train-the-trainer T3.13

toolkit

preparing the ground

self-assessment tool

CYANOTYPES

The CYANOTYPES self-assessment tool consists of four documents:

Part 1: Guide to Cyanotypes Competence Level Framework

This Cyanotypes Competences Progression model is supported by two core documents guiding both understanding and application of the Cyanotypes Creative Agency competences framework: the T1.6 Creative Agency Guidebooks and the EntreComp Framework progression model defining proficiency levels (Basic, Intermediate, Advanced). This guidebook provides the foundational understanding of the Cyanotypes Creative Agency Competence Framework

Part 2: Self-assessment Tool Guidelines

The Cyanotypes self-assessment tool is designed to support learning and development across various stages and can be integrated into the assessment process in several ways.

Part 3: Competence Level Assessment Test

This assessment tool is designed to help you understand your current proficiency level in the Cyanotypes competences and is grounded on the Cyanotypes Competences Progression model

Part 4: Presentation of the Self-assessment Tool

VERSION: 1.0

Co-funded by the Erasmus+ Programme of the European Union

Project reference: CYANOTYPES GA No. 101056314

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© This work is openly licensed via CC BY 4.0

A guide to the Cyanotypes Competence Level Framework

Index

Understanding the Cyanotypes Competence Progression model 1

Aligning the Cyanotypes framework with EQF levels 2

The method 3

Competence Progression model 4

Cluster: Collective Agency Cluster 4

Cluster: Public Agency Cluster 6

Cluster: Data Driven Agency Cluster 8

Cluster: Value Creating Agency Cluster 10

Cluster: Regenerative Agency Cluster 12

Understanding the Cyanotypes Competence Progression model

The **Cyanotypes Competence Progression model** offers a structured and comprehensive approach to identifying, assessing, and cultivating **25 key competences** of the **Cyanotypes Creative Agency competences framework.** Drawing on established EU Competences frameworks such as **EntreComp**, it employs a **progression model** that outlines how proficiency in each competence evolves over time.

This Cyanotypes Competences Progression model is supported by two core documents guiding both understanding and application of the Cyanotypes Creative Agency competences framework: the ***T1.6 Creative Agency Guidebooks*** and the ***EntreComp Framework progression model*** defining proficiency levels (Basic, Intermediate, Advanced).

This guidebook provides the **foundational understanding** of the Cyanotypes Creative Agency Competence Framework that offers:

- in-depth descriptions of all 25 competences, grouped into **five agency clusters**
- explanations of the **meaning and significance** of each competence within the CCIs
- practical examples that illustrate how each competence is applied in real-world contexts
- clearly defined **learning outcomes** that articulate what learners should know, understand and be able to do at different stages of development.

This complementary document provides the **structure for assessment and development** outlining three levels of proficiency: **Basic, Intermediate and Advanced,** for each of the 25 competences. These levels illustrate how individuals develop over time as they gain experience and apply each competence more effectively.

In essence, the **Creative Agency Guidebook (T1.6)** explains the *what* and *why* defining each competence and describes its relevance within creative and cultural work and this **Competences Progression model** provides the *how* describing how individuals can develop, demonstrate and assess growing levels of expertise.

In fact, the **Creative Agency Guidebook (T1.6)** offers detailed insight into each competence, while this **Competences Progression model** provides a practical tool to support **development, measurement and growth** across the creative and cultural sectors. Used together, they offer a dynamic approach to building individual and collective agency within CCIs.

Together, these tools support a range of learning and development activities:

- **Learning and development:** the Guidebook informs training design and content, while the Progression model helps define objectives and measure progress.
- **Self-assessment and reflection:** individuals can explore the competences in depth and evaluate their current levels to identify areas for growth.
- **Performance management:** organisations can use both documents to define roles, assess performance, and shape professional development pathways.

Aligning the Cyanotypes framework with EQF levels

To understand how the Cyanotypes framework aligns with the EQF effectively using the learning outcomes identified for the 25 Creative Agency Circle competences, it is crucial to first clarify the relationship between competence frameworks and the EQF.

EQF and its purpose

The European Qualifications Framework (EQF) comprises eight levels with specific learning outcomes components, indicating the complexity, autonomy and responsibility associated with a qualification. Learning outcomes are statements that describe what a learner is expected to know, understand and/or be able to do after completing a learning process. Essentially, the EQF standardises how we understand and compare qualifications across different countries and education/training systems.

Competence frameworks (like the EntreComp) and their role

Competence frameworks, including the Cyanotypes Creative Agency Circle, offer a different but complementary approach by delving into the progression of specific competences. In the case of Cyanotypes, we focus on developing creative agency. The proficiency levels within Cyanotypes (Basic, Intermediate and Advanced) illustrate how an individuals' proficiency in these creative agency competences evolves.

Alignment and learning outcomes in context

While there is not a direct, one-to-one mapping of competence framework levels (e.g., Basic to EQF level 3) to EQF levels, alignment is key. In our context, since Cyanotypes learning outcomes are designed to align with EQF level 5, as indicated in the Creative Agency Guidebook (T1.6), the learning outcomes are written at a level of complexity, autonomy and responsibility that the EQF describes as level 5.

This establishes the context for the Cyanotypes progression model, where the Basic, Intermediate and Advanced levels describe the progression of skills and knowledge within that EQF level 5 context. Each level reflects increasing mastery within EQF Level 5. While "Advanced" reflects high levels of independence and strategic insight, it remains within this same EQF context.

The learning outcomes in the Cyanotypes framework are descriptions of what a learner can do at each stage (Basic, Intermediate, Advanced), specified within the creative agency domain.

Why this design is useful

Even within a specific EQF level (like 5), individuals demonstrate varying levels of mastery. The Cyanotypes progression model and self-assessment test differentiate between these levels, which is essential for personalised learning and development. This differentiation helps individuals identify their strengths and areas for growth relative to the expectations of that EQF level. By clearly defining these progression steps, we provide a roadmap for learners to enhance their creative agency skills.

In conclusion

The Cyanotypes progression model and self-assessment test are designed to work in harmony with the EQF. They provide a detailed view of competence development within the broader framework of EQF levels and the use of learning outcomes is integral to the Cyanotypes framework being specified at each progression stage to guide learning and assessment.

The method

The Cyanotypes Competence Progression model uses three levels of proficiency: Basic, Intermediate and Advanced. These levels describe how an individual's capabilities evolve as they gain experience and expertise. While the 5 cross-cutting themes of Cyanotypes (Self, World, Exploring, Framing, Engaging) are crucial to consider when applying these competences, the progression model focuses on providing clear descriptions of competence progression, to streamline the assessment process. Assessors are encouraged to consider the themes implicitly to provide a more holistic evaluation.

Basic

At the Basic level, individuals demonstrate a foundational understanding and awareness of the competence. They can perform simple tasks or actions related to the competence with guidance and support. A Basic level individual shows initial curiosity and a willingness to learn.

Intermediate

The Intermediate level indicates developing independence and the ability to apply the competence autonomously. Individuals at this level can apply the competence in routine situations and solve problems with increasing self-reliance. They show initiative and actively seek to improve their skills.

Advanced

The Advanced level signifies the ability to apply the competence effectively and strategically. Individuals at this level can handle complex or novel situations, adapt their approach as needed and may guide others in developing the competence. They demonstrate a proactive, reflective and innovative mindset.

This progression model can be used for self-assessment, peer assessment or facilitated evaluation. It is intended to support personalised learning, team development and project planning within the Cultural and Creative Industries.

Competence Progression model

Cluster: Collective Agency Cluster

1. **Competence: Creative Confidence**

Basic

Recognises that everyone in the CCIs has the potential for creativity. Is willing to experiment with different creative techniques and approaches relevant to their CCIS discipline. Shares initial creative ideas and works-in-progress with peers for feedback.

Intermediate

Actively engages in creative processes to develop artistic works, cultural products or innovative services within the CCIs. Develops and refines their creative skills through practice, experimentation and learning from feedback. Expresses creative ideas with increasing confidence in pitches, presentations or artistic statements.

Advanced

Inspires creative thinking and fosters a culture of innovation within creative teams, organisations or communities. Takes risks to push creative boundaries and challenge conventional approaches in their CCIS field. Leads complex creative projects, from concept development to production and dissemination, while advocating for artistic vision.

2. **Competence: Collaboration (across creative disciplines)**

Basic

Understands the value of collaborating with professionals from different creative backgrounds. Participates in collaborative tasks within a creative project, contributing their skills under guidance. Listens to and respects diverse creative perspectives, working styles and artistic sensibilities.

Intermediate

Collaborates effectively with others in interdisciplinary creative teams to develop innovative CCIS projects. Contributes their specialised creative skills to achieve shared artistic or commercial goals within the CCIs. Adapts their communication and collaboration strategies to suit different creative disciplines, professional roles and team dynamics.

Advanced

Facilitates complex collaborations across diverse creative fields, sectors and cultural contexts. Synthesises different creative approaches, methodologies and technologies to generate groundbreaking cultural products, services or experiences. Builds and sustains collaborative networks, platforms or ecosystems within the CCIs to foster innovation, knowledge exchange and professional development.

