

CLOCK

THE MANUAL

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## Acknowledgments

*This is the first CLOCK Manual. It has been written and produced by Denise Stanley-Chard. It is the first step in the journey towards changing the landscape of professional education for the creative and cultural industries so that this could be more inclusive, current and practice-based.*

*The CLOCK Programme has been developed over a period of 13 years from the initial concept to the resulting suite of professional qualifications. The CLOCK programme is currently managed and resourced by TULIP Peer2Peer Learning Ltd and the qualifications are awarded by the Scottish Qualifications Authority.*

*TULIP would like to thank Collage Arts and Rif Raff Ltd. for their work on the development of the various aspects of this programme in the UK between 2004-2008, and 2014-2016; and across Europe between 2009-2014. We would like to thank all the partners of the 3 relevant European projects, led by Collage Arts, that have tested various isolated aspects of the programme. These projects were Euro-Aspire (2009); Aspire2Create, (2012); and the European Cultural Learning Network (2013).*

*We would particularly like to acknowledge all the artists, creative practitioners, cultural managers, creative entrepreneurs, cultural employers and creative business owners for engaging in research, telling their stories, providing opportunities for gaining feedback and making suggestions. Their voices have been a constant inspiration and compass for a truly practice-based and transparent continuing professional development programme.*

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*Finally, TULIP would like to thank the design team, James Stanley and Rosie Chomet for their contributions to the CLOCK Manual.*

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# THE SEVEN STAGES OF CLOCK

1

CLICK THE 'GET QUALIFIED' LINK

2

TAKE THE QUIZ

3

VIEW YOUR PROFILE

4

ACCESS A MENTOR

5

UPLOAD YOUR PORTFOLIO

6

BE PEER REVIEWED

7

GAIN A HIGHER LEVEL QUALIFICATION

## 6 Reasons to CLOCK:

**The Creative and Cultural industries are the first to benefit from the CLOCK programme. Here are 6 reasons why you might choose CLOCK:**

- Makes your invisible higher level capabilities and skills more visible;
- Helps you measure your professional progress and compare this with others across your sector;
- Develops your knowledge and skills using peer2peer learning and professional dialogue;
- Gets you the recognition and public certification you deserve for the skills and knowledge you have acquired whilst working.
- Enables you to achieve higher level professional awards equivalent to those gained in a university education;
- Turns a minor investment into major value for you, your employer and your sector;

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## Here are 6 reasons why your employer might choose CLOCK:

- Benchmarks workers' knowledge and skills reliably to compare with competitors;
- Enables identification of skills-gaps and matching of skilled and unskilled workers;
- Provides fair opportunities for worker progression using evidence-based assessment;
- Recognises actual skills of long-term employees who entered with lower level skills;
- Enables non-graduate staff to be considered alongside graduates for higher level progression;
- Provides a continuing professional development route to link with recognition and reward policies;

## INTRODUCTION

Welcome to the CLOCK Manual for Peer Reviewers (2016) known as 'The Manual'. The Manual is compiled, up-dated and distributed by TULIP Peer2Peer Learning Ltd. It is for people who are interested in being Peer Mentors/Peer Reviewers with CLOCK.

CLOCK (Collective Learning Open Curriculum Kit) is an exciting new programme that:

- Supports people to acquire creative skills and knowledge from experience;
- Promotes the sharing of creative knowledge and skills with others;
- Promotes diversity and wellbeing through the developing of social potential;
- Benchmarks creative sector knowledge and skills learned through practical work;
- Offers learning progression through Higher Level Professional Development Awards;

The Manual will inform you about the different components of the CLOCK Peer Reviewer Training programme and provide you with resources to help you to get the most out of it.

For example, the CLOCK diary can help you to:

- Organize your time;
- Develop your personalized programme;
- Choose when and where to engage in the programme;
- Focus on priorities;
- Record your professional reflections;
- Map your progress from induction to achievement;

The Manual will help you to reflect on wherever you feel most productive, comfortable, well-resourced, engaged or where you need to be. This could be at home, in a studio, in a cafe, in your library or at work or somewhere else. You can also reflect on the best times for you to engage with CLOCK that benefit from using your natural energy and rhythms e.g. early-riser; lunch-breaker; night owl; or to accommodate your commitments for family, work or living situations and any other responsibilities or just to coincide with the times that you have access to the resources that you feel that you might need.

