



Higher National Unit specification

General information

Unit title: Leading Creative Business Development and Support
(SCQF level 11)

Unit code: HD8X 38

Superclass: AE

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Unit purpose

Leading Creative Business Development and Support (SCQF level 11) is a mandatory Unit for practice-based learners who may be specialist creative business advisers, creative entrepreneurs, cultural managers, cultural policy or cultural development workers with at least 5 years of practice-based learning delivering Creative Business Development and Support in commercial and social enterprise settings.

This Unit is concerned with creative enterprise for Creative Business Development and Support contexts and is part of a suite of mandatory Units that make up the Professional Development Award for Practice-based Learning for the Creative and Cultural Industries at SCQF level 11 for Creative Business Development and Support. The first three Units may be undertaken in any order but they must be successfully completed before this Unit is undertaken. The four Units are:

- 1 *Creative Business Development and Support: Specialist in Creative Enterprise* (SCQF level 11)
- 2 *Non-formal Learning: Specialist in Sharing Knowledge and Skills* (SCQF level 11)
- 3 *Non-formal Contexts: Specialist in Developing Social Potential* (SCQF level 11)
- 4 *Leading Creative Business Development and Support* (SCQF level 11)

This Unit should be completed by learners in practice-based contexts, eg in the work-place, creative, public or community spaces as an employee, freelancer, trainee, volunteer, apprentice or student.

Higher National Unit specification: General information (cont)

Unit title: Leading Creative Business Development and Support
(SCQF level 11)

Outcomes

On successful completion of the Unit learners will be able to:

- 1 Strategically and fluently select, generate and blend the three strands of activity within any Creative Business Development and Support activity or context and explain the rationale and critically evaluate the choices made.
- 2 Evidence current engagement in continuing professional development of Creative Business Development and Support practice for at least two of the three strands underpinned by an evaluation of practice.
- 3 Demonstrate supervision, mentoring or coaching activities in Creative Business Development and Support practice and be able to explain, critically evaluate and contrast supervision strategies and leadership styles applied.
- 4 Create new Creative Business Development and Support knowledge, procedures or innovations and/or apply and synthesise knowledge from other sectors.
- 5 Engage in strategic advocacy for Creative Business Development and Support practice and develop, explain and critically appraise rationales for different stake-holders inside and outside the sector.
- 6 Critically reflect on and evaluate leadership of Creative Business Development and Support using appropriate frameworks, support material and feedback within the last 24 months.

Credit points and level

2 Higher National Unit credits at SCQF level 11: (16 SCQF credit points at SCQF level 11)

Recommended entry to the Unit

This Unit is for specialist creative business advisers, creative entrepreneurs, cultural managers, cultural policy or cultural development workers delivering Creative Business Development and Support in commercial and social enterprise settings. Learners can be consultants, employees, freelancers, interns, volunteers or students in the creative and cultural industries with at least 5 years practice-based learning in any of these roles or in any combination of these roles.

This Unit at level 11 is for Practice-based learners in Creative Business Development and Support who are able to meet the requirements through current or prior experiential learning using a range of support material gathered within the last 24 months. This may include:

- ◆ learners already in post as leaders without a qualification at SCQF level 11 that will be able to meet the requirements of the Unit at level 11.
- ◆ learners moving on from the SCQF level 8 practitioner qualification who have gained sufficient further practice-based learning to meet the minimum experience requirement of a level 11 practitioner.
- ◆ learners from other workforces with relevant SCQF levels 9 or 10 qualifications.

Higher National Unit specification: General information (cont)

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- ◆ 'direct entry' learners with existing awards at level 10 or above who have engaged in practice-based learning for the Creative and Cultural industries, eg graduates with related vocational degrees; in media, communications, arts, business, community learning and development; or with non-vocational degrees, eg in social sciences, media, combined with non-formal or informal practice-based learning or with other equivalent awards.