3. **Competence: Conceptual and Critical Thinking**

Basic

Can understand and articulate basic creative concepts, artistic principles and cultural theories relevant to their CCIS field. Asks simple questions about creative works, cultural products or artistic practices to understand their meaning and purpose. Identifies obvious strengths and weaknesses in creative ideas, designs or performances.

Intermediate

Analyses creative concepts, artistic styles and cultural trends in detail, evaluating their significance and impact within the CCIs. Evaluates the effectiveness, originality and cultural relevance of creative works, cultural projects or creative businesses. Develops well-reasoned arguments and critical perspectives on creative choices, artistic expressions and cultural phenomena.

Advanced

Synthesises complex creative theories, art histories and cultural philosophies to inform their own creative practice or research within the CCIs. Critically reflects on the underlying assumptions, values and power dynamics within creative industries, cultural institutions or artistic communities. Generates new conceptual frameworks, artistic movements or critical discourses that advance creative innovation and cultural understanding.

4. **Competence: Interacting in Creative Ecosystems**

Basic

Recognises the existence and diversity of creative communities, industries and cultural sectors. Participates in creative events, festivals, workshops or networking activities to connect with other CCIS professionals. Identifies key stakeholders within a creative ecosystem, such as artists, producers, curators, distributors, funders and audiences.

Intermediate

Actively engages with and contributes to creative networks, online platforms and professional associations within their CCIS field. Builds relationships with other creative professionals, cultural organisations and industry representatives to foster collaboration and career development. Navigates the social, economic and political dynamics of creative ecosystems, understanding issues such as copyright, funding models and cultural policy.

Advanced

Shapes and influences the development of creative ecosystems, advocating for policies, initiatives and infrastructure that support creative growth and sustainability. Fosters collaboration, knowledge-sharing and innovation within the creative sector through mentorship, leadership or community organising. Acts as a cultural ambassador, promoting the value of creativity and the contributions of the CCIs to society, the economy and cultural diversity.

5. **Competence: Collective Action (From urgency to action)**

Basic

Recognises the power of collective action to address social, environmental or cultural challenges relevant to the CCIs. Participates in group efforts or campaigns to advocate for artists' rights, cultural funding or sustainable practices within the creative sector. Follows instructions and contributes to organised actions, such as signing petitions, attending rallies or supporting creative initiatives.

Intermediate

Organises and mobilises groups of creative professionals, cultural workers or community members for collective action. Develops strategies and plans to achieve collective goals, such as lobbying for policy changes, launching awareness campaigns or establishing collaborative projects. Communicates effectively to inspire and engage others in collective efforts, using storytelling, advocacy or creative activism to raise awareness and drive change.

Advanced

Leads large-scale collective action initiatives within the CCIs, addressing systemic issues or advocating for transformative change in the creative sector. Builds coalitions and partnerships with diverse stakeholders, including government agencies, NGOs, businesses and cultural organisations, to maximise impact. Shapes public discourse and influences policy decisions related to the CCIs, promoting the value of creativity, cultural diversity and social inclusion.

Cluster: Public Agency Cluster

1. **Competence: Working with Values**

Basic

Identifies their own personal and artistic values as a creative professional. Understands that different artists, cultural organisations and audiences may hold diverse values and beliefs. Recognises the role of values in shaping creative expression, cultural production and audience engagement.

Intermediate

Articulates their own artistic vision and values clearly and respectfully, while engaging in open dialogue with others in the CCIs. Analyses the values underlying different artistic movements, cultural practices and creative business models. Makes creative and professional decisions that align with their own and shared values, considering ethical implications and cultural sensitivities.

Advanced

Facilitates discussions about complex value conflicts and ethical dilemmas within the CCIs, fostering a culture of critical reflection and responsible practice. Develops ethical frameworks, codes of conduct or guidelines for creative professionals, cultural organisations or arts institutions. Promotes a culture of integrity, transparency and values-driven action within the creative sector, advocating for ethical considerations in artistic creation, cultural management and audience engagement.

2. **Competence: Boundary Spanning**

Basic

Recognises the existence of different creative disciplines, cultural sectors and professional roles within and beyond the CCIs. Communicates and collaborates with people outside their immediate creative field or professional network. Shares information, resources or creative outputs across disciplinary, sectoral or cultural boundaries.

Intermediate

Builds relationships and networks across different creative fields, cultural organisations and industry sectors to foster collaboration and innovation. Facilitates knowledge exchange, skill-sharing and resource mobilisation between different creative communities and professional networks. Adapts their communication, creative approach and professional practices to effectively navigate diverse cultural contexts and professional settings.

Advanced

Creates and manages complex partnerships, alliances or collaborations involving diverse stakeholders from the CCIs, public sector, private sector and civil society. Navigates political, organisational and cultural complexities to achieve shared goals and address systemic challenges in

the creative sector. Transforms systems, structures or policies to foster greater collaboration, integration and cross-sectoral exchange within and beyond the CCIs.

3. **Competence: Anticipatory Innovation**

Basic

Is open to new artistic ideas, creative technologies and emerging trends in the CCIs. Can imagine potential future scenarios for their creative practice, artistic field or the cultural sector. Recognises that change is a constant force in the creative industries, requiring adaptability and a willingness to learn.

Intermediate

Analyses emerging trends, technological advancements and societal shifts that may impact the CCIs, identifying potential opportunities and challenges. Develops creative solutions, innovative business models or artistic strategies to address anticipated changes and capitalise on future opportunities. Plans and prepares for future uncertainties in the creative sector, developing resilience and adaptability in their artistic practice or creative enterprise.

Advanced

Shapes the future of the CCIs through proactive innovation, artistic experimentation and the development of ground breaking cultural products or services. Develops long-term visions and strategic plans for creative organisations, cultural institutions or the creative sector as a whole, anticipating future needs and opportunities. Leads and inspires others to embrace future-oriented thinking, driving change and innovation in the CCIs through visionary leadership and strategic foresight.

4. **Competence: Narrative Design**

Basic

Can tell a simple story about their creative work, artistic process or cultural experiences. Understands the basic elements of a narrative, such as characters, plot, setting and theme, in the context of artistic creation or cultural storytelling. Recognises that stories can influence people's thoughts, feelings and perceptions of art, culture and creative expression.

Intermediate

Crafts compelling narratives to communicate artistic ideas, cultural values or creative visions to diverse audiences within and beyond the CCIs. Adapts narrative strategies to different creative forms, media and contexts, such as presenting an artistic project, pitching a cultural initiative or engaging audiences with a performance. Uses storytelling to build relationships with collaborators, funders, audiences and stakeholders in the creative sector, fostering understanding and support for creative endeavours.

Advanced

Designs and implements strategic narrative frameworks to shape public opinion, influence cultural policy or promote the value of the CCIs in society. Uses storytelling to advocate for the role of arts, culture and creativity in addressing social, economic or environmental challenges. Empowers other creative professionals and cultural workers to become effective storytellers, building narrative capacity within the creative sector.

5. **Competence: Managing Transformations**

Basic

Is aware that the CCIs are constantly evolving due to technological advancements, societal changes and shifting cultural trends. Can adapt to minor changes in their creative workflow, artistic practice or the creative environment. Follows instructions and participates in change processes within a creative team, organisation or project.

Intermediate

Manages change effectively within a creative team, cultural organisation or artistic project, ensuring smooth transitions and minimising disruption. Develops plans and strategies to implement change initiatives in the creative sector, such as adopting new technologies, adapting to new business models or responding to evolving audience expectations. Communicates clearly, provides support and addresses concerns of others during periods of change in the creative industries.

Advanced

Leads large-scale transformations across the CCIs, shaping the future of the creative sector through innovative approaches, policy advocacy or systemic change. Navigates complex political, economic and social dynamics to drive change in the cultural landscape, addressing challenges and seizing opportunities for growth. Creates a culture of adaptability, resilience and continuous learning within the CCIs, empowering creative professionals to thrive in a dynamic and evolving environment.

Cluster: Data Driven Agency Cluster

1. **Competence: Data Literacy & Digital Literacy**

Basic

Understands and uses basic digital tools and technologies relevant to the CCIs. Can find, access and evaluate information online, including creative content, industry news and funding opportunities. Recognises that data is a form of information that can be used to understand audiences, track trends and measure the impact of creative work.

Intermediate

Can analyse and interpret data related to creative production, distribution and consumption to inform decision-making in the CCIs. Uses digital tools effectively for communication, collaboration and creative expression, leveraging online platforms to connect with audiences and build communities. Evaluates the credibility, reliability and ethical implications of digital information and data used in the creative sector.

Advanced

Develops data-driven strategies and solutions to enhance creative processes, optimise business models and expand audience reach in the CCIs. Uses advanced digital technologies, data analytics and AI to innovate and create new forms of artistic expression, cultural experiences or creative services. Advocates for ethical and responsible data practices in the creative sector, addressing issues of privacy, ownership and algorithmic bias.

