

DeuS Comp Training Toolkit

Introduction

This document is the starting point resource for the delivery of DeuSComp teaching and learning. It provides an overview of the course with some background to its development methodology, together with an explanation of the training structure and objectives. This toolkit includes the materials needed to deliver the training along with links to the online platform. The materials are aligned to ECVET principles and assessment options include EQAVET.

Throughout this toolkit, resources are labeled to indicate where they are designed for the educator, the learner, or both.

Two toolkits

EDU

educator
(all sections)

L

learner
(section 2)

With downloadable attachments

MENTOR GUIDE (ANNEX)

LESSON PLANS (SECTION 3)

ASSESSMENT

LESSON FRAMEWORK

DEUS COMP CHALLENGE

Section 1 | FOR EDUCATORS 4

Overview of DeusComp, its background, purpose and philosophy

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Module Handbook

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Detailed lesson plans

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Guidance on mentoring

Section 1

Section 1

OVERVIEW

Training based on detailed research

The development of DeuSComp training builds upon detailed research and analysis of the needs of both stakeholders and the wider CCI sector. The findings of this research can be found [here](#). The research revealed the preferred modes of learning within CCIs as well as competency gaps identified as priorities for training needs. This programme is custom designed to address these needs and competence gaps in a way that is specifically tailored to people and organisations within CCIs.

KEY COMPETENCY AREAS

The main competences addressed are:

Entrepreneurship competence (design and project management for complete business cycle including strategic planning; strategic and financial management; marketing; monitoring and evaluation; copyright and immaterial law; protecting ideas).

Digital competence (technology awareness; with a main focus of marketing and communication).

Transversal competence (self-management; adaptability; problem solving; leadership; networking; communication; emotional intelligence).

DeuSComp is a single module of 11 lessons that address these competencies in a fluid and overlapping approach, with transversal 'soft skills' embedded into the delivery of all lessons. The training programme and structure is outlined in further detail below.

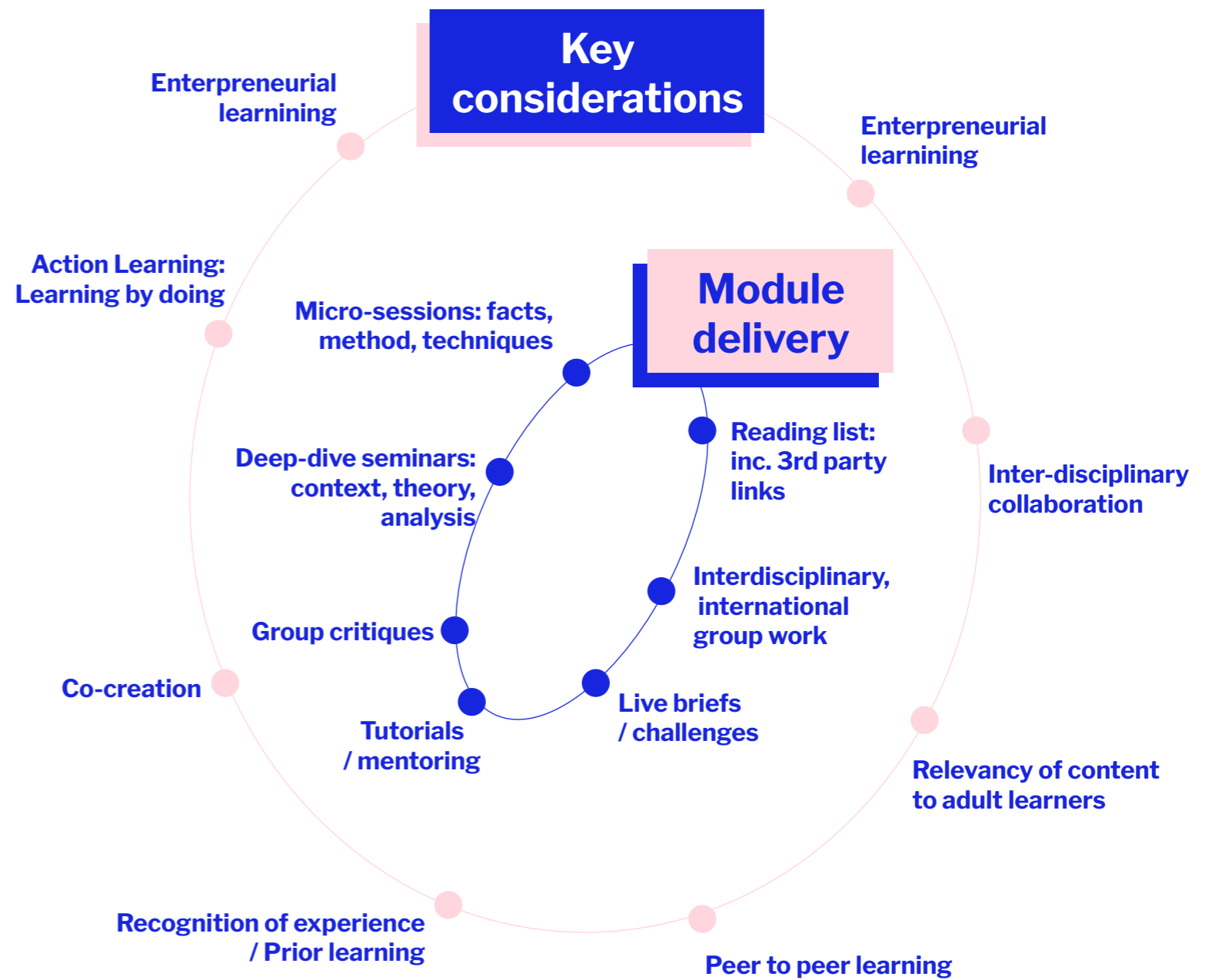
Learner preferences for delivery

Successful learning relies on effective delivery. DeuSComp breaks the traditional paradigm of ‘talk and chalk’ teaching in a classroom to reflect the preferred learning styles of people within CCIs such as **action-based learning** (learning by doing) and **peer-to-peer learning**. DeuSComp uses multidisciplinary team working, workshops, group critiques, and challenge-based approaches. The DeuS training also draws upon the **Open Design School** methodology to help frame and structure this approach.

DeuSComp recognises that learners’ lived experience and professional lives are highly relevant to skills development, as is prior learning and regional and local factors. To fully unlock the value of these, DeuSComp uses **challenge-based learning** to provide real-life context and to enable learners’ existing skills and knowledge to be highlighted for the value it brings. This approach also enables the educator to more explicitly sign-post the relevance of the learning to professional practice.

A **mentoring** and a tutorial-based approach is used to personalise the training. The educator can draw out the learner’s self-reflective observations of their own progress and relevance of training to their practice. It is also a method of monitoring the learner’s self-managed study to ensure they remain on track, as well as identifying potential avenues for additional support. The mentoring and individual tutorials are a useful counterpoint to the group activities. There is more detailed guidance on mentoring for educators contained in annex 1.

The diagram below summaries this approach:



Learner preferences for assessment

The stakeholder analysis and needs analysis exercises also pointed to differing learner preferences for assessment and qualifications.

Some learners (and employers) expressed an interest in feedback and assessment, but others rejected the concept of formal assessment by submission of a body of work.

Furthermore, it was recognised that some learners would prefer to select individual lessons (*a buffet-style*) from the whole programme, rather than following the 'set menu'.

To provide for all learners' needs and preferences, we have developed **three pathways for the DeuSComp training**:



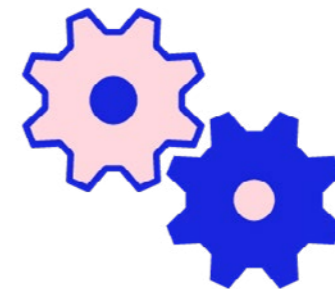
Pathway 1

Full guided programme of study with submission work for **formal assessment**



Pathway 2

Full guided programme of study with informal feedback.
No formal assessment.



Pathway 3

Pick'n Mix!
Select individual lessons.
Informal in-lesson feedback.
No formal assessment

DeuSComp Pathways

There are three pathways for learners to choose from.
 This allows learners to best customise the training for their individual needs:

	Follow complete guided training programme	Submit work for summative assessment & feedback	Select individual lessons (rather than whole programme)
Pathway 1	✓	✓	
Pathway 2	✓		
Pathway 3			✓

