

Q1. Roles within the Program

Question:

Could you explain the distinction between module leads, field experts, and facilitators (excluding those engaged in short-format learning opportunities)? Additionally, can one person take on multiple roles (e.g., module lead and facilitator), or should these roles remain separate?

Answer:

Within each module, the following functions need to be covered:

- Overall leadership of the module: Ensuring content coherence, clear objectives, and well-structured learning activities. This includes overseeing lectures and workshops, so they meet quality standards and achieve intended learning outcomes.
- Facilitation of learning processes: Guiding interactive sessions, supporting participant engagement, and fostering peer learning throughout the module.
- Specialised expert input: Providing targeted knowledge through on-demand 1:1 consultations on critical topics (e.g., finance, legal/IP, branding, digital marketing, sales, pitching). These consultations help participants apply learning to their projects and address narrow areas requiring deep expertise.

One person can cover more than one function if they have the required expertise and capacity, provided this does not compromise content quality or participant experience.

Q2. Cohort Mentor Qualifications

Question:

What qualifications, experience, or profile are expected from the cohort mentor?

CCG Answer:

Cohort mentors accompany participants throughout the entire programme, ensuring continuity and engagement from start to completion. Their role includes leading structured group mentoring sessions and providing on-demand individual support, such as 1:1 mentoring. They help participants apply what they learn in modules to their own projects, address challenges, and maintain progress. Mentors also function as connectors between different modules and programme components, fostering coherence and community within the cohort.

Mentors should have a good understanding of module content (not necessarily in-depth) and strong facilitation and mentoring skills.

Q3. Cohort Scheduling

Question:

Is it acceptable to run two cohorts in parallel, or must they be implemented sequentially?

Answer:

Running two cohorts in parallel is acceptable, if this does not negatively impact the quality

and/or the participants' overall experience. There is no pre-set time to be maintained between cohorts. Regardless of the approach, interactive sessions and workshops must be organised in smaller group to maintain engagement, learning outcomes and high-quality implementation.

Q4. Guest Talks vs. Keynotes

Question:

Are guest talks mentioned in Section 4.1 (Programme Structure) the same as keynotes referenced under short-format learning opportunities, or are these separate activities?

Answer:

Guest talks are optional elements within the Creative Business Basics (CBB) stream and may be integrated into modules to enrich learning with diverse perspectives and practitioner insights.

Keynotes are separate components under short-format learning opportunities. They are standalone sessions designed for a broader audience and do not form part of CBB modules.

Q5. Catering Costs

Question:

Should the service provider include catering costs for in-person gatherings (Kick-off, Mid-term, and Closing events)? If yes, what is the approximate number of participants?

Answer:

No, catering for in-person events does not need to be included in the offer submitted by the service provider.

Q6. Logistical Arrangements

Question:

Beyond organising in-person gatherings, should the service provider also manage logistical arrangements such as participants' transportation from various regions and accommodation?

Answer:

Yes, the service provider will be responsible for managing logistical arrangements for all in-person gatherings.