2. **Competence: Understanding Socio-Technical Systems**

Basic

Recognises that technology and society are interconnected and that digital technologies have a significant impact on the CCIs. Understands that technology can have both positive and negative consequences for creative production, cultural dissemination and artistic expression. Is aware of basic social issues related to technology in the creative sector, such as digital divide, online harassment and the impact of AI on creative labour.

Intermediate

Analyses the complex interactions between technology, creative practices, cultural values and social structures within the CCIs. Evaluates the social, ethical, cultural and environmental implications of technology and digital platforms used in the creative sector. Designs and implements socio-technical solutions that address societal needs and challenges within the CCIs, such as promoting digital inclusion, supporting cultural heritage preservation or fostering sustainable creative practices.

Advanced

Shapes the development and evolution of socio-technical systems in the CCIs, influencing the design and governance of digital platforms, creative technologies and online communities. Develops policies, regulations and frameworks for responsible technology governance in the creative sector, addressing issues such as copyright, data ownership and algorithmic transparency. Leads societal conversations about the future of technology and its impact on the arts, culture and creative industries, advocating for ethical and equitable technological development.

3. **Competence: Digital Self-Determination**

Basic

Is aware of their online presence as a creative professional or cultural worker. Understands the importance of online safety, privacy and responsible online behaviour in the CCIs. Can manage basic privacy settings on social media and online platforms used for creative promotion or networking.

Intermediate

Takes control of their digital identity, online reputation and personal brand as a creative professional, curating their online presence to showcase their work and connect with audiences. Uses digital tools and platforms to express their creative voice, share their artistic vision and engage with online communities authentically. Critically reflects on the impact of digital technology and social media on their well-being, mental health and creative process.

Advanced

Empowers other creative professionals, cultural workers and artists to exercise their digital rights, protect their online presence and advocate for digital literacy within the CCIs. Advocates for digital inclusion, equitable access to technology and digital literacy initiatives within the creative sector, addressing issues of digital divide and online marginalisation. Shapes the future of digital citizenship in the CCIs, promoting ethical online behaviour, digital creativity and responsible use of digital technologies for artistic expression and cultural participation.

4. **Competence: Creatively Using Digital Technology**

Basic

Uses digital tools and software to create, edit and share simple creative content in their CCIS field. Explores different digital platforms, applications and online resources to discover new creative possibilities and techniques. Is open to experimenting with digital media and technologies to enhance their creative practice or artistic expression.

Intermediate

Uses digital technology to create innovative, engaging and high-quality creative content that resonates with audiences in the digital age. Combines different digital tools, platforms and techniques to achieve specific creative goals, such as producing multimedia art, designing

interactive experiences or developing digital marketing campaigns. Adapts their digital skills and creative approaches to new technological advancements and evolving digital landscapes within the CCIs.

Advanced

Develops new digital tools, platforms or creative technologies that transform the way creative content is produced, distributed and experienced in the CCIs. Uses digital technology to push the boundaries of artistic expression, create new forms of digital art or explore innovative applications of technology in cultural heritage or creative industries. Leads and inspires others in the creative use of digital technology, fostering digital creativity, innovation and experimentation within the creative sector.

5. **Competence: Digital Content Co-Creation**

Basic

Contributes to online creative communities, digital platforms or collaborative projects in the CCIs, sharing their work and participating in online discussions. Shares their own digital creations and creative content with others online, seeking feedback and engaging with online audiences. Provides basic feedback, comments or critiques on digital creations shared by other creative professionals or online collaborators.

Intermediate

Collaborates effectively with other creative professionals, artists or cultural workers to create digital content, multimedia projects or online experiences. Uses online platforms, collaborative tools and digital workflows to facilitate co-creation, manage projects and coordinate contributions from team members. Manages digital projects, coordinates contributors and ensures effective communication and collaboration within online creative teams.

Advanced

Designs and facilitates large-scale digital co-creation initiatives, online collaborations or participatory art projects involving diverse groups of creative professionals, audiences or communities. Builds and sustains online communities of creators, fostering collaboration, knowledge sharing and collective creation within the digital space. Develops new models, platforms or frameworks for collaborative digital production, participatory culture or online creative engagement in the CCIs.

Cluster: Value Creating Agency Cluster

1. **Competence: Financial and Economic Literacy**

Basic

Understands basic financial concepts relevant to creative professionals (e.g. income, expenses, budgeting for projects, pricing creative work). Can manage their own finances as a freelancer, artist or creative entrepreneur, including tracking income, expenses and taxes. Recognises that economic decisions in the creative sector have consequences for artists, cultural organisations and the sustainability of creative practices.

Intermediate

Can create and manage budgets for creative projects, cultural events or small creative enterprises, including forecasting income, controlling costs and seeking funding. Understands basic economic principles related to the creative industries, such as supply and demand market trends and the value

of cultural goods and services. Evaluates the financial feasibility and economic viability of creative ideas, artistic ventures or cultural business models.

Advanced

Develops financial strategies for sustainable growth, investment and revenue generation in creative organisations or enterprises. Understands complex economic systems, market dynamics and funding landscapes within the CCIs, including global trends and policy influences. Makes informed financial decisions that maximise value creation, ensure financial stability and contribute to the economic sustainability of the creative sector.

2. **Competence: Planning and Management**

Basic

Can follow instructions, meet deadlines and complete assigned tasks within a creative project or cultural organisation. Can organise their own time, resources and creative materials effectively to manage their workflow and artistic practice. Understands the importance of setting artistic goals, project objectives and career plans within the CCIs.

Intermediate

Can plan and manage simple creative projects, cultural events or small-scale productions, including scheduling, resource allocation and team coordination. Sets priorities, manages project timelines and ensures deliverables are completed on time and within budget in the creative process. Works effectively in a creative team, collaborating with other artists, designers or cultural workers to achieve shared project goals.

Advanced

Can plan and manage complex creative projects, large-scale cultural events or creative organisations, including strategic planning, risk management and stakeholder engagement. Develops strategic plans, allocates resources effectively and leads creative teams to achieve artistic excellence and organisational success in the CCIs. Adapts to changing circumstances, manages creative challenges and navigates uncertainty in the creative sector, demonstrating resilience and adaptability.

3. **Competence: Valuing Ideas**

Basic

Recognises that creative ideas have artistic, cultural, social and economic value in the CCIs. Can identify different types of value in creative works, cultural products or innovative services (e.g. originality, aesthetic appeal, social impact, market potential). Shares their own creative ideas with others in the creative community and is open to feedback and collaboration.

Intermediate

Evaluates the artistic merit, cultural relevance, social impact and market potential of creative ideas and concepts. Develops strategies to protect intellectual property, commercialise creative works or secure funding for creative projects (e.g. copyright, licensing, grants, crowdfunding). Seeks feedback from peers, mentors, critics or audiences to refine and improve creative ideas, artistic expressions or cultural initiatives.

Advanced

Creates a supportive environment for experimentation, risk-taking and the generation of innovative creative ideas within creative organisations or communities. Identifies and invests in high-potential

creative projects, artistic ventures or cultural enterprises, fostering creative entrepreneurship and innovation. Transforms creative ideas into sustainable business models, cultural initiatives or artistic movements that create lasting value for the creative sector and society.

4. **Competence: Opportunity Management**

Basic

Is aware of opportunities for creative expression, collaboration, professional development or funding within the CCIs. Can recognise a simple opportunity to showcase their work, participate in a project or learn new skills in the creative field. Is willing to try new things, explore creative possibilities and take small steps to pursue creative opportunities.

Intermediate

Identifies and evaluates potential opportunities for artistic growth, career advancement or business development in the creative industries. Develops plans and strategies to pursue and capitalise on creative opportunities, such as applying for grants, pitching projects or launching a creative business. Takes calculated risks, seizes timely opportunities and navigates challenges to achieve their creative and professional goals.

Advanced

Creates new opportunities for themselves and others in the creative sector, developing innovative projects, platforms or initiatives that address unmet needs or market gaps. Develops innovative business models, entrepreneurial strategies or cultural policies that foster creative growth, economic sustainability and social impact. Drives growth and expansion in the CCIs through effective opportunity management, strategic partnerships and visionary leadership.

5. **Competence: Working with Others**

Basic

Can work cooperatively and respectfully with other creative professionals, artists or cultural workers in a team setting. Communicates clearly, listens actively and shares ideas effectively with team members during creative collaborations. Contributes their skills and efforts to group tasks, supporting the creative process and achieving shared project goals.

Intermediate

Collaborates effectively in diverse teams, including artists, designers, technologists, producers and other professionals from different creative backgrounds. Builds strong working relationships, fosters trust and promotes open communication within creative teams and organisations. Resolves conflicts constructively, manages disagreements and facilitates effective teamwork to enhance creative outcomes.

Advanced

Leads and motivates creative teams to achieve high levels of artistic excellence, innovation and professional success. Creates a positive, inclusive and collaborative work environment that supports creative expression, fosters diversity and empowers team members. Empowers others to contribute their unique talents, skills and perspectives, maximising the collective potential of creative teams and organisations.

