

ASPIRE 2 CREATE PROFICIENCY AWARD (EQF LEVEL 7)

Guidelines for the Recognition and Validation of Cultural Entrepreneurs, Cultural Managers and Creative Business Advisers working in the Cultural and Creative Industries and other relevant organisations within the Not-For-Profit sector.

The Aspire 2 Create Proficiency Award is bench-marked with Level 7 in the European Qualifications Framework. It is for Cultural Entrepreneurs, Cultural Managers and Creative Business Advisers working in the Cultural and Creative Industries and other relevant organisations within the Not-For-Profit sector. The award is achieved through a process which recognizes and validates practice-based and work-based learning. The PROFICIENCY AWARD is only suitable for candidates who have at least 7 years experience in this field, 2 of which can be in Higher Education studying in a related field.

All candidates need to provide evidence of meeting the following 5 criteria:

- a) Highly specialised knowledge relating to Supporting Cultural Entrepreneurship, some of which is at the cutting edge with specific examples of application or contribution to the sector. This can be evidenced by examples of practical or embodied knowledge-sharing, written or spoken thought leadership, mentoring other professionals, contributions to policy through advising public institutions or sector associations, sharing the results of individual research, projects and action learning.
- b) Ability to critically appraise key knowledge issues concerning Supporting Cultural Entrepreneurship, particularly those issues at the interfaces between Arts and Cultural practices, Education and Life-Long Learning, Social and Individual Well-being and Cultural and Creative Enterprise. This can be evidenced through expressing the rationale for priorities, exploring and examining tensions, decision-making under conditions of opportunity, constraint and uncertainty, taking action in a specific environment and community and by using reflective practice and other evaluation strategies in professional discussions or using an annotated portfolio of work and work practices.
- c) Specialist problem-solving skills to develop new knowledge and procedures and to integrate knowledge from different fields within Supporting Cultural Entrepreneurship. This can be evidenced through a portfolio of work that demonstrates problem-solving collaborations with other fields to explore, examine, challenge, resolve, innovate or integrate knowledge and procedures from other fields into Supporting Cultural Entrepreneurship and a professional discussion giving a critical and reflective account of your specific contribution to the development of this new embodied or articulated knowledge.
- d) Ability to manage and transform work contexts in Supporting Cultural Entrepreneurship that are complex and unpredictable using new strategic approaches. This can be evidenced through a portfolio of work that demonstrates the use of new strategic approaches used to manage and transform work when working in complex and unpredictable contexts and a professional discussion giving a critical reflective account of these.
- e) Evidence of taking responsibility for contributing to Professional Knowledge and Practice within the Supporting Cultural Entrepreneurship Sector and for critically reviewing the work of those working within this and closely aligned fields. This can be evidenced by membership and active participation in Supporting Cultural Entrepreneurship professional or sectoral associations, through roles of advocacy and representation and public output concerning workers and working practices in the field.

Euro-Aspire Proficient Profile

All candidates need to demonstrate the competencies of the EURO-ASPIRE PROFICIENCY PROFILE through a portfolio of unedited video footage of work or live observation witness testimonies AND a filmed professional discussion with a proficient trainer.

Self-Awareness	Know your limits and the strengths and weaknesses of your own practice in each of the 3 roles
Values	Be aware of your own values in relation to your practice within 3 roles and be able to use different strategies to express these in a wide range of contexts, using different methods and content. Additionally, be able to locate your values alongside the values of others operating within your own sector and those of other related and inter-facing fields
Aims And Objectives	Be able to select and achieve aims and objectives for 3 roles using relevant practice and specialist knowledge of current developments, knowledge issues, tensions and relevant legislative or safety considerations
Effective Communication	Be able to communicate effectively using non-verbal and verbal communication strategies in different contexts and with different participant profiles and numbers using 3 roles
Content	Be able to select or generate and use appropriate examples of practice and content for specific participants and for specific purposes in 3 roles
Contexts	Be able to adapt all aims and objectives, content and resources for generalist, specialist and professional learner contexts using 3 roles.
Resources	Be able to adapt, modify or use space, equipment, technology, materials or any other physical resources to further your aims in 3 roles.
Mixing Roles	Be able to select, switch, mix and play any 3 practice roles within any work context and to explain your rationale for the choices made.
Process	Be aware of process whilst using 3 roles and be able to manage and explain the differences between the beginning, middle and end of any working session
Anticipating Problems	Be able to anticipate or find problems whilst using practice from any of 3 roles and be able to consider these as they arise
Problem-Solving	Be able to solve problem using practice from any of 3 roles and be able to consider the problem and explain what happened and why
Continuing Professional Development	Be able and committed to engage in assessment and development of your own practice in relation to 3 roles
Supervision	Be able and committed to supervise an individual or group in relation to their own practice in 3 roles
Leadership	Be able and committed to lead and facilitate professional discussions about practice in 3 roles
Advocacy	Be able and committed to advocate the role of the sector and its practices and explain the practice in 3 roles to public, professional or sector specific bodies