Learners undertaking this Unit at level 11 should have well developed communication and inter-personal skills and be able to demonstrate the ability to think analytically and systematically. They should be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs. They should be able to demonstrate critical and contextual knowledge of their practice and identify practitioners that have challenged, influenced and inspired them. They should also demonstrate their expertise in the supervision of others, their contribution to innovation and their ability to represent their practice and sector through advocacy to public, professional or policy-making audiences.

The recommended Core Skills entry level for this Unit at SCQF level 11 is at least:

Communication SCQF level 6

Numeracy SCQF level 6

Problem Solving SCQF level 6

Information and Communication Technology (ICT) SCQF level 6

Working with Others SCQF level 6

The recommended Core Skills entry level has been adopted to allow learners from a wide range of backgrounds to access the award.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit, like each of the Units that form the qualifications in this suite, should be completed by practice-based learners in non-formal and informal environments, eg in the work-place as an employee, freelancer, trainee, volunteer, apprentice or student. Learners require access to practise-based Creative Business Development and Support activities. The first three Units may be undertaken in any order but they must be successfully completed before this Unit is undertaken.

Higher National Unit specification: General information (cont)

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Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Strategically and fluently select, generate and blend the three strands of activity within any Creative Business Development and Support activity or context and explain the rationale and critically evaluate the choices made.

Knowledge and/or Skills

- ◆ Strategically and fluently select, generate and blend the three strands of activity within at least four Creative Business Development and Support activities or contexts
- ◆ Explain the rationale for the choices made in these Creative Business Development and Support activities or contexts and critically evaluate these choices

Outcome 2

Evidence current engagement in continuing professional development of Creative Business Development and Support practice for at least two of the three strands underpinned by an evaluation of practice.

Knowledge and/or Skills

- ◆ Evaluate practice within each of the three strands of activity and link to needs for continuing professional development of Creative Business Development and Support practice
- ◆ Evidence current engagement in continuing professional development of Creative Business Development and Support practice for at least two of the three strands

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Demonstrate supervision, mentoring or coaching activities in Creative Business Development and Support practice and be able to explain, critically evaluate and contrast supervision strategies and leadership styles applied.

Knowledge and/or Skills

- ◆ Demonstrate at least three examples of Supervising, Mentoring or Coaching activities in Creative Business Development and Support practice
- ◆ Explain and critically evaluate supervision strategies and contrast the purpose, approach and method of two or more examples of supervision
- ◆ Explain and critically evaluate how to adapt leadership styles to suit the needs of individuals or groups

Outcome 4

Create new Creative Business Development and Support knowledge, procedures or innovations and/or apply and synthesise knowledge from other sectors.

Knowledge and/or Skills

- ◆ Identify innovation in Creative Business Development and Support knowledge, procedures, synthesis with knowledge from other sectors
- ◆ Evaluate specific roles or contribution to the innovation
- ◆ Explain the purpose of the innovation or synthesis.
- ◆ Describe the impact or potential impact of the innovation or synthesis

Outcome 5

Engage in strategic advocacy for Creative Business Development and Support practice and develop, explain and critically appraise rationales for different stake-holders inside and outside the sector.

Knowledge and/or Skills

- ◆ Identify activities in strategic advocacy for Creative Business Development and Support practice
- ◆ Develop, explain and critically appraise advocacy rationales for the general public; sector professionals or organisations; and policy makers or public authorities

Higher National Unit specification: Statement of standards (cont)

Unit title: Leading Creative Business Development and Support
(SCQF level 11)

Outcome 6

Critically reflect on and evaluate leadership of Creative Business Development and Support using appropriate frameworks, support material and feedback within the last 24 months.

Knowledge and/or Skills

- ◆ Explain the purpose of evaluating Creative Business Development and Support leadership
- ◆ Critically evaluate the use of constructive feedback about practice
- ◆ Use an appropriate framework to critically reflect on support material and feedback within the last 24 months to evaluate, affirm and improve aspects of practice

Evidence Requirements for this Unit

A portfolio of support material will provide all the evidence produced from practice-based work carried out within the last 24 months. Competencies should be demonstrated through work products and consist of materials that demonstrate that learner has the required competences.