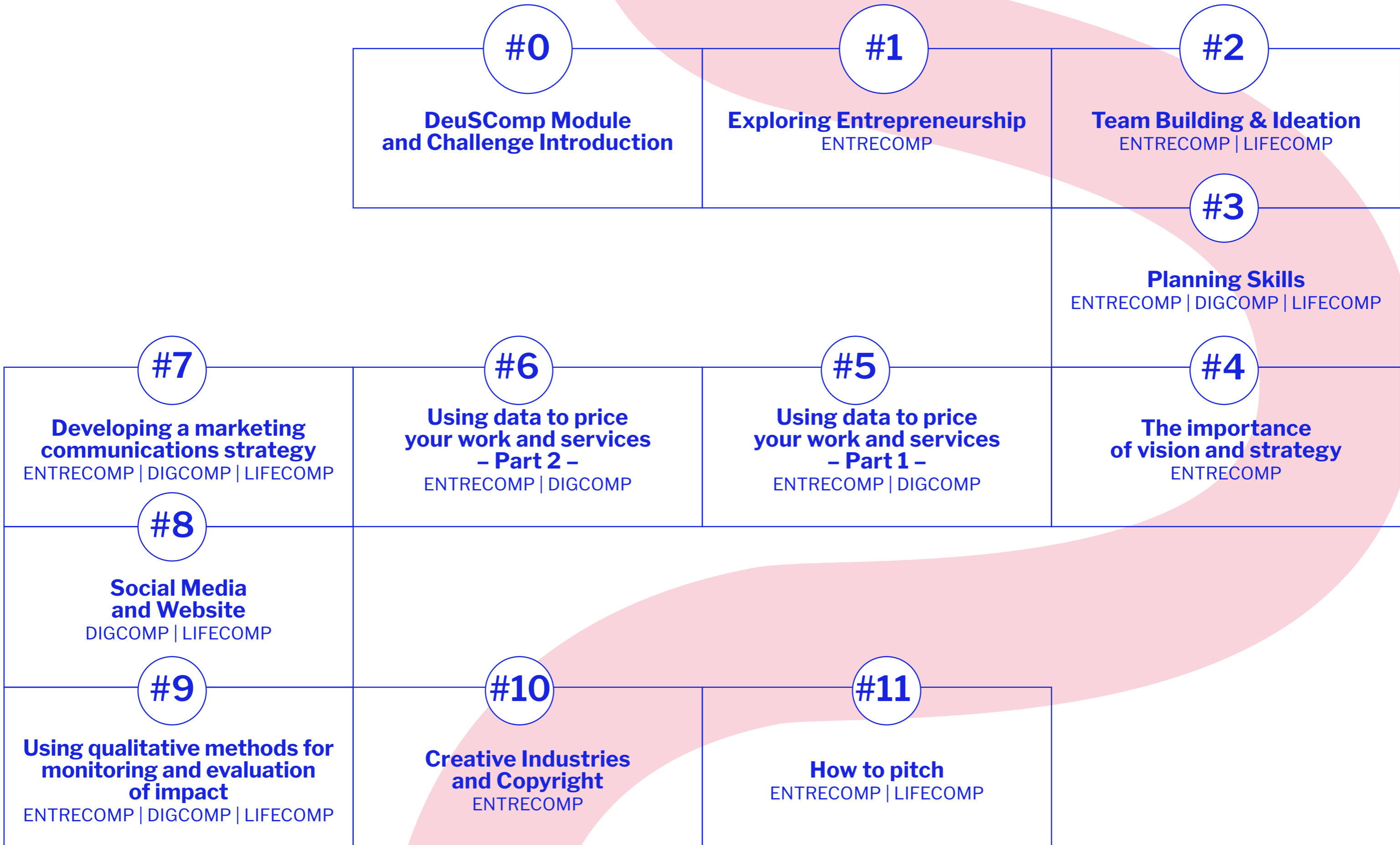
Training Structure

Taking account of learners' needs and preferences and the detailed research carried out in the CCI sector, the teaching and learning of DeusComp uses a mixed learning approach that includes interdisciplinary, international team-based responses to challenges, supported by delivery of relevant taught elements to develop competencies. Learners also engage in self-managed further research and learning and create a journal to record their self-reflection on learning. This is all underpinned by tutorials and mentoring.

DeusComp is a single module with 11 lessons. The module handbook (contained in this toolkit), designed for both educator and learner, provides a structure that sets out the learning objectives and learning outcomes; indicative content and tasks; study time breakdown; assignment specification and submission requirements; assessment and feedback details; dates and deadlines; and grading criteria.

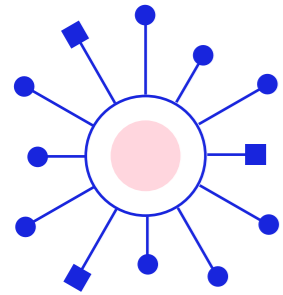
There are lesson plans (contained in this toolkit) designed for the educator, that set out the details for each lesson within the module and include details such as topic, number in class, duration, ability/special educational needs, aim of lesson, learning objectives and outcomes, previous knowledge, anticipated difficulties, resource/equipment requirements, health and safety, cross-cutting themes, detailed lesson breakdown, assessment strategy, and informal lesson evaluation.

DeuSComp Lesson plan



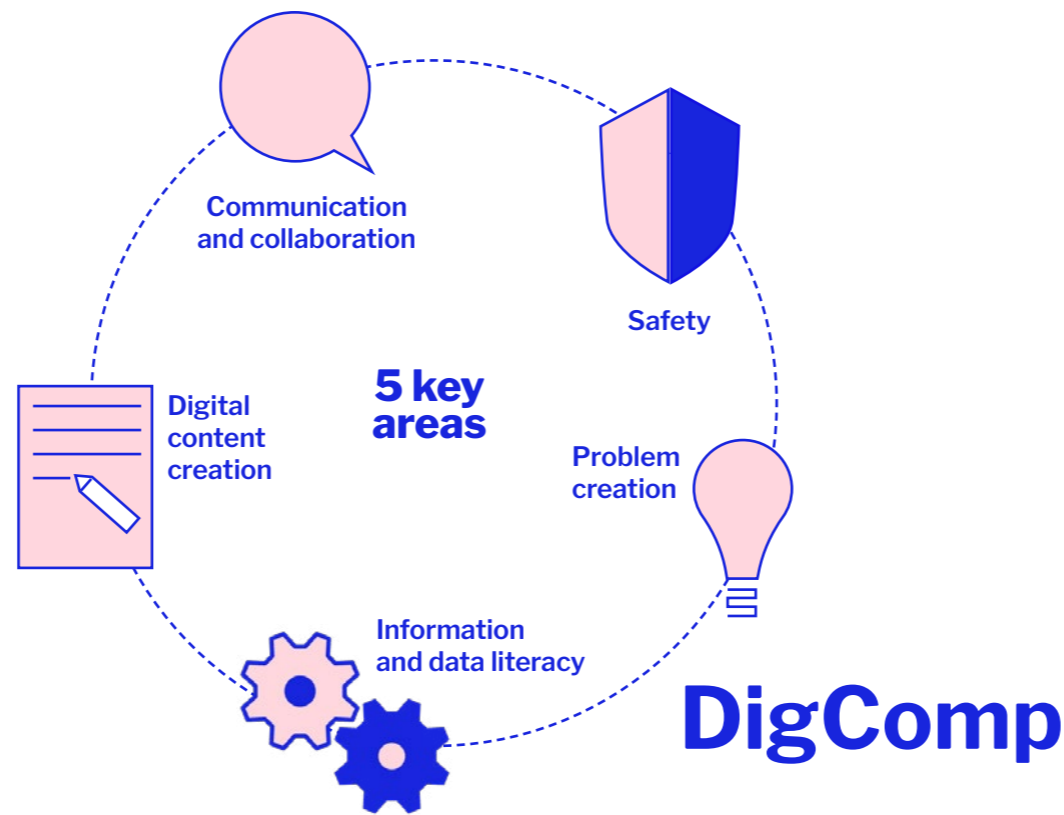
European Competencies Frameworks

DeuSComp identifies the skills covered within the European common reference competence frameworks:

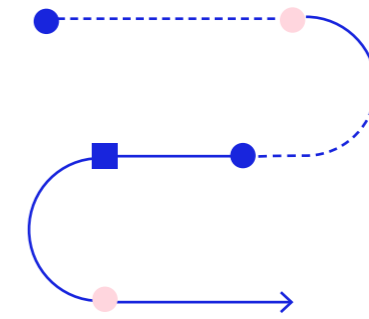


EntreComp

The Entrepreneurship Competence Framework is a reference framework to explain what is meant by an entrepreneurial mindset.



DigComp is a common reference framework that sets out 21 competences, grouped in 5 key areas, to describe what it means to be digitally competent.



LifeComp

LifeComp is a framework to establish a shared understanding on the “personal, social and learning to learn” key competence.

Embedding Transversal ‘Soft Skills’

The development of ‘soft skills’ is a key part of DeuSComp and is embedded throughout the training. The structure and format of challenge-based learning and learning within diverse groups with critiques and mentoring is designed to implicitly address and develop a variety of soft skills. Learners will explore and reflect on their **leadership, communication, networking and emotional intelligence competencies** as they respond to externally-set challenges as well as experiencing negotiation, adaptability, resilience and problem solving and self awareness.

Assessment

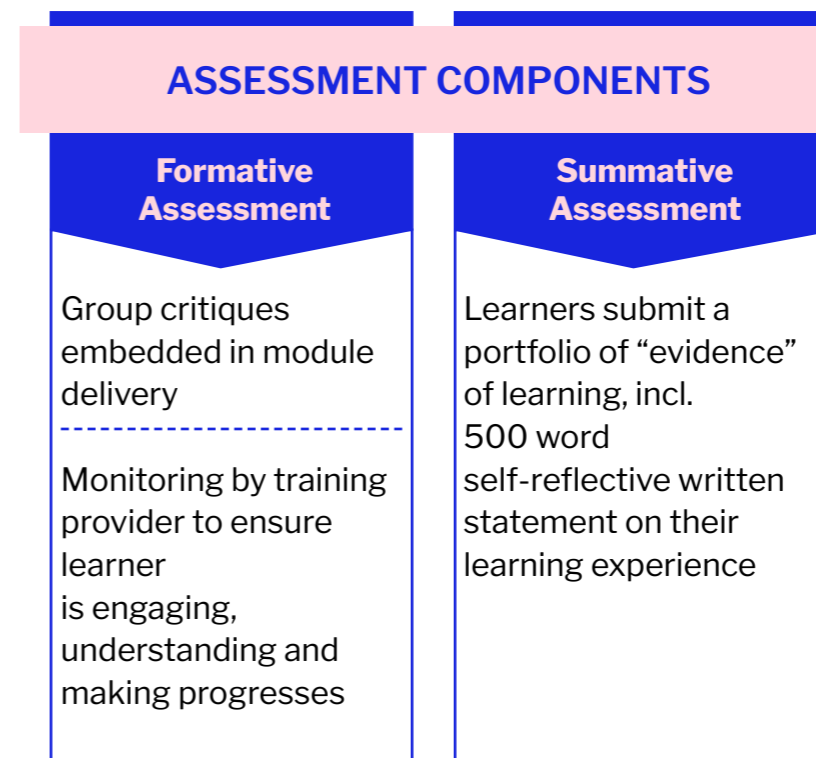
Pathway 1 → Learners will be required to submit the required work for summative assessment and feedback.

Pathways 2 and 3 → Learners will not submit work for summative assessment, but will benefit from formative assessment and in-lesson feedback.

Pathway 1 → Assessment reflects the content, delivery and sensibilities of the learners. Formative assessment will take place throughout taught elements as well as tutorials and mentoring sessions to ensure the learner is making appropriate progress and to allow for adaptations if necessary. Further formative assessment will take the form of group critiques to facilitate peer-to-peer learning and cooperation.

Summative assessment will be based upon a portfolio presented by learners. This portfolio will take a form appropriate to the content (i.e. include multimedia resources). Indicative portfolio content would be a self-reflective essay documenting the learning and critical reflections on their personal and professional development; evidence of their wider research into the training themes; a business plan; a funding application etc.

The diagram below illustrates the approach to assessment:



Application of ECVET and EQAVET Frameworks within DeuS

ECVET

The aim of the European Credit system for Vocational Education and Training (ECVET) is to:

- make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries
 - so that they can count towards vocational qualifications;
- make it more attractive to move between different countries and learning environments;
- increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer;
- increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

EQAVET

The European Quality Assurance Reference Framework for VET (EQAVET) provides a European-wide system to help Member States and stakeholders to document, develop, monitor, evaluate and improve the effectiveness of their VET provision and quality management practices. It can be applied at both system and VET provider levels and can therefore be used to assess the efficiency of VET provision. It is adaptable to the different national systems and it can be used in accordance with national legislation and practice. EQAVET is an instrument for improving the quality of VET systems.

indicators

- 1 | Relevance of quality assurance systems for VET providers.
- 2 | Investment in training of teachers and trainers.
- 3 | Participation rate in VET programmes.
- 4 | Completion rate in VET programmes.
- 5 | Placement rate in VET programmes.
- 6 | Utilisation of acquired skills at the workplace.
- 7 | Unemployment rate.
- 8 | Prevalence of vulnerable groups.
- 9 | Mechanisms to identify training needs in the labour market.
- 10 | Schemes used to promote better access to VET.