Euro-Aspire Proficient Profile Self-Assessment Tool

This Self-Assessment tool is for recording your own assessment of the evidence you are submitting and to prepare you for the Professional Discussion that will take place between you and a Level 7 Validator as part of this process. You will need to read through the Framework Questions on page 5 and be able to answer these to meet the relevant competences at Level 7. If you consider that you have sufficient evidence to demonstrate a specific competence with your answers to the

questions, video footage of you in a working context or any other support material then put a tick or mark in the appropriate box together with a timeline reference for video or a supporting document reference number. It is important that you are able to provide evidence and/or explanatory answers to the Framework Questions for each competence across all 3 roles: Artistic/Creative Practice; Knowledge Transfer; and Community Protocols and Soft-skills

	Cultural Entrepreneur or Manager/Creative Business Adviser	Knowledge Transfer	Community Protocols and Soft-skills
Self-Awareness			
Values			
Aims And Objectives			
Effective Communication			
Content			
Contexts			
Resources			
Mixing Roles			
Process			
Anticipating Problems			
Problem-Solving			
Continuing Professional Development			
Supervision			
Leadership			
Advocacy			

Euro-Aspire Proficient Profile Validation Assessment Tool

This Validation Assessment tool is for recording your assessment of the evidence that the candidate has submitted and to prepare you for the Professional Discussion that will take place between you and the candidate at the next stage of the validation process. You will need to read through the Framework Questions on page 5 and determine which of these you will need to ask the candidate during the Professional Discussion in order to determine if the candidate meets the relevant competences at Level 7. If you consider that the candidate has provided you with sufficient evidence to demonstrate a specific competence

with her or his video footage in a working context or any other support material then put a tick or mark in the appropriate box together with a timeline reference for video or a supporting document reference number. It is important that you are able to reference the evidence and/or explanatory commentary for each competence across all 3 roles: Artistic/Creative Practice; Knowledge Transfer; and Community Protocols and Soft-skills; Then, you will join the Candidate in the Professional Discussion to test or ask for further evidence using the Framework Questions. The evidenced competences will then be validated.

	Cultural Entrepreneur or Manager/Creative Business Adviser	Knowledge Transfer	Community Protocols and Soft-skills
Self-Awareness			
Values			
Aims And Objectives			
Effective Communication			
Content			
Contexts			
Resources			
Mixing Roles			
Process			
Anticipating Problems			
Problem-Solving			
Continuing Professional Development			
Supervision			
Leadership			
Advocacy			

EURO-ASPIRE FRAMEWORK

QUESTIONS FOR SELF-ASSESSMENT, PROFESSIONAL DISCUSSION AND VALIDATION

Each competency has 3 roles

COMPETENCY 1: SELF AWARENESS

ARTISTIC/CREATIVE PRACTICE:
How does your own artistic experience and artistic preferences and the limits of your artistic practice (e.g. strengths, weaknesses) affect what is observed on this occasion?

KNOWLEDGE TRANSFER:
How does your own experience and any preferences for specific knowledge transfer strategies (e.g. training, mentoring, coaching, shadowing, inquiry, group projects, etc.) affect what is observed on this occasion?

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:
How does your own experience and preferences for using, embodying, modelling or promoting community protocols and soft-skills (e.g. feminism, work ethic, etc.) affect what is observed on this occasion?

COMPETENCY 2: VALUES

ARTISTIC/CREATIVE PRACTICE:
Are your own artistic values evident here? If so how are they expressed (e.g. approach, method, content, context etc.)?

