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West of England and
North Somerset LSIP

Creative Entrepreneurship
Report

Published:
2025

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Executive Summary

Overview of the Project

The Creative Entrepreneurship in the West of England and North Somerset Sprint is a sub-project task and finish group, part of the West of England and North Somerset Local Skills Improvement Plan (LSIP), to address critical gaps in the [Creative Industries](#) – namely entrepreneurship skills. The project aims to map current education and training provision, engage with key stakeholders, and deliver actionable recommendations that enhance the alignment of training with industry needs. It was established in response to the LSIP Findings regarding a skills gap in the Creative Industries which Business West identified as an area requiring further exploration.

The sprint’s primary objectives are to:

- 1. Map Education and Training Provision:** Identify and map all post-16 educational courses for the creative sectors related to entrepreneurship to understand existing provision, how effective it is and the demand to help form recommendations.
- 2. Analyse LSIP Findings:** Review and build on insights from the LSIP that highlight entrepreneurial skills as a key gap in the creative sector.
- 3. Engage Stakeholders in Focus Groups:** Conduct a series of focus groups with employers, education and training providers, local authorities, the Mayoral Combined Authority, and industry bodies to define essential entrepreneurship skills, explore effective development strategies, and gather qualitative and quantitative data.
- 4. Deliver Practical Recommendations:** Formulate clear, actionable recommendations to improve education and training curriculum to better incorporate building an entrepreneurial skillset, directly addressing skills needs identified by LSIP and stakeholders.

Three focus groups were held between October and November 2024, each with a specific agenda to capture detailed insights and foster collaboration:

#	Title	Date and Time	Location	Objective	Audience
1	Bridging Creativity and Entrepreneurship	Wednesday 23rd October 2024 12:00 – 13:00	Online via MS Teams	To establish a clear definition of entrepreneurial skills in the local area with key stakeholders and explore effective ideas for how we can develop these skills among creative professionals.	All stakeholders of this sprint: Employers, Education and Training Providers, Local and Mayoral Combined Authority and Industry Board

2	Developing Regional Expertise in Creative Entrepreneurial Skills	Tuesday 5th November 2024, 12:00 – 13:00	Online via MS Teams	To discuss strategies for ensuring provision of entrepreneurial skills training across the local area for the Creative Industries, and to highlight the importance of these skills for learners, businesses in the creative sector and the economy.	Education and Training Providers only
3	Creative Entrepreneurship Skills- Navigating Challenges	Wednesday 20th November 2024, 12:00 – 13:00	Online via MS Teams	To develop actionable recommendations for Further Education (FE) and training providers to enhance their curriculum and for them and employers to support learners/employees entrepreneurial skill development, while identifying challenges and exploring future trends.	All stakeholders of this sprint: Employers, Education and Training Providers, Local and Mayoral Combined Authority and Industry Board

All focus group data was collected and analysed and then translated into the final sprint report below. In the focus groups, both qualitative and quantitative data was collected via guided discussion questions and live polling software (Sli.do).

The LSIP findings (which can be viewed on the [LSIP Resources page](#); our Priority Findings and West of England Reports) so far have revealed that employers in the creative sector, particularly small and medium-sized enterprises (SMEs) and micro businesses (which form a large portion of the sector), consistently highlight the need for enhanced employee training in key entrepreneurial areas. In 2019, 95% of creative companies were micro-businesses (fewer than 10 employees) which is 6 percentage points more than in the rest of the economy ([DCMS 2022](#)), and self-employment accounts for 32% of Creative Industry employment in the UK compared with 16% for the economy more broadly ([DCMS 2022](#)).

Engaging with 53 creative organisations—including 37 through focus groups and 16 via one-to-one discussions—the LSIP identified the following priority areas:

- **Commercial/Financial Skills:** Strong demand for skills in business planning, pricing, finance, and risk management, particularly for freelancers.
- **Communication and Interpersonal Skills:** Identified as a consistent need by employers across multiple focus groups and consultations.
- **Leadership and Management:** Employers highlighted the need for robust leadership and management training across all levels, from entry-level to senior management.

- **Entrepreneurship Mindset:** Training in entrepreneurial thinking was repeatedly noted as critical, especially for young professionals and freelancers.
- **Additional Skills:** Marketing, contract writing, emotional intelligence, and mental health communication also emerged as vital areas of focus.

These LSIP findings align with local area labour market data showing high rates of self-employment and micro-business ownership in the creative sector. As technology and globalisation drive new opportunities in Creative Industries, professionals increasingly need to pair technical expertise with entrepreneurial skills, especially in fields like digital content creation and virtual reality.

From these findings, the Business West LSIP team believed that it would be valuable to further investigate this identified skills gap and work to understand what is needed to improve the skills system for creative employers. We also have highlighted a need in the Creative Industries for “short course development and incorporation into existing provision of project and team management, agile methodologies, customer service and sales, HR and finance, workforce development” in our [Roadmap of Actions](#) as part of our West of England and North Somerset LSIP Progress Report, which highlights the need for further work into entrepreneurial skills for the Creative Industries and we hope in this sprint report that we can generate some tangible actions to support this objective for the local area.

As part of our secondary research, we have found that the future of the Creative Industries will require an even stronger focus on entrepreneurial skills, particularly as technology reshapes the sector.

The project aims to support education providers in the West of England and North Somerset in revising their curricula to meet industry demands. This report offers a comprehensive set of recommendations, supported by LSIP data, labour market insights, and focus group findings, to help education providers better prepare students and professionals for entrepreneurial roles. Recommendations include strategies for improving financial training, business planning, and leadership skills within creative education.

Overall, the main goal of this sprint is to strengthen the creative sector by equipping current and future professionals with essential entrepreneurial skills, as per business needs raised in the LSIP – via recommendations to creative course providers and other stakeholders in the local area. This collaborative and data-driven approach ensures that recommendations are not only practical but also grounded in the real-world needs of the local area’s creative sector.

Key Findings

The report identified circa 300 courses related to the Creative Industries across the West of England and North Somerset.

- Courses were categorised based on entrepreneurial skills integration: 58 courses (19%) were rated red (low integration), 160 (53%) orange (moderate), and 81 (27%) green (high).
- The mapped provision spanned from entry-level to advanced qualifications. However, many courses (13%) did not result in formal certification, potentially affecting learners' career progression and decision-making.

- The entrepreneurial skills most included were project management, collaboration, and communication. However, employers identified gaps in critical skills such as financial literacy and opportunity recognition for personal and business development.
- Most courses were long-term (1–3 years), which is often impractical for the fast-paced, contract-heavy nature of the Creative Industries. Only 6% of courses were shorter than one year.
- A significant proportion of courses (37%) had high annual tuition fees (£9,000+), which, alongside additional costs like equipment fees, pose barriers for learners from lower socio-economic backgrounds and small employers.

Recommendations

From the research gathered throughout this sprint as noted above, we can summarise the main recommendations as the following, which aim to align creative education with industry needs, equipping learners with practical, legal, financial, and entrepreneurial skills essential for thriving in the creative sector.

- **Curriculum Development:** Focus on integrating practical work experience, entrepreneurial mindsets, financial literacy, and legal awareness into the creative curriculum. Promote innovative solutions, such as centralised work experience programmes, to address challenges faced by learners and employers.
- **Collaboration Opportunities:** Encourage partnerships between education providers, businesses, and local authorities to dispel myths about creativity and entrepreneurship being mutually exclusive. Facilitate local area networking events for all in the skills system, employer guest lectures in education settings, and support for apprenticeships to bridge gaps between education and industry.
- **Employer Engagement:** Advocate for employers to embed entrepreneurial skills training into workplace practices and encourage cross-generational learning. Promote flexible training models such as bootcamps and ensure holistic exposure for apprentices. Employers should also actively engage with local ‘career hubs’ for structured outreach and partnerships.
- **Wider Skills System:** Strengthen real-life learning experiences through work placements and alumni engagement. Simplify apprenticeship access for SMEs through financial incentives, clear guidance, and levy-sharing initiatives. Improve alignment between policy, funding, and industry needs to support entrepreneurial skills development.
- **Access and Inclusivity:** Address systemic barriers by enhancing support for neurodiverse learners, reducing financial barriers such as travel costs, and tackling nepotism through transparent, merit-based opportunities. Expand targeted work experience initiatives for underrepresented communities and young adults. Leverage technology to mitigate digital poverty and ensure equitable access to resources.

Conclusion

This report highlights the critical opportunities and challenges in aligning education and training provision with the entrepreneurial skills needs of the Creative Industries in the West of England and North Somerset.

We hope this research will serve as a valuable foundation for ongoing dialogue and collaborative action between education providers, employers, and policymakers. By working together to address the identified challenges and implement the recommended strategies, we can ensure that the local area of the West of England and North Somerset cultivates a thriving and competitive Creative Industries sector with a highly skilled and entrepreneurial workforce.

For detailed insights, including specific findings from our LSIP engagements, employer feedback, and recommendations for action, please refer to the main contents below.

1. Introduction

1.1 Background and Context

The Creative Industries are a vital part of the UK economy, yet the sector faces significant skills challenges that threaten its ability to thrive in an increasingly competitive and digital landscape. The LSIP engagements conducted by the Business West LSIP team have brought to light a critical gap in entrepreneurial skills among creative businesses. Through 53 engagements with organisations across the West of England and North Somerset, comprising of focus groups and one-to-one conversations with micro, SME, and large employers, a consistent need emerged for enhanced entrepreneurial training as part of workforce development.

Key skills gaps identified through these engagements include financial literacy, business planning and management, marketing, leadership, negotiation, and the ability to navigate freelance and self-employment pathways. Employers emphasised that addressing these gaps is crucial to support the growth, adaptability, and sustainability of creative enterprises, particularly in a sector dominated by microbusinesses and freelancers.

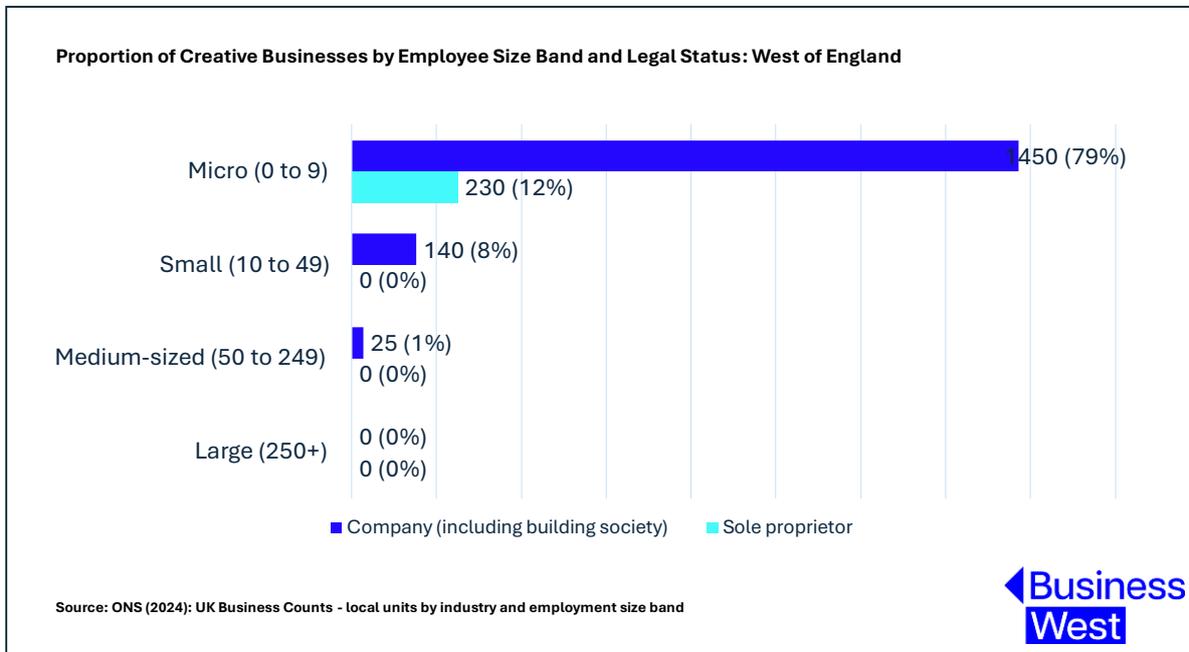
These findings were reinforced by insights from the West of England Mayoral Combined Authority's Bootcamp networking events, where businesses raised similar concerns, stressing the importance of self-employment training and freelance skills to meet the unique demands of the sector. Furthermore, our [Roadmap of Actions](#), outlined in the West of England and North Somerset LSIP Progress Report, underscores the need to incorporate short courses focused on project management, sales, HR, finance, and workforce development into existing provision.

Our secondary research also supports this focus. Reports such as the [PEC's Creativity and the Future of Skills](#) highlight how the future of the Creative Industries will require professionals to combine creative talent with entrepreneurial and business skills to succeed in an increasingly digital and globalised marketplace.