Ecvet and Eqavet in the Deus Project

While developing and confirming the basic insights of the Deus project training, the main ECVET and EQAVET concepts are considered and utilized referring to the different perspectives:

The Deus HEI/VET partners will ensure that the Deus training programme structure is focused on the **learning objectives** and **learning outcomes** described in line with ECVET concept and framework (course/lesson plans descriptions), as the main ECVET concept refers to learning outcomes which become statements of knowledge, skills and competence that can be achieved in a variety of learning contexts. Consequently, learning outcomes become components of qualifications which can be assessed, validated and recognized.

However, it is also to be noted that the **assessment, validation** and **recognition** aspects depend on decisions made by a particular HEI/VET provider assessing which/how many credits an institution might accept from skills earned outside the institution.

The Deus training programme will consider EQAVET **quality cycle** (planning, implementation, evaluation, review): therefore, at the end of each training cycle, learners' **reflections** will be provided on programme delivery, confirming successes and challenges, as well as areas for improvement.

The Deus training programme will also support EQAVET indicators for developing and improving quality assurance in European VET systems: the programme is based on **identified** relevant **training needs** in the CCIs labour market and thus expected **utilisation of acquired/ developed skills at the workplace**.

The Deus training programme will also be open for learners' beneficial ECVET **mobility** experience, referring to recognition of learning achievements acquired during a mobility abroad. Though the mobility and the exchange of learners are not the prime goal of the Deus project, it is foreseen as an option for long-term cooperation between the Deus HEIs as providers of formal education.

Education/training by non-VET/HEI providers can equally be given a credit for, if it can be shown the **skills earned** equal those demanded by a person's degree plan. Training methods/learning outcomes in line with the ECVET framework supports this possibility: namely, creative industry hubs, associations or other organizations that might not have a status of educational institution but provide non-formal training without the right for accreditation. However, the role of such non-formal education is fundamental for those fields where practice and experience are the key for building one's skills and competences. Learning-by-doing and challenge-based learning are acknowledged learning methods for most arts- and cultural degree programs not by mistake. Many have built in project-based learning courses, where students are required to do some form of practical training.

The mission of the Deus project is to develop the **Open Design School** learnings, methods, and principles to be produced, applied and/or integrated to professional level training of Creative Industry (CCI) professionals in Europe. To ensure that the Deus training will find concrete and sustainable foothold in higher education institutions (HEIs), VET, Universities and other organizations that provide education for the CCI sector, it needs to take into account different needs and contexts of the future providers and users of the Deus methodology.

The Deus project's core aim is to **provide these sorts of concrete and practical training environments with tools and skills** to provide a more systematic approach to include project-based learning (earned outside educational institutions) to qualify for accreditation also within HEIs. This aim is done through implementing EQAVET principles as guidelines for non-educational institution education providers.

EQAVET is an instrument designed for official institutions with VET status. Though it is voluntary, most countries in the EU have taken these principles and use them within their own governmental bodies responsible for education. The aim for the Deus training, however, is to **bring educational opportunities also outside official educational institutions, promoting learning by doing, through a multidisciplinary approach, bringing different professionals together to solve local challenges and to exchange knowledge at the same time**. This is actually the very trend in education too, where learning is moving more and more out of the classrooms, and into dealing with real-life problems and challenges, often in multi-disciplinary teams.

The strategic approach for the Deus project, as part of ECVET and EQAVET, is to **encourage, develop and improve the ability and quality of institutions without HEI status** to provide, describe and verify skill levels comparable to those used in HEIs in their respective country.

There is also a **strong recommendation for non-HEI institutions to build partnerships with HEI organizations**, to provide credible accreditation for participants through them. This fairly new role of HEIs can already be seen in some instances, for example, with the Open University courses, where it is quickly becoming more and more common to release training courses designed and provided by non-educational institutions but in collaboration with HEIs which give accreditation and certificate.

On-line learning has boosted this trend, and it is seen to enable smaller HEIs that, due to their size, are not able to provide course offerings on more specific subjects. It also allows the involvement of working professionals as trainers and mentors, which is crucial in many areas, including those of the CCI, arts- and cultural management and social impact (like the Deus themes), that often involve learning-by-doing and/or challenge-based learning.

The Deus project will also **provide a framework** for informal educators to support quality, following and adapting principles from EQAVET.

The DeuS project will adopt a **FLEXIBLE PHILOSOPHY** for the future of open community learning. In order to do that, it has to **provide flexible thinking and module-based tools that can be adapted to each receiving organization's needs, specific local, regional and national needs and contexts as well as target groups it needs to primarily address**. Hence the the DeuS training modules will be structured so that they can be used as a single Training Course or single modules and tools which can be implemented into existing course- or degree structures, or offered as Mini- or Micro Courses that introduce the main thinking behind the Deus project, and can hence steer further for a longer training after completion.

The Lesson Plans are developed with consideration of the main:

EQAVET indicators that are related to:

- training of teachers and trainers as the DeuSComp training material offers open access to educators;
- placement rate in VET programmes as learning outcomes achieved provides possibilities for assessment and recognition of learners non-formal education;
- utilization of acquired skills at the workplace, as learners develop concrete personal learning needs identified as lack of certain competences;
- identifying training needs in the labour market, as the topic of the lesson is based on the relevant survey results;
- scheme used to promote better access to VET as learners are offered recognized non-formal education.

ECVET principles being applied to learners' knowledge that might be accumulated in units and could enable building learners' qualification at their own pace when learning outcomes are acquired in non-formal contexts. Gain qualifications might become portable and learners more mobile, especially considering the DeuSComp training path application in higher education institutions within the project consortium.

Section 2

Part 1

Learning Objectives

Learning Outcomes

Overview of module content

Learning and Teaching strategy,
delivery methods

Part 2

Self Assessment tools before
you start

Summary lesson plans

Part 3

Lesson durations

Time allocation

Part 4

Assessment methods

Assessment criteria

Assessment guidance

Feedback template



Module Handbook

PART 1

LEARNING OBJECTIVE

To develop the entrepreneurial, marketing and communication skills and competencies necessary for career resilience and professional development.

LEARNING OUTCOMES

Upon the successful completion of this module, the learner should be able to:

- Demonstrate knowledge and critical understanding of the entrepreneurial skills and competencies required to sustain a professional practice in the creative industries
- Conceive, articulate and plan project-based solutions to external challenges to develop novel solutions and/or value creation.
- Demonstrate knowledge and understanding of project management tools and methods.

- Demonstrate knowledge and critical understanding of the marketing and communication skills and competencies required to sustain a professional practice in the creative industries
- Conceive, articulate and plan strategies for communication and engagement with diverse audiences
- Develop and deliver an effective pitch

- 1** Adopting project management approaches (defining the problem; setting the goals and objectives, milestones and monitoring, evaluation)
- 2** Introducing key concepts, practical project planning methodologies & tools
- 3** Critical thinking, troubleshooting and problem solving, developing novel solutions
- 4** Creating and recognising value to include effective strategies for pricing time and work
- 5** Creative and ethical leadership: skills and challenges

- 6** Collaboration, teamwork, networking, building social capital, negotiation and influencing
- 7** Reflection and self-reflection, awareness, emotional intelligence, well-being, resilience and adaptability
- 8** Developing and managing an effective strategy for marketing and communication
- 9** Understanding the audience / market and developing an effective communication and engagement strategy for social media
- 10** Developing strategies for enhancing lead conversion

- 11** How to pitch: Developing competencies for pitching in different situations
- 12** Critical thinking, troubleshooting and problem solving, developing innovative solutions
- 13** Collaboration, team-work, networking, building social capital, negotiation and influencing
- 14** Reflection and self-reflection, awareness, emotional intelligence, well-being, resilience and adaptability

Learning and teaching strategy

The module has two elements; a taught programme that equips learners with skills and competencies needed for effective entrepreneurship, marketing and communications and an active-learning challenge-based element through which learners apply and reflect on skills and knowledge acquired.

Taught programme

A taught programme provides the learning to develop skills and competencies in project management and planning, encompassing themes such as pricing, costing, budgeting, as well as marketing and communication; audience engagement strategies for social media and strategies for effective pitching.

Teaching is by lectures, seminars, workshops and demonstrations given by people with relevant professional experience from the wider CCI sector. This is complemented by self-study digital micro-lessons. Further resources and links to relevant third-party content are available on the DeuS platform.

Challenge-based learning

Learners respond to an externally-set challenge within an interdisciplinary team of peer learners. The challenges are designed to provoke learners to respond creatively within their teams and generate project ideas. These project ideas will then form 'case studies' for applied learning using the skills and knowledge acquired from the taught programme.

The 'challenges' are designed to be open to enable groups to respond in a variety of ways; outcomes may take a variety of forms such as an awareness raising campaign, a service, an event (festival, exhibition) or a product/artefact, and could be cultural, social or commercial. This approach enables learners with a diverse portfolio of experience, expertise, values and motivations to fully participate. Details of the challenges are presented within the lesson plans.

Learning and teaching strategy

Lesson 0 – DeuSComp methodology and Challenge Introduction
Introduction to the module, learning objectives, upcoming lessons, assessment requirements and module delivery
Introduction of the module challenge

Mentoring

A mentoring and a tutorial-based approach is used to personalise the training. This helps with self-reflective observations and applying the training to learners' own practice. It helps to guide self-managed study and identify potential avenues for additional support. The mentoring and individual tutorials are used as a counterpoint to the group activities.

Mentorship also allows the mentor to pass on knowledge gained through experience as well as ensuring that the training answers the real needs of the industry. For the mentee it can be a short cut to knowledge that helps avoid common pitfalls or mistakes as well as build networks and identify work and career opportunities.

Addressing transversal 'soft' skills

The module content and delivery is designed to incorporate the development of a range of transversal skills and competencies including: group work, leadership, resilience, emotional intelligence, reflection on action, learning through 'doing', motivation and perseverance. These competencies are implicitly delivered through the facilitation of group-work, challenge-based learning and taught lessons.



Module Handbook

PART 2

Self Assessment tools before you start :
Prior to embarking on the DeuSComP training journey, understand your skills and areas that can be developed further.