KNOWLEDGE TRANSFER:
Are your own educational values evident here? If so how are they expressed (e.g. approach, method, content, context etc.)?

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:
Are your own social values evident here? If so how are they expressed (e.g. approach, method, content, context etc.)?

COMPETENCY 3: AIMS AND OBJECTIVES

ARTISTIC/CREATIVE PRACTICE:
How did you select the artistic aims and objectives on this occasion? To what extent did you achieve these aims and objectives? Give your reasons for this.

KNOWLEDGE TRANSFER:
How did you select the knowledge transfer aims and objectives on this occasion? To what extent did you achieve these aims and objectives? Give your reasons for this.

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:
How did you select the social aims and objectives on this occasion? To what extent did you achieve these aims and objectives? Give your reasons for this.

COMPETENCY 4: EFFECTIVE COMMUNICATION (VERBAL AND NON-VERBAL)

ARTISTIC/CREATIVE PRACTICE:
Is your artistic communication effective on this occasion? How do you know this? What could be improved? Why?

KNOWLEDGE TRANSFER:
Is your communication effective throughout the knowledge transfer strategies used on this occasion? How do you know this? What could be improved? Why?

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:
Is your communication effective throughout the using, embodying, modelling or promoting community protocols and soft-skills used on this occasion? How do you know this? What could be improved? Why?

COMPETENCY 5: CONTENT

ARTISTIC/CREATIVE PRACTICE:
Explain your rationale for the content used to support artistic practice selected for this occasion linking this to the purpose, context and the participants.

KNOWLEDGE TRANSFER:

Explain your rationale for the content used to support the knowledge transfer strategies selected for this occasion linking this to the purpose, context and the participants.

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:

Explain your rationale for the content used to support the community protocols and soft-skills to be used, embodied, modelled or promoted on this occasion linking this to the purpose, context and the participants.

**COMPETENCY 6:
CONTEXT****ARTISTIC/CREATIVE PRACTICE:**

Explain your rationale for adapting your artistic practice to the specific context on this occasion. Explain and give the rationale for adapting your artistic practice for working with professional, specialist or generalist cultural learners and also for individuals, groups and communities.

KNOWLEDGE TRANSFER:

Explain your rationale for selecting certain knowledge transfer strategies for the specific context on this occasion. Explain and give the rationale for selecting certain knowledge transfer strategies for working with professional, specialist or generalist cultural learners and also for individuals, groups and communities.

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:

Explain your rationale for using, embodying, modelling or promoting certain protocols and soft-skills for the specific context on this occasion. Explain and give the rationale for using, embodying, modelling or promoting certain community protocols and soft-skills for working with professional, specialist or generalist cultural learners and also for individuals, groups and communities.

**COMPETENCY 7:
RESOURCES****ARTISTIC/CREATIVE PRACTICE:**

Explain your rationale for adapting the space, technology, equipment, materials or other physical resources

to support your selected artistic practice on this occasion.

KNOWLEDGE TRANSFER:

Explain your rationale for adapting the space, technology, equipment, materials or other physical resources to support your selected knowledge transfer strategies on this occasion.

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:

Explain your rationale for adapting the space, technology, equipment, materials or other physical resources to support your selected community protocols and soft-skills on this occasion.

**COMPETENCY 8:
MIXING ROLES****ARTISTIC/CREATIVE PRACTICE:**

Explain when you gave emphasis to the artistic practice role during this occasion and why you did this.

KNOWLEDGE TRANSFER:

Explain when you gave emphasis to the knowledge transfer role during this occasion and why you did this.

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:

Explain when you gave emphasis to the community protocols and soft-skills role during this occasion and why you did this.

**COMPETENCY 9:
PROCESS****ARTISTIC/CREATIVE PRACTICE:**

Explain your rationale for how you structure the session (e.g. beginning, middle and end) and manage the artistic/creative process on this occasion.

KNOWLEDGE TRANSFER:

Explain your rationale for how you structure the session (e.g. beginning, middle and end) and manage the knowledge transfer process on this occasion.

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:

Explain your rationale for how you structure the session (e.g. beginning, middle and end) and manage the process of using, embodying,

modelling or promoting certain community protocols and soft-skills on this occasion.