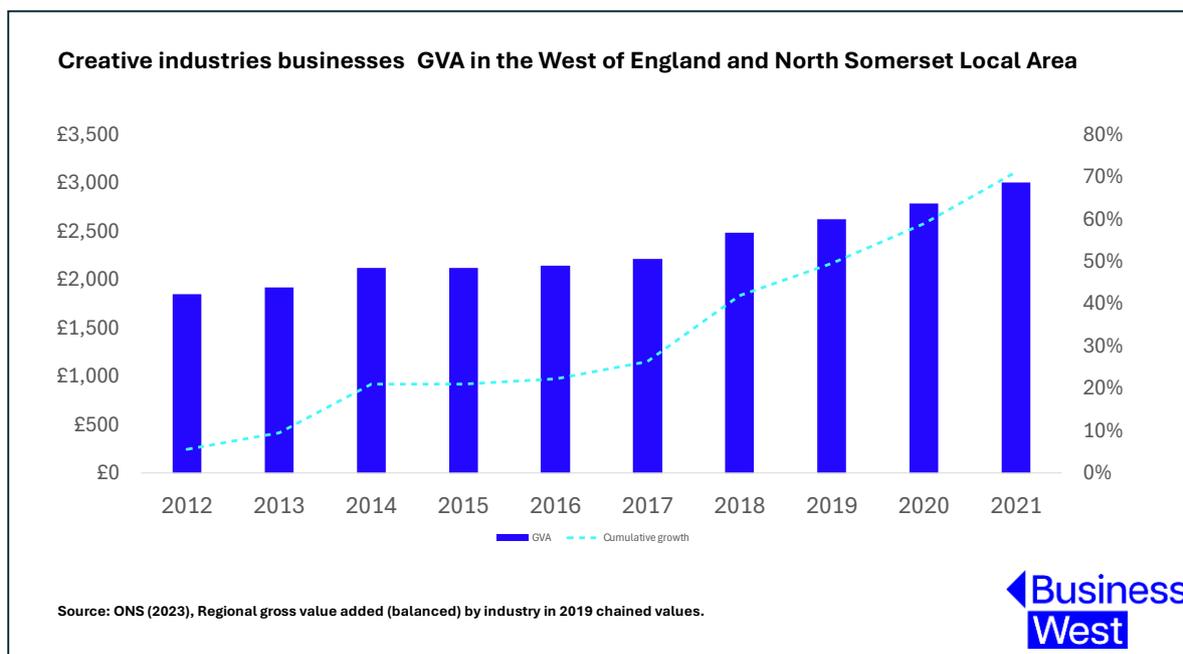
In response to these insights, this report aims to investigate the entrepreneurial skills gap within the Creative Industries in the West of England and North Somerset. By mapping existing education and training provision and identifying gaps in alignment with employer and student needs, we hope to generate actionable recommendations to enhance the skills system for creative employers and support sustainable growth in the local area. Through this research, we seek to provide tangible steps to align education and training provision with the evolving demands of the Creative Industries, fostering a more resilient and inclusive local area workforce.

An extract from our Progress Report explains the need for these sprint projects and reports. "Many contributors to the LSIP have requested shorter, modular training as an alternative to longer options like apprenticeships. This approach is believed to facilitate additional upskilling and reskilling, ensuring staff maintain relevant industry skills. Through our topical subproject sprints, we will continue to analyse key areas. We aim to assess existing provisions, identify the demand for further training, and determine the best deliver working methods, working collaboratively with training providers and local authorities to integrate these findings into future delivery".

As part of our secondary research so far, we have found that the future of the Creative Industries will require an even stronger focus on entrepreneurial skills, particularly as technology reshapes the sector. The graphs below further illustrate the large proportion of micro and freelance businesses within the Creative Industries in the West of England and North Somerset. They highlight the proportion of business sizes in the local area in comparison to all other industries, using a variety of different variables to indicate business size.



The final graph below shows the gross value added by Creative Industries businesses in the West of England and North Somerset and clearly indicates the growing value and financial impact of the Creative Industries in the local area, with a strong rising cumulative growth in recent years. This data highlights the significance of the sector to the local area and therefore the importance of this research to ensure the industry’s workforce have the skills needed to equip the sector to meet current and future demands.



The Creative Industries, including sectors such as design, film, media, and the arts, are key drivers of economic growth. Entrepreneurial skills are increasingly essential for professionals navigating these fields, particularly due to the high levels of self-employment and the need for business acumen in creative careers (CG Spectrum, 2023). This literature review below, collated by Business West’s Policy Analyst, Gustavo Guntren, explores the role of entrepreneurial skills within the Creative Industries, examining relevant studies and data from several sources.

The Role of Entrepreneurship in the Creative Industries

The Creative Industries are recognised for their unique economic contributions and innovative potential. Entrepreneurship within this context is not only a driver of economic growth but also a vehicle for cultural and social value creation (Hausmann & Heinze, 2016). The UK’s focus on developing entrepreneurship in the Creative Industries has been strategic, given the sector’s notable contributions to GDP and employment (Creative Industries Federation, 2022).

Defining Entrepreneurship in the Creative Industries

Entrepreneurship in the Creative Industries differs from traditional forms of entrepreneurship in several ways. Hausmann and Heinze (2016) describe cultural entrepreneurship as inherently linked to the "creative mission," which often prioritises cultural and aesthetic value over pure economic gain. Hill et al. (2024) argue that entrepreneurship in the Creative Industries is a process by which individuals or groups initiate and manage ventures within these creative and cultural industries. This involves leveraging creative skills and intellectual property to generate economic value, often through the creation, production, and marketing of culturally significant content. Creative entrepreneurs are characterised by their ability to innovate, adapt, and contribute to both economic growth and societal well-being.

Characteristics and Challenges of Creative Entrepreneurs

Creative entrepreneurs face distinct challenges, from securing funding to managing intellectual property and navigating market uncertainty. According to Henry and de Bruin (2016), creative ventures are often characterised by high levels of risk and unpredictability due to the volatile nature of demand in cultural markets. Additionally, traditional business models may not apply to creative sectors, necessitating innovative approaches to business development and revenue generation (Clews, 2009). This literature highlights the need for creative entrepreneurs to balance artistic integrity with commercial viability.

A report from the Department for Culture, Media and Sport (DCMS) on skills shortages across the creative sectors points to gaps in entrepreneurial capabilities, especially in newer creative fields such as digital media and design, where both technical and business skills are in high demand (DCMS, 2022). Furthermore, many creative professionals, such as artists, designers, and musicians, often lack formal business training, which can hinder their ability to scale their projects or secure stable income (PEC, 2019).

Entrepreneurship and Local Area Economic Development in the UK

Entrepreneurship within the Creative Industries contributes significantly to local area economic development across the UK. Research by the Creative Industries Policy and Evidence Centre (PEC, 2023) indicates that Creative Industries are a crucial component of local area economies, particularly in cities such as Manchester, Bristol, and Edinburgh. The PEC's findings suggest that creative entrepreneurship has led to job creation, increased innovation, and boosted local economies.

Public sector support and policies have also played an essential role. In his report, Clews (2009) argues that public investment is necessary to support the development of entrepreneurship in the Creative Industries, as market-based funding is often insufficient to sustain creative ventures. Recent initiatives by the UK government, such as creative industry tax reliefs and grants, have been instrumental in supporting entrepreneurial growth in this sector (HM Revenue & Customs, 2023).

Statistical Insights into the UK's Creative Industries

According to DCMS (2024), the sector contributed over £115 billion to the UK economy in 2023, with more than two million jobs supported by creative businesses.

A key characteristic of the Creative Industries is the high level of freelance work and self-employment. According to the PEC's Freelancers in the Creative Industries report, 32% of the workforce in the creative sector is self-employed, compared to 16% across the broader UK economy (PEC, 2021). This highlights the necessity for freelancers to develop entrepreneurial skills, including marketing, project management, and financial planning, to thrive in this competitive environment.

Future Research Directions

The literature identifies several gaps that warrant further investigation. Dobрева and Ivanov (2021) emphasise the need for more in-depth research into the scalability of creative

businesses and the impact of digital transformation on creative entrepreneurship. Moreover, Hill et al. (2023) recommend exploring the intersection of social impact and economic objectives in creative ventures, as these dual objectives shape business strategies in unique ways.

Future research could also examine the role of entrepreneurship in diversifying local area economies, particularly in post-industrial areas. Studies on how creative entrepreneurship contributes to community building, cultural preservation, and social cohesion could provide a richer understanding of its broader social impact.

The future of the Creative Industries will require an even stronger focus on entrepreneurial skills, particularly as technology reshapes the sector. As the PEC's Creativity and the Future of Skills report notes, creative workers need to combine creativity with business savvy to navigate an increasingly digital and global marketplace (PEC, 2019). Emerging fields such as digital content creation, gaming, and virtual reality demand not only technical expertise but also the ability to market and monetise creative products on new platforms.

1.2 Objectives of the Sprint

The primary objective of this project is to support educational providers in the West of England and North Somerset to align their curriculum with the entrepreneurial skills that are in high demand within the Creative Industries. By mapping existing educational and training provision related to creative entrepreneurship and engaging with key stakeholders, the project aims to deliver practical recommendations that directly address the needs identified by local businesses in the LSIP.

The LSIP findings revealed that creative sector SMEs prioritise enhanced training in entrepreneurial skills, including financial management, business planning, leadership, and communication, alongside support for business setup and contract negotiation. There is also a growing focus on soft skills like emotional intelligence and mentorship, paired with technical skills critical for freelancers and self-employed professionals to drive business growth.

Through a combination of post-16 technical education provision mapping and stakeholder engagement, the project will assess how well current provision meets industry requirements and identify areas where improvements or additional resources are needed. Focus groups with education providers and employers will be instrumental in gathering insights into the specific entrepreneurial skills that businesses are seeking and how these can be better integrated into existing training programmes. This project aims to use a collaborative approach that ensures that the recommendations are grounded in the real-world needs of the local area's creative sector.

Ultimately, the project aims to provide education providers with the tools and insights necessary to ensure their offering is closely aligned with industry demands, supporting the growth and sustainability of the local Creative Industries. The report combines findings from the mapping process, stakeholder discussions, and Labour Market Intelligence to offer actionable recommendations that can be readily implemented to meet the evolving needs of the local area's creative businesses.

1.3 Scope of the Report

This project focuses exclusively on mapping and analysing educational and training provision in creative entrepreneurship within the West of England and North Somerset, specifically targeting the Creative Industries. For this report, we are classing the “Creative Industries” as including the following sub-industries:

- Advertising and Marketing;
- Crafts;
- Creative Software Outputs (such as Gaming and Animation);
- Film;
- Television;
- Video;
- Radio;
- Photography;
- Publishing;
- Music and;
- Performing and Visual Arts.

By narrowing the scope to this local area and sector, we ensure the project remains manageable as a three-month sprint project, given our limited time and resources as part of the wider agile methodologies of the LSIP. By restricting the project to the West of England and North Somerset, we maintain a focused approach, ensuring that our findings and recommendations are directly relevant to the local area’s needs. This allows us to compare local educational and training provision with national skills requirements and labour market data, drawn from the Labour Market Intelligence and secondary research we collect as part of this sprint.

Additionally, the West of England and North Somerset LSIP is the only LSIP led by Business West Chambers of Commerce that focuses on the Creative Industries, making it essential to align our research with this plan’s scope.

The provision mapping covers all Post-16 Technical Further Education¹, including colleges, independent training providers, universities, employers, and sixth-form colleges under the LSIP’s accountability. Any research beyond this scope was considered on a case-by-case basis for relevance, to ensure we are keeping all work in this sub-project applicable to the provision scope of the LSIP, being local Post-16 Technical Education.

¹ Further education (FE) includes any study after secondary education that’s not part of higher education (that is, not taken as part of an undergraduate or graduate degree). More information on this type of courses available [here](#).

2. Methodology

2.1 Provision Mapping

One of the core deliverables in this sprint is to map the training and education provision in the local area, specifically focusing on courses relevant to the Creative Industries that cover entrepreneurial skills provision. This deliverable is integral to understanding how entrepreneurship is being integrated into the creative curriculum.

The research focuses on identifying education and training providers that offer entrepreneurship-focused courses within the Creative Industries.

The data collection for this mapping was primarily via desktop research; thoroughly examining publicly available data to identify relevant institutions and their course offerings related to entrepreneurship in creative sectors. However, we also identified provision via direct engagement with key educational providers (identified in the project's stakeholder list – see the annex) to gather qualitative data through investigative questions.

2.2 Stakeholder Engagement

We reached out to all Local Authorities (LA) in the West of England and North Somerset before the sprint began to ensure that the objectives of the research would align with the cultural and creative strategies of the wider local area and for LAs to provide any useful guidance for the research. LAs were also invited to the relevant Focus Groups we held.

2.3 Data Collection and Analysis

This project utilised a mixed methods approach to collect and analyse data, combining qualitative insights from focus groups with quantitative findings from secondary data sources. The methodology was designed to assess how well current post-16 technical education provision aligns with the entrepreneurial skill requirements of the Creative Industries in the West of England and North Somerset, and to identify opportunities for improvement.

Three focus groups were conducted between October and November 2024, each with a specific agenda and audience to ensure a targeted exploration of key themes. Each focus group employed guided discussion questions and live polling software to capture both qualitative and quantitative data. This participatory approach enabled stakeholders to share real-world insights and collaboratively shape recommendations for the local area's creative sector.

