: EiP SPAIN

Learning Outcomes: Artists will understand digital ways to take payment from art costumers

(Knowledge)	(Skills)	(Autonomy)
the most relevant platforms and providers to handle digital payments of own art sales	to use payment platforms, in particular: online payment gateways (PayPal, World Pay, After pay, Square), third party marketplaces (Etsy, EBay, Amazon, Art Station e Saatchi Art), mobile Apps (apple pay, etc.), cryptocurrency payments and others	Will be able for his/ her art costumers to perform payments in an easy, secure, trustworthy digital way

Suggested learning duration: 1 hrs.

Material description: Digital payments are useful to sell without geographical obstacles and are taking precedence over cash and cards. To do that it is fundamental to be educated on how selling works through different online platforms, and even better if connected with the professional website. In this module, we will learn about verified and secure payment methods (like PayPal, World Pay, Square, ect...), as well as to sell artworks on third-party platforms, like eBay, Etsy or Art Station.

Pre-requisites/Preparatory work recommended: None

Required supporting material needed in addition: Internet access, tablet or computer.

Any other recommendation: Parallel this module with the Digital payment tools, it may be interesting to connect it with the Creation of a website (and other digital tools for own artwork).

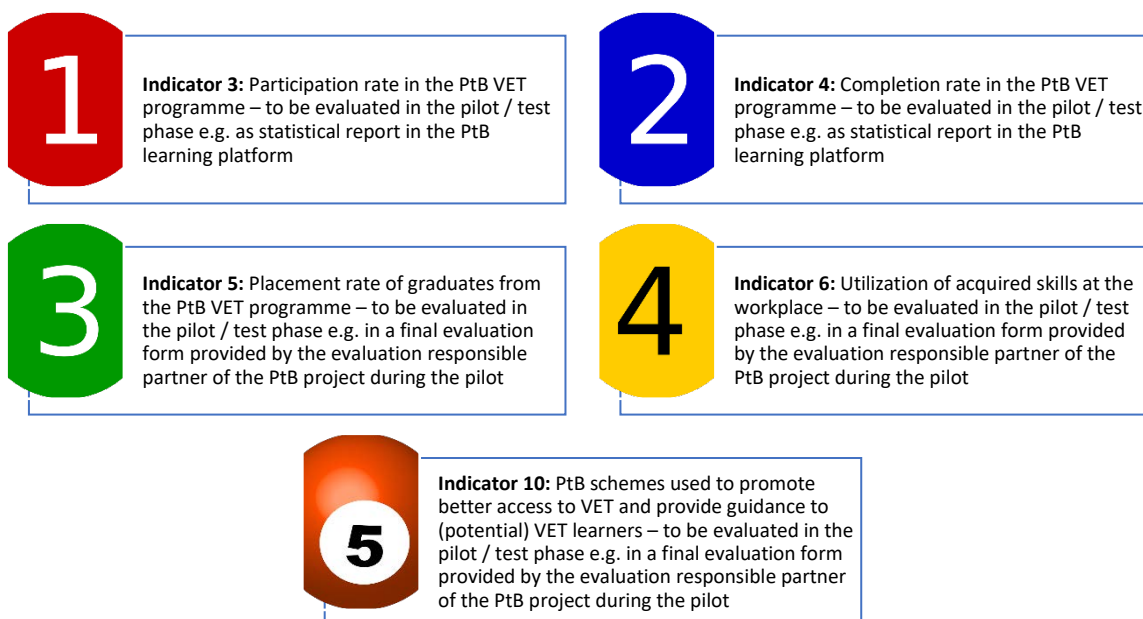


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5) Recommendations to VET providers for the PtB module evaluation

For the quality evaluation and assessment of the PtB training implementation, EQAVET suggests 10 indicators¹ VET providers can adopt and adapt to their use. The following list has been modified by the PtB partnership suggesting looking at indicators 3-6 & 10 for the evaluation of the PtB implementation, and to see improvement and review needs in the VET providers' service upon the exploitation of PtB material.



In sum, the PtB learning platform shall provide a good overview using statistics and reports, as well as an individual evaluation form the responsible evaluation leader in the PtB project provides.

Find here the indicator list with all indicators other VET providers outside the project would like to consider in addition:

[Indicator 1: Relevance of quality assurance systems for VET providers]

[Indicator 2: Investment in training of teachers and trainers]

Indicator 3: Participation rate in the PtB VET programme

Indicator 4: Completion rate in the PtB VET programme

¹ <https://ec.europa.eu/social/main.jsp?catId=1570&langId=en>



Indicator 5: Placement rate of graduates from the PtB VET programme

Indicator 6: Utilisation of acquired skills at the workplace

[Indicator 7: Unemployment rate in the country]

[Indicator 8: Prevalence of vulnerable groups]

[Indicator 9: Mechanisms to identify training needs in the labour market]

Indicator 10: PtB schemes used to promote better access to VET and provide guidance to (potential) VET learners