Cluster: Regenerative Agency Cluster

1. **Competence: Self-awareness & Empathy**

Basic

Is aware of their own feelings, emotions and creative responses to different situations in the CCIs. Can recognise basic emotions and artistic expressions in others, demonstrating respect for diverse perspectives and creative styles. Treats others with courtesy and consideration in creative collaborations, professional interactions and audience engagement.

Intermediate

Understands their own creative strengths, weaknesses, values and motivations as a creative professional. Can empathise with the perspectives, feelings and experiences of other artists, collaborators, audiences and stakeholders in the creative sector. Communicates effectively, builds rapport and establishes meaningful connections with others through their creative work and professional interactions.

Advanced

Demonstrates high emotional intelligence, self-regulation and interpersonal skills in leading creative teams, managing cultural organisations or engaging with diverse communities. Inspires trust, builds strong relationships and fosters a sense of belonging within the creative sector, promoting collaboration and mutual support. Creates a supportive, inclusive and empowering environment for creative expression, cultural exchange and personal growth in the CCIs.

2. **Competence: Ethical and Sustainable Thinking**

Basic

Understands the difference between right and wrong in creative practices and professional conduct within the CCIs. Is aware of basic environmental issues and their relevance to the creative sector, such as resource consumption, waste production and carbon footprint. Considers the impact of their creative actions, artistic choices and professional decisions on other artists, collaborators, audiences and the environment.

Intermediate

Makes ethical decisions based on principles of fairness, integrity and respect for intellectual property, cultural heritage and artistic rights. Understands the principles of sustainable development and their application to creative practices, cultural production and creative industries. Considers the social, cultural, economic and environmental consequences of their creative work and professional activities, seeking to minimise negative impacts and maximise positive contributions.

Advanced

Promotes ethical and sustainable practices throughout the creative sector, advocating for responsible creative processes, fair labour standards and environmentally conscious approaches. Develops innovative solutions, policies or initiatives to address complex ethical and environmental challenges facing the CCIs. Advocates for a just, equitable and sustainable future for the creative sector and society, influencing policy, shaping public discourse and inspiring collective action.

3. **Competence: Problem Framing**

Basic

Can identify a simple creative challenge, artistic obstacle or professional problem in their CCIS field. Can describe a problem in basic terms, articulating the main issue and its immediate consequences. Is willing to seek help, advice or collaboration from others to overcome creative challenges or solve professional problems.

Intermediate

Can analyse and define complex creative problems, artistic dilemmas or professional challenges within the CCIs. Breaks down problems into smaller, manageable parts, identifying key factors, underlying causes and potential solutions. Considers different perspectives, viewpoints and approaches to a problem, fostering creative dialogue and collaborative problem-solving.

Advanced

Can frame creative problems or professional challenges in innovative and insightful ways, reframing assumptions and exploring unconventional solutions. Identifies the root causes, systemic issues or underlying patterns that contribute to creative or professional problems in the CCIs. Develops systemic solutions, transformative strategies or innovative approaches to address complex challenges and foster positive change in the creative sector.

4. **Competence: Exploratory Thinking**

Basic

Is curious about new artistic ideas, creative techniques and cultural trends in their CCIS field. Is willing to experiment with different creative approaches, artistic styles or technological tools to explore new possibilities. Asks questions, seeks information and engages in research to expand their creative knowledge and understanding.

Intermediate

Actively explores diverse creative options, artistic pathways or innovative solutions, considering multiple perspectives and approaches. Uses creative thinking techniques, brainstorming methods or design thinking processes to generate new ideas and develop innovative concepts. Is comfortable with ambiguity, uncertainty and the iterative nature of the creative process, embracing experimentation and learning from failure.

Advanced

Develops innovative approaches, unconventional strategies or groundbreaking methodologies to solve creative problems, address societal challenges or push the boundaries of artistic expression. Challenges assumptions, questions established norms and explores unconventional ideas to foster creativity, innovation and transformative change in the CCIs. Fosters a culture of curiosity, experimentation and continuous learning within creative teams, organisations or communities, encouraging a mindset of exploration and discovery.

5. **Competence: Actionable Futures**

Basic

Can imagine a simple future scenario for their creative career, artistic practice or the cultural sector. Understands that their creative actions, artistic choices and professional decisions can influence the future of the CCIs. Sets basic goals, aspirations or creative ambitions for their future development as a creative professional.

Intermediate

Develops plans, strategies or creative projects to achieve desired future outcomes, considering potential challenges, opportunities and emerging trends. Anticipates potential challenges, risks or uncertainties that may impact their creative career or the CCIs, developing strategies to mitigate them. Takes proactive steps to shape their own future and contribute to the development of a vibrant, sustainable and thriving creative sector.

Advanced

Creates a compelling vision for the future of the CCIs, inspiring others to embrace change, pursue innovation and work towards a shared purpose. Inspires and mobilises others, including artists, policymakers, cultural organisations and communities, to work collaboratively towards a desired future for the creative sector. Drives systemic change, influences policy decisions or develops transformative initiatives that shape the future of the CCIs, promoting creativity, cultural diversity and social impact.

Cyanotypes self-assessment tool guidelines

Index

The why and the how 1

Understanding key terms: Competences and Learning Outcomes 2

Using the Cyanotypes self-assessment tool: guidance and integration with assessment 3

Structure 3

Cluster: Collective Agency Cluster 3

Cluster: Public Agency Cluster 7

Cluster: Data Driven Agency Cluster 10

Cluster: Value Creating Agency Cluster 14

Cluster: Regenerative Agency Cluster 17

The why and the how

The self-assessment tool was carefully constructed through a process grounded on the **Cyanotypes Competences Progression model** integrating the ***Creative Agency Guidebook*** **(T1.6)** as well as insights from multiple sources to ensure both theoretical soundness and practical applicability within the CCIs.

This self-assessment tool provides a structured approach to assessing and developing the 25 competences within the Cyanotypes Creative Agency competences framework, designed to help individuals and groups in the CCIs understand their current skill levels and identify areas for growth. Drawing inspiration from established EU competence frameworks like EntreComp, this method uses a progression model to describe increasing proficiency in each competence.

Proficiency levels: EntreComp Framework
The definition of proficiency levels (Basic, Intermediate, Advanced) was heavily influenced by the **EntreComp Framework progression model**.
EntreComp's approach to describing how individuals progress in a competence, from initial awareness to mastery, was adapted to provide a clear progression path within the self-assessment tool.

CICI contextualisation: competences learning outcomes with CCIs-specific realì-life examples

- To make the tool highly relevant to the CCIs, the outcomes identified of each of the 25 Cyanotypes competences were essential.
- The learning outcomes (LOs) are specifically tailored to the CCIs, along with concrete examples of how each competence is applied in creative contexts.
- The self-assessment tool incorporates these LOs and examples to ensure that it assesses competences in a way that is meaningful for creative professionals.

Understanding key terms: Competences and Learning Outcomes

To effectively use this assessment tool and engage with the Cyanotypes framework, it is important to understand the distinction between two key terms: “competences” and “Learning Outcomes”.

- **Competences**

In the context of the Cyanotypes framework, competences represent the holistic abilities that individuals need to demonstrate for effective performance in the Cultural and Creative Industries (CCIs). These are not simply isolated skills or knowledge sets, but rather integrated capabilities that encompass a combination of 4 main components.

- **Skills:** the practical abilities and proficiencies required to perform specific tasks and activities.
- **Knowledge:** the understanding of concepts, facts, theories and information relevant to the creative sector.
- **Responsibility:** the capacity to act autonomously and ethically, taking ownership of one's work and its impact.
- **Autonomy:** the ability to make independent judgments, adapt to changing situations and exercise self-direction in creative endeavors.

The 25 competences within the Cyanotypes framework are organised into five interconnected clusters: Collective Agency, Public Agency, Data-Driven Agency, Value Creating Agency and Regenerative Agency. Each competence describes the overarching capabilities needed for success and effective participation within these clusters and across the CCIs.

- **Learning Outcomes**

These are specific statements that define what a learner should be able to do, demonstrate or know as a result of a learning experience. They articulate the intended achievements of a learning process and are designed to be:

- **Measurable:** they are formulated to describe observable behaviours or performances, allowing for assessment of whether the intended learning has occurred.
- **Specific:** they clearly define the expected learning to ensure clarity for both learners and assessors.
- **Achievable:** they are realistic and attainable within the given learning context, time frame and available resources.
- **Relevant:** they are aligned with the broader competences and contribute to the development of the learner's overall professional capabilities within the CCIs, ensuring that learning is purposeful and applicable.

While competences provide a general description of capabilities, learning outcomes specify the observable and measurable actions that demonstrate the development of those competences. In assessment, the primary focus is on evaluating the achievement of learning outcomes, as these provide the evidence of acquired knowledge, skills, responsibility and autonomy.

The self-assessment tool will help you reflect on your development in relation to both the broader competences and the specific learning outcomes associated with each competence.