Secondary data was collected to provide context for the findings and strengthen the evidence base for recommendations. Sources included the Office for National Statistics (ONS), industry publications, and local area Labour Market Intelligence. Key parameters included course content, entrepreneurial skills integration, and alignment with industry needs.

3. Findings

3.1 Mapped Creative Course Provision

Before presenting this section, we must highlight that only one member of staff, our Business Engagement Executive, Heidi Hardacre, was allocated to research this full brief of skills provision across the local area over a short three-month period, therefore this mapped provision is not extensive or fully representative of the local area; the report will be missing some data that we have not been able to find via desktop research and stakeholder liaison – we have found nearly 300 courses across the West of England and North Somerset that match the criteria of the scope of this project.

Please note as of Monday 6 January 2025 Bristol Old Vic Theatre School² has suspended recruitment to all undergraduate programmes yet has still been included in our findings and analysis due to the timeframe parameters of the project.

Please see the table below in the annex for our full mapped research of the Post-16 Technical Further Education provision for the Creative Industries across the West of England and North Somerset that incorporates training or education in entrepreneurial skills, as defined by our project [definition](#).

We are very happy to be approached should you notice any specific missing provision that we can incorporate into future iterations of this report. Contact us at LSIP@businesswest.co.uk and we can look to include any further provision that meets our scope that is not shown in the current mapped provision table.

The following mapped provision table includes the following data on each course:

- **Provider (A-Z):** Who delivers this training or education
- **Qualification:** The level to which the learner will be qualified at the end of this course
- **Level:** The level of the qualification achieved (e.g. Apprenticeship Level 3)³
- **Name of Course/Programme:** How the course has been named online, via course prospectuses and other marketing materials
- **Length of Course:** How long the course takes to complete for the learner
- **Entrepreneurial Skills or Opportunities Listed in Marketing/Course Prospectus:** Using our pre-determined [definition](#) of entrepreneurial skills

² <https://oldvic.ac.uk/news/an-important-announcement-from-the-theatre-school/16906/>

³ More information on qualifications levels available [here](#).

- **Level of Entrepreneurial Skills Incorporated:** This is a RAG Rating that the Business West team has used to determine the level of incorporation of an entrepreneurial skillset into the course education. More details on this below.
- **Funded or Cost/Fee:** The funded/free training courses list includes courses where funding is available, this includes courses that are either completely free or with reduced rates. Some have eligibility criteria attached for the funding, please view the course website or contact the providers for more information.
- **Webpage:** A link to where we found the information on this provision

RAG Rating

The mapped provision, as shown in the Annex, has been RAG rated by the West of England and North Somerset LSIP team based solely on the marketing of the course, using the webpage that promotes the course, other online course prospectuses, and their description of the course.

It is important to highlight that if one were to enquire further with the course provider or attend an open day, one may be provided with further information that links to entrepreneurial skills that may change the rating of its incorporation into the provision. In addition, providers may wish to come forward with further information that is not listed in the course description online that evidences further incorporation of entrepreneurship than is rated by the below RAG rating we have conducted.

It is also significant to highlight that although the LSIP team aims to be non-biased in all research of this nature, it is likely that some bias comes into play based on knowing where to look for provision; given our working relationship with the further education providers in the local area that are accountable for responding to the LSIP, it is natural that the LSIP team will utilise their resources and websites to initially search for provision. We have done our utmost to search as widely as we can into all provision in the local area but acknowledge that some provision may be omitted due to a lack of knowledge regarding the providers that offer these courses.

One key recommendation the LSIP team would make from conducting this research into provision is that providers should seek to improve how their courses are marketed to prospective learners on their website to indicate the level of skills that will be acquired from the provision, namely the entrepreneurial skills that are covered that are essential for a career in the Creative Industries in this local area.

From this mapping exercise, we can also conclude that there is an overwhelming amount of provision for those seeking further education in the Creative Industries in the West of England and North Somerset. The LSIP team have managed to map close to 300 courses that are readily available online via desktop research as part of this sprint, but we understand more will exist that were harder to find via our methodology.

Therefore, it can be deduced that the sheer amount of provision available can be overwhelming for prospective learners, and students may be basing their choice of course on factors such as proximity to their home, the reputation of the provider, from word of mouth regarding the effectiveness of the course, etc., rather than the quality or contents of the provision itself.

The mapped provision table below includes:

Red RAG Rated: Focuses more on technical or creative skills development, with few entrepreneurship skills outlined in course information/marketing material. **Total:** 58 Courses

Orange RAG Rated – Some entrepreneurship skills are outlined in course information/marketing material. **Total:** 160 Courses

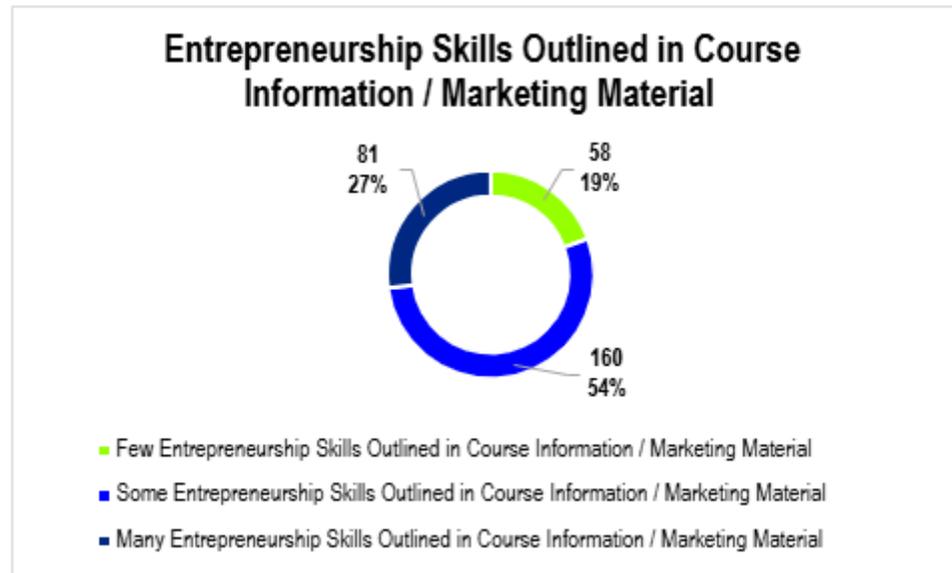
Green RAG Rated - Many entrepreneurship skills are outlined in course information/marketing material. **Total:** 81 Courses

Of the Green RAG rated courses:

- 43 were Level 6 and Level 7 courses
- 17 were Level 2 and Level 3 courses
- 15 were either no level applicable or entry-level courses/workshops
- 6 were Level 4 and Level 5 courses

Quantity and Quality of Skills Mapped

The below pie chart shows the results of our provision mapping exercise, where we investigated nearly 300 courses in the local area via their course information on the provider websites to understand the level to which entrepreneurial skills were incorporated into the education and training.



Our mapping of Creative Industries course provision indicates that 54% of courses appear to include entrepreneurial skills, based on their marketing materials on their website that advertise the course. A further 27% seem to place greater emphasis on these skills, including several skills in the course provision, while only 19% incorporate them to a lesser extent or do not include them at all. These results were surprising to our team analysing this data initially given that businesses have highlighted a perceived skills gap in this area. However, this skills gap could potentially be attributed to several factors.

Firstly, it may be that while courses are designed to include entrepreneurial skills, these are not sufficiently consolidated within the learning experience to ensure the skills are retained by students when they transition into the workplace. Alternatively, certain entrepreneurial skills may be more effectively developed through real-world practice, such as work experience, rather than classroom-based activities.

Secondly, it might be worth considering whether the responsibility for embedding these skills extends beyond further education providers to include employers. Employers may play a key role in reinforcing entrepreneurial skills through opportunities such as mentoring, shadowing, and hands-on experience, enabling learners to continue developing these capabilities in a practical setting.

Lastly, learners themselves may not always perceive entrepreneurial skills as central to their chosen course or career focus. For example, a learner aiming to become an events technician may prioritise technical skills over financial or entrepreneurial knowledge. If this is the case, there could be value in exploring ways to highlight the relevance of these skills to learners or offering supplementary modules tailored to specific career paths. For instance, a financial management module for events technicians might demonstrate the importance of budgeting, pricing, and supplier management.

These reflections suggest the need for further exploration of how entrepreneurial skills are presented, taught, and reinforced across educational and employment contexts while recognising the important contributions of both FE providers and employers in this process.

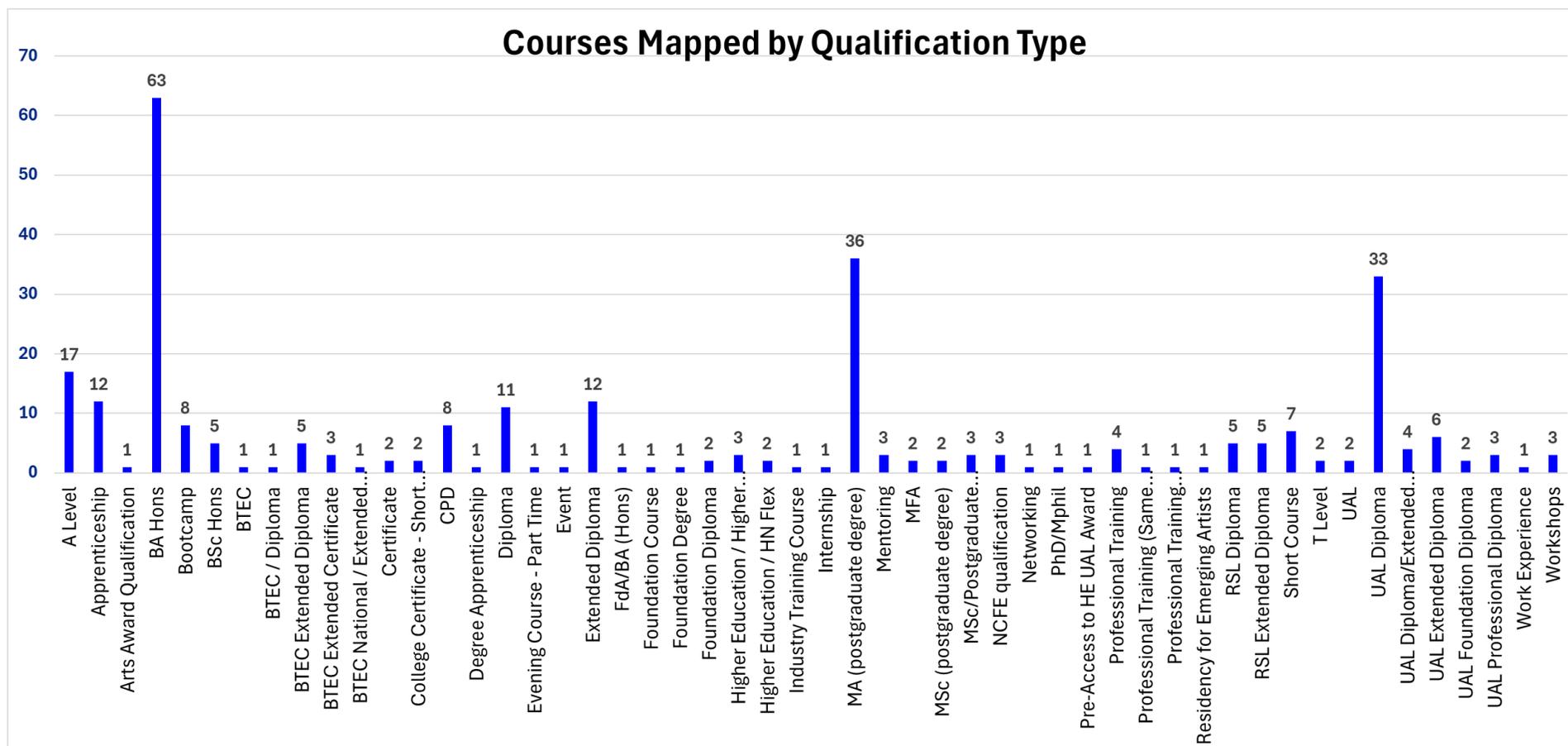
Qualifications Mapped

The below graph shows the results of our provision mapping exercise, where we investigated close to 300 courses in the local area via their course information on the provider websites to understand the different types of qualifications and course completions the learners will achieve from the provision.