Entrepreneurial skills

Online Entrepreneurial skills assessment tool by Erasmus+ **project GrowINg**

Self assessment tools with Erasmus+ project **EntreAssess**

See what it means to be enterprising with **Get2 Test**

Digital skills

Online self assessment tool with Erasmus+ project **Digital Skill Accelerator**

The Digital Competence Wheel by the Center for Digital Dannelsse

Soft Skills

Complete Creative Soft Skills Circle from the Erasmus+ project **Creative Soft Skills**

DeuSComp methodology and Challenge Introduction

Introduction to the module, learning objectives, upcoming lessons, assessment requirements and module delivery

Introduction of the module challenge

The DeuSComp Macro Challenge

A unique predefined DeuSComp challenge has been developed so that learners can apply and demonstrate the knowledge gained during each lesson with micro lesson specific challenges

“The local authority has been donated funding by a local philanthropist (donor) for a collection of exhibitions to help promote social cohesion within the community”.

Beyond exhibitions, it is required to organize conferences, performances and workshops in order to engage different target groups and host other artists.

You have been selected to manage the conception, planning and implementation of the exhibitions on behalf of the local authority.”

What & Why	Physical Context	Social Context	Financial Context	Future Vision
The local authority has been donated funding by a local philanthropist for a collection of exhibitions over 12 months to promote social cohesion within the community' and build shared values and sense of belonging	No indoor space(s) ready to use The transition phases of the exhibitions are an integral part of the creative process and should remain accessible to the public The local authority requires that environmental impact and that accessibility of disabled audience are demonstrated	The local community does not spontaneously engage in cultural initiatives Local associations do not tend to collaborate together The local authority expects each exhibition to be as accessible as possible to all audiences in the community	The donor has requested that an additional 20% of funding is sourced from alternative sources	The local authority has requested that a sustainable business model be developed to reproduce future initiatives

#1

ENTRECOMP

Exploring Entrepreneurship

Setting the scene – exploring what entrepreneurship means

Introduction to the European Entrepreneurship competence

Frameworks (EntreComp) and the ‘standard’ entrepreneurial skills identified in it

Self-assessment exercise on EntreComp competencies

Introduction and signposting to further open educational resources (OER)

Stand alone Entrepreneurship exercises

- Write down 3 key words describing what “entrepreneurship” means to you and discuss it with your peers.
- List 3 people that you think are good entrepreneurs, role models for you and explain why.
- What do you think being an entrepreneur means? In your opinion, which are some of the key characteristics (personality traits and soft skills) of a successful entrepreneur? Write down one characteristic in each circle and discuss it with your peers.
- Compare existing and collect new definitions of entrepreneurship in peer to peer activity

↑ check out the
macro challenge

p24

#2

ENTRECOMP | LIFECOMP

Team Building & Ideation

Introduction with quick active exercises for ice-breaking and team-building

Introduction to ideation

Self-reflective exercise: Exploring passions and how to align with entrepreneurial ideas

Learning about different types and fields of enterprise

Outlining the top three ideas to focus on and develop the best idea

Selecting the 'best' idea to take forward and comparing it with similar existing ones

Applying learning – within teams, exploring ideation in response to the module challenge

DeuSComp Micro Challenge

Ideation group exercise

Identify and share (using a medium of your choice) the following:

Artistic concept (curatorship)

- genre of art & artists
- type of art form

Potential venue(s)

↑ check out the
macro challenge

p24

Planning Skills

Introduction to planning competencies and group discussion to generate examples from real life

Applying a structured cycle consisting of initial planning, action, monitoring and evaluation, follow up

Introduction of the Creative Project Canvas tool

A worked example using the Creative Project Canvas tool

Provision of a set of planning tools for, their organization or a specific project or action

DeuSComp Micro Challenge

Planning Skills exercise

Using the **Creative Project Canvas tool** on the DeuSCCI platform, work with your teammates to build your group Creative Project Canvas for the DeuSComp challenge.

- Start from the Value theme, read the questions guiding you to complete it and write down 3 main answers.
- Repeat this for each theme.

List the professionals services and roles needed to complete the operational team

Creative Project Canvas tool

↑ check out the macro challenge

#4

ENTRECOMP | LIFECOMP

DeuSComp Micro Challenge

The importance of a vision and a strategy

Introduction to vision and strategy competencies and group discussion to generate examples from real life

Formulating strategies and tools to undertake a successful vision goal-setting that looks at future direction, key influences and the key challenges

Introduction to identifying and evaluating strengths, weaknesses, potential threats and opportunities

Provision of methods and tools to for strategy and vision

Vision & Strategy exercise

Use your experience together with the tools and templates covered in the lesson to create a SWOT analysis for the project that covers the following topics:

- 1.execution
- 2.reaching the objectives
- 3.future sustainability

Clearly identify for each topic alternative scenarios & mitigation measures
Include specific focus on the importance of fundraisers and how to engage with them.

↑ check out the macro challenge

p24

#5

ENTRECOMP | DIGCOMP

Using Data to price your work and services

(Part 1)

Introduction to using data to inform business decisions

Introduction to different pricing models

Discussion of different models and approaches to pricing tailored for CCI professionals; and a basic introduction to the concept of Return on Investment.

Workshop: Guided exercises applying pricing models to your own professional practice

DeuSComp Micro Challenge

Pricing your work exercise 1

Identify and present (in a medium of your choice) the estimated cost of a production team professionals including: Curator, exhibition designer, producer, project manager and communications manager - applying the most suitable pricing model

↑ check out the
macro challenge

p24

#6

ENTRECOMP | DIGCOMP

Using Data to price your work and services

(Part 2)

Recap of Lesson 5 and using data in business decisions

Introduction of Key Performance Indicators (KPIs) for Micro businesses,

Understanding profitability and ROI

Workshop exercises: Guided exercises applying theory of KPIs, profitability and ROI into their own business

DeuSComp Micro Challenge

Pricing your work exercise 2

Identify the tools/methods to be used to collect and measure data for the project and explain why they are the most suitable (in medium of your choice)

Propose five 'key performance indicators' for the project and explain your reasoning (in a medium of your choice)

↑ check out the macro challenge

p24

#7

ENTRECOMP | DIGCOMP | LIFECOMP

Developing a marketing communications strategy

Introduction to creating marketing and communications plans

Introduction of key principles of Product, Price, Promotion, Place, and People

More detail: 101 marketing strategy

Group exercise and applying knowledge

DeuSComp Micro Challenge

Marketing & Communications exercise

Create a marketing and communications plan for the project (exhibitions and other events) with peer to peer exchange and review, using the main elements:

Product - Price - Promotion - Place - People

Present the plan (in a medium of your choice)

↑ check out the macro challenge

p24

#8

DIGCOMP | LIFECOMP

Social Media and Website

Introduction to social media in context for CCI professionals

Evaluating existing social media tools, assessing impact and dissemination and adapting to user feedback

Group exercise to devise an outline for a social media campaign looking at:

- social media strategy
- create a winning website

DeuSComp Micro Challenge

Digital Media exercise

Participants are asked to develop a social media campaign for the project including the following elements:

1. overall social media strategy and self branding strategy of team members (in support of the project)
2. outlining which social media channels will be used and why
3. audience engagement strategy

↑ check out the
macro challenge

p24

#9

ENTRECOMP | DIGCOMP | LIFECOMP

Using qualitative methods for monitoring and evaluation of impact

Introduction to qualitative research and when to use it

Describing the limitations of qualitative research

Preparation of research questions

Examples of qualitative research methods

Analysing qualitative data

DeuSComp Micro Challenge

Qualitative Data exercise

How to measure the impact of the exhibition defined by DeusComp Challenge?

What is the desired impact for the exhibition?

How would you use each of the presented research methods?

Prepare 3 different research questions to measure the exhibition impact, decide what kind of method you would use, and who will be observed.

↑ check out the
macro challenge

#10 ENTRECOMP

Creative Industries and Copyright

ENTRECOMP

Introduction to copyright in the Creative Industries

Explanation of the essential principles of copyright

Explanation of what works are protected by copyright

Explanation of the rights protected by copyright

Outline legal issues & case law

Explanation of transfer rights under a copyright agreement

DeuSComp Micro Challenge

Copyright exercise

“You are the editor of the publishing house “Book2”. You are interested in photos of one of the artists that have been posted on the events Facebook page. You are going to use these photos in a book. You intend to distribute this book into all E.U. states”

You have to prepare the questionnaire, preparing the questions you should ask the artist . before concluding a Copyright transfer agreement. Prepare the draft of this contract (basic notions of the agreement).

↑ check out the macro challenge

p24

DeuSComp Micro Challenge

How to pitch

ENTRECOMP | LIFECOMP

Introduction to pitching

Workshop, discussion and feedback on trainer's pitch

Fast and informal initial pitching by each learner

Small group workshop session: "What makes a great pitch"

Introduction to the key concepts and considerations of developing a pitch

Self reflection on pitching and developing ideas and techniques for different circumstances

Presentation and feedback

Pitching exercise

Participants are asked to prepare and deliver a pitch on the project/exhibition to potential funders for the missing 20% of the budget that the donor has requested is sourced.

For learners that have chosen this lesson as a stand alone module

Be ready to tell:

- What are your core skills?
- How can you contribute to the exhibition team?
- After writing, prepare to pitch to others
- Pitch length : Max 2 minutes.
- Give feedback

↑ check out the
macro challenge

p24



Module Handbook

PART 3

Lesson Duration

	<i>Indicative lesson duration (minutes)</i>
Lesson 0	50
Lesson 1	150
Lesson 2	150
Lesson 3	150
Lesson 4	120
Lesson 5	120
Lesson 6	100
Lesson 7	120
Lesson 8	120
Lesson 9	170
Lesson 10	60
Lesson 11	240
Total	1550

Study time allocation

The study time for the module is divided as follows:

Activity type	Minutes	Percentage
Scheduled learning	1550	24%
Independent learning	4650	76%
Total	6200	100%



Module Handbook

PART 4



Assessments Component 1

Written exam
 Coursework
 Practical

Mode of assessment	Volume
Pitch / presentation	500 words equivalent

Assessments Component 3

Written exam
 Coursework
 Practical

Mode of assessment	Volume
Tutor evaluation of participation	N/A

Assessments Component 2

Written exam
 Coursework
 Practical

Mode of assessment	Volume
Online Portfolio	200 words equivalent
Essay	500 words

Assessments Summary

Activity type	Percentage
Written exam	0%
Coursework	75%
Practical	15%
Active participation	10%
Total	100%

Assessment Specification

Student name		Student ID number	
Programme	DeuS Comp		
Module	Developing Entrepreneurial Competencies for CCI Professionals		
Lecturer		Internal Verifier	
Assignment Title	Developing Entrepreneurial Competencies for CCI Professionals	Word count (or equivalent)	3000 equivalent
Submission deadline		Return date of provisional marks and written feedback	
Submission method	To be tailored by training provider depending on local context		
Academic honesty referency	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes

Upon the successful completion of this module, the learner should be able to:

- ▶ Demonstrate knowledge and critical understanding of the entrepreneurial skills and competencies required to sustain a professional practice in the creative industries
- ▶ Conceive, articulate and plan project-based solutions to external challenges to develop novel solutions and/or value creation.
- ▶ Demonstrate knowledge and understanding of project management tools and methods
- ▶ Demonstrate knowledge and critical understanding of the marketing and communication skills and competencies required to sustain a professional practice in the creative industries
- ▶ Conceive, articulate and plan strategies for communication and engagement with diverse audiences
- ▶ Develop and deliver an effective pitch

Task Description

During the course of the module you will be asked to contribute to activities that you can incorporate into your assessment output.