Using the Cyanotypes self-assessment tool: guidance and integration with assessment

The Cyanotypes self-assessment tool is designed to support learning and development across various stages and can be integrated into the assessment process in several ways.

Recommended usage guidelines

- **Initial assessment:** to establish a baseline understanding of learners' existing competence levels at the beginning of a program, enabling the tailoring of individual learning paths.
- **Formative assessment:** to monitor learner progress throughout a program and provide opportunities for learners to adjust their learning strategies.
- **Summative assessment:** to complement other assessment methods in the evaluation of overall competence achievement at the end of a program.

Tool's role in final assessment design

The self-assessment tool can contribute to the design of final assessments by:

- Providing valuable insight into learners' self-awareness and their reflective capacity regarding their own competence development.
- Serving as a supporting element within learner portfolios, offering evidence of self-evaluation and growth.
- Acting as a structured discussion point during final evaluation interviews, facilitating a deeper understanding of the learner's journey.
- Being effectively combined with practical demonstrations or project work to achieve a more comprehensive and holistic assessment of competence.

Additional benefits for learners

Finally, this self-assessment tool empowers learners to:

- Recognise their strengths and identify areas for development.
- Set realistic and achievable development goals.
- Plan subsequent career or training steps.
- Gain increased self-confidence through a structured process of self-evaluation.

Structure

The format and structure of the self-assessment tool, including the use of tables and A (Basic), B (Intermediate) and C (Advanced) labels, aims at presenting the competences descriptions and self-assessment statements in a user-friendly way.
The key components of the tool include **competence descriptions**, i.e. the core descriptions of what each competence entails at different levels (Basic, Intermediate, Advanced) and **Learning Outcomes (LOs)**, specific statements defining what individuals should be able to do or demonstrate as they develop a competence.

Cluster: Collective Agency Cluster

1. Competence: Creative Confidence

Description: Strengthening sectoral resilience.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Recognising and valuing creativity	I recognise the creative potential in the CCIs.	I actively use creative processes in my work.	I inspire creative thinking and innovation.
2. Developing and expressing creative ideas	I am willing to experiment with creative techniques.	I develop my creative skills and confidently express ideas.	I take creative risks and challenge conventions.
3. Navigating uncertainty and driving innovation	I use digital tools with sustainability in mind.	I collaborate to find innovative solutions and adapt to uncertainty.	I lead creative projects and drive innovation.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

2. Competence: Collaboration (across creative disciplines)

Description: Working Together Across Creative Sectors.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Recognising and using collaborative practices	I understand the value of collaboration.	I collaborate effectively in interdisciplinary teams.	I facilitate complex collaborations.
2. Contributing to collaborative projects	I participate in team tasks, contributing my skills.	I contribute specialised skills to achieve shared goals.	I integrate different creative approaches.
3. Adapting and communicating in teams	I recognise the impact of participatory practices.	I adapt my communication to suit different creative disciplines.	I build collaborative networks and ecosystems.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?

- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others
- **5. Competence: Working with Others**
- Description: Applying the dynamics of collaboration.
- Self-assessment

3. Competence: Conceptual and Critical Thinking
Description: Driving innovation and transitional thinking.
Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Understanding and articulating creative concepts	I can understand and explain basic creative ideas and their purpose.	I interpret and compare concepts across creative fields.	I integrate complex ideas to build cross-disciplinary insights and frameworks.
2. Applying critical thinking	I recognise the importance of questioning and evaluating information.	I assess assumptions, values and consequences in creative work.	I apply critical and systems thinking to challenge norms and guide innovation.
3. Generating and innovating	I contribute ideas using problem-solving methods.	I develop thoughtful, context-aware solutions.	I design innovative strategies by connecting systems thinking with creative processes.

Reflection
- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

4. Competence: Interacting in Creative Ecosystems
Description: Navigating within and between creative environments.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Recognising and navigating creative communities	I recognise creative communities and participate in events.	I engage with creative networks and build relationships.	I shape the development of creative ecosystems.
2. Understanding creative industry systems	I contextualise my work within broader structures.	I recognise the value of systems thinking.	I develop an entrepreneurial understanding.
3. Contributing to the ecosystem	I seek to make a difference in my creative community.	I participate in creative activities.	I foster collaboration and knowledge-sharing.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

5. Competence: Collective Action (From urgency to action)

Description: Moving from urgency to action.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Understanding and participating in collective action	I recognise the importance of acting together to address shared challenges.	I initiate and organise collaborative efforts to respond to pressing issues.	I lead inclusive, multi-stakeholder initiatives that drive systemic change.
2. Applying co-agency	I understand how individual and group actions can lead to meaningful change.	I design collaborative strategies and evaluate impact using diverse criteria.	I empower others through ethical leadership, enabling co-agency in complex environments.
3. Taking action and producing results	I take action using tools and methods	I communicate ideas effectively to align	I reframe social, environmental and technological

	that reflect sustainable values.	diverse perspectives and inspire action.	challenges into strategic opportunities for innovation and impact.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

Cluster: Public Agency Cluster

1. Competence: Working with Values

Description: Enabling integrated perspective-taking.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Recognising and respecting diverse values	I create inclusive environments.	I demonstrate a deep understanding of factors influencing values.	I identify and analyse values to create partnerships.
2. Engaging in open discussions	I foster open dialogue around values.	I articulate my values and analyse the values of others.	I facilitate discussions about complex value conflicts.
3. Applying values in decision-making	I recognise the role of values in creative expression.	I make decisions that align with my own and shared values.	I promote a culture of integrity and ethical practice.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

2. Competence: Boundary Spanning

Description: Providing the connective tissue for collaboration.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Scanning diverse fields	I scan diverse domains for solutions.	I use creative practices in transdisciplinary collaborations.	I apply creative expertise to foster innovation.
2. Fostering effective communication	I communicate with people outside my group.	I create working dynamics among interdisciplinary groups.	I adapt creative expertise to foster innovation.
3. Collaborating across disciplines	I cross disciplinary boundaries.	I use artistic methods to foster communication.	I design innovative processes to create value.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

3. Competence: Anticipatory Innovation

Description: Opening new innovation discourses.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Envisioning future scenarios	I envision future scenarios.	I employ creative practices to stimulate thinking.	I lead future-thinking processes to shape emerging innovation paths.
2. Employing creative methods	I am open to new artistic ideas.	I effectively employ creative practices.	I design and lead creative methods that drive breakthrough ideas.

3. Encouraging risk-taking	I use digital tools with sustainability in mind.	I develop proficiency in creative practices that encourage risk-taking.	I promote bold experimentation that balances risk and long-term value.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

4. Competence: Narrative Design

Description: Communicating value and designing impact.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Designing compelling narratives	I design narratives that evoke imagery.	I craft compelling narratives to communicate ideas.	I lead storytelling efforts that drive engagement and influence change.
2. Understanding audience values	I understand the basic elements of a narrative.	I demonstrate proficiency in understanding audience values.	I co-create narratives that reflect and connect with audience values.
3. Leveraging artistic contributions	I use digital tools with sustainability in mind.	I use artistic and creative contributions.	I integrate artistic input to boost innovation and cultural relevance.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

5. Competence: Managing Transformations

Description: Orchestrating change.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Identifying areas for change	I identify areas for change.	I effectively employ creative practices.	I lead change by identifying and acting on emerging challenges.
2. Engaging diverse stakeholders	I am aware that change is happening.	I engage diverse stakeholders in co-creation.	I build strong alliances to co-drive transformation.
3. Applying creative solutions	I use digital tools with sustainability in mind.	I apply specialised knowledge to lead initiatives.	I apply creative strategies to manage complex change effectively.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

Cluster: Data Driven Agency Cluster

1. Competence: Data and Digital Literacy

Description: Providing resilient foundations for the digital transition.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Managing and interpreting digital data	I understand basic digital tools.	I can analyse and interpret data.	I develop data-driven strategies.
2. Navigating digital environments	I can find information online.	I use digital tools for communication.	I use advanced technologies to innovate.

3. Ensuring credibility and security	I recognise data is information.	I evaluate digital information.	I advocate for ethical data practices.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

2. Competence: Understanding Socio-Technical Systems

Description: Contextualising technology for the triple transition.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Understanding interactions between people and technology	I recognise technology and society are linked.	I analyse interactions between technology and people.	I shape the development of socio-technical systems.
2. Designing feedback processes	I understand technology can have impacts.	I design user feedback processes.	I develop policies for technology governance.
3. Analysing stakeholder interactions	I am aware of social issues related to technology.	I evaluate the implications of technology.	I lead conversations about the future of technology.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

3. Competence: Digital Self-Determination

Description: Supporting creative agency in digital spaces.
Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Managing personal data	I am aware of my online presence.	I take control of my digital identity.	I empower others to exercise digital rights.
2. Making informed decisions about digital rights	I understand online safety.	I use digital tools to express myself.	I advocate for digital inclusion.
3. Complying with regulations	I can manage basic privacy settings.	I reflect on the impact of technology.	I shape the future of digital citizenship.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

4. Competence: Creatively Using Digital Technology

Description: Empowering Policymakers to Drive Innovation in the CCIs.
Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Using digital tools	I use digital tools to create content and support creative projects.	I select and combine digital technologies to create innovative content and streamline workflows.	I develop and implement new digital tools to drive innovation and enhance creative processes within teams.
2. Enhancing creativity	I explore different digital platforms to expand my creative possibilities.	I integrate multiple digital tools and platforms to achieve specific creative goals and solve challenges.	I use cutting-edge technologies to transform creative industries and push the boundaries of digital creativity.