The graph cuts off some of the longer qualification titles – the full list of qualifications or course titles listed are as follows:

Category	Qualifications/Courses included
Academic Qualifications	A Level, T Level, BA (Hons), BSc (Hons), MA (Postgraduate Degree), MSc (Postgraduate Degree), MFA, PhD/MPhil, Foundation Degree, FdA/BA (Hons)
Vocational training and Diplomas	Apprenticeship, Degree Apprenticeship, BTEC, BTEC / Diploma, BTEC Extended Diploma, BTEC Extended Certificate, BTEC National / Extended Diploma, Diploma, Extended Diploma, RSL Diploma, RSL Extended Diploma, UAL Diploma, UAL Diploma/Extended Diploma, UAL

	Extended Diploma, UAL Professional Diploma, NCFE Qualification, Pre-Access to HE UAL Award
Higher Education and Specialist Training	Higher National Certificate (HNC), Higher National Diploma (HND), Higher Education / Higher National Certificate (HNC) / Higher National Diploma, Higher Education / HN
Short Courses and CPD	Bootcamp, CPD, Short Course, Evening Course - Part-Time, College Certificate - Short Course, Certificate, Workshops
Industry and Professional Training	Industry Training Course, Professional Training, Professional Training Programme, Professional Training (Same number of teaching weeks as a standard Master's Degree), Residency for Emerging Artists
Work-Based and Non-Traditional Training	Internship, Work Experience, Mentoring, Networking (no qualification), Event (no qualification)
Creative and Arts-Specific Training	Arts Award Qualification, UAL, UAL Foundation Diploma

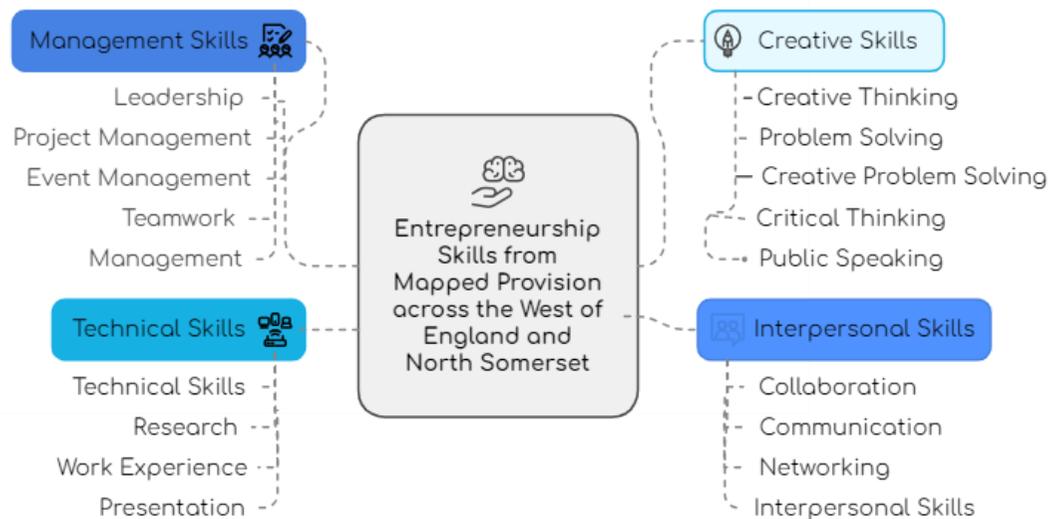


Our mapping of Creative Industries course provision identified 52 distinct types of courses across the 300 reviewed in the West of England and North Somerset. This diversity offers learners a wealth of options, but it also raises questions about how individuals navigate such a wide range of choices. This may influence the quality of entrepreneurial skillsets learners bring into the workforce, as they could potentially select courses with fewer entrepreneurial skills embedded in their provision, prioritising other factors such as the perceived gravitas of a qualification or the reputation of a provider.

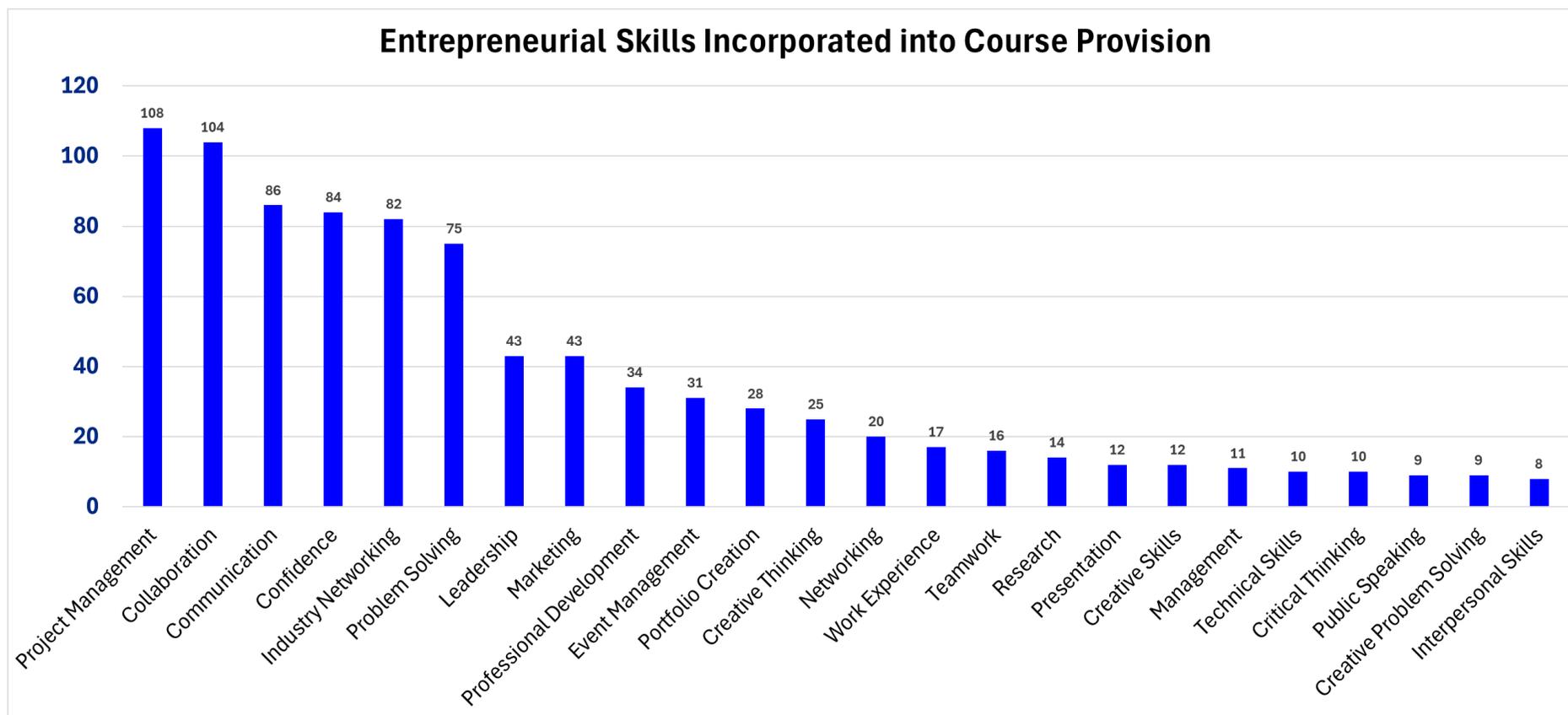
Given the breadth of options available, it might be valuable to explore how learners are guided in their decision-making processes and whether more could be done to highlight the importance of entrepreneurial skills within course offerings. Ensuring that learners understand the value of these skills could help them make informed choices that align with their career aspirations and the expectations of the workforce. This also invites further investigation into how course marketing and guidance materials emphasise the presence and relevance of entrepreneurial skills to prospective students.

Types of Skills Mapped

The below graph shows the results of our provision mapping exercise to understand the different types of entrepreneurial skills that have been incorporated into course provision according to the way the course has been marketed. The 20+ skills that were found across the courses that fit with our [definition](#) of entrepreneurial skills were:



The graph above highlights these skills and categorises each skill for accessibility to the reader.

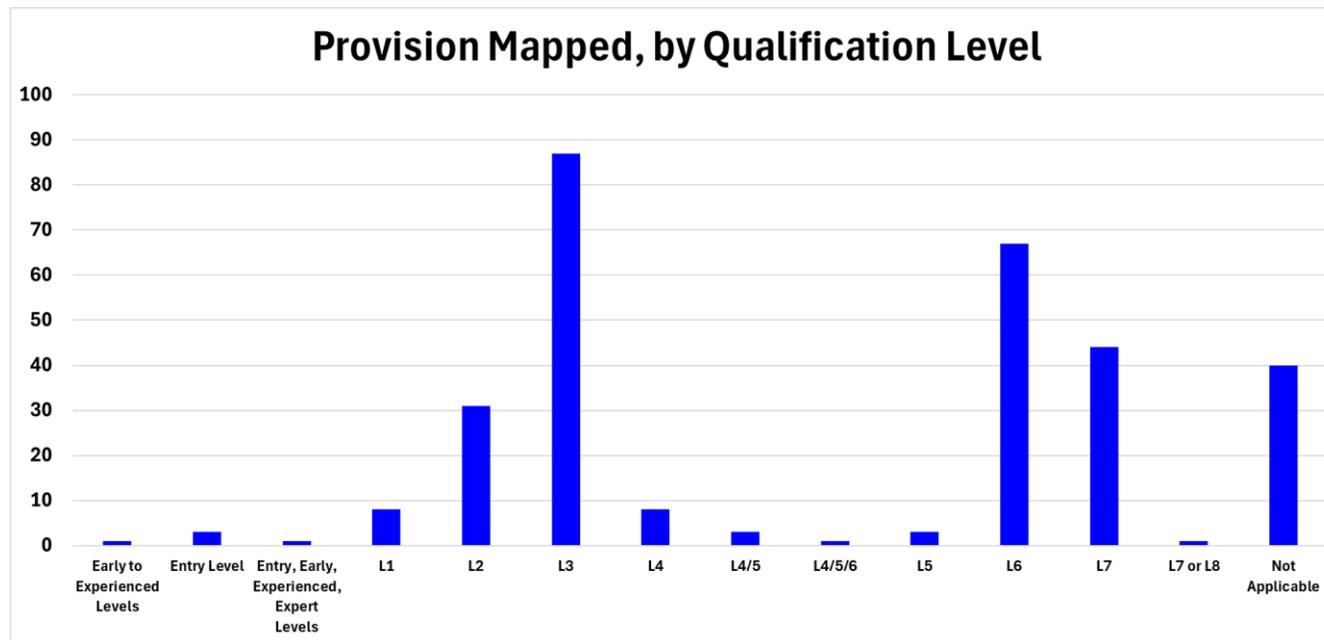


Our mapping of Creative Industries course provision identified 24 recurring entrepreneurial skills incorporated into the local provision, based on our [definition](#). Among these, the ten most included skills are project management, collaboration, communication, confidence, industry networking, problem solving, leadership, marketing, professional development, event management, and portfolio creation. Our focus groups with stakeholders and employers suggest some alignment but also notable gaps between the skills being taught and those deemed most valuable in the workforce. The top three most valuable skills highlighted by stakeholders and businesses included communication, opportunity recognition and problem solving. While widely taught skills such as communication and problem solving are recognised as essential, others—such as financial literacy, opportunity recognition, understanding legalities, and innovative thinking—were frequently highlighted by employers as critical yet underdeveloped in many new entrants.

This raises the question of whether the current prioritisation of skills in course provision is fully aligned with employer needs. It could be noted that some skills, such as opportunity recognition and problem-solving, are more effectively developed through practical experience and industry exposure, as highlighted by focus group participants. If so, expanding opportunities for work experience and placements in FE settings could provide learners with the real-world context needed to build these more nuanced entrepreneurial skills. Further research and dialogue between education providers and employers could help ensure that course provision supports learners in developing the full range of skills needed for success in the Creative Industries.

Qualification Levels Mapped

The below graph shows the results of our provision mapping exercise; to understand the different levels of qualifications and course completions the learners will achieve from the provision.



Our mapping of Creative Industries course provision identified a range of qualification levels, including Entry Level, Early to Experienced Levels, and more specific stages such as L1 through to L8. The most common courses offered qualifications at mid-levels (e.g., L2-L3) and higher levels (e.g., L6-

L7 and bachelor’s degrees), but a significant number of courses (40 in total - 13% of those mapped) were also found to lack formal certification at the end of the course.

While this may not directly influence the extent to which entrepreneurial skills are embedded in the curriculum, it is worth considering how qualification levels and certifications impact prospective learners' decision-making for which courses they wish to enrol. Additionally, higher-level courses tend to be longer in duration (we will explore this topic further below in the graph that indicates the length of courses mapped), which, as highlighted in our focus groups, may not always suit the needs of the Creative Industries. For individuals already in employment looking to upskill, longer courses can be less practical due to time constraints and the fast-paced, contract-heavy nature of the sector. Similarly, for courses that incorporate work experience, the extended duration may pose challenges for microbusinesses and SMEs—the dominant business types in the Creative Industries—which often lack the capacity or resources to accommodate learners for prolonged periods. This can hinder opportunities for learners to develop key entrepreneurial skills that are best cultivated through practical, on-the-job experiences. Addressing these challenges could involve exploring shorter, more flexible courses or alternative models of integrating work-based learning into Creative Industries education.