The portfolio should provide all the evidence of meeting the requirements at the appropriate level in the form of:

A SUPPORT MATERIAL:

A series of work products, audio-visual recordings, documents and commentaries, eg short video sequences, sound-bites blogs or specific written or visual documentation.

Outcome 1

- ◆ Strategically and fluently select, generate and blend the three strands of activity within at least four Creative Business Development and Support activities or contexts.
- ◆ Explain the rationale for the choices made in these Creative Business Development and Support activities or contexts and critically evaluate these choices.

Outcome 2

- ◆ Evidence current engagement in continuing professional development of Creative Business Development and Support practice for at least two of the three strands.

Outcome 3

- ◆ Demonstrate at least three examples of Supervising, Mentoring or Coaching activities in Creative Business Development and Support practice.

Higher National Unit specification: Statement of standards (cont)

Unit title: Leading Creative Business Development and Support
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Outcome 5

- ◆ Identify activities in strategic advocacy for Creative Business Development and Support practice.

B REFLECTIVE STATEMENTS:

Three reflective statements: a self-awareness statement, a values statement and a context statement. These statements will refer to the learner leading Creative Business Development and Support.

Outcome 6

- ◆ Explain the purpose of evaluating leading Creative Business Development and Support.
- ◆ Critically evaluate the use of constructive feedback about their practice.
- ◆ Use an appropriate framework to critically reflect on support material and feedback within the last 24 months to evaluate, affirm and improve aspects of practice.

C PROFESSIONAL DIALOGUE:

A 30-minute professional dialogue held between two assessors and the learner, of which a video-recording is made, solely for assessment. (If an interpreter is required by the learner or either assessors then a further 15 minutes is allocated for this purpose). Part of the dialogue will focus on Leading Creative Business Development and Support.

Outcome 2

- ◆ Evaluate practice within each of the three strands of activity and link to needs for continuing professional development of Creative Business Development and Support practice.

Outcome 3

- ◆ Explain and critically evaluate supervision strategies and contrast the purpose, approach and method of two or more examples of supervision.
- ◆ Explain and critically evaluate how they have adapted leadership styles to suit the needs of individuals or groups.

Outcome 4

- ◆ Identify innovation in Creative Business Development and Support knowledge or procedures or synthesis with knowledge from other sectors that they have been involved with.
- ◆ Evaluate their specific role or contribution to the innovation.
- ◆ Explain the purpose of the innovation or synthesis.
- ◆ Describe the impact or potential impact of the innovation or synthesis.

Higher National Unit specification: Statement of standards (cont)

Unit title: Leading Creative Business Development and Support
(SCQF level 11)

Outcome 5

- ◆ Develop, explain and critically appraise advocacy rationales for the general public; sector professionals or organisations; and policy makers or public authorities.



National Unit Support Notes

Unit title: Leading Creative Business Development and Support
(SCQF level 11)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is part of a suite of qualifications that has been developed in response to the need for recognition and validation of practitioners in Creative Business Development and Support and to provide relevant, practice-based qualifications. The Professional Development Award in Practice-based Learning for the Creative and Cultural Industries aims to support the continuing professional development of the workforce delivering Creative Business Development and Support.

This Unit, like each of the Units that form the qualifications in this suite, should be completed by practice-based learners in non-formal and informal environments, eg in the work-place as an employee, freelancer, trainee, volunteer, apprentice or student. Learners require access to practise-based Creative Business Development and Support activities. The first three Units may be undertaken in any order but they must be successfully completed before this Unit is undertaken.