3. Producing innovative content	I experiment with digital tools to produce unique content.	I adapt my digital skills to new challenges and refine content through emerging technologies.	I lead creative projects, inspiring and mentoring others to use technology in innovative ways to shape the future of digital content.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

5. Competence: Digital Content Co-Creation

Description: Advancing collaborative innovation in the CCIs.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Collaborating on digital content	I contribute to online communities.	I collaborate effectively to create content.	I design and facilitate co-creation.
2. Applying technical skills	I share digital content.	I use online platforms to facilitate co-creation.	I build and sustain online communities.
3. Considering ethical implications	I provide basic feedback.	I manage digital projects.	I develop new models for collaboration.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

Cluster: Value Creating Agency Cluster

1. Competence: Financial and Economic Literacy

Description: Fostering socio-economic understanding.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Understanding economic systems	I understand basic financial concepts.	I understand economic principles.	I understand complex economic systems.
2. Applying business models	I can manage my own financial resources.	I can manage budgets for projects.	I develop financial strategies.
3. Analysing financial feasibility	I recognise economic consequences.	I evaluate financial feasibility.	I make informed financial decisions.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

2. Competence: Planning and Management

Description: Strengthening efficiency and competitiveness.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Applying project management tools	I can organise my time and materials.	I can plan and manage simple projects.	I can plan and manage complex projects.
2. Prioritsing tasks	I can follow instructions and complete tasks.	I set priorities and meet deadlines.	I redefine priorities to adapt to change.
3. Managing time and goals	I understand the importance of setting goals.	I balance personal and professional goals.	I develop strategic plans.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

3. Competence: Valuing Ideas

Description: From Creative Concepts to Impactful Transitions.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Generating creative ideas	I recognise that ideas can have value.	I evaluate the potential value of ideas.	I create a culture of innovation.
2. Assessing ideas	I can identify different types of value.	I develop strategies to protect ideas.	I identify and invest in high-potential ideas.
3. Developing sustainable solutions	I share my ideas with others.	I seek feedback to refine ideas.	I transform ideas into sustainable ventures.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

4. Competence: Opportunity Management

Description: Locating paths to growth.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)

1. Identifying opportunities	I am aware of opportunities.	I identify and evaluate opportunities.	I create new opportunities.
2. Evaluating and managing collaborations	I am willing to try new things.	I make informed decisions about collaborations.	I develop innovative business models.
3. Assessing funding options	I recognise a simple opportunity.	I assess funding opportunities.	I drive growth through opportunity management.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

5. Competence: Working with Others

Description: Applying the dynamics of collaboration.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Collaborating in co-creation	I can work cooperatively with others.	I collaborate effectively in diverse teams.	I lead and motivate teams.
2. Using expertise	I contribute to group tasks.	I recognise and apply internal and external expertise.	I create a positive and inclusive work environment.
3. Valuing diverse perspectives	I communicate respectfully.	I build strong working relationships.	I empower others to contribute.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?

- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

Cluster: Regenerative Agency Cluster

1. Competence: Self-awareness & Empathy
Description: Prioritising care, solidarity and renewal.
Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Understanding ecological interdependencies	I discover ecological complexity.	I understand human and non-human relationships.	I apply ecological concepts.
2. Developing empathy	I am aware of my feelings.	I understand my strengths and empathise with others.	I demonstrate high emotional intelligence.
3. Fostering care and solidarity	I treat others with respect.	I communicate effectively and build rapport.	I create a supportive environment.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

2. Competence: Ethical and Sustainable Thinking
Description: Shaping Regenerative CCIs Policies.
Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Integrating ethical considerations	I recognise fundamental ethical principles and the distinction between	I make ethical decisions based on ethical principles.	I actively promote and implement ethical practices.

	ethical and unethical behavior.		
2. Applying sustainability concepts	I recognise environmental challenges and issues.	I understand and apply sustainable development principles.	I design and implement regenerative, sustainable solutions.
3. Promoting regenerative solutions	I am aware of the impact of my actions on the environment.	I evaluate the long-term consequences of my choices.	I develop and apply regenerative frameworks for sustainable change.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

3. Competence: Problem Framing

Description: Articulating better questions and transitions.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Reframing problems	I can identify and describe a simple problem.	I can analyse and break down complex problems from different angles.	I can creatively reframe problems to explore innovative solutions.
2. Designing for sustainability	I can describe problems in terms of sustainability.	I can identify and break down key factors contributing to sustainability issues.	I design solutions that promote regenerative and sustainable outcomes.
3. Assessing long-term impacts	I am open to seeking guidance when evaluating impacts.	I consider multiple perspectives when assessing the long-	I assess the broad, transversal dimensions of sustainability, considering

		term impacts of a decision.	ecological, social and economic implications.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

4. Competence: Exploratory Thinking

Description: Developing future-proof strategies.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Anticipating potential risks	I am open to exploring new ideas and possibilities.	I actively consider different options and their potential risks.	I anticipate potential risks and take proactive steps to avoid negative impacts.
2. Using fact-based analysis	I am willing to experiment and test ideas.	I use creative thinking techniques to generate ideas and solutions.	I rely on fact-based analysis to make informed decisions and validate assumptions.
3. Exploring future scenarios	I ask questions to gather information and understand different perspectives.	I am comfortable navigating uncertainty and exploring multiple possibilities.	I can differentiate between potential, possible, and realistic futures to guide decision-making.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

5. Competence: Actionable Futures

Description: Enacting visions for change.

Self-assessment

Statement	A (Basic)	B (Intermediate)	C (Advanced)
1. Designing inclusive processes	I can imagine simple future possibilities.	I create basic plans for positive change.	I design inclusive and transparent processes for collective action.
2. Acting decisively in uncertainty	I recognise how my actions can shape the future.	I prepare for challenges and adjust as needed.	I take timely and informed action in uncertain situations.
3. Synthesising knowledge for forward-thinking	I set goals based on what I know.	I connect ideas to take meaningful steps.	I integrate diverse knowledge to guide long-term decisions.

Reflection

- **Self:** how do I demonstrate this competence in terms of my self-awareness and personal values?
- **World:** how do I apply this competence to understand and interact with my professional context?
- **Exploring:** how does this competence support my curiosity and drive to explore new ideas?
- **Framing:** how do I use this competence to make sense of my creative experiences?
- **Engaging:** how does this competence help me collaborate and communicate with others

Cyanotypes competence Level Assessment TEST

This assessment tool is designed to help you understand your current proficiency level in the Cyanotypes competences and is grounded on the **Cyanotypes Competences Progression model** outlining three levels of proficiency (Basic, Intermediate and Advance) to describe how your capabilities evolve as you gain experience and expertise. This assessment uses scenario-based questions to help you determine which level best reflects your current skills and behaviours. After completing the assessment, you will be provided with information explaining which proficiency level is associated with each answer choice and the results will provide a starting point for self-reflection and identifying areas for professional development.

Instructions

For each scenario, carefully read the introductory question and consider the three answer choices (a, b and c). Select the answer that best describes how you would typically respond or behave in that situation.

Following the competences assessment, a "Cross-cutting theme reflection" section will prompt you to consider how the 5 cross-cutting themes (Self, World, Exploring, Framing, Engaging) relate to your responses. This reflection is for your personal insight and is not part of the scoring.

This is not about being right or wrong: it is about understanding yourself better.
Be honest with your answers and you will get the most out of this reflection!

Collective Agency Cluster

1. Competence: Creative Confidence

- Description: Strengthening sectoral resilience.
- Scenario: You are part of a creative team facing a challenging project with a tight deadline. How do you approach the situation?
    a) I recognise the challenge and contribute by applying familiar methods, seeking guidance where needed and staying focused on delivering a workable outcome.
    b) I contribute creative ideas and work with my team to develop appropriate solutions, adapting known approaches to meet the challenge within the project timeframe.
    c) I inspire my team to see the challenge as an opportunity for innovation, taking calculated risks and pushing creative boundaries within the project or organisational context to achieve meaningful, original results.

2. Competence: Collaboration (across creative disciplines)

- Description: Working Together Across Creative Sectors.
- Scenario: You are working on an interdisciplinary project with artists, designers and technologists. How do you ensure effective collaboration?

a) I complete my tasks and communicate with others when needed, showing respect for different creative approaches even if I'm not fully familiar with them.
b) I take part in discussions, contribute my creative expertise, and adjust my communication to collaborate effectively with team members from different disciplines.
c) I facilitate effective collaboration within interdisciplinary teams, integrating diverse perspectives and creating a shared, innovation-driven working environment in my immediate professional setting.