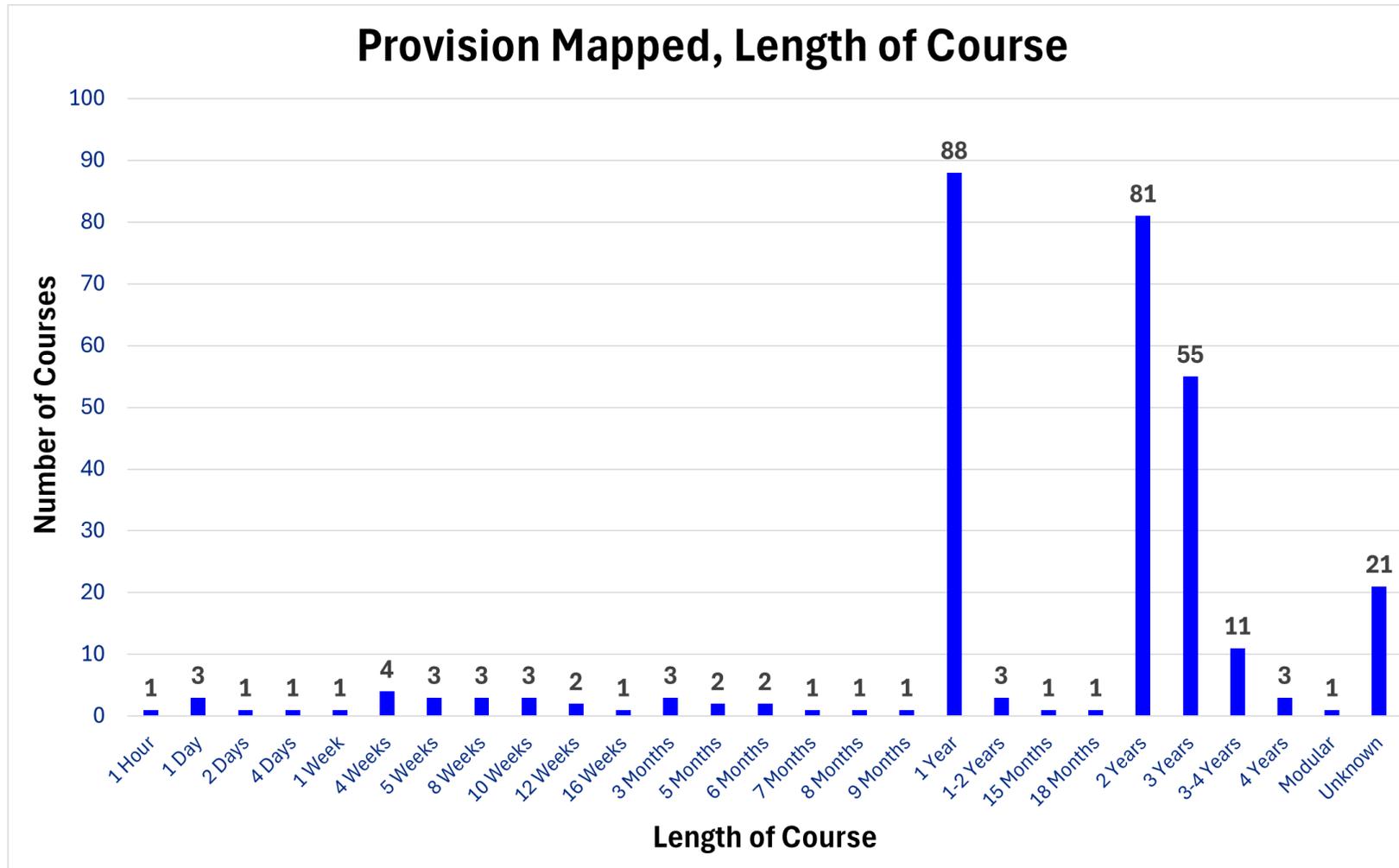
Further exploration of course length and its implications for learners and employers could provide valuable insights for aligning provision with industry needs.

Length of Course Mapped

The below graph shows the results of our provision mapping exercise, to understand the course length of the different training and education opportunities available across the West of England and North Somerset for the Creative Industries. The course lengths identified included modular courses, as well as the following:

Duration Range	Specific Timeframes Included
Short-term	1 hour, 1 day, 2 days, 4 days, 1 week, 4 weeks, 5 weeks, 8 weeks, 10 weeks, 12 weeks, 16 weeks, 3 months
Medium-term	5 months, 6 months, 7 months, 8 months, 9 months, 1 year
Long-term	1–2 years, 15 months, 18 months, 2 years, 3 years, 3–4 years, 4 years

Key Insight: Only 6% of courses were shorter than one year.



Our mapping of Creative Industries course provision revealed a wide range of course lengths, with the majority lasting between one and three years. The lengths identified varied significantly, from modular and short sessions (e.g., one hour, one day, or one week) to more extended programmes lasting up to four years. However, only 33 (11%) of courses were less than one year in length. This finding contrasts with insights from employers, FE providers, and other stakeholders, who consistently emphasised that longer courses are often impractical for the Creative Industries.

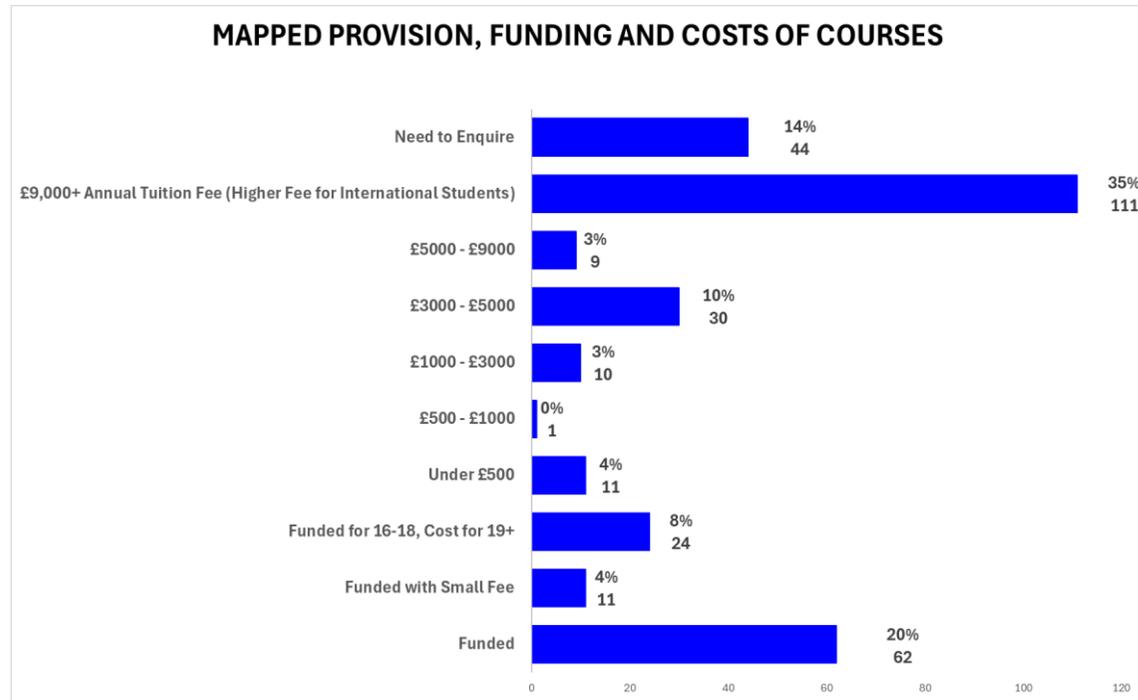
The fast-paced, contract-heavy nature of the sector, dominated by micro-businesses and SMEs (as highlighted by our secondary research and literature review above), means that extended courses may be inaccessible for those already in employment seeking to upskill or for learners aiming to gain work experience. These constraints can limit opportunities for learners to develop entrepreneurial skills through practical experience, a critical component for embedding these skills into the workforce.

Further research into student retention and drop-out rates on longer courses could provide useful insights into whether course length is affecting the entrepreneurial skills gap. If learners are unable to complete longer courses, this may contribute to gaps in skills development. Additionally, the resource limitations of microbusinesses and SMEs may mean that employers lack the capacity to send employees on these extended programmes, potentially limiting workforce development. Exploring more flexible, shorter course formats that align with the industry's unique needs could help bridge this gap and ensure that education provision supports both learners and employers effectively.

Costs Associated with Provision Mapped

The below graph shows the results of our provision mapping exercise to understand the costs associated with enrolling on each of the courses. The pricing of all mapped courses varied from:

- Funded
- Funded with Small Fee
- Funded for 16-18
- Cost for 19+
- Under £500
- £500 - £1000
- £1000 - £3000
- £3000 - £5000
- £5000 - £9000
- £9,000+ Annual Tuition Fee (Higher Fee for International Students)
- Plus, 14% of courses do not have the prices listed on their website, meaning you would need to enquire further with the provider directly to understand the price of enrolment.



Our mapping of Creative Industries course provision revealed significant variation in the cost structure of courses. 28% of all mapped courses were funded for the majority of their learners (e.g. for those aged 16-18), while 17% of courses had enrolment costs under £5,000. However, a substantial 35% of courses came with a high annual tuition fee of £9,000 or more. This indicates that the largest proportion of courses in the local area are relatively costly, limiting access to entrepreneurial skills development for learners, especially those from lower socio-economic backgrounds, which creates a further gap in Equality, Diversity and Inclusion (EDI) in the workforce for the industry, which is already a highlighted issue across the local area for the industry.

Additionally, these high costs present challenges for employers, particularly microbusinesses and SMEs, which may not have the financial resources to support employee enrolment on such expensive courses. Some courses also include additional equipment fees, further exacerbating barriers for individuals affected by the digital poverty gap in the local area. Given the large volume of courses available, the cost of enrolment could influence learners' decisions when selecting which course to pursue. To address these issues, further exploration into affordable and accessible pathways for skills development in the Creative Industries is necessary to ensure equitable opportunities for all learners and businesses.

3.2 Analysis of LSIP Findings

Our analysis of the LSIP engagements within the Creative Industries sector highlighted a significant need for entrepreneurial skills across various businesses. The LSIP engagement involved 53 interactions with Creative Industries organisations, which emphasised the critical importance of integrating entrepreneurial training into workforce development strategies.

Engagement Breakdown:

- **Total Engagements:** 53 organisations
 - **Focus Groups:** 37 engagements
 - **1-2-1 Conversations:** 16 engagements
 - **By Employer Size:**
 - **Micro-sized Employers:** 10
 - **SME-sized Employers:** 36
 - **Large Employers:** 7

The organisations consistently noted a range of entrepreneurial skills they found lacking or necessary for growth in their businesses. These included:

- **Financial Skills:** Additional finance training, understanding finance/risk management, working with larger budgets, and business proposal and budget planning.
- **Business Planning and Management:** General business understanding, business management skills, and commercial awareness.
- **Marketing and Sales:** Skills in marketing, sales, and customer relationship management, with particular emphasis on selling techniques and pitching.
- **Leadership and Management:** Strong demand for leadership training, management development, and specific skills such as coaching, mentoring, and dealing with difficult conversations.
- **Negotiation and Communication:** Employers noted the need for skills in negotiations, bartering, and communication techniques for handling challenging business interactions.
- **Entrepreneurship:** Across the board, entrepreneurship, understanding self-employment, and navigating freelance work were highlighted as critical competencies.

West of England Combined Authority Bootcamp Event Feedback

Additionally, insights gathered from West of England Mayoral Combined Authority's Bootcamp networking events in May and June further reinforced the LSIP findings. During these events, businesses explicitly raised the need for entrepreneurial skills, with many organisations expressing a desire for more training on self-employment and freelancing, areas essential to thriving in the Creative Industries.

These findings from the LSIP analysis underscore the need for focused entrepreneurship education and training to equip creative professionals with the skills required for business success in this sector.

3.3 Stakeholder Insights

Stakeholder engagement during the project provided valuable insights from key partners across the West of England and North Somerset. Bristol City Council emphasised the importance of a city-wide action plan for creative sector skills, extending beyond council economic development and cultural teams. The West of England Mayoral Combined Authority highlighted the need for a practical toolkit to support freelancers and creatives in developing multi-disciplinary skills such as project management, HR, and wellbeing to support job hunting and career pathways into the creative industry. Bath and North East Somerset Council (B&NES) identified a gap in collaborative networking opportunities for micro-organisations to peer-learn entrepreneurship skills. Additionally, discussions at EntreConf reinforced the significance of social value in creative entrepreneurship, with Bath Spa University noting that 25% of their students aspire to become entrepreneurs.

3.4 Focus Group Outcomes

Focus groups with education providers and employers have been instrumental in gathering insights into the specific entrepreneurial skills that businesses are seeking and how these can be better integrated into existing training programmes. This project has aimed to use a collaborative approach that ensures that the recommendations are grounded in the real-world needs of the local area's creative sector, and the focus groups that have taken place have allowed Business West to gather this insight for a more joined-up approach. The focus groups took place from October to November 2024. In the focus groups, both qualitative and quantitative data was collected via guided discussion questions and live polling software (Sli.do).

Focus Group Summary 1

This session explored the [definition](#) of entrepreneurial skills for the creative sector, focusing on confidence, resilience, and practical skills like financial management. Participants noted the challenge of balancing creativity with business acumen and highlighted the interconnected nature of skills development, alongside barriers such as low employer engagement in guest lecture opportunities. Participants stressed the importance of showcasing alumni success stories, encouraging industry collaboration, and adapting education to prepare for changes like AI.

Focus Group Summary 2

This session focused on creative apprenticeships and freelance training. Barriers included limited apprenticeship options, SMEs struggling to commit, and travel costs, particularly for rural learners. Work experience was identified as a key driver for careers, but access is often reliant on personal networks. Participants emphasised the need for better employer incentives, more promotion of paid internships, and improved local area networking opportunities. Leadership, financial literacy, and opportunity recognition were highlighted as priority areas for training.