Part 1 | Pitch Presentation

15 marks available

Task 1.1

In response to the set challenge, you are required to take part in a group pitch presentation of 15 minutes duration.

Part 2 | Portfolio

75 marks available

In response to the set challenge, you are required to submit the following for assessment:

E-Portfolio that addresses and includes the following tasks:

Task 2.1

- A completed Learner self-assessment on EntreComp competencies
- A completed Creative Project Canvas Plan for your project idea
- A completed Marketing and Communications plan for your project idea
- A completed Social Media plan for your project idea (*notional 2000 word equivalent*).

Task 2.2

Write a 500 word statement reflecting on your learning and your role within the project team and final pitch presentation.

Part 3 | Participation and contribution

10 marks available

This mark will be awarded based on your tutor's assessment of your active participation in, and contributions to, the learning activities throughout the module.

Tutors will award marks for completing specified tasks and for the output you produce and submit (e.g. completion of activities, messages posted in discussion threads, active participation in discussions). This mark relates to both participation and contribution, so simply completing all module study activities is not a guarantee that you will receive the full marks. If your tutor does not feel you have participated in these activities, the marks will be lost.

Guidance for students in the completion of tasks

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1 | Engagement with Literature Skills

5 marks available

Your work must be informed and supported by scholarly material that is relevant to and focused on the task(s) set. You should provide evidence that you have accessed an appropriate range of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the credibility of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older.

You must provide evidence of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

2 | Knowledge and Understanding Skills

15 marks available

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of inquiry in the discipline. Knowledge relates to the facts, information and skills you have acquired through your learning.

You demonstrate your understanding by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the extent to which you demonstrate your knowledge and understanding.

Guidance for students in the completion of tasks

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

3 | Cognitive and Intellectual Skills

15 marks available

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

4 | Practical skills

50 marks available

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

5 | Transferable Skills for Life and Professional Practice

15 marks available

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Student feedback form

Tutor completed summary for assessment

This section details the extent to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

	Marks available	Marks awarded
1 Engagement with Literature Skills	5	
2 Knowledge and Understanding Skills	15	
3 Cognitive and Intellectual Skills	15	
4 Practical Application Skills	50	
5 Transferable Skills for Life and Professional Practice	15	
Assessment Mark		Late Submission Penalties <i>(tick if appropriate)</i>
		%

Assessment Criteria

[DeuScomp Pathway 1]

Level 5

In accordance with the EQF Level 5, learners will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed.

During the course of the module you will be asked to contribute to activities that you can incorporate into your assessment output.

- They will have learned to apply those concepts and principles more widely outside the context in which they were first studied.
- They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving.
- They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations.
- They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
- They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.
- They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
- They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Assessment Criteria

[DeuScomp Pathway 1]

Level 5	FAIL	PASS	MERIT	EXCELLENT (1st / Distinction)
Category	0-39%	40-59%	60-69%	70-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.
Knowledge and understanding (Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	Major gaps in knowledge with unsatisfactory, uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	Knowledge is reasonably detailed and accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Knowledge is reasonably extensive. Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	Excellent, detailed knowledge and highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness of the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

Section 3

LESSON PLANS

TOPIC DeuSComp Module Introduction		CLASS
DATE	LENGTH OF LESSON 50 min.	NUMBER IN CLASS
<p>LEARNING OBJECTIVES</p> <p>To provide learners with the necessary information to introduce the concept, background and main factors defining the DeuSComp Module: Intention for development, relevance for cultural and creative industry practitioners referring to considered learning needs and outcomes in the fields of entrepreneurship and marketing/communication; transversal “soft” skills are embedded; learning outcomes achieved and competences developed; training format (lessons); training methodology referring to the challenge-based approach; Open Educational Resources at the DeuS Knowledge Creative Platform; assessment requirements.</p> <p>Lessons to be introduced:</p> <ol style="list-style-type: none"> 1. Exploring Entrepreneurship. 2. Team Building & Ideation. 3. Planning Skills. 4. Vision and Strategy. 5. Using Data to Price Your Work and Services Part 1. 6. Using Data to Price Your Work and Services Part 2. 7. Developing a Marketing & Communications Strategy. 8. Making Effective Use of Digital Media. 9. Using Quantitative Data for Monitoring and Evaluation of Social Media Strategies. 10. Creative Industries & Copyright. 11. How to Pitch. 		
<p>LEARNING OUTCOMES</p> <p>The Learners Should Be Able To:</p> <ul style="list-style-type: none"> • Identify individual learning needs based on the lack of competences. • Develop individual DeuSComp learning path. • Define the challenge-based learning methods. • Identify Open Educational Resources at the DeuS Knowledge Creative Platform. • Reflect on the assessment requirements and process. 		

<p>PREVIOUS KNOWLEDGE</p> <p>It is anticipated that there will be a diversity of backgrounds and levels of learners’ experience.</p>
<p>ANTICIPATED DIFFICULTIES</p> <p>Potential technical problems, such as low/unstable internet connection for online lessons delivery/ participation.</p>
<p>RESOURCES/EQUIPMENT REQUIRED</p> <p>https://www.deuscci.eu/ PowerPoint presentation; handouts for learners; computer; internet; etc.</p>

<p>CROSS-CUTTING ENHANCEMENT THEMES</p> <p>Please note any transferable skill / ‘soft skill’ themes are embedded in the lesson and WHEN and HOW they are met:</p> <p>This introductory session will introduce the key elements of the programme as well as the strategies for developing transferable skills.</p>

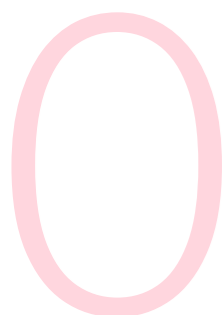
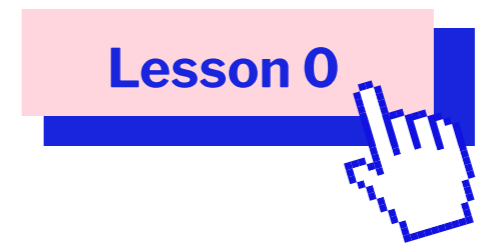
STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 0 structure, addressing learners' preliminary questions.	N/A	5
Development	Introduction to DeuS and the DeuSComp Module's main objectives, outcomes, and assessment requirements.	Video PowerPoint Presentation	10
	Introduction to the DeuSComp Module's upcoming seminars, workshops and tutorials	PowerPoint Presentation	10
	Introduction to the DeuSComp teaching methodology and resources (challenge-based learning, etc.).	PowerPoint Presentation	5
	Share of learners' observations regarding to the lesson 0 and the application to their specific individual needs and professional practice.	N/A	10
Consolidation			
Conclusion	Q&A tools applied in the format of "Question and Answer" session for the reflection and assessment of set learning outcomes.	N/A	10
Total duration			50

ASSESSMENT STRATEGIES USED (WHEN and HOW)

The "Question and Answer" section of this session provides an opportunity for formative assessment of learner comprehension of the DeuSComp Module and assessment requirements.

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)



TOPIC Exploring Entrepreneurship		CLASS
DATE	LENGTH OF LESSON Variable, guide: 150 min approx	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> • Sufficient language skills in English, in Writing and Reading. • Basic understanding of how the processes of cultural organizations, creative SMEs, and projects work. 		
LEARNING OBJECTIVES		
Provide learners with the skills to demonstrate an understanding of entrepreneurial mindset as well as competences and awareness about their current entrepreneurial competences.		
LEARNING OUTCOMES		
<p>The Learners Should Be Able To:</p> <ul style="list-style-type: none"> • Explain and explore what entrepreneurship means (setting the scene). • Define 'standard' entrepreneurial skills identified in the European Entrepreneurship competence Frameworks (EntreComp). • Self-assess on EntreComp competencies. • Recognize signposted further Open Educational Resources (OER). 		

PREVIOUS KNOWLEDGE

Learners should have a clear idea of how their work works, how their organizations are functionally and operationally working, and the actors who influence their decisions internally and outside.

ANTICIPATED DIFFICULTIES

If the lesson is delivered online, part of the group's experience might be lost.

RESOURCES/EQUIPMENT REQUIRED

Tools:

- Entrepreneurship worksheet
- EntreComp competences self-assessment test
- OERs

CROSS-CUTTING ENHANCEMENT THEMES

Please note any transferable skill / 'soft skill' themes are embedded in the lesson and WHEN and HOW they are met:

Through group discussions and exercises, the following cross-cutting 'soft' skills will be addressed:

- Group work.
- Self-awareness.
- Emotional intelligence.
- Resilience.
- Leadership skills.
- Negotiation.
- Pitching and presentation skills.
- Giving and receiving constructive feedback, self-reflection.



STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 1 main objectives, outcomes, and assessment requirements.	N/A	5
Development	Introduction to the entrepreneurship concept. Practice: Planning skills - setting achievable goals.	Smart Goals	30
	Practice: Prioritizing goals and activities.	Prioritization Matrix	30
Consolidation	Learners' guidance focusing on a field application. Practice: Build a roadmap with the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	Creative Project Canvas	80
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			150

ASSESSMENT STRATEGIES USED (WHEN and HOW)

- Formative assessment by training facilitator during the session:
- Tutor/mentor following the canvas development during the different phases of implementation.
- The final project/challenge/solution is pitched in front of relevant stakeholders that “judge” the work done.
- Self-assessment of the participants on the idea/project/organization action under the experimentation in the planning phase.

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)

Lesson 1

Lesson 1 challenge



TOPIC Team building and ideation		CLASS
DATE	LENGTH OF LESSON Variable, guide: 150 min approx	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> • Sufficient language skills in English, in Writing and Reading. • Basic understanding of how the processes of cultural organizations, creative SMEs, and projects work. 		
LEARNING OBJECTIVES		
Due to the theoretical and practical activities, learners will be able to demonstrate the ability to apply the idea generation process, strategies and tools within a given challenge in teams.		
LEARNING OUTCOMES		
<p>The Learners Should Be Able To:</p> <ul style="list-style-type: none"> • Identify the main aspects of ideation <ul style="list-style-type: none"> - Exploring passions and how to align with entrepreneurial ideas - Learning about different types and fields of enterprise to identify the ‘best’ entrepreneurial idea to take forward and comparing it with similar existing ones. • Define learning – within teams, exploring ideation in response to the module challenge. • Reflect on the module tasks and assessment requirements. 		