3. Competence: Conceptual and Critical Thinking

- Description: Driving innovation and transitional thinking.
- Scenario: You are evaluating a new creative concept for a project. How do you approach this evaluation?
    a) I can describe the basic strengths and weaknesses of a concept and ask simple questions to better understand its purpose and relevance.
    b) I assess the concept's originality and practical value within the project context, identifying opportunities to improve or refine it using known frameworks or peer feedback.
    c) I integrate relevant creative theories and critically reflect on assumptions and values to generate new insights and approaches that enhance the quality and relevance of creative work in my field or organisation.

4. Competence: Interacting in Creative Ecosystems

- Description: Navigating within and between creative environments.
- Scenario: You want to expand your professional network and find new opportunities in the creative sector. What do you do?
    a) I attend local creative events or activities to connect with others and begin to understand the roles of different stakeholders.
    b) I build relationships in my creative field, participate in networks, and engage with key actors to support my professional development.
    c) I actively contribute to shaping my organisation's or community's creative ecosystem by fostering collaboration, championing creative value, and building strong relationships with relevant partners and stakeholders.

5. Competence: Collective Action (From urgency to action)

- Description: Moving from urgency to action.
- Scenario: You and your colleagues want to address a pressing issue affecting the creative community. How do you proceed?
    a) I join organised activities to support causes relevant to my field and follow the lead of others to make a contribution.
    b) I take initiative to organise or coordinate group actions within my community or team to address shared creative or cultural issues.

c) I lead coordinated collective action within my professional networks or community, building partnerships to address shared challenges and advocating for positive change in a defined context.

Public Agency Cluster

1. Competence: Working with Values

- Description: Enabling integrated perspective-taking.
- Scenario: In a creative project, team members have conflicting opinions about artistic direction, rooted in different personal values. How do you handle this?
    a) I recognise that people hold different values and I try to be respectful of this in my creative work.
    b) I express my values clearly and listen to others, aiming to find common ground in situations where values may differ.
    c) I facilitate open discussions within my team or organisation about conflicting values, guiding colleagues toward shared ethical frameworks that respect diverse perspectives and support responsible decision-making in our work.

2. Competence: Boundary Spanning

- Description: Providing the connective tissue for collaboration.
- Scenario: You are working on a project that requires collaboration between artists, technologists and community organisations. How do you ensure effective collaboration across these different groups?
    d) I communicate with people outside my field when needed, sharing updates and learning about their perspectives.
    a) I build working relationships across fields, adapting how I communicate to collaborate effectively with people from different sectors.
    b) I manage partnerships and collaborations across disciplines or sectors relevant to my projects or organisation, navigating differing priorities and contexts to achieve shared goals within defined professional boundaries.

3. Competence: Anticipatory Innovation

- Description: Opening new innovation discourses.
- Scenario: You are planning a creative project in a rapidly changing technological and cultural landscape. How do you approach innovation?
    a) I stay open to new ideas and try to keep up with trends that may affect my work.
    b) I assess how current trends might impact my work or sector and adapt my approach to prepare for changes.
    c) I take a future-oriented approach to innovation within my organisation or projects, developing creative strategies that anticipate change and encouraging colleagues to think ahead and adapt proactively.

4. Competence: Narrative Design

- Description: Communicating value and designing impact.
- Scenario: You are presenting your creative project to a diverse audience, including potential funders, community members and other artists. How do you design your narrative?
    a) I can explain what my project is about in simple terms to others.
    b) I shape my narrative to connect with different audiences, highlighting the artistic and cultural value of my work.
    c) I design narrative strategies that communicate the cultural value and impact of our work to key audiences—such as funders, community members or partners—enhancing support and understanding within our professional context.

5. Competence: Managing Transformations

- Description: Orchestrating change.
- Scenario: Your creative organisation needs to adapt to significant changes in the industry, such as new technologies or shifting audience expectations. How do you manage this transformation?
    a) I adjust to change when it is introduced by others and try to follow new processes or expectations.
    b) I help manage changes in my team or project by planning ahead and supporting others during the transition.
    c) I lead change processes within my organisation or project team, applying innovative approaches to adapt to new conditions and supporting others in navigating transformation effectively.

Data Driven Agency Cluster

1. Competence: Data and Digital Literacy

- Description: Providing resilient foundations for the digital transition.
- Scenario: You are working on a project that involves collecting and using data about audience preferences. How do you approach this?
    a) I use digital tools to complete basic tasks and can find information online when needed.
    b) I interpret digital data to support decisions in my projects and consider ethical aspects of using digital tools and information.
    c) I develop data-informed strategies within my projects or organisation, use digital tools creatively to enhance outcomes, and promote ethical and responsible data practices among my peers and collaborators.

2. Competence: Understanding Socio-Technical Systems

- Description: Contextualising technology for the triple transition.
- Scenario: You are developing a digital platform for artists to showcase their work. How do you consider the socio-technical aspects?

a) I understand that technology can affect society and creative work in both positive and negative ways.
b) I evaluate how technology and society interact in my field, and consider these dynamics when working on digital or cultural projects.
c) I contribute to shaping how digital tools and platforms are used in my organisation or professional context, promoting responsible, inclusive, and culturally sensitive approaches to technology and its impact.

3. Competence: Digital Self-Determination

- Description: Supporting creative agency in digital spaces.
- Scenario: You are building your online presence as a creative professional. How do you manage your digital identity?
    a) I manage my privacy settings and try to behave responsibly online.
    b) I actively shape my online presence to reflect my professional identity and engage with audiences thoughtfully.
    c) I support colleagues in managing their digital identity and promote digital literacy and inclusion within my team or network, fostering responsible and creative use of digital tools in our shared context.

4. Competence: Creatively Using Digital Technology

- Description: Empowering Policymakers to Drive Innovation in the CCIs.
- Scenario: You are exploring new ways to use digital technology in your creative practice. How do you approach this exploration?
    a) I use basic digital tools to create or share content related to my creative work.
    b) I combine digital tools in creative ways to produce and share engaging content for my audience.
    c) I use digital technologies in inventive ways to expand the creative possibilities of my work, exploring new tools or combining existing ones to enhance content creation, distribution, or audience engagement in my projects.

5. Competence: Digital Content Co-Creation

- Description: Advancing collaborative innovation in the CCIs.
- Scenario: You are working with other creatives to develop a digital project. How do you approach the co-creation process?
    a) I participate in online discussions or collaborative projects by sharing my work and giving feedback.
    b) I work with others to co-create digital content, coordinating contributions and using collaborative platforms effectively.
    c) I lead digital co-creation projects within my team or professional community, creating inclusive and collaborative processes that engage participants meaningfully and result in shared creative outcomes.

Value Creating Agency Cluster

1. Competence: Financial and Economic Literacy

- Description: Fostering socio-economic understanding.
- Scenario: You are planning a creative project and need to secure funding. How do you approach this?
    a) I understand basic financial terms and keep track of my income and expenses as a creative professional.
    b) I plan and manage project budgets and assess the financial aspects of creative ideas or ventures.
    c) I develop and implement financial strategies to support sustainable growth and revenue generation within my projects or organisation, ensuring long-term viability and responsible resource use.

2. Competence: Planning and Management

- Description: Strengthening efficiency and competitiveness.
- Scenario: You are managing a creative project with multiple tasks and deadlines. How do you ensure its successful completion?
    d) I organise my time and resources to meet deadlines and achieve small project goals.
    e) I coordinate tasks, timelines and resources to manage creative projects or events from start to finish.
    f) I lead the planning and delivery of complex creative projects or programmes within my organisation or team, coordinating resources, timelines and people to achieve high-quality outcomes.

3. Competence: Valuing Ideas

- Description: From Creative Concepts to Impactful Transitions.
- Scenario: You have a new creative idea that you believe has potential. How do you develop and bring it to fruition?
    a) I share my ideas and understand that creative work has different kinds of value.
    b) I evaluate the potential of creative ideas and seek feedback to refine and protect them, where appropriate.
    c) I foster a culture of experimentation and idea development within my team or organisation, encouraging others to explore new approaches and supporting the realisation of high-potential creative ideas.

4. Competence: Opportunity Management

- Description: Locating paths to growth.
- Scenario: You are looking for new opportunities to advance your creative career. How do you approach this?
    a) I look out for new chances to grow, such as events, collaborations or funding opportunities.
    b) I identify and plan how to pursue relevant opportunities that align with my goals and skills.

c) I identify and pursue new opportunities for creative development within my field or organisation, initiating projects or partnerships that address specific needs and support growth.

5. Competence: Working with Others

- Description: Applying the dynamics of collaboration.
- Scenario: You are collaborating with a diverse team on a creative project. How do you ensure effective teamwork?
    a) I work respectfully with others and contribute to team efforts when involved in creative projects.
    b) I collaborate actively in diverse teams and help maintain good communication and shared progress.
    c) I lead collaborative efforts within diverse creative teams, fostering a supportive and inclusive environment where individuals contribute their strengths and achieve shared goals with excellence.