**COMPETENCY 10:
ANTICIPATING PROBLEMS****ARTISTIC/CREATIVE PRACTICE:**

Explain how you anticipated artistic problems and effectively managed these on this occasion.

KNOWLEDGE TRANSFER:

Explain how you anticipated knowledge transfer problems and effectively managed these on this occasion.

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:

Explain how you anticipated problems with using, embodying, modelling or promoting certain community protocols and soft-skills and effectively managed these on this occasion.

**COMPETENCY 11:
PROBLEM SOLVING****ARTISTIC/CREATIVE PRACTICE:**

If you experienced an artistic problem or challenge during this occasion, explain how this affected you. Give the rationales for each of the options for action you considered to address this problem. Explain which of the options you actually selected, why you selected it and what the impact of this choice was on your own experience and the experience of the others present on this occasion. Explain why you think this problem or challenge arose, if it could have been anticipated by you and whether it was effectively managed by you on this occasion.

KNOWLEDGE TRANSFER:

If you experienced a problem or challenge with the knowledge transfer strategies used during this occasion, explain how this affected you. Give the rationales for each of the options for action you considered to address this problem. Explain which of the options you actually selected, why you selected it and what the impact of this choice was on your own experience and the experience of the others present on this occasion. Explain why you think this problem or challenge arose, if it could have been anticipated by you and whether it was effectively managed by you on this occasion.

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:

If you experienced a problem or challenge with the community protocols and soft-skills used, embodied, modelled or promoted during this occasion, explain how this affected you. Give the rationales for each of the options for action you considered to address this problem. Explain which of the options you actually selected, why you selected it and what the impact of this choice was on your own experience and the experience of the others present on this occasion. Explain why you think this problem or challenge arose, if it could have been anticipated by you and whether it was effectively managed by you on this occasion.

COMPETENCY 12: CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

ARTISTIC/CREATIVE PRACTICE:

Explain what CPD activities you have been engaged in during the past 12 months that is up-dating or developing your breadth or depth of expertise in using artistic practice. Explain your rationale for doing this together with consideration of the impact of you undertaking this CPD, including professional or educational accreditation, new work opportunities, benefits to your organisation or to satisfy demand of beneficiaries or any other relevant attributes.

KNOWLEDGE TRANSFER:

Explain what CPD activities you have been engaged in during the past 12 months that is up-dating or developing your breadth or depth of expertise in using knowledge transfer strategies. Explain your rationale for doing this together with consideration of the impact of you undertaking this CPD, including professional or educational accreditation, new work opportunities, benefits to your organisation or to satisfy demand of beneficiaries or any other relevant attributes.

COMMUNITY OF PRACTICE PROTOCOLS AND SOFT-SKILLS:

Explain what CPD activities you have been engaged in during the past 12 months that is up-dating or developing your breadth or depth of expertise in using, embodying, modelling or promoting certain

community protocols and soft-skills. Explain your rationale for doing this together with consideration of the impact of you undertaking this CPD, including professional or educational accreditation, new work opportunities, benefits to your organisation or to satisfy demand of beneficiaries or any other relevant attributes.

COMPETENCY 13: SUPERVISION

(ACROSS ALL 3 ROLES)

Explain the supervisory activities of your colleagues that you have been engaged in during the past 12 months that operate across all 3 roles giving details of the purpose, the participants and the contexts in which you do this supervision. Explain which frameworks or tools you use to carry out this supervisory work and how you support the achievement of individual and/or collective goals. Explain how you are supported and appraised in this work and by whom. Give one example of how you have performed this supervisory role and enabled a colleague to change their behaviour or attitude in order to achieve a personal or professional goal.

COMPETENCY 14: LEADERSHIP

(ACROSS ALL 3 ROLES)

Give examples of individual leadership activities that you have engaged in during the past 24 months that use your expertise across all 3 roles. Explain the type and impact of each leadership role e.g. community of practice development, organisational development, knowledge-making through research and theoretical understanding, innovation, recognition from colleagues in the sector, social or commercial enterprise development, etc.)