PREVIOUS KNOWLEDGE
Learners should have a clear idea of how their work works, their organizations is functionally and operationally working, the actors who can influence their decisions internally and outside.
ANTICIPATED DIFFICULTIES
If the lesson is delivered online, part of the group’s experience might be lost.
RESOURCES/EQUIPMENT REQUIRED
<ul style="list-style-type: none"> • Ice-breaking and team-building quick active exercises. • Self-reflective exercise: From your passions to your business ideas. • Activity: Identify your business field and type activity with worksheet. • Activity: The best business idea with the aim of outlining the top three ideas to focus on and develop the ‘best’ idea to take forward and comparing it with similar existing ones.

CROSS-CUTTING ENHANCEMENT THEMES
Please note any transferable skill / ‘soft skill’ themes are embedded in the lesson and WHEN and HOW they are met:
<p>Through group discussions and exercises, the following cross-cutting ‘soft’ skills will be addressed:</p> <ul style="list-style-type: none"> • Group work. • Self-awareness. • Emotional intelligence. • Resilience. • Leadership skills. • Negotiation. • Pitching and presentation skills. • Giving and receiving constructive feedback, self-reflection.

STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 2 main objectives, outcomes, and assessment requirements.	N/A	5
Development	Introduction to the ideation and team building concept. Practice: Planning skills - setting achievable goals.	Smart Goals	30
	Practice: Prioritizing goals and activities.	Prioritization Matrix	30
Consolidation	Learners' guidance focusing on a field application. Practice: Build a roadmap with the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	Creative Project Canvas	80
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			150

ASSESSMENT STRATEGIES USED (WHEN and HOW)

- Formative assessment by training facilitator during the session:
- Tutor/mentor following the canvas development during the different phases of implementation.
- The final project/challenge/solution is pitched in front of relevant stakeholders that “judge” the work done.
- Self-assessment of the participants on the idea/project/organization action under the experimentation in the planning phase.

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)

Lesson 2

Lesson 2 challenge

TOPIC Planning and management		CLASS
DATE	LENGTH OF LESSON Variable, guide: 150 min approx	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> • Sufficient language skills in English, in Writing and Reading. • Basic understanding of how the processes of cultural organizations, creative SMEs, and projects work. 		
LEARNING OBJECTIVES		
Due to the theoretical and practical activities, learners will be able to demonstrate an understanding of planning and management strategies and tools.		
LEARNING OUTCOMES		
<p>The Learners Should Be Able To:</p> <ul style="list-style-type: none"> • Identify and explain what planning competencies are and why they are crucial in a real personal and professional life. • Process own work or single initiatives through a structured cycle made of initial planning, action, monitoring and evaluation, follow up. • Reflect on the Creative Project Canvas tool by explaining its ultimate goals, use and components. • Develop a concrete application of the Creative Project Canvas to plan a successful project/idea with a support through a brainstorming and reflection activity to explore the tool's usefulness and purposes. • Identify working tools which help to plan own work, home organization functioning or a specific project/actions. • Cooperate through practical examples and case studies by engaging in effective exercises and brainstorming activities 		

PREVIOUS KNOWLEDGE

Learners should have a clear idea of how their work works, their organizations are functionally and operationally working, the actors who can influence their decisions internally and outside.

ANTICIPATED DIFFICULTIES

If the lesson is delivered online, part of the group experience might be lost.

RESOURCES/EQUIPMENT REQUIRED

Tools and worksheets for Planning and Management:

- SMART goals
- PEST analysis
- Prioritisation Matrix
- Karban framework
- Creative Project Canvas

CROSS-CUTTING ENHANCEMENT THEMES

Please note any transferable skill / 'soft skill' themes are embedded in the lesson and WHEN and HOW they are met:

Through group discussions and exercises, the following cross-cutting 'soft' skills will be addressed:

- Group work.
- Self-awareness.
- Emotional intelligence.
- Resilience.
- Leadership skills.
- Negotiation.
- Pitching and presentation skills.
- Giving and receiving constructive feedback, self-reflection.

1) Planning skills will be key for the work to be done during the living labs, in order to make the collected challenges workable in the lab and with other stakeholders

2) The Creative Project Canvas is a tool which easily connects with knowledge areas that might be trained in other modules and that contribute to building a more concrete process from idea to project and implementation. We suggest to use the canvas as a tool to run the prototyping of the challenge in the workshop.



Lesson Plan 3

Author | **Matera Hub**

STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 2 main objectives, outcomes, and assessment requirements.	N/A	5
Development	Introduction to the ideation and team building concept. Practice: Planning skills - setting achievable goals.	Smart Goals	30
	Practice: Prioritizing goals and activities.	Prioritization Matrix	30
Consolidation	Learners' guidance focusing on a field application. Practice: Build a roadmap with the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	Creative Project Canvas	80
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			150

ASSESSMENT STRATEGIES USED (WHEN and HOW)

- Formative assessment by training facilitator during the session:
 - Tutor/mentor following the canvas development during the different phases of implementation.
 - The final project/challenge/solution is pitched in front of relevant stakeholders that "judge" the work done.
- Self-assessment of the participants on the idea/project/organization action under the experimentation in the planning phase.

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)

Lesson 3

Lesson 3 challenge

TOPIC Vision and strategy		CLASS
DATE	LENGTH OF LESSON Variable, guide: 120 min approx	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> • Sufficient language skills in English, in Writing and Reading. • Basic understanding of how the processes of cultural organizations, creative SMEs, and projects work. 		
LEARNING OBJECTIVES		
Due to the theoretical and practical activities, learners will be able to demonstrate an understanding of vision and strategy processes and tools.		
LEARNING OUTCOMES		
<p>The Learners Should Be Able To:</p> <ul style="list-style-type: none"> • Identify and explain what vision and strategy competencies are and why they are crucial in a real personal and professional life. • Distinguish strategies and tools to undertake a successful vision goal-setting process outlining the development of own future direction, the key influences on how to operate and the key challenges currently being faced. • Describe one of the main skills involved in the strategic planning process that is the ability to identify and evaluate strengths, weaknesses, potential threats, and opportunities that any business holds. • Identify methods and tools to plan own work or the work of teams inside a project or organizations. • Cooperate through practical examples and case studies by engaging in effective exercises and brainstorming activities. 		

PREVIOUS KNOWLEDGE
Learners should have a clear idea of how their work works, their organizations are functionally and operationally working, the actors who can influence their decisions internally and outside.
ANTICIPATED DIFFICULTIES
If the lesson is delivered online, part of the group experience might be lost.
RESOURCES/EQUIPMENT REQUIRED
<p>Tools for Vision and strategy:</p> <ul style="list-style-type: none"> • SWOT analysis. • 5 bold steps VISION® CANVAS. • Online tool: Karban framework • Online tool: balanced scorecard

CROSS-CUTTING ENHANCEMENT THEMES
Please note any transferable skill / 'soft skill' themes are embedded in the lesson and WHEN and HOW they are met:
<p>Through group discussions and exercises, the following cross-cutting 'soft' skills will be addressed:</p> <ul style="list-style-type: none"> • Group work • Self-awareness • Emotional intelligence • Resilience • Leadership skills • Negotiation • Pitching and presentation skills • Giving and receiving constructive feedback, self-reflection

STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 4 main objectives, outcomes, and assessment requirements.	N/A	5
Development	Define a clear business purpose.	Vision statement	25
	Identify strengths and weaknesses.	SWOT analysis	25
	Streamline own workflow.	Karban framework	25
	Strategies to monitor and improve own business performance.	Balanced scorecard	10
Consolidation	Learners' guidance focusing on a field application. Practice: develop your vision with the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	Creative Project Canvas	5
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			120

ASSESSMENT STRATEGIES USED (WHEN and HOW)

- Formative assessment by training facilitator during the session:
 - Tutor/mentor following the canvas development during the different phases of implementation.
 - The final project/challenge/solution is pitched in front of relevant stakeholders that "judge" the work done.
- Self-assessment of the participants on the idea/project/organization action under the experimentation in the planning phase.

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)

Lesson 4

Lesson 4 challenge



TOPIC Using Data to Price Your Work and Services Part 1		CLASS
DATE	LENGTH OF LESSON Variable, guide: 120 min approx	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> • Sufficient language skills in English, in Writing and Reading. • Basic understanding of how the processes of cultural organizations, creative SMEs, and projects work. 		
LEARNING OBJECTIVES		
<p>The aim of this lesson is to introduce the understanding of differences between qualitative and quantitative methods of measurements and data collection, and how data can be used to inform pricing models relevant for CCI professionals. Introduction into evaluating cost structures and accounting. Definition and calculation of success and performance indicators for investments in design and social media campaigns. These calculation and evaluation criteria are based on real world cases. Development of KPIs and adaptation to social media activities with examples of Google Analytics and Facebook Media Analytics and similar Tools.</p>		
LEARNING OUTCOMES		
<p>The Learners Should Be Able To:</p> <ul style="list-style-type: none"> • Demonstrate understanding of approaches to, and application of, data to inform business decisions. • Demonstrate understanding of approaches to, and application of, different pricing models. 		

PREVIOUS KNOWLEDGE
Learners should have a clear idea of how their work works, their organizations are functionally and operationally working, the actors who can influence their decisions internally and outside
ANTICIPATED DIFFICULTIES
If the lesson is delivered online, part of the group experience might be lost
RESOURCES/EQUIPMENT REQUIRED
<ul style="list-style-type: none"> • PowerPoint presentation – key concepts, models, and considerations • Workshop / exercise handouts

CROSS-CUTTING ENHANCEMENT THEMES
Please note any transferable skill / ‘soft skill’ themes are embedded in the lesson and WHEN and HOW they are met:
Through group discussions and exercises, the following cross-cutting ‘soft’ skills will be addressed:
<ul style="list-style-type: none"> • Group work • Self-awareness • Emotional intelligence • Resilience • Leadership skills • Negotiation • Pitching and presentation skills • Giving and receiving constructive feedback, self-reflection

Lesson Plan 5

Author | ECBN

STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 5 main objectives, outcomes, and assessment requirements.	N/A	5
Development	Introduction of different models and approaches to pricing tailored for CCI professionals; and a basic introduction to the concept of Return on Investment.	PowerPoint presentation	20
	Workshop exercises: learners guided through exercises to experiment with applying the pricing models to their own professional practice. Supported by peers and facilitator.	N/A	50
Consolidation	Learners apply practical knowledge on the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	N/A	40
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			120

ASSESSMENT STRATEGIES USED (WHEN and HOW)

Formative assessment by training facilitator during the session:
 • Tutor/mentor will support the learner during workshop exercise and plenary session to check learner comprehension and progression.