The Manual aims to support you through the following key processes of induction into the CLOCK Peer Reviewer programme:

**ORIENTATION** – finding out whether CLOCK is for you;

- Will it suit your professional development needs and aspirations?
- Will it help you to travel to new and attractive professional destinations?
- What is your bigger picture, now? In the future?
- What is the legacy you would like to leave your sector?

**REFLECTION** – reviewing your professional persona, knowledge and skills;

- How do you manage personal and professional boundaries within your creative work?
- What are your professional values?
- How would someone that knows your work describe your professional characteristics?

- What have you learned from professional experience?
- How do you acquire, use and up-date your skills, knowledge and attitudes?
- Can you look at your professional life and work from different perspectives e.g. development, achievement, individual and collective contribution, value to self, value to others etc.?
- Can you support your peers in the sector to develop their own professional practice?

**EXPLORATION** – innovating and pioneering in your sector;

- How have you been a trail-blazer in your sector?
- What innovations have you contributed towards?
- How do you present your work to others, inside and outside your sector? What do you include and how do you define and describe what you do?
- How have you expressed your leadership qualities?
- How have you supported other professionals in your sector?

The Manual has a calendar section at the back of the Manual that provides you with a system and structure for you to record your thoughts, reflections, priorities, tasks, experiences throughout CLOCK.

You probably have a few questions. So, the first section of the Manual will give you an overview of the CLOCK programme and the Peer Reviewer Training Programme.





# SECTION 1

## THE MANUAL -SECTION 1

### 1.1 What is CLOCKS?

CLOCKS (Collective Learning Open Curriculum Kit) is an exciting new programme that:

- Supports people to acquire creative skills and knowledge from experience;
- Promotes the sharing of creative knowledge and skills with others;
- Promotes diversity and wellbeing through the developing of social potential;
- Benchmarks creative sector knowledge and skills learned through practical work;
- Offers learning progression through Higher Level Professional Development Awards;

Creative individuals have their own learning journey through which they acquire the knowledge and skills for their artistic practice or creative enterprise. This learning journey can take many forms. It can be:

- Organic with a deepening spiral;
- Meandering across different contexts;
- A step-by-step progression up a vertical ladder;

Whatever the direction or speed of the individual practice journey so far, it is the achievement of relevant higher level skills through work products and processes that counts with CLOCKS.

CLOCKS provides the means to recognise, validate and certificate Higher Level Knowledge and Skills gained through working. In this way, CLOCKS provides an alternative to a university education for those preferring to learn and certificate their higher level skills using their creative professional practice.

### 1.2 Who is CLOCKS for?

CLOCKS is for people who choose to learn by doing. CLOCKS uses peer2peer learning to develop and share the creative skills and knowledge used in everyday professional work situations. CLOCKS enables creative workers, freelancers, interns, trainees and volunteers to be mentored and reviewed by their more experienced, specialist peers working in the relevant sector.

### 1.3 Who mentors and reviews people doing the CLOCKS programme?

CLOCKS peer mentors and reviewers include performing and creative artists, creative and digital media practitioners, crafts people, creative and cultural business owners, cultural managers and creative entrepreneurs. They are all currently working as creative and cultural professionals. They possess the specialist skills and knowledge that grow the creative economy, with increased UK GVA (Gross-Value-added) year-on-year, and they have consistently outperformed other UK sectors by an average of almost 2% growth, for the last 17 years.

### 1.4 Why would creative professionals choose to become CLOCKS Peer Mentors and Reviewers?

CLOCKS Peer Mentors and Reviewers benefit personally and professionally from belonging to a diverse network of creative professionals that proactively support, mentor and review the next generation of creatives. Professionals who choose to become Peer Mentors and Reviewers for CLOCKS engage in an industry-based continuing professional development programme through which they, themselves, can also access peer mentoring and peer review. They can choose to have their well-developed integrated technical, learning and people skills recognised, validated and certificated in the form of a Master's Level Professional Development Award from the Scottish Qualifications Authority. They appreciate that these 3 integrated skill-sets are crucial to the development of the current and future creative workforce.