Creative Business Development and Support is delivered by experienced creative enterprise practitioners to aspiring artists and creative professionals; to cultural organisations; and to commercial and social enterprises in the creative and cultural industries; Creative Business Development and Support is delivered by specialist creative business advisers, creative entrepreneurs, cultural managers, cultural policy or cultural development workers. Learners can be consultants, employees, freelancers, interns or volunteers in the creative and cultural industries with at least 5 years practice-based learning in any of these roles or in any combination of these roles.

Creative Business Development and Support consists of three strands of activity:

- ◆ Creative Enterprise for Creative Business Development and Support
- ◆ Sharing knowledge and Skills in Non-formal and informal contexts
- ◆ Developing Social Potential in Non-formal and informal contexts

These three activities are blended by practitioners according to the emerging requirements of each Creative Business Development and Support session, activity or project.

National Unit Support Notes (cont)

Unit title: Leading Creative Business Development and Support
(SCQF level 11)

The Euro-Aspire Framework (EAF) may be used as an appropriate Competency Framework relevant to the Professional Development Award in Practice-based Learning for the Creative and Cultural Industries SCQF level 11 (EQF level 7) . A summary of the key competencies in the EAF is given below:

- ◆ Deliver specialist self-generated complex aims and objectives
- ◆ Communicate effectively and strategically
- ◆ Select or generate and use appropriate content for diverse contexts
- ◆ Use, adapt or modify resources safely
- ◆ Identify, manage and explain the process of any working session
- ◆ Anticipate or solve problems and analyse what happened and why
- ◆ Know your personal and professional limits, strengths and development needs
- ◆ Be aware of the impact of your values in different contexts and with different participants and locate these alongside your peers
- ◆ Select, generate or blend three strands of activity and explain the rationale for the choices you make
- ◆ Engage in the assessment and development of your own practice underpinned by your development needs
- ◆ Supervise the practice of an individual or group and be able to explain and contrast your supervision and leadership styles
- ◆ Innovate within the practice or synthesise knowledge with that from other sectors;
- ◆ Engage in advocacy for the practice and sector

Guidance on approaches to delivery of this Unit

This Unit, like each of the Units that form the qualifications in this suite, should be completed by practice-based learners in non-formal and informal environments, eg in the work-place as an employee, freelancer, trainee, volunteer, apprentice or student. Learners require access to practise-based cultural learning activities. The first three Units may be undertaken in any order but they must be successfully completed before the fourth Unit is undertaken.

Guidance on approaches to assessment of this Unit

This Unit needs to be assessed in non-formal or informal environments, eg in practice-based roles as an employee, freelancer, trainee volunteer, apprentice or student. This Unit at level 11 is for Practice-based learners in Creative Business Development and Support who are able to meet the requirements through current or prior experiential learning using a range of support material gathered within the last 24 months.

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

National Unit Support Notes (cont)

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(SCQF level 11)

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Learners undertaking this Unit at level 11 should have well developed communication and inter-personal skills and be able to demonstrate the ability to think analytically and systematically. They should be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs. They should be able to demonstrate critical and contextual knowledge of their practice and identify practitioners that have challenged, influenced and inspired them. They should also demonstrate their expertise in the supervision of others, their contribution to innovation and their ability to represent their practice and sector through advocacy to public, professional or policy-making audiences.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Leading Creative Business Development and Support (SCQF level 11)

This section will help you decide whether this Unit is for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is a mandatory Unit within a suite of qualifications that has been developed to provide relevant, practice-based qualifications for Creative Business Development and Support and to promote the continuing professional development of the workforce delivering Creative Business Development and Support.

Creative Business Development and Support consists of three strands of activity:

- ◆ Creative Enterprise for Creative Business Development and Support
- ◆ Sharing knowledge and Skills in Non-formal and informal contexts
- ◆ Developing Social Potential in Non-formal and informal contexts

These three activities are blended by practitioners according to the emerging requirements of each Creative Business Development and Support session, activity or project.

Four mandatory Units make up the Professional Development Award for Practice-based Learning for the Creative and Cultural Industries at SCQF level 11 in Creative Business Development and Support.

