



## **Accompanying Guidance for Testing of CCI Enterprise Support Competences**

This will be achieved by embedding it in the usual process of recognition and validation of new candidates in this new pathway using the Generic Competencies of the Euro-Aspire Framework. Guidance for candidates will be provided throughout the process, as usual, using the generic competences leaving the candidate to select appropriate examples and excerpts of their current practice.

During MasterClass 2, candidates and partners matched the technical areas identified by the research on the role of Creative Entrepreneur Advisers to the generic competencies in the Euro-Aspire Framework. These were as follows:

### ***A. Intervention in the Cultural and Creative Sectors (CCS)***

- a) Awareness of Infrastructure of regional, national or international CCS;
- b) Access CCS networks at a regional, national or international level;
- c) Develop CCS infrastructure by nourishing, educating, connecting, investing, focusing, extending etc.
- d) Engage in entrepreneurial activities in the CCS or other relevant sectors;
- e) Connect artists and creatives to consumer and business markets by advocacy, negotiation, mediation or brokering activities;

### ***B. Commercial insight, innovation and Intellectual property***

- a) Engage in Business or Career planning activities for CCS;
- b) Appraise potential and actual opportunities for accessing finance appropriate to CCS;
- c) Appraise potential and actual opportunities for developing and exploiting intellectual property, other knowledge assets and goods relevant to the experience economy within regional, national or international contexts;
- d) Identify, develop or appraise individual and collaborative business structures and models for specific social and commercial enterprises in CCS;

### ***C. Business and Project Realization***

- a) Realize and evaluate a project or business in CCS or other relevant sectors from conception to completion;
- b) Identify development needs and to construct and negotiate a change management programme to address these and to evaluate the impact and effectiveness of the programme;

- c) Administrate a project or business in CCS or other relevant sectors;
- d) Engage in problem-solving and innovate within the CCS;

#### ***D. Marketing and Communications***

- a) Communicate effectively with stakeholders through written and audio-visual material and in face-to-face contexts e.g. in business plans, promotional videos and pitches;
- b) Market CCS projects, businesses and products to business and consumer markets using social and other media to build and exploit communities of interest;
- c) Identify, appraise and exploit potential and actual branding opportunities in the CCS and other relevant sectors;
- d) Add value to CCS projects, businesses and products through public relations and advocacy in regional, national or international contexts;

Partners agreed that the new cohort of candidates seeking the Level 7 and Level 5 validation of non-formal learning gained through the delivery of the Creative Entrepreneur Adviser (CEA) role would use the generic competencies of the Euro-Aspire Framework.

The Learning and People skills would be able to be directly transferable across roles, if re-contextualized, but the Technical skills would be based on Creative Enterprise rather than Cultural Learning.

The curriculum developed through the research process for Creative Enterprise would be tested by being visible or referred to in the portfolio content of the candidates.

The technical curriculum underpinning Creative Enterprise could be tested and a simplified concentrated labelling of the critical content could be actioned by examining the portfolios and engaging in the professional dialogues with the candidates of this new pathway.

A further test would be carried out by taking one candidate who had sufficient expertise, knowledge and skills to be recognized and validated for both pathways at Level 7.

The candidate had been successfully validated for Cultural Learning and would be asked to develop a portfolio of the new technical skills of Creative Enterprise and to re-contextualize transferable Learning and People skills.

#### **A2C Results of the testing of the Creative Entrepreneur Adviser Curriculum:**

Candidates who undertook the Creative Entrepreneur Adviser (CEA) role used the generic competencies of the Euro-Aspire Framework effectively and the key common curriculum elements evident in all the practice examples used to demonstrate Technical skills were:

- a) **Leadership** e.g. Business and Project Realisation
- b) **Networking** e.g. Intervention in the Cultural and Creative Sectors
- c) **Creative and Cultural Markets** e.g. Marketing and Communications for CCI
- d) **Entrepreneurial Skills** e.g. Commercial insight, innovation and intellectual property

The testing confirmed that Learning and People skills could be directly transferable across roles, as these were effectively re-contextualized by the one candidate who had sufficient expertise, knowledge and skills to be recognized and validated for both pathways at Level 7.

The candidate was successfully validated for a second pathway: the Creative Enterprise Adviser role through demonstrating the relevant technical skills and re-contextualising the Learning and People skills in a Professional Dialogue

The limit of the testing across such a small cohort of candidates can only be viewed as indicative but their practice was relevant in at least 60 creative business support contexts within 4 countries.

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