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)

Lesson 5

Lesson 5 challenge



TOPIC Using Data to Price Your Work and Services Part 2		CLASS
DATE	LENGTH OF LESSON Variable, guide: 100 min approx	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> • Sufficient language skills in English, in Writing and Reading. • Basic understanding of how the processes of cultural organizations, creative SMEs, and projects work. 		
LEARNING OBJECTIVES		
The aim of this lesson is to introduce the understanding of professionals in the context of KPI's for Micro businesses, profitability, and POI.		
LEARNING OUTCOMES		
The Learners Should Be Able To:		
<ul style="list-style-type: none"> • Demonstrate a basic understanding of the concept of KPIs, Profitability, Return on Investment (ROI). 		

PREVIOUS KNOWLEDGE
Learners should have a clear idea of how their work works, their organizations are functionally and operationally working, the actors who can influence their decisions internally and outside
ANTICIPATED DIFFICULTIES
If the lesson is delivered online, part of the group experience might be lost
RESOURCES/EQUIPMENT REQUIRED
<ul style="list-style-type: none"> • PowerPoint presentation – key concepts, models, and considerations • Workshop / exercise handouts

CROSS-CUTTING ENHANCEMENT THEMES
Please note any transferable skill / 'soft skill' themes are embedded in the lesson and WHEN and HOW they are met:
Through group discussions and exercises, the following cross-cutting 'soft' skills will be addressed:
<ul style="list-style-type: none"> • Group work • Self-awareness • Emotional intelligence • Resilience • Leadership skills • Negotiation • Pitching and presentation skills • Giving and receiving constructive feedback, self-reflection

Lesson Plan 6

Author | ECBN

STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 6 main objectives, outcomes, and assessment requirements.	N/A	5
Development	Introducing KPIs for Micro businesses, profitability, and ROI	PowerPoint presentation	30
	Workshop exercises: learners guided through exercises to experiment with applying theory on KPIs, profitability and ROI into own business.	N/A	30
	Learners apply practical knowledge on the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	N/A	30
Consolidation			
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			100

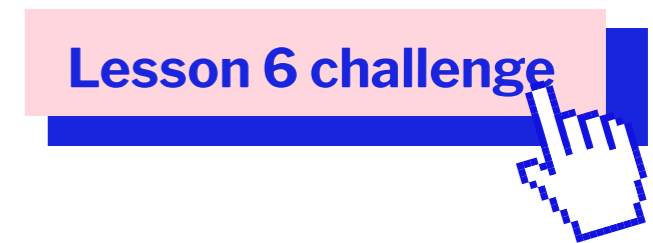
ASSESSMENT STRATEGIES USED (WHEN and HOW)

Formative assessment by training facilitator during the session:

- Tutor/mentor will support the learner during workshop exercise and plenary session to check learner comprehension and progression.

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)



TOPIC Developing a Marketing & Communications Strategy		CLASS
DATE	LENGTH OF LESSON 120 minutes	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> • Sufficient English language skills in reading and writing. 		
LEARNING OBJECTIVES		
The aim of this lesson is to introduce key concepts and practical guidance on developing a marketing and communications strategy.		
LEARNING OUTCOMES		
The Learners Should Be Able To:		
<ul style="list-style-type: none"> • Demonstrate understanding of what makes a successful marketing and communications strategy • Demonstrate understanding of a need to understand the audience & market and how this informs a marketing and communications strategy • Critically evaluate examples of marketing and communication outputs. 		

PREVIOUS KNOWLEDGE

It is anticipated that learners will have a diverse range of prior experience and familiarity with concepts and tools demonstrated in this lesson

ANTICIPATED DIFFICULTIES

Potential technical problems, such as internet connection for online lessons

RESOURCES/EQUIPMENT REQUIRED

- PowerPoint presentation; handouts for learners; computer; internet; etc.
- OER: supporting materials - [Marketing 101](#)

CROSS-CUTTING ENHANCEMENT THEMES

Please note any transferable skill / 'soft skill' themes are embedded in the lesson and WHEN and HOW they are met:

Through group discussions and exercises, the following cross-cutting 'soft' skills will be addressed:

- Group work
- Self-awareness
- Emotional intelligence
- Resilience
- Leadership skills
- Negotiation
- Pitching and presentation skills
- Giving and receiving constructive feedback, self-reflection

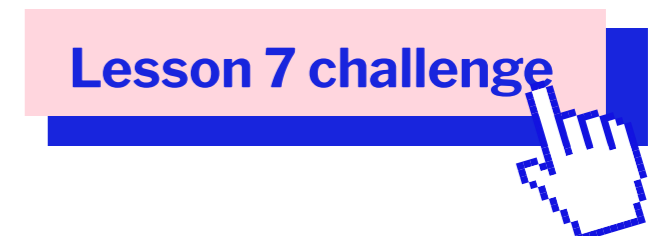
STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 7 main objectives, outcomes, and assessment requirements.	N/A	5
Development ⋮	Introduction to the key concepts and components of a marketing and communications plan. Introduction of examples of M&C outputs (websites, social media campaigns) and invitation of learners to respond and critically evaluate these.	Supporting materials: Marketing 101	45
	Consolidation	Learners apply practical knowledge on the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	Scenario/case study
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			120

ASSESSMENT STRATEGIES USED (WHEN and HOW)

- Formative assessment of learner participation in group activities.
- Informal feedback on initial marketing and communications strategies.
- Monitor learner comprehension.

INFORMAL LESSON EVALUATION

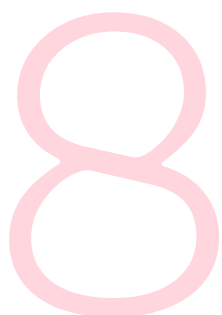
(This section should be completed straight after the lesson by the tutor)



TOPIC Making effective use of social media		CLASS
DATE	LENGTH OF LESSON 120 min	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> • Sufficient English language skills in reading and writing. 		
LEARNING OBJECTIVES		
<p>The objective of this lesson is to equip learners with a deeper understanding of how social media can work for CCI professionals. The lesson evaluates existing social media tools and how successful social media campaigns calculate impact and dissemination and make best use of data to adapt to user feedback.</p>		
LEARNING OUTCOMES		
<p>The Learners Should Be Able To:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what makes a successful social media campaign. • Demonstrate understanding of need to understand the audience & market and how this informs a social media plan. • Develop an outline social media campaign plan for a given scenario. 		

PREVIOUS KNOWLEDGE
It is anticipated that learners will have a diverse range of prior experience and familiarity with concepts and tools demonstrated in this lesson.
ANTICIPATED DIFFICULTIES
Potential technical problems, such as internet connection for online lessons.
RESOURCES/EQUIPMENT REQUIRED
<ul style="list-style-type: none"> • PowerPoint presentation • Handouts for learners • Computer • Internet

CROSS-CUTTING ENHANCEMENT THEMES
Please note any transferable skill / 'soft skill' themes are embedded in the lesson and WHEN and HOW they are met:
<p>Through group discussions and exercises, the following cross-cutting 'soft' skills will be addressed:</p> <ul style="list-style-type: none"> • Group work • Self-awareness • Emotional intelligence • Resilience • Leadership skills • Negotiation



Lesson Plan 8

Author | CBN / Foundation Matera-Basilicata 2019

STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 6 main objectives, outcomes, and assessment requirements.	N/A	5
Development ⋮	Introducing KPIs for Micro businesses, profitability, and ROI	Supporting materials: Social media strategy	45
	Learners apply practical knowledge on the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	Scenario/case study	65
Consolidation			
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			120

ASSESSMENT STRATEGIES USED (WHEN and HOW)

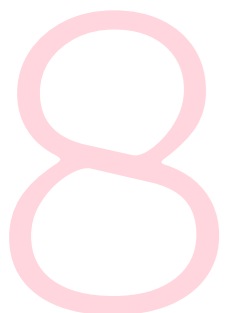
- Formative assessment of learner participation in group activities
- Informal feedback on initial social media campaign plans
- Monitor learner comprehension during lesson

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)

Lesson 8

Lesson 8 challenge



TOPIC Using qualitative methods for monitoring and evaluation of impact		CLASS
DATE	LENGTH OF LESSON 170 min	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS Sufficient language skills in English, in Writing and Reading.		
LEARNING OBJECTIVES Provide learners with the basic information about possibilities to use qualitative research methods during and after the project duration. The lesson is an overview of the main qualitative research methods and their usage in different stages of the project cycle. The lesson will help creative professionals to decide whether and when to use the qualitative methods for monitoring and evaluation (with the help of a professional researcher for the execution of a research). This lesson is designed for project managers (as opposed to researchers) to facilitate dialogue between PM's and researchers in project implementation.		
LEARNING OUTCOMES The Learners Should Be Able To: <ul style="list-style-type: none"> • Define what is qualitative research and when to use it. • Compare what can and cannot be observed through qualitative research. • Explain how to prepare research questions. • Indicate different types of the qualitative research methods. • Review what is an analysis of qualitative data and what kind of output can be expected. 		

PREVIOUS KNOWLEDGE

- Knowledge of the project cycle (project management).
- Know-how to set up project goals and planned impact.

ANTICIPATED DIFFICULTIES

If the lesson is delivered online, part of the group experience might be lost.

RESOURCES/EQUIPMENT REQUIRED

- PowerPoint presentation
- Handouts for learners
- Computer
- Internet

CROSS-CUTTING ENHANCEMENT THEMES

Please note any transferable skill / 'soft skill' themes are embedded in the lesson and WHEN and HOW they are met:

- Facilitation skills: part of the lesson is focused on group facilitation.
- Giving and receiving constructive feedback, self-reflection: during the practical part of the lesson.
- Emotional intelligence: is important for qualitative research, especially when leading interviews or facilitating focus groups but as well during observation.
- Self-awareness: within the discussion about the influence of the researcher on the research results.