CLOCKS Peer Mentors and Reviewers may work primarily in their own organisation or they may be freelancers or work across a range of small and micro organisations; They are rewarded financially and professionally as they support, mentor and review others to progress and graduate with Higher level Professional Development Awards.

### 1.5 How does CLOCKS recognise, validate and certificate the higher level skills and knowledge gained through Peer2Peer Learning?

CLOCKS uses the Euro-Aspire Competency Framework to benchmark the creative and cultural skills and knowledge acquired through practice to national and international qualification framework levels and the higher education sector.

## ABOUT THE CREATIVE INDUSTRIES:

JOHN LIEP

“To locate conditions for major cultural creativity, one should ... search for situations where there is interaction involving different values, world views and forms of expression. At the same time there must be an openness or relaxation of social control that allows for a productive cross-fertilisation of perspectives”

The Euro-Aspire Competency Framework is a tool that was developed by employers and practitioners in the cultural and creative sector. It can be used to recognise 3 separate skill-sets which are integrated and used in everyday work in the creative and cultural industries. These 3 skillsets are:

- Technical Skills that ensure competence in a creative role or profession;
- Peer2peer Learning Skills used to develop and share creative working practices;
- People Skills that develop individual and collective social potential and well-being;

**1.6 What types and levels of qualifications may CLOCK deliver for higher level skills and knowledge?**

CLOCK delivers 2 Higher Level SQA Professional Development Awards in practice-based learning for the Creative and Cultural industries (PDACCIs). Each PDACCI is worth 60 credits at 3-4 Higher Education Level benchmarks.

PDACCI are awarded for learning that is practical and applied within the creative and cultural sector. The 2 current PDACCI pathways focus on Artistic/Creative Practice (Cultural Learning) and Creative Entrepreneurship/Enterprise (Developing and Supporting Creative Business).

These pathways may be taken separately to achieve 60 credits each or may be integrated to achieve 120 credits at each of the following levels:

- Level of Higher Education Certificate (Undergraduate Year 1);
- Level of Higher Education Diploma (Undergraduate Year 2);
- \*Level of Honours Degree (Undergraduate Year 3/4);
- Level of Post-Graduate Certificate or Diploma (Masters);

(\*currently in development)

**1.7 What are the benefits of a PDACCI compared to an academic qualification?**

PDACCIs are entirely professionally-focused so that individuals with PDACCIs are ‘work ready’ at the appropriate level of professional development. PDACCIs can only be achieved through practice-based learning in the Creative and Cultural sector and this means that individuals are working as employee, freelancer, intern or apprentice. This avoids a purely theoretical or generalised approach to learning about the sector. Each level of PDACCI require that learners gain and reflect on experience and develop their competences within current working practices and protocols whilst being mentored and reviewed by their specialist peers. It is, of course, true that some academic institutions have well-developed professional networks providing placement and internship opportunities to provide students with initial practical work experience. However, these don’t provide students with the opportunity to validate their professional competences as part of a continuing professional development framework

with progression opportunities.

PDACCIs are flexible enough to accommodate people who are working part-time or full-time as freelancers, employees, interns or volunteers etc. They offer the opportunity of pursuing and paying for a Higher Education, one year at a time blending this learning and validation with developing their professional career. This enables individuals (or employer, contractor or sponsor) to tailor their professional development to accommodate career priorities and career breaks; it gives individuals the choice of taking longer or shorter breaks in between the Higher Education levels, as desired or required.

PDACCI is a Professional Development Qualification that demonstrates a Higher Education equivalent from undergraduate up to and including post-graduate levels which have been achieved outside the formal education sector. An academic degree programme has different priorities to the PDACCI as it is more concerned with the development of the academic and theoretical literacy of the student rather than specific current sectoral professional contexts, knowledge and skills. Conservatoires and art-schools in the UK, of course, aim to develop broad and specific professional skills and knowledge but these often have highly competitive entry requirements. PDACCI provides an alternative route for those individuals who are not willing or able to take on the long-term debt of Higher Education in a University context or cannot or will not choose to learn in a concentrated, formally structured 3-4 year programme.