These are:

- 1 *Creative Business Development and Support: Specialist in Creative Enterprise* (SCQF level 11)
- 2 *Non-formal Learning: Specialist in Sharing Knowledge and Skills* (SCQF level 11)
- 3 *Non-formal Contexts: Specialist in Developing Social Potential* (SCQF level 11)
- 4 *Leading Creative Business Development and Support* (SCQF level 11)

The first three Units may be undertaken in any order but they must be successfully completed before this Unit is undertaken.

You may only undertake this Unit if you are a practice-based learner in the Creative Business Development and Support sector such as a specialist creative business adviser, creative entrepreneur, cultural manager, cultural policy or cultural development worker. This means that you are likely to be a specialist creative enterprise practitioner delivering Creative Business Development and Support. Creative Business Development and Support is delivered by to aspiring artists and creative professionals; to cultural organisations; and to commercial and social enterprises in the creative and cultural industries. Learners can be consultants, employees, freelancers, interns or volunteers in the creative and cultural industries with at least 5 years practice-based learning in any of these roles or in any combination of these roles.

This Unit at level 11 is for Practice-based learners in Creative Business Development and Support who are able to meet the requirements through current or prior experiential learning using a range of support material gathered within the last 24 months. This may include you if you are:

General information for learners (cont)

Unit title: Leading Creative Business Development and Support (SCQF level 11)

- ◆ already in post as a leader without a qualification at SCQF level 11.
- ◆ moving on from the SCQF level 8 practitioner qualification and you are able to meet the minimum experience requirement of a Level 11 practitioner.
- ◆ from other workforces with relevant SCQF levels 9 or 10 qualifications.
- ◆ able to demonstrate existing awards at level 10 or above and practice-based learning for the Creative and Cultural industries at the appropriate level.

You should have well developed communication and inter-personal skills and be able to demonstrate the ability to think analytically and systematically. You should be able to use these skills to give an account of your experiences, reflect on them, make valid conclusions and express strengths and development needs. You should be able to demonstrate critical and contextual knowledge of your practice and identify practitioners that have challenged, influenced and inspired you. You should also demonstrate your expertise in the supervision of others, your contribution to innovation and your ability to represent your practice and sector through advocacy to public, professional or policy-making audiences.

The recommended Core Skills entry level for this Unit at SCQF level 11 is at least:

Communication SCQF level 6

Numeracy SCQF level 6

Problem Solving SCQF level 6

Information and Communication Technology (ICT) SCQF level 6

Working with Others SCQF level 6

The recommended Core Skills entry level has been adopted to allow learners from a wide range of backgrounds to access the award.

This Unit will enable you to:

- ◆ strategically and fluently select, generate and blend the three strands of activity within any Creative Business Development and Support activity or context and explain your rationale and critically evaluate the choices you make.
- ◆ evidence current engagement in continuing professional development of Creative Business Development and Support practice for at least two of the three strands underpinned by an evaluation of your practice.
- ◆ demonstrate supervision, mentoring or coaching activities in Creative Business Development and Support practice and be able to explain, critically evaluate and contrast supervision strategies and leadership styles applied.
- ◆ create new Creative Business Development and Support knowledge, procedures or innovations and/or apply and synthesise knowledge from other sectors.
- ◆ engage in strategic advocacy for Creative Business Development and Support practice and develop, explain and critically appraise rationales for different stake-holders inside and outside the sector.
- ◆ critically reflect on and evaluate your own leadership of Creative Business Development and Support using appropriate frameworks, support material and feedback within the last 24 months.

General information for learners (cont)

Unit title: Leading Creative Business Development and Support
(SCQF level 11)

You will need to undertake the Unit and assessments in practice-based settings such as in the work-place, in creative, public spaces or community spaces as an employee, freelancer, trainee, volunteer, apprentice or student.

This Unit at level 11 is for Practice-based learners in Creative Business Development and Support who are able to meet the requirements through current or prior experiential learning using a range of support material gathered within the last 24 months.