Focus Group Summary 3

This session emphasised the need for a 360-degree approach to embedding creative and entrepreneurial skills into the curriculum, including problem-solving, resilience, and confidence-building. Participants raised concerns about socioeconomic barriers and challenges in engaging employers with apprenticeships. They recommended upskilling teachers with industry knowledge, utilising networks and support including the Careers Hub and MUTI Live and addressing resource disparities to ensure equal access to opportunities.

In summary, the West of England and North Somerset face significant competition in creative provision, spanning FE colleges, four universities, Independent Training Providers (ITPs), and the Bristol School of Art. Confidence remains a major barrier for students attending business-facing events, with both FE providers and the industry struggling to secure sign-ups. Initiatives like the Bristol School of Art's collaborative trips with performing arts students aim to address this by fostering peer learning and building confidence in networking with businesses which is a positive idea that should be encouraged.

3.5 Definition of Entrepreneurial Skills for the Creative Industries

We have defined Entrepreneurial Skills for the Creative Industries as follows:

- **Commercial/Financial Skills:** Strong demand for skills in business planning, pricing, finance, and risk management, particularly for freelancers.
- **Communication and Interpersonal Skills:** Identified as a consistent need by employers across multiple focus groups and consultations.
- **Leadership and Management:** Robust training needs are identified across all levels, from entry-level to senior management.
- **Entrepreneurship Mindset:** Training in entrepreneurial thinking, particularly for young professionals and freelancers, was highlighted as critical.
- **Additional Skills:** Marketing, contract writing, emotional intelligence, and effective mental health communication were also emphasised as vital areas.

During the focus groups, attendees expanded this definition to include:

- The ability to **identify and seize opportunities**
- Increase knowledge of practical elements such as **legalities, NDAs, and software tools**
- Soft skills like **networking, confidence, and resilience**. They also stressed the importance of **knowing where to seek advice and support**.

All focus group participants unanimously agreed on this comprehensive [definition](#).

4. Recommendations

4.1. Curriculum Development

1. Incorporating more practical work experience and industry encounters within creative education for learners to understand and build an entrepreneurial skillset in terms of receiving feedback, knowing where to go for support, getting things wrong and building resilience. Classroom-based learning alone often cannot facilitate this learning, and it is something that is learnt through experience. Many focus group attendees and stakeholders have highlighted that they feel learners often have to un-learn ways of working and learning from school to take on an entrepreneurial mindset in employment (e.g. it is OK to make mistakes), therefore it was suggested that incorporating this mindset into the curriculum could resolve issues faced by employers from the attitudes of new entrants.
2. Employers are seeing a need for new entrants to the workplace to have more knowledge of more practical elements of working in a creative organisation, such as understanding of the legalities around the sector, and specifically topics such as Non-Disclosure Agreements (NDAs) which are widely used across various creative sub-sectors. Therefore, it would be valuable for creative education and training providers to ensure that this is embedded into the curriculum.
3. There also needs to be more work around reframing finances as enabling creativity and ensuring financial literacy is further embedded into the creative curriculum. Employers are seeing a need for new entrants to the workplace to have a basic financial level of understanding; being able to read and understand budgets, understand how bank account's function and be aware of profit and loss reporting. It would be beneficial for creative education and training providers to ensure that this is better incorporated into the curriculum both in terms of teaching these elements (either through classroom time or employer encounters and work experience) as well as teaching the importance of having this knowledge in a creative environment. Additionally, it may be that many courses already cover a financial learning element in the curriculum, but this is not shown effectively in the course marketing materials. It is therefore a recommendation for course providers to ensure that if the course has a financial element, it needs to be a core attribute on the website or course prospectus as part of the learning, as this will alleviate concerns from employers that this is not being taught in further education.
4. Creative solutions to work experience challenges, such as centralised programmes, can bridge gaps between education and micro-employers: a possible solution to the government's proposal for mandatory two-week work experience could be organising a work experience in a single location where students engage with different organisations or individuals, gaining diverse insights and completing project briefs. Initiatives like this could provide meaningful learning outcomes and build impactful industry connections, but it is essential that there is buy-in from businesses who are interested in participating to ensure they are further supported with this.

4.2 Collaboration Opportunities

1. It is clear from the research as part of this sprint that there is a myth and common misconception that entrepreneurship skills contrasts with being creative, and that you cannot be both business-minded/financial and creative. This myth acts as a blocker for the industry in ensuring that employees are equipped with both the core creative skillsets for their role as well as the necessary entrepreneurial skills that are required for working in the real-world. There needs to be an active plan in place for those within the skills system to work towards dispelling this myth with tangible actions to encourage both learners and education and training providers that both skillsets are essential for working in the Creative Industries. Employer-led webinars explaining the importance of both skillsets, a wide visibility of the variety of roles that make a creative business during work experience, or other forms of employer encounters in education settings would be good ways of working towards dispelling this myth.
2. The local area needs to develop clearer guidance and resources to help SMEs and freelancers understand and utilise apprenticeships effectively. As discussed in focus groups with providers, there are often misunderstandings about the apprenticeship structure which discourages participation, particularly among smaller organisations. Apprenticeship providers and Local Authorities could look to collaborate on hosting local area workshops and webinars on this topic, as well as creating accessible online resources.
3. To address the lack of collaborative networking platforms across the wider local area for Creative Industries, it is recommended to establish regular networking events and roundtables tailored to the local area that incorporate a wide variety of businesses from all sizes, education and training providers, industry bodies and local government, hosted in each local authority area of the West of England and North Somerset by one of these parties. It has also been highlighted that it would be very beneficial for some of these roundtables and networking events to incorporate learners into the sessions, to give them a wider insight into the industry and exposure to opportunities.
4. More support is needed to encourage employers to guest lecture to learners in schools and further education settings, to provide exposure to industry for the learners. An idea raised in the focus groups was to host online employer guest lecture sessions via platforms such as Zoom or MS Teams, as this removes the barrier of cost of travel and logistics for employers to get involved. Another idea to encourage take-up from learners for these industry-led sessions is to combine learners from multiple courses together – encouraging learners who struggle with confidence and may be quieter or less likely to attend sessions such as these, by learning from their peers on other courses who may have more confidence liaising with businesses (such as Performing Arts students, for example). Encouraging more learners to take an interest in these sessions may be an effective strategy to show businesses the value and long-term benefit of leading these sessions due to high learner demand.

4.3 Recommendations for Employers

1. To encourage workers and learners to explore further training in Artificial Intelligence (AI), employers are urged to highlight the benefits of using AI as a useful tool, dispelling the myth that AI will risk jobs in the sector. This could be via informative events such as webinars or speaker sessions exploring AI in the Creative Industries, or lunch and learn

sessions from employers sharing best practice examples of creative organisations utilising AI or organisations who are AI experts.

2. Employers and training providers both noted the value in cross-generational learning, where experienced professionals collaborate with younger generations who may have different technological expertise, and experienced professionals can support with wider entrepreneurial skills. This will help to bridge the gap between traditional creative practices and emerging technologies. One recommendation to encourage this cross-generational collaboration is for employers to implement internal Mentoring schemes as part of employees' ongoing CPD.
3. It is recommended that employers should be embedding training in entrepreneurial skills into inductions and on-the-job learning, rather than relying solely on pre-employment training from education and training providers. New entrants often possess technical skills but lack practical business and entrepreneurial capabilities and it would be valuable for employers to consider this as a beneficial investment in developing these skills to better prepare their workforce. For the wider local area, local authorities and training providers, it is recommended that providing employers with tailored training toolkits and collaborating with them to offer adaptable modules for SMEs and freelancers would allow them to embed these skills and ensure standardisation of content delivery across the local area.
4. It is recommended that employers adopt a holistic approach to apprenticeship training, ensuring apprentices are exposed to various aspects of the business, including strategic planning, interdepartmental collaboration, and growth strategies. Employers could achieve this by incorporating shadowing opportunities across departments, offering regular check-ins to discuss how the apprentice's work contributes to wider business objectives, and embedding forward planning and problem-solving exercises into their day-to-day responsibilities
5. It is strongly recommended that employers engage with their local Careers Hubs, which can provide structured support and free consultancy to employers for education outreach creation or improvements and creating/brokering partnerships. They can also offer support via tools such as the Employer Standards Tool and have a strong insight into highly useful information such as the eight Gatsby Benchmarks of Good Career Guidance.

Careers Hubs work to improve careers education for young people with services for employers and education and training providers. For employers this means:

- They access schools and colleges in a co-ordinated and organised way
- They meet their future workforce face-to-face
- They shape the content of careers education
- They target their programmes at young people who need more support.
- They access free consultancy on how best to engage with disadvantaged young people, including those with special educational needs or disabilities

- They access free consultancy in creating or developing experiences of the workplace (work experience), creating a progressive and meaningful experience with learning outcomes that are key for the sector e.g. entrepreneurial skills.

You can contact them via enterprise@westofengland-ca.gov.uk

6. Short-term, intensive programmes such as Bootcamps could offer a flexible alternative to training for creative employers to better suit their specific working patterns and needs, and we recommend employers consider bootcamps as an option for upskilling and training. One-to-two-year programmes provide a middle ground, potentially better suited to the needs of creative businesses and freelancers.
7. To enhance financial skills within the creative sector, employers should consider encouraging employees to participate in core maths courses to build essential financial literacy. Organisations such as [MEI](#) (Mathematics Education Innovation) offer valuable resources and training opportunities to support this development.

4.4 Wider Skills System

1. It is clear from focus group discussions that many of the core skills within the entrepreneurial skillset are best built from learning from real-life experiences, either in the form of work experience or hearing from alumni or employer speakers. Education and Training Providers have advised us that students benefit greatly from hearing about the non-linear paths taken by former students or industry professionals, which highlight the unpredictable and varied journeys in creative careers, inspiring resilience and adaptability among students. Therefore, it is recommended that there needs to be a bigger push in the local area for employers, particularly SMEs and freelancers, to be invited to schools and colleges to speak and work with learners. There needs to be a bigger campaign around the value and benefits to employers (i.e. a well-skilled future workforce and potential workforce pipeline) to get involved with these schemes.
2. Education providers find it difficult to encourage employers to come into schools to guest lecture and provide masterclasses to learners. This is often due to employers' restrictions on capacity and budget. Therefore, it would be beneficial if there were an incentive scheme for employers to do more of this work with schools. For example, a financial incentive for businesses to provide masterclasses or guest lectures in schools.
3. Given that SMEs face barriers such as financial constraints and limited resources, which prevent them from fully engaging with apprenticeships, it would be beneficial for local area financial incentives to be introduced in the West of England and North Somerset to encourage SMEs and micro-businesses to participate in apprenticeship programmes. Incentives can alleviate these challenges and barriers to SMEs. Funders in the local area could look to replicate successful models like those in Norwich by offering grants, tax credits, or match-funding for SMEs participating in apprenticeships.
4. Multiple training providers have highlighted in focus groups that apprenticeship standards may benefit from including more specific, actionable entrepreneurial skills tailored to creative industry needs, as entrepreneurial skills in current standards lack specificity and rely too heavily on employers for supplemental training. We would

recommend local employers work collaboratively with training providers to ensure these skills are embedded within learning.

5. It is recommended that there needs to be further guidance to support SMEs in accessing levy funding, as SMEs reported often struggling to navigate the complex processes required to utilise the funds, resulting in missed opportunities to develop their workforce and bring in new talent. Local area incentives, like those seen in Norwich, where local authority initiatives provide additional financial support, could help in our local area as well – both in terms of accessing apprenticeships and wider training for entrepreneurial skills. Providers who support levy sharing and access to the levy for employers could look to implement 1-2-1 support for SMEs to clarify eligibility and the application process. It would also be beneficial to raise more awareness of schemes including levy transfer and matchmaking services, connecting SMEs with larger organisations willing to transfer unused funds, currently provided in the West of England and North Somerset by the [Western Training Provider Network](#) (WTPN). Many other organisations can support with leveraging existing networks in the system, such as the [South West Apprenticeship Ambassador Network](#).
6. It was noted in focus groups that strategic coordination between policymakers and industry stakeholders is essential to align funding and initiatives with the realities of creative businesses. Although projects currently exist such as the LSIPs to facilitate this, stakeholders in this sprint feel that there needs to be more of a push from policymakers within central government to ensure this is happening.

4.5 Access and Inclusivity

1. It was raised by stakeholders in the sprint focus groups that there needs to be more work to show how neurodiversity can be an asset to employers within the Creative Industries, and how there needs to be more work around ensuring the right support is in place in workplaces and education settings to encourage Special Educational Needs and Disabilities (SEND) students and workers into the sector.
2. Research needs to be conducted looking at access to the creative industry and training for neurodiverse learners so that any recommendations are accurate, relevant and supported by evidence.
3. It is recommended that any local area funding bodies investigate investment into local area funding or signposting to existing travel support schemes to help individuals overcome barriers such as transport costs and unpaid internships to complete work experience placements, apprenticeships and other post-16 technical education and training. Travel costs and unpaid opportunities disproportionately affect those from remote areas or lower-income backgrounds, limiting their access to in-person training and industry experience. By reducing these barriers, more individuals can participate in entrepreneurial and creative opportunities. It could be that current funding for bodies that offer placements is amended to incorporate travel costs or bursaries for those in rural locations travelling to creative hubs in cities.