COMPETENCY 15: ADVOCACY

(ACROSS ALL 3 ROLES)

Give examples of advocacy that you have engaged in during the past 24 months that use your expertise across all 3 roles. Explain the type of advocacy and the resulting impact e.g. external policy development, increase in recognition of the

sector, representation of the sector, membership on public and private institutions, invitation to conference platforms and panels, publications, press and media interviews, consultancy work etc.)

TYPES OF EVIDENCE REQUIRED TO SUPPORT THE COMPETENCIES ABOVE:

- Unedited video footage of working contexts;
- Reflective blog/journal;
- Professional blog/log-book;
- Observational records by supervisor, line manager or peer mentor;
- Testimonial statements and references from employers, contractors and colleagues;
- Unedited video of professional discussion with action points or minutes;
- Other relevant documents e.g. conference proceedings, speech transcripts, books, reviews, press and media excerpts etc.

ALL EVIDENCE NEEDS TO BE APPROVED BY CANDIDATE SUPERVISOR/INTERNAL ASSESSOR BEFORE SUBMISSION.

GLOSSARY OF TERMS

(definitions quoted/ adapted from <http://dictionary.cambridge.org/dictionary/british/>)

ADVOCACY: to publicly support a way of doing something.

ANTICIPATING: expecting or imagining something to happen.

APPRAISE: examine someone to judge their qualities, success or needs.

ARTISTIC/CREATIVE PRACTICE: practice relating to art or creativity.

COLLEAGUE: one of a group of people who work together.

COMMUNITY CULTURAL LEARNERS: people who engage in arts, creative and cultural learning in a community made up of more than one group.

COMMUNITY OF PRACTICE: people working in one particular industry sector or job-roles which have common practices in their work and working contexts.

COMPETENCY: an important skill that is needed to do a job.

CONTENT: topics, subjects, ideas and narratives etc. included in knowledge transfer sessions.

CONTEXT: the situation within which something exists or happens.

CULTURAL LEARNERS: people who learn by engaging in artistic, creative and cultural activities.

CULTURAL LEARNING: learning that occurs through engaging in artistic, creative and cultural activities.

EFFECTIVE COMMUNICATION: successful ways of sending and receiving information between people.

EMBODYING: representing a quality or an idea exactly.

EMPHASIS: the particular importance or attention that you give to something.

FRAMEWORK: a system of rules, ideas or beliefs that is used to plan or decide something.

GENERALIST CULTURAL LEARNERS: people who engage in arts, creative and cultural learning for general, social or educational reasons rather than to specifically develop their own artistic practice.

GROUP CULTURAL LEARNERS: people who engage in arts, creative and cultural learning in groups.

INDIVIDUAL CULTURAL LEARNERS: people who engage in arts, creative and cultural learning alone or in a one-to-one context.

KNOWLEDGE TRANSFER: to move knowledge and skills from one person or group to another person or group.

KNOWLEDGE TRANSFER STRATEGY: a method or way of moving knowledge and skills from one person or group to another person or group.

MODELLING: showing or demonstrating something by just being it.

OBSERVATIONAL RECORDS: records that are the result of watching someone carefully and closely in order to learn something or to make a judgement.

PEER MENTOR: a person at the same level in a hierarchy who gives another person help and advice over a period of time to help them to carry out or progress with their work.

PROFESSIONAL DISCUSSION: a professionally-focused activity in which people talk about their ideas, opinions, reflections and experiences.

PROFESSIONAL CULTURAL LEARNERS: people who engage in arts, creative and cultural learning for professional reasons e.g. to make a living from their own artistic practice.

PROMOTING: to encourage people to use, do or support something.

PROTOCOLS: the informal or formal agreements between members of an association or community.

RATIONALE: the reasons or intentions for a set of thoughts or actions.

REFLECTIVE BLOG/JOURNAL: a type of record of your thinking about all aspects of your work practice in a critical and analytical way.

SOFT-SKILLS: people's abilities to work well together.

SPECIALIST CULTURAL LEARNERS: people who engage in arts, creative and cultural learning for specialist reasons e.g. to become a specialist in artistic practice.

SUPERVISOR: a person with a responsibility for a particular learner or practitioner.

TESTIMONIAL STATEMENT: a statement about the character, qualities or competencies of someone.

UNEDITED: a text or film without any changes or any footage removed from it.