**ABOUT COMMUNITIES OF PRACTICE:**

*ETIENNE WENGER*

“(Practice)... is not an object to be handed down from one generation to the next. Practice is an on-going, social, interactional process, and the introduction of newcomers is merely a version of what practice already is. That members interact, do things together, negotiate new meanings, and learn from each other is already inherent in practice – that is how practices evolve.”

In the UK there is a commonly held view that the recognition of prior learning (RPL) is primarily used as a means for incoming students to the formal education sector to gain credits for, and exemption from undertaking, certain modules in an academic programme. Many Higher Education Institutions limit these RPL credits to a maximum of 25% of an award. There is currently a cost intensive process and non-standardised approach to RPL and prior knowledge and skills are not recognised unless these directly match the formal learning outcomes of relevant programme modules. In contrast to this situation, CLOCK is committed and able to recognise all prior experiential learning that is relevant to a wide range of professional competences so long as this can be demonstrated through recent and current work products and processes i.e. within the last 12-24 months, depending on the level.

### **1.8 How does an individual gain PDACCI?**

Creative sector workers and freelancers etc. can achieve PDACCI at the appropriate level by simply demonstrating that they have fulfilled the requirements for that level using credible support material. This support material should be gained within a 12 month period for PDACCI at the level of undergraduate year 1 and within a 24 month period for all the other levels above that. PDACCI, like all PDAs can be scheduled to suit professional and personal priorities and resources.

### **1.9 How can CLOCK be used as Continuing Professional Development programme in the Cultural and Creative sector?**

CLOCK can provide individuals with sector-specific mentoring and review support throughout their journey from entry level through to competent and then onwards to sector specialist. CLOCK offers a relevant, consistent framework and a standardised approach for benchmarking an individual's Continuing Professional Development (CPD) whether they are employed as a creative or cultural worker, operate as a freelancer, a micro-business, sole trader or entrepreneur or they are the CEO or a manager of a large creative business or cultural organisation;

### **1.10 Who can deliver CLOCK Continuing Professional Development?**

CLOCK can be delivered in a number of different situations in the Creative and Cultural sector. These include:

- Employers can run CLOCK with employees;
- Contractors can run CLOCK with freelancers;
- Professional Associations can run CLOCK with their membership;
- Professional Networks of micro-, small- and medium-sized organisations or enterprises can run CLOCK with their business leaders and workers;
- Artist Collectives or groups of artists, creative freelancers or entrepreneurs can run CLOCK;
- Community, professional and other learning centres, appropriately equipped and resourced with industry standard resources,

professional mentors and reviewers can run CLOCK;

- Independent creative or cultural workers can run CLOCK using on-line tools and on-demand individual support;

### **1.11 How is CLOCK Continuing Professional Development programme supported and by whom?**

CLOCK is supported by a number of centralised tools which are up-dated, managed and distributed by TULIP Peer2Peer Learning Ltd. These tools include this manual, the CLOCK website, the learning platform, other support materials and access to the CLOCK network.

The CLOCK network includes Bell Farrell Education, the Scottish Qualifications Authority and an international network of Creative Professionals who are validated and certificated sector specialists who have been trained by TULIP as Peer Mentors and Peer Reviewers for CLOCK. Peer Mentors/Peer Reviewers are available for a series of physical face-to-face or on-line appointments to support and validate individual candidates for the PDACCI qualifications.

### **1.12 How can I become a Peer Mentor/Peer Reviewer for the CLOCK programme?**

To become a Peer Mentor/Peer Reviewer for CLOCK you have to undertake the CLOCK Peer Reviewer Programme which is a Master's level Continuing Professional Development (CPD) programme or to have equivalent validated practice-based Higher Education. The Manual

## **ABOUT LEARNING IN A COMMUNITY OF PRACTICE:**

*ETIENNE WENGER*

“Learning transforms who we are and what we can do, it is an experience of identity. It is not just an accumulation of skills and information, but a process of becoming... We accumulate skills and information, not in the abstract as ends in themselves, but in the service of an identity that learning can become a source of meaningfulness and of personal and social energy. ...It entails a process of transforming knowledge as well as a context in which to define an identity of participation”.

is designed to support you to achieve the 2 key requirements to become a certificated Peer Mentor/Peer Reviewer for the creative and cultural industries with CLOCK.