4. Nepotism limits opportunities for individuals without established networks, reinforcing inequities in access to the Creative Industries. Transparent, merit-based programmes can help level the playing field and build entrepreneurial confidence in a wider demographic. To try and encourage access to work experience opportunities for all, rather than reliance on personal connections, it could be beneficial for the creation of an open-access local area work experience portal listing opportunities from creative SMEs, and for the introduction of further mentorship programmes that reach far and wide across the local area (including rural areas) that pairs aspiring creatives with industry professionals based on interest and potential, rather than connections.
5. It would be valuable if a local area initiative was developed to further encourage more creative industry SMEs to participate in structured work experience programmes that actively target underrepresented and harder-to-reach communities. Organisations like [The Bottle Yard Studios](#) and [Babbasa](#) (among others) have demonstrated the success of targeted work experience initiatives in providing valuable industry exposure and fostering future entrepreneurial capabilities. Expanding such programmes across the local area can address accessibility issues and offer practical, real-world insights for aspiring creatives. Examples of how this initiative could work include partnerships between SMEs with schools, and colleges to identify and support diverse participants, and for funding bodies to offer incentives, such as administrative assistance or funding, to reduce the burden on smaller businesses participating in such programmes. Programmes targeting underrepresented groups and early exposure to creative careers drive inclusivity and long-term success.
6. Beyond school-aged candidates, there's a need for work experience and internship programmes aimed at young adults aged 19 and above who have completed secondary or further education. This could help bridge the gap for individuals who are ready for work experience but have limited options in their own areas. Interventions are needed across all ages and career stages, emphasising resilience, adaptability, and entrepreneurial skills.
7. Accessibility efforts and strategic use of everyday tech within further education and training settings can help bridge socio-economic and readiness gaps for those who are affected by digital poverty gaps in the local area and do not already have access to this technology, but who are required to have a working understanding of using it in employment. It is also essential that employers recognise this during onboarding. Suggestion: a scheme guaranteeing access to basic IT equipment and support be made available to all to ensure they have the relevant, basic skills to enter the workforce.

5. Future Considerations

5.1 Trends in Creative Entrepreneurship

The future of the Creative Industries will require an even stronger focus on entrepreneurial skills, particularly as technology reshapes the sector. As the PEC's Creativity and the Future of Skills report notes, creative workers need to combine creativity with business acumen to navigate an increasingly digital and global marketplace ([CIPEC](#)). Emerging fields such as digital content creation, gaming, and virtual reality demand not only technical expertise but also the ability to market and monetise creative products on new platforms.

5.2 Long-term Strategies

To address the issues identified through our research, it is essential to implement long-term strategies that support sustainable development in the Creative Industries.

This includes:

- Targeted initiatives for Not in Education, Employment or Training (NEETs), as highlighted by B&NES, with pilot projects provided by Little Lost Robot Studios serving as a potential starting point for skills building.
- Greater promotion of existing networking opportunities, such as Creative Bath, which helps foster collaboration and peer learning through networking events and the ability to talk to other designers in a friendly environment.
- To address systemic challenges in education and career support, which is crucial to ensuring industry readiness, alongside aligning educational technology experiences with the realities of the creative sector. Additionally, strategies must tackle barriers such as nepotism, limited accessibility to courses for those from lower socioeconomic backgrounds, and the lack of work experience opportunities for rural learners.
- Incentivising industry engagement—particularly for freelancers and IP-sensitive professionals—should be prioritised to build stronger partnerships between education and employers.

6. Conclusion

6.1 Summary of Key Points

- **Provision and Coverage:** The mapping exercise identified nearly 300 Creative Industries courses across the West of England and North Somerset, but gaps remain due to the limited scope and time constraints of the research.
- **Entrepreneurial Skills Integration:** While 53% of courses included some entrepreneurial skills, only 27% demonstrated a strong emphasis, highlighting a disconnect between educational offerings and industry demands.
- **Accessibility Barriers:** High tuition fees (37% of courses at £9,000+ annually), additional costs, and the prevalence of longer courses (1–3 years) create challenges for learners and small businesses, particularly in a fast-paced, resource-limited industry.
- **Alignment with Industry Needs:** Employers noted gaps in essential skills such as financial literacy and opportunity recognition, suggesting a need for more practical, work-based learning opportunities to complement formal education.
- **Recommendations:** Improved course marketing, shorter and more flexible learning options, and greater collaboration between education providers and employers are crucial to better align course provision with workforce requirements.

6.2 Next Steps

As part of the next steps, we have planned to host two 1-hour webinars and with Weston College and a campus tour to engage employers and showcase the creative talent in Weston. These webinars will focus on changes in education and funding, highlighting pathways available to learners (16–18 and 18+), and gathering employer feedback on the curriculum. This is a critical step to align Weston College’s Media Production T Level with industry needs, particularly in

securing the mandatory 45-day work placements required for learner success. Furthermore, this provides an opportunity for educational institutions to build stronger relationships with the local creative employers which inevitably supports the future workforce in the local area.

In addition, we will share this report with the West of England Mayoral Combined Authority's Employment and Skills Advisory Panel (ESAP) and all Local Authorities to explore ways to implement the recommendations. We will also continue collaborating with the Department for Digital, Culture, Media, and Sport (DCMS), building on the strong engagement already established, having been the first LSIP Employer Representative Body (ERB) to host a roundtable with [DCMS in 2024](#). We aim to provide ongoing feedback and drive forward initiatives that support the creative sector.

7. Annexes

7.1 Creative Course Mapped Provision

The provision data presented in this table was collected and recorded between August and November 2024, inclusive. Please note as of Monday 6 January 2025 Bristol Old Vic Theatre School⁴ has suspended recruitment to all undergraduate programmes yet has still been included in our findings and analysis due to the timeframe parameters of the project.

Provider (A-Z)	Qualification	Level	Name of Course/ Programme	Length of Course	Entrepreneurial Skills or Opportunities Listed in Marketing / Course Prospectus	Level of Entrepreneurial Skills Incorporated	Funded or Cost/Fee	Webpage
"Acta	Arts Award Qualification	L3	Forge	2 years	Collaboration, Event Management, Creative Skills	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://acta-bristol.com/get-involved/professional-development/forge/
"Acta	CPD	N/A	Elevate	9 months	Event Management, Project Management and Collaboration	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://acta-bristol.com/get-involved/professional-development/elevate/
Aardman Academy	Professional Training (Same number of teaching weeks as a standard Masters Degree)	L7	In-Studio Stop Motion	7 months - 28 weeks	Networking, Professional Development, Problem Solving, Project Management, Professional Environment	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Total Cost: £15600 EXC. VAT: £13000 You will pay full price including VAT if you are paying for the course as an individual wherever you are normally based in the world. The price excluding VAT will be available only where we are invoicing a non-UK business.	https://academy.aardman.com/instudiostopmotion

⁴ <https://oldvic.ac.uk/news/an-important-announcement-from-the-theatre-school/16906/>

Aardman Academy	Professional Training	N/A	Stop motion character animation training	5 weeks. Full time. 5 days a week.	Networking, Professional Development, Problem Solving, Project Management, Determination	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£3500	https://academy.aardman.com/SMP
Aardman Academy	Professional Training	N/A	Stop Motion 1 - Character Body; Mime and Pantomime	12 weeks	Networking, Professional Development, Problem Solving, Project Management, Collaboration, Determination	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Fee: £2800 (payment plans available)</p> <p>Aardman also offer payment plans, but this is subject to there being enough time for all instalments to be paid before the course start date.</p> <p>6 monthly payments of £466.67* 3 monthly payments of £933.3* Single payment of £2800</p> <p>Aardman work with external Partners to run a Bursary Scheme. They usually offer between 2 and 4 places on each course and applications are made directly to those external partners.</p> <p>Current Available Bursaries: Babbasa - Bristol: deadline 25th March 2024</p>	https://academy.aardman.com/stop-motion-1
Aardman Academy	Professional Training	N/A	Stop Motion 2 - Full Face & Body Character Performance	12 weeks	Creative Technical skills, Professional Development, Problem Solving, Project Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Fee: £2800 (payment plans available)</p> <p>Aardman also offer payment plans, but this is subject to there being enough time for all instalments to be paid before the course start</p>	https://academy.aardman.com/stop-motion-2

							date. 6 monthly payments of £466.67* 3 monthly payments of £933.3* Single payment of £2800	
Aardman Academy	Short Course	N/A	Stop Motion - Foundation	4 weeks	Networking, Technical Creative Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£249	Aardman's 4-Week Stop Motion Animation Course
Aardman Academy	Short Course	N/A	Model Making - Foundation	4 weeks	Networking, Technical Creative Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£249	Aardman's 4-Week Model Making Course with Jim Parkyn
Aardman Academy	Short Course	N/A	Storyboarding Foundation	4 weeks	Networking, Technical Creative Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£249	https://academy.aardman.com/storyboarding-foundation
Aardman Academy	Short Course	N/A	CG Foundation	4 weeks	Networking, Technical Creative Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£249	https://academy.aardman.com/cgfoundation
Aardman Academy	Event	N/A	Lecturer Development Programme	2 day event	Networking, Communication and Collaboration	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£900	https://academy.aardman.com/lecturer-development
Access Creative College	Apprenticeship	L2	Customer Service Practitioner	24 months	Networking, Customer Service, Public Speaking	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.accesscreative.ac.uk/apprenticeships/customer-service-practitioner/
Access Creative College	RSL Diploma	L2	Games Development	1 year	Creative Thinking, Problem Solving	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+: £2,882	https://www.accesscreative.ac.uk/courses/games-development-level-2/#entry-requirements
Access Creative College	RSL Diploma	L2	Music Performance and Vocal Artist	1 year	Creative Thinking, Collaboration, Public Speaking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+: (First Year Only) £4,425	https://www.accesscreative.ac.uk/courses/music-performance-vocal-artist-level-2/
Access Creative College	RSL Diploma	L2	Music Technology	1 year	Creative Thinking, Collaboration, Public Speaking, Budgeting Skills/Financial Skills	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+: £4,425	https://www.accesscreative.ac.uk/courses/music-technology-level-2/

Access Creative College	RSL Diploma	L2	Video, Photography and Design	1 year	Project Management, Event Management, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16–18*: Free All campuses 19+: £2,882	https://www.accesscreative.ac.uk/courses/video-photography-design-level-2/
Access Creative College	Apprenticeship	L3	Business Administrator	24 months	Communication	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.accesscreative.ac.uk/apprenticeships/business-administrator/
Access Creative College	Apprenticeship	L3	Content Creator	24 months	Project Management and Planning, Creative Thinking, Marketing	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.accesscreative.ac.uk/apprenticeships/content-creator/
Access Creative College	Apprenticeship	L3	Creative Venue Technician	24 months	Problem Solving, Event Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.accesscreative.ac.uk/apprenticeships/creative-venue-technician/
Access Creative College	Apprenticeship	L3	Cultural Learning and Participation Officer	24 months	Project Management, Event Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.accesscreative.ac.uk/apprenticeships/cultural-learning-and-participation-officer/
Access Creative College	Apprenticeship	L3	Digital Marketing (Multichannel Marketer)	24 months	Leadership, Marketing	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.accesscreative.ac.uk/apprenticeships/digital-marketer/
Access Creative College	Apprenticeship	L3	Events Assistant	24 months	Event Management, Leadership, Project Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.accesscreative.ac.uk/apprenticeships/events-assistant/
Access Creative College	Apprenticeship	L3	Live Event Technician	24 months	Event Management, Safety, Problem Solving	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.accesscreative.ac.uk/apprenticeships/live-event-technician/
Access Creative College	RSL Extended Diploma	L3	Games Art	2 years	Project Management, Marketing	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+ (First Year Only): £2,882	https://www.accesscreative.ac.uk/courses/games-art-level-3/
Access Creative College	RSL Extended Diploma	L3	Games Development	2 years	Problem Solving	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+ (First Year Only): £2,882	https://www.accesscreative.ac.uk/courses/games-development-level-3/

Access Creative College	BTEC Extended Diploma	L3	Graphic and Digital Design	2 years	Project Management, Communication, Marketing	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+ (First Year Only): £2,882	https://www.accesscreative.ac.uk/courses/graphic-digital-design-level-3/
Access Creative College	BTEC Extended Diploma	L3	Film, Videography and Photography	2 years	Project Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+ (First Year Only): £2,882	https://www.accesscreative.ac.uk/courses/film-videography-photography-level-3/
Access Creative College	RSL Extended Diploma	L3	Music Production	2 years	Project Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+ (First Year Only): £2,882	https://www.accesscreative.ac.uk/courses/music-production-level-3/
Access Creative College	RSL Extended Diploma	L3	Vocal Artist	2 years	Communication, Confidence, Determination and Leadership	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+ (First Year Only): £2,882	https://www.accesscreative.ac.uk/courses/vocal-artist-level-3/
Access Creative College	RSL Extended Diploma	L3	Music Performance	2 years	Leadership, Determination, Collaboration and Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+ (First Year Only): £2,882	https://www.accesscreative.ac.uk/courses/music-performance-level-3/
Access Creative College	BTEC Extended Diploma	L3	Esports	2 years	Project Management, Collaboration, Leadership, Marketing, Confidence	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+ (First Year Only): £2,882	https://www.accesscreative.ac.uk/courses/esports-level-3/