Lesson Plan 9

Author | Creative Industry Kosice

STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 9 main objectives, outcomes, and assessment requirements.	N/A	5
Development	Definition of qualitative research presenting the topics: <ul style="list-style-type: none"> • What is qualitative research? • When to use qualitative research? • What is DATA in qualitative research? 	PowerPoint	20
	Learners apply practical knowledge on the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	PowerPoint	40
	Analysis of the qualitative data: How to analyse the qualitative data and what kind of outputs can and cannot be produced.	PowerPoint	20
Consolidation	Learners apply practical knowledge on the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	Case studies	75
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	10
Total duration			170

ASSESSMENT STRATEGIES USED (WHEN and HOW)

- Formative assessment by training facilitator during the session
- Tutor/mentor will support the learner during workshop exercise and plenary session to check learner comprehension and progression

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)

Lesson 9

Lesson 9 challenge

TOPIC Creative Industries & Copyright		CLASS
DATE	LENGTH OF LESSON 65 min	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> • Sufficient language skills in English. • Basic understanding of how the processes of cultural organizations, creative industries, and the author's participation in these projects work. 		
LEARNING OBJECTIVES		
<p>The lesson is designed for creative industries professionals (performers, publishing, screenwriters, art & photography galleries) who want to understand the scope and limits of which works can ensure copyright protection.</p> <p>The course will introduce learners to the workings of copyright law through an examination of the system's basic principles and rules. The topics will include: the essential principles of Copyright, the rights and the works protected by Copyright, limits of Copyright protection, legal issues, transfer of these rights under a copyright agreement, essential requirements for these agreements.</p>		
LEARNING OUTCOMES		
<p>The Learners Should Be Able To:</p> <ul style="list-style-type: none"> • Identify and evaluate the basic principles/elements of copyright. • Explain the limits of copyright protection. • Evaluate the basic provisions of copyright transfer agreements and their mandatory and recommended terms. 		

PREVIOUS KNOWLEDGE
Learners should have knowledge or practical experience related to use of authors' work (objects of copyright) in creative industries
ANTICIPATED DIFFICULTIES
Technical problems should be considered such as low/unstable internet connection for online lessons
RESOURCES/EQUIPMENT REQUIRED
<ul style="list-style-type: none"> • Computer • Internet connection

CROSS-CUTTING ENHANCEMENT THEMES
Please note any transferable skill / 'soft skill' themes are embedded in the lesson and WHEN and HOW they are met:
<ul style="list-style-type: none"> • Planning skills will be key for the work to be done during the living labs, in order to make the collected challenges workable in the lab and with other stakeholders • The Creative Project Canvas is a tool which easily connects with knowledge areas that might be trained in other modules and that contribute to building a more concrete process from idea to project and implementation. We suggest to use the canvas as a tool to run the prototyping of the challenge in the workshop.

STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 10 main objectives, outcomes, and assessment requirements.	N/A	5
Development	Introduction of the essential principles, regulations and general rules (international and national level) of Copyright.	Lecturer's material, video	15
	Introduction of Rights & Works protected by Copyright, legal acts and legal issues.	Lecturer's material, video	15
	Introduction of Transfer rights under Agreement; content of contracts (purpose and means)	Lecturer's material, video	15
Consolidation	Learners apply practical knowledge on the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge.	N/A	10
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			65

ASSESSMENT STRATEGIES USED (WHEN and HOW)

- Formative assessment by training facilitator during the session:
 - Tutor/mentor following the canvas development during the different phases of implementation.
 - The final project/challenge/solution is pitched in front of relevant stakeholders that “judge” the work done.
- Self-assessment of the participants on the idea/project/organization action under the experimentation in the planning phase.

Assessments are given after the lecture. Self-assessment is based on the lecture material. The assessment (test form) is performed and can be evaluated by student itself. Issues of hypothetical situation analysis shall be discussed with tutor/mentor.

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson by the tutor)

Lesson 10

Lesson 10 challenge

TOPIC How to Pitch		CLASS
DATE	LENGTH OF LESSON 240 min + breaks	NUMBER IN CLASS
ABILITY/SPECIAL EDUCATIONAL NEEDS		
<ul style="list-style-type: none"> Sufficient English language skills in reading and writing. 		
LEARNING OBJECTIVES		
<p>The objective of this lesson is to develop learners' competencies in pitching and presenting. The lesson provides supportive opportunities for learners to test their pitching skills, underpinned by discussion of key concepts and considerations of how to pitch.</p>		
LEARNING OUTCOMES		
<p>The Learners Should Be Able To:</p> <ul style="list-style-type: none"> Practice in pitches and presentations. Reflect and provide constructive feedback to peers. Demonstrate understanding of key concepts and considerations relating to how to pitch, including adapting content and delivery for different audiences, purposes, and contexts. 		

PREVIOUS KNOWLEDGE

Not necessary

ANTICIPATED DIFFICULTIES

There may be some reticence and nervousness on the part of learners, to mitigate this concern, the session will be presented in an informal, friendly way, with sensitivity to the needs of individual contributors.

RESOURCES/EQUIPMENT REQUIRED

Presentation software may be required (e.g. PowerPoint).

CROSS-CUTTING ENHANCEMENT THEMES

Please note any transferable skill / 'soft skill' themes are embedded in the lesson and WHEN and HOW they are met:

Through group discussions and exercises, the following cross-cutting 'soft' skills will be addressed:

- Presentation.
- Group work.
- Self-awareness.
- Emotional intelligence.
- Resilience.
- Leadership skills.
- Negotiation.

STAGE	CONTENT	TOOLS	ESTIMATED DURATION (min)
Introduction	Lead-in. Welcome and brief introduction of the Lesson 9 main objectives, outcomes, and assessment requirements.	N/A	5
Development	Active workshop session for breaking the ice: <ul style="list-style-type: none"> Trainer(s) introduces themselves to illustrate and initiate discussion on pitching. Informal group discussion and feedback on trainer's pitch. Fast and informal initial pitching by each learner. 	Lecturer's material, video	15
	Active workshop session in small groups: <ul style="list-style-type: none"> Learners respond to the question of "What makes a great pitch". Initially jotting down their own ideas, then discussing with the group and negotiating the top 3 considerations that the sub-group will report to the main class. Plenary session where representative of each sub-group reports back on the top 3 ideas of what makes a great pitch. 	Lecturer's material, video	15
	Introduction to the key concepts and considerations of developing at pitch: <ul style="list-style-type: none"> Purpose Audience Content Story-telling Verbal and non-verbal communication Supporting materials 	Lecturer's material, video	15
	Working individually, learners are invited to reflect on their initial pitch, the group's 'top tips' for pitching and the key concepts to prepare a second pitch of a duration of no more than 2 minutes. The learner can tailor their pitch by choosing: <ul style="list-style-type: none"> The purpose – e.g., to present themselves; to present a project idea; to present their creative work. The audience – e.g., to peers; employers; local authority. They will then select the relevant content and presentation method as appropriate, with consideration of both verbal and non-verbal communication etc. 	N/A	10
	Learners apply practical knowledge on the DeuS Micro challenge identified for this lesson, within the context of the DeuS Macro challenge. <ul style="list-style-type: none"> 2-minute (each) pitch. Plenary / feedback. Teams share their reflection on the session, including: <ul style="list-style-type: none"> Progression from their initial pitch to their second pitch. How they will approach pitching in the future. What areas they feel they need to develop further. 		
Consolidation			
Conclusion	Feedback tools applied for the reflection and assessment of set learning outcomes.	Feedback form	5
Total duration			65

ASSESSMENT STRATEGIES USED (WHEN and HOW)

- Formative assessment of learner participation in group activities.
- Peer feedback and informal tutor feedback on learner pitches.
- Monitor learner comprehension during lesson.

INFORMAL LESSON EVALUATION

(This section should be completed straight after the lesson)

Lesson 11

Lesson 11 challenge

Annex

MENTORING GUIDELINES

Mentoring

The DeuS Training Programme combines theoretical knowledge, practical learning through doing as well as professional and personal development. The core of the program is challenge-based learning, exemplified in Living Labs as well as other assignments or projects within the training. Mentoring provides valuable and critical support for the successful realization of practice-based challenges.

Mentoring is strongly recommended to be set up in conjunction with any organization running training programs that are based on learning-by-doing, challenge-based learning and/or practice-based-learning.

Mentorship provides the mentor the opportunity to pass on knowledge that can only be gained through experience as well as constantly ensure that training answers to the real needs of the industry.

For the mentee it can be an invaluable opportunity that can help avoid common pitfalls or mistakes as well as build networks and identify opportunities on the go.

Who can become mentors? What is the role of the mentor?

Mentors are professionals with experience in one or a number of areas the training program is addressing. They are often at a stage in their own career where they want to pass on their knowledge, experience and networks to others. They often want to further the success of the industry as a whole, and therefore also support new talent finding their career paths and succeed. A Mentor's role is not to teach or tell, but to listen, support and spark the mentee in his/her own doing. It is about creating a space for thinking, reflection to further personal and professional growth.

What should the mentee expect?

Mentee is someone who wants to learn and get support for his/her own learning process. Mentee should not expect the mentor to provide ready answers or solve practical problems. The learning and doing has to be done by the mentee him/herself, the mentors role is to support that process and provide perspective and reflection, practical experiences and the opportunity to think through possible solutions to practical problems.

What is the difference between mentoring and coaching?

Mentoring is based on a relationship between the mentor and mentee, that provides the mentor the opportunity to share his/her experience and knowledge to the mentee, who is responsible for driving the sessions and steering the mentoring process based on his/her learning process. Coaching is a more structured process, where the coach focuses on supporting his/her client to solve specific challenges or aims regarding his/her work.

Certainly the two approaches can have much in common and even overlap. Often mentorship however is based on volunteering without monetary compensation or formal degrees, whereas coaching is often a service provided by certified by some form of formal degree or proven qualification to the task, and hence also monetarily compensated. That said, there are also a number of paid mentorship programs, where the mentor is paid for his/her services depending on his/her expertise, length and nature of mentoring commitment.

Setting up a mentorship program

The organization providing the training can set up a mentorship program in different ways, more formally or informally. In either case it is important to be clear on the expectations, focus as well as roles and responsibilities of all parties in advance. Some basic questions to consider and discuss with potential mentors and/or mentees:

- What is the role of the mentor in regards to the specific training program/ challenge/project?
- What kind of expertise/experience is expected from the mentor?
- How much time is expected from the mentor?
- What is expected from the education providers (for instance in setting up mentoring meetings, facilities...)?
- Can the organization provide some support to the mentor (events or meetings with other mentors, opportunities for networking within industry events, training or teaching opportunities)?
- What should the mentee expect, and not to expect?

Mentoring can be an excellent way for the education provider to engage and keep up with where the industry is going, what current and future challenges should be taken into consideration in training on a general level as well as needs and challenges from the point of view of employment or job opportunities in the field. Many mentors also act as steering group or advisory board members, teachers or trainers or “ambassadors” for recruiting new students or attracting industry projects or “challenges” to be solved by students.

Being clear about expectations, responsibilities and practical arrangements between all parties is the most crucial thing in setting up any mentorship program, both for the mentor and mentee. Clear “rules” should be set as well as frequent opportunities to monitor and evaluate the mentoring process from the perspective of both mentor and mentee throughout its duration. Often, these relationships also differ from person to person, and there is no one right way to define it. At best, it is a rewarding learning process for all parties that supports personal and professional growth of those involved.

Colophon

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DeuS is a regional Vocational Educational Training (VET) project that aims to co-create a european-wide learning and training approach in design, critical thinking and entrepreneurship