- a) You are required to achieve a Scottish Qualifications Authority (SQA) PDACCI with 60-credits at Master's Level or equivalent. Master's level is known as Level 11 in the Scottish Credit and Qualification Framework (SCQF) and Level 7 in the European Qualifications Framework (EQF). You may already have a 60-credit Master's Level practice-based validation or certification which can be considered equivalent to the PDACCI at Level 11.
- b) You are required to achieve the SQA Peer Reviewer for the Creative and Cultural Industries with 15-credits at SCQF Level 11. This should also be achieved through practice-based learning. You may already have a 15-credit Master's Level practice-based validation or certification for Peer Mentoring/Peer Reviewing which can be considered equivalent to the Peer Reviewer qualification.

**1.13 How will I know if my professional practice is at the right level for the specialist and Peer Mentor/Peer Reviewer role for CLOCK?**

A) Be able to demonstrate that you have specialist level skills in 3 key areas of CLOCK:

- Technical or Performance Skills that ensure competence in a creative role or profession;

- Peer2peer Learning Skills used to develop and share creative working practices;

- People Skills that develop individual and collective social potential and well-being;

B) Be able to meet the criteria of the Specialist Level or SCQF Level 11/EQF Level 7 PDACCI.

Here are a few questions that will help you to assess if you are at this Specialist Level.

- Do you have a specialist knowledge of your interdisciplinary practice or professional field?
- Can you give specific examples of your own contribution as an innovator or change-maker?

- Can you explain the way you think about your practice e.g. how you make choices about what you will do to achieve a range of objectives in different situations with different resources and people?

- Have you developed new knowledge and procedures in your practice?

- Have you integrated internal or external knowledge from different sources into your sector?

- Do you have specific examples of your own contribution to innovating in your sector?

- Do you have specific examples, from your own experience, of being strategic, working with complexity and managing uncertainty in different situations?

- Do you critically reflect on your own professional practice and the impact of this on others?

- Have you critically evaluated your current strengths and development needs and considered the limits of your practice?

If, you can answer yes to all these questions, then you are most likely to be at the Specialist Level.

If not, then you will have some professional development requirements to meet before you realise this level. You can begin this professional development process by selecting projects, roles or work processes that enable you to meet these requirements in the future.

## ABOUT SELF-AWARENESS

HOWARD GARDNER

“Given today’s extreme fluidity of jobs, roles, and preferences, it is essential that people have an accurate, up-to-date, and flexible understanding of their own desires, needs, anxieties, and optimal ways of learning. People with particularly strong intrapersonal intelligence are prized in the business world because they can make optimal use of their talents, especially under rapidly changing conditions, and they know how to mesh their talents with those of their co-workers.”

**FIG. 1.1**

In 2014 the Creative Industries accounted for 5.2 per cent of UK GVA and the Creative Economy accounted for 8.2 per cent of UK GVA. In both cases this is the highest proportion in recorded data.

(source: DCMS Creative Industries Economic Estimates January 2016)

**FIG. 1.2*****Creative Occupations Group SOC (2010)*****Advertising and marketing**

- 1132 Marketing and sales directors
- 1134 Advertising and public relations directors
- 2472 Public relations professionals
- 2473 Advertising accounts managers and creative directors
- 3543 Marketing associate professionals

**Architecture**

- 2431 Architects
- 2432 Town planning officers
- 2435 Chartered architectural technologists
- 3121 Architectural and town planning technicians

**Crafts**

- 5211 Smiths and forge workers
- 5411 Weavers and knitters
- 5441 Glass and ceramics makers, decorators and finishers
- 5442 Furniture makers and other craft woodworkers
- 5449 Other skilled trades not elsewhere classified

**Design: product, graphic and fashion design**

- 3421 Graphic designers
- 3422 Product, clothing and related designers

(source: DCMS Creative Industries Economic Estimates January 2016)

**Film, TV, video, radio and photography**

- 3416 Arts officers, producers and directors
- 3417 Photographers, audio-visual and broadcasting equipment operators