Regenerative Agency Cluster

1. Competence: Self-awareness & Empathy

- Description: Prioritising care, solidarity and renewal.
- Scenario: You are working on a project that addresses a sensitive social issue. How do you approach this work?
    a) I am aware of my feelings and reactions in creative situations and try to be respectful of others.
    b) I reflect on my strengths and values and show empathy in my interactions with colleagues and audiences.
    c) I apply emotional intelligence, self-awareness and empathy in leading my team or collaborating with others, fostering trust, mutual respect and effective communication within creative environments.

2. Competence: Ethical and Sustainable Thinking

- Description: Shaping Regenerative CCIs Policies.
- Scenario: You are making decisions about the environmental impact of your creative project. How do you approach this?
    a) I try to make responsible choices in my creative work and consider the effects on people and the environment.
    b) I make decisions that are ethically sound and support sustainable practices in my projects and collaborations.
    c) I promote ethical and sustainable practices within my organisation or creative community, encouraging responsible decisions and helping others consider the broader impact of their work.

3. Competence: Problem Framing

- Description: Articulating better questions and transitions.

- Scenario: You are trying to understand a complex problem in your creative field. How do you approach this?
    a) I describe a problem I am facing and ask others for help in finding a solution.
    b) I analyse problems to understand their root causes and explore different ways to define or address them.
    c) I frame creative challenges in insightful ways, helping my team or collaborators re-examine assumptions and explore alternative approaches that lead to fresh and practical solutions within our working context.

4. Competence: Exploratory Thinking

- Description: Developing future-proof strategies.
- Scenario: You are exploring new creative ideas and approaches. How do you approach this exploration?
    a) I explore new ideas and techniques and ask questions to learn more about them.
    b) I use creative methods and experimentation to explore a range of ideas and solutions, even if the outcome is uncertain.
    c) I develop and apply innovative approaches or creative strategies in my projects, encouraging experimentation and supporting others in exploring new directions within our shared context.

5. Competence: Actionable Futures

- Description: Enacting visions for change.
- Scenario: You are planning for the future of your creative career or organisation. How do you approach this planning?
    a) I imagine a basic plan for my future and think about how my work might evolve.
    b) I develop realistic plans to achieve my creative goals and prepare for emerging trends or challenges.
    c) I help shape a forward-looking vision within my organisation or team, inspiring others to embrace change and work collectively toward meaningful creative goals.

Answer key and level descriptions

Answer choice a) corresponds to Basic proficiency, b) to Intermediate proficiency and c) to Advanced proficiency.

Basic

At the Basic level, individuals demonstrate a foundational understanding and awareness of the competence. They can perform simple tasks or actions related to the competence with guidance and support. A Basic level individual shows initial curiosity and a willingness to learn.

Intermediate

The Intermediate level indicates developing independence and the ability to apply the competence autonomously. Individuals at this level can apply the competence in routine situations and solve problems with increasing self-reliance. They show initiative and actively seek to improve their skills.

Advanced
The Advanced level signifies the ability to apply the competence effectively and strategically. Individuals at this level can handle complex or novel situations, adapt their approach as needed and may guide others in developing the competence. They demonstrate a proactive, reflective and innovative mindset.

Cross-cutting themes reflection (not part of scoring)

This section is intended for self-reflection and will not affect your assessment results. Its purpose is to encourage you to think more deeply about how the Cyanotypes competences relate to different aspects of your work and development.
For each of the following themes, consider how it relates to the competences you have assessed:

- **Self**: how do I demonstrate these competences in terms of my self-awareness, values and personal development?
- **World**: how do I apply these competences to understand and interact with my professional context and the broader community?
- **Exploring**: how do these competences support my curiosity, learning and drive to explore new ideas and opportunities?
- **Framing**: how do I use these competences to make sense of my creative experiences and challenges?
- **Engaging:** how does this competence help me collaborate, communicate with others and build relationships with others?

CYA
NOT
YPE
S

We are CYANOTYPES

A community of change for creative skills





Cyanotypes Competences Self-assessment Test

The **Cyanotypes Competences Level Self-assessment tool** is designed to:

Evaluate proficiency in the Cyanotypes Creative Agency Framework

Provide a **structured approach to assessing and developing the 25 competences** within the Cyanotypes Creative Agency Framework

Help individuals and groups in CCIs **understand their current skill levels and identify areas for growth**

CYANOTYPES

Co-funded by
the European Union



Cyanotypes Competences Self-assessment Test

Key resources of reference

Aligned with the Creative Agency Guidebook (T1.6)

- To ensure the assessment framework aligns with established guidelines and best practices outlined in the Creative Agency Guidebook.
- The guidebook offers in-depth descriptions of the 25 competences, their LOs and descriptors (KSRAs) in CCIs within EQF 5 level.

Grounded on one main resource

EntreComp Framework progression model defining proficiency levels (from “foundation” to “expert” levels) and how individuals progress in each competence. Based on this, the “Cyanotypes Competence Progression model” and the “Cyan self-assessment tool guidelines” were designed to self-assess proficiency within EQF 5 level.

Two new guidelines

- **Cyanotypes Competence Progression model**, outlining proficiency levels (Basic, Intermediate, Advanced) and describing how capabilities evolve with experience within EQF 5 level.
- **Cyan self-assessment tool guidelines,** providing practical guidance on structuring assessment materials for user-friendly self-assessment.

CYANOTYPES

Co-funded by
the European Union

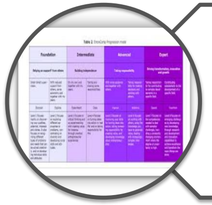
Cyanotypes Competences Self-assessment Test

Design process overview



CONTENT FOUNDATION

The **Creative Agency Guidebook (T1.6)** defines the 25 competences, their descriptors (KSARs), the Learning outcomes (LOs) within EQF level 5 and their application within the CCIs.



PROFICIENCY LEVEL MODEL

The **EntreComp progression model** informs the structure for differentiating between proficiency levels (form “Foundation to “Expert”).



ASSESSMENT STRUCTURE

The **Cyanotypes Competence Progression model** blends content and progression, structuring the assessment and aligning question design with proficiency levels.



PRACTICAL IMPLEMENTATION

The **self-assessment tool guidelines** inform the design of user-friendly test elements, ensuring clarity and accuracy.

Co-funded by
the European Union



Cyanotypes Competences Self-assessment Test

Structure, format and key features

User-friendly organisation: an intuitive layout designed to enhance clarity and ease of use, ensuring a seamless navigation experience for participants.

Tables and labels (A, B, C): a structured system for presenting assessment content, which enhances understanding and makes information easily accessible.

Competence clusters: grouping of related skills and competences to streamline the assessment process, promoting comprehensive evaluation of each area.

Scenario-based questions: real-world scenarios incorporated into the assessment to measure practical application of skills, allowing for authentic evaluation.

5 cross-cutting themes reflection: encouraging participants to reflect on broader themes that intersect with their technical skills, promoting holistic development.



CYANOTYPES

Co-funded by
the European Union



Cyanotypes Competences Self-assessment Test

Assessment process concept

Responding to scenario-based questions

- Engagement in active assessment through scenarios that replicate real-world challenges, evaluating practical competences.

Answer choices for proficiency levels

- Structured response options that align with defined proficiency levels, facilitating an objective evaluation of participants' capabilities.

Starting point for self-reflection

- Providing a framework for individuals to assess their skills and identify strengths and weaknesses effectively.

Identifying areas for professional development

- Using assessment results to map out personalised development plans tailored to individual career aspirations.

CYANOTYPES

Co-funded by
the European Union



Cyanotypes Competences Self-assessment Test

Scope and application

Target audience: individuals and groups in CCIs

Specifically tailored for practitioners within CCIs, aiding both individual and collaborative development.

Uses: self-assessment, professional development planning

Used by professionals for personal evaluation and to strategically plan their professional growth pathways.

Identifying areas for growth

Facilitates the identification of skills gaps and areas for improvement to inform ongoing learning and development efforts.



CYANOTYPES

Co-funded by
the European Union



Cyanotypes Competences Self-assessment Test

Benefits of using this tool

Structured approach to assessing competences

A systematic methodology that enhances the credibility and reliability of competence evaluations, promoting fairness.

Understanding current skill levels

Provides a clear picture of participants' abilities, equipping them with knowledge necessary for targeted improvement.

Clear progression path

Outlines the necessary steps for advancement in competences, making the development process transparent and achievable.

Contextualised for CCIs

Designed specifically for the cultural and creative industries, ensuring relevance and applicability of the assessment outcomes.



CYANOTYPES

Co-funded by
the European Union



Cyanotypes Competences Self-assessment Test

Conclusion

Value of the assessment tool for CCI professionals

This tool serves as a vital resource for practitioners seeking to assess and enhance their competences effectively in the field.

Grounded in a robust framework

Designed based on established models and practices, ensuring its relevance and effectiveness in achieving assessment goals.

Effective navigation of professional development

Facilitates tailored growth paths for individuals, enhancing overall career trajectories in CCIs.

CYANOTYPES

Co-funded by
the European Union