**IT, software and computer services**

- 1136 Information technology and telecommunications directors
- 2135 IT business analysts, architects and systems designers
- 2136 Programmers and software development professionals
- 2137 Web design and development professionals

**Publishing**

- 2471 Journalists, newspaper and periodical editors
- 3412 Authors, writers and translators

**Museums, galleries and libraries**

- 2451 Librarians
- 2452 Archivists and curators

**Music, performing and visual arts**

- 3411 Artists
- 3413 Actors, entertainers and presenters
- 3414 Dancers and choreographers
- 3415 Musicians

**FIG. 1.3**

*Creative Industries Contribution to UK Gross Domestic Product. 2014*

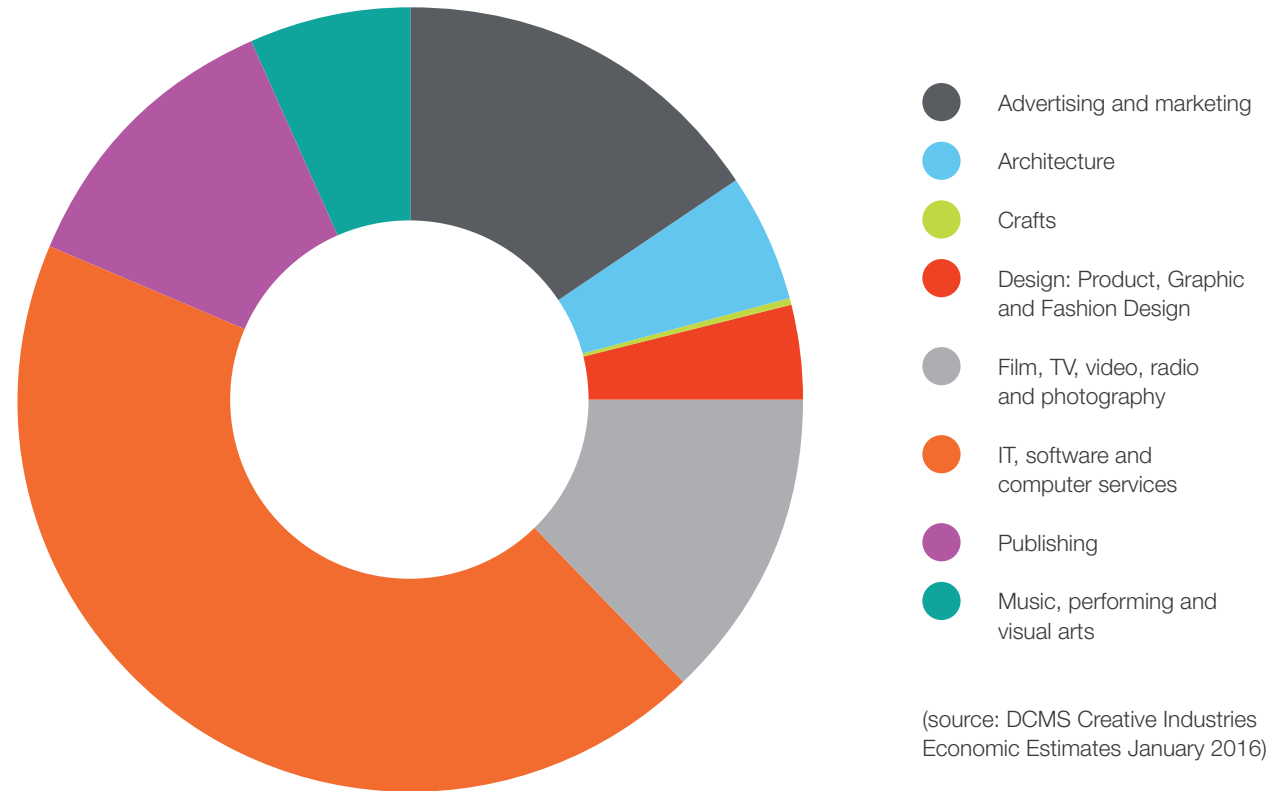




FIG. 1.4

CLOCK →  
EQF Level 7

CLOCK →  
EQF Level 5

CLOCK →  
EQF Level 4