Access Creative College	Apprenticeship	L4	Assistant Recording Technician	24 months	Project Management, Leadership, Confidence, Portfolio Creation	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.accesscreative.ac.uk/apprenticeships/assistant-recording-technician/
Access Creative College	RSL Diploma	L4	Artist Development	1 year	Collaboration, Leadership, Project Management. Partnered with London based, Boutique Digital Marketing and Management Agency 'Don't Try Music', offering industry guidance and real-world experience	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free All campuses 19+ (First Year Only): £4,425	https://www.accesscreative.ac.uk/courses/artist-development-level-4/
Access Creative College	T Level	L3	Software Development	2 years	Project Management, Problem Solving, Leadership, Collaboration, Communication	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	All campuses 16-18*: Free	https://www.accesscreative.ac.uk/courses/software-development-t-level/

Bath College	Foundation Diploma	L4	Art and Design Foundation Studies	1 year	Technical and Creative Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information - additional fees related to materials for the course.	Course offerings Bath College
Bath College	Diploma	L2	Art and Design	1 year	Confidence, Project and Portfolio Creation	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Course offerings Bath College
Bath College	UAL Diploma	L3	Art and Design	2 years	Confidence, Project and Portfolio Creation	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years Additional fees related to materials for the course	Course offerings Bath College
Bath College	Diploma	L1	Art, Design and Media	1 year	Confidence	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years Additional fees related to materials for the course	Course offerings Bath College
Bath College	UAL Diploma	L3	Fashion and Textiles	2 years	Problem Solving, Confidence, Research, Portfolio Creation, Develop Core Creative Skills	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years Additional costs may be required for trips	Course offerings Bath College
Bath College	UAL Diploma	L2	Fashion and Business Retail	1 year	Marketing, Creative Skills, Industry Networking, Part-Time Work Placement, Sales, Blogging, Website Creation	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years Additional costs may be required for trips Additional fees related to materials for the course	Course offerings Bath College
Bath College	UAL Diploma	L3	Graphic Design	2 years	Project Work, Research Skills, Communication, Marketing, Industry Networking, Live	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years Additional costs may be required for trips	Course offerings Bath College

					Project Work with Client			
Bath College	UAL Diploma	L2	Photography and Graphic Design	1 year	Confidence, Project and Portfolio Creation	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years	Course offerings Bath College
Bath College	UAL Diploma	L3	Photography	2 years	Creative Thinking, confidence, portfolio creation, Problem Solving, Creative Skills	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years Additional costs may be required for trips	Course offerings Bath College
Bath College	UAL Diploma	L2	Performing and Production Arts	1 year	Confidence, Performance Related Project, Teamwork, Communication, Performance in a Professional Theatre	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years Additional costs may be required for trips	Course offerings Bath College
Bath College	Diploma	L2	Music	1 year	Confidence, Group Performance, Teamwork, Collaboration, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years. Studio fee of 90 will be required from students as a contribution towards the cost of course resources. Additional fees related to materials for the course.	Course offerings Bath College
Bath College	Diploma	L3	Music Performance and Production	2 years	Confidence, Composition Skills, Collaboration, Teamwork, Performance	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for 16-18 years. Studio fee of 90 will be required from students as a contribution towards the cost of course resources. Additional fees related to materials for the course.	Course offerings Bath College

Bath College / Bath Theatre Academy	Extended Diploma	L3	Bath Theatre Academy (Performing and Production Arts)	2 years	Industry Networking, Mentoring, Career Planning, Stage Management, Performance, Collaboration, Confidence	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	A studio fee of 80 will be requested from students at the start of each academic year as a contribution towards the cost of course resources, theatre trips, and a professional headshot at the start of second year. Bursaries available to support cost of studio fee.	About - Bath Theatre Academy
Bath Spa University	BA Hons	L6	Acting	3 years	Portfolio Creation, Resilience, Confidence, Collaboration, Performance, Industry Networking, 1 Year Industry Placement	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	UK full time: £9,535 per year UK part time: £4,768 per year International full time: £17,670 per year Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students. UK: £1,907 International: £3,534	https://www.bathspa.ac.uk/courses/ug-acting/
Bath Spa University	MA (postgraduate degree)	L7	Arts Management	1 year	Arts Management, Administration, Work Experience, Industry Networking, Professional Arts Knowledge, Management, Entrepreneurial Thinking, Creative Leadership	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835	https://www.bathspa.ac.uk/courses/pg-arts-management/

Bath Spa University	BA Hons	L6	Business and Management (Fashion)	3 years	Work Experience, Project Work, Collaboration, Networking, Confidence, Marketing, Creative Problem Solving	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £16,460</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,292</p>	https://www.bathspa.ac.uk/courses/ug-business-and-management-fashion/
Bath Spa University	BA Hons	L6	Business and Management (Festivals and Events)	3 years	Work Experience, Project Work, Collaboration, Networking, Confidence, Problem Solving, Finance, Events Management, Professional Placement Year	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £16,460</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,292</p>	https://www.bathspa.ac.uk/courses/ug-business-and-management-festivals-and-events/

Bath Spa University	BA Hons	L6	Commercial Music	3 years	Industry Networking, Creativity, Persona Development, Collaboration, Marketing, Professional Placement Year	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	Commercial Music degree - BA (Hons) - Bath Spa University
Bath Spa University	MA (postgraduate degree)	L7	Commercial Music	1 year	Industry Networking, Management, Digital Marketing, Creative Skills	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835</p>	https://www.bathspa.ac.uk/courses/pg-commercial-music/
Bath Spa University	BA Hons	L6	Creative Arts Practice	3 years	Networking, Confidence, Digital Portfolio, Marketing, Business Management, Pricing and Fundraising, Exhibiting, Event Management, Professional Placement Year	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £18,380</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,676</p>	https://www.bathspa.ac.uk/courses/ug-creative-arts-practice/

Bath Spa University	BSc Hons	L6	Creative Computing (Gaming)	3 years	Digital Creativity, Portfolio, Industry Networking, UX Design, Creative Problem Solving, Professional Placement Year	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	https://www.bathspa.ac.uk/courses/ug-creative-computing-gaming/
Bath Spa University	BA Hons	L6	Creative Media	3 years	Digital and Social media, Project Management, Pitching, User Experience (UX) Design, Audience Research, Digital Marketing, Work with Industry Partners 'Artswork Media'	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	https://www.bathspa.ac.uk/courses/ug-creative-media/

Bath Spa University	BA Hons	L6	Creative Music Technology	3 years	"A wide range of skills required by the Creative Industries"	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	https://www.bathspa.ac.uk/courses/ug-creative-music-technology/
Bath Spa University	BA Hons	L6	Creative Music Technology (Games and Interactive Media)	3 years	Industry-Standard Skills, Confidence in Sound, Music and Audio Production for Gaming and Interactive Media Content, Collaboration, Industry Networking, Project Work	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	https://www.bathspa.ac.uk/courses/ug-cmt-games-and-interactive-media/

Bath Spa University	BA Hons	L6	Creative Writing	3 years	Confidence, Industry Networking, Portfolio Creation, Professional Placement Year	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	https://www.bathspa.ac.uk/courses/ug-creative-writing/
Bath Spa University	MA	L7	Creative Writing	1 year or 2 year part time	"Regular visits by literary agents, publishers, magazine editors and broadcasters, as well as other writers"	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,465 UK part time: £4,733 International full time: £18,440</p>	https://www.bathspa.ac.uk/courses/pg-creative-writing/
Bath Spa University	BA Hons	L6	Creative Writing and Drama	3 years	industry networking, project work, professional portfolio creation, professional placement year	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time £9,535 UK part time £4,768 International full time £17,430</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,486</p>	https://www.bathspa.ac.uk/courses/ug-creative-writing-and-drama/

Bath Spa University	BA Hons	L6	Creative Writing and Film and Screen Studies	3 years	Industry Networking, Creative Project Work, Professional Portfolio Creation, Professional Placement Year	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,430</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,486</p>	Creative Writing and Film and Screen Studies - Bath Spa University
Bath Spa University	MA (postgraduate degree)	L7	Creative Writing PhD	1 year	Industry Networking, Professionalism, Speaking Opportunities, Professional Portfolio, Confidence	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £7,325 UK part time: £3,663 International full time (low residency): £19,155 International full time (campus-based): £15,905</p>	https://www.bathspa.ac.uk/courses/phd-creative-writing/
Bath Spa University	BA Hons	L6	Dance	3 years	Performance, Creativity, Critical Thinking, Collaboration, Project Work, Industry Networking, Professional Performance Project, Work Placement, Independent Study	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	https://www.bathspa.ac.uk/courses/ug-dance/

Bath Spa University	MA (postgraduate degree)	L7	Dance	1 year	Confidence, Industry Networking, Collaboration	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835	https://www.bathspa.ac.uk/courses/pg-dance/
Bath Spa University	MA (postgraduate degree)	L7	Design	1 year	Confidence, Industry Networking, Exhibition Experience, Professional Project Work, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,950 UK part time: £4,975 International full time: £18,560	https://www.bathspa.ac.uk/courses/pg-design/
Bath Spa University	MA (postgraduate degree)	L7	Design (Graphics)	1 year	Confidence, Industry Networking, Portfolio Creation, Collaboration	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,950 UK part time: £4,975 International full time: £18,560	https://www.bathspa.ac.uk/courses/pg-design-graphics/
Bath Spa University	MA (postgraduate degree)	L7	Design (Illustration)	1 year	Confidence, Industry Networking, Portfolio Creation, Collaboration	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,950 UK part time: £4,975 International full time: £18,560	https://www.bathspa.ac.uk/courses/pg-design-illustration/
Bath Spa University	MA (postgraduate degree)	L7	Design (Textiles)	1 year	Professional Development, Research, Industry Networking, Confidence	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,950 UK part time: £4,975 International full time: £18,560	https://www.bathspa.ac.uk/courses/pg-design-textiles/
Bath Spa University	MA (postgraduate degree)	L7	Design (Visual Communication)	1 year	Communication, Project Work, Industry Networking, Collaboration, Portfolio Creation, Creative Problem Solving	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,520 UK part time: £4,760 International full time: £17,760	https://www.bathspa.ac.uk/courses/pg-design-visual-communication/

Bath Spa University	BA Hons	L6	Drama	3 years	Performance, Critical and Creative Skills, Production, Performing, Writing and Directing, Confidence, Collaboration, Project Management, Event Management, Marketing, Professional Placement Year	<p>Many Entrepreneurship Skills Outlined in Course Information / Marketing Material</p>	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	<p>https://www.bathspa.ac.uk/courses/ug-drama/</p>
Bath Spa University	BA Hons	L6	Drama (Musical Theatre)	3 years	Performance, Confidence, Collaboration, Formal Showcase, Project and Event Management	<p>Some Entrepreneurship Skills Outlined in Course Information / Marketing Material</p>	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	<p>https://www.bathspa.ac.uk/courses/ug-drama-musical-theatre/</p>

Bath Spa University	BA Hons	L6	Fashion Design	3 years	Idea Generation, Creativity, Developing own Personal Design Philosophy	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £18,380</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,676</p>	https://www.bathspa.ac.uk/courses/ug-fashion-design/
Bath Spa University	MA (postgraduate degree)	L7	Fashion Management	1 year	Leadership, Fashion Management, Research, Marketing, Communication, Project Work, Business Management,	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,950 UK part time: £4,975 International full time: £18,560</p>	https://www.bathspa.ac.uk/courses/pg-fashion-management/
Bath Spa University	BA Hons	L6	Fashion, Marketing and Management	3 years	Business, Management, Marketing, Creative Thinking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £16,460</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,292</p>	https://www.bathspa.ac.uk/courses/ug-fashion-marketing-and-management/

Bath Spa University	BA Hons	L6	Fashion Photography	3 years	Industry-Focused Projects, Project Management, Marketing, Pitching for Employment and Commission	<p>Many Entrepreneurship Skills Outlined in Course Information / Marketing Material</p>	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £18,380</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,676</p>	<p>https://www.bathspa.ac.uk/courses/ug-fashion-photography/</p>
Bath Spa University	BA Hons	L6	Film and Screen Studies	3 years	Professional Placement, Analytical, Research, Creative Skills, Practical Filmmaking Projects	<p>Some Entrepreneurship Skills Outlined in Course Information / Marketing Material</p>	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	<p>https://www.bathspa.ac.uk/courses/ug-film-and-screen-studies/</p>

Bath Spa University	BA Hons	L6	Film and Screen Studies and Media Communications	3 years	Collaboration, Industry Networking, Communication, Marketing, Creative Strategy, Public Relations (PR), Social Media Management, Production and Direction, Visual Communications, Professional Placement	<p>Many Entrepreneurship Skills Outlined in Course Information / Marketing Material</p>	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,430</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,486</p>	<p>https://www.bathspa.ac.uk/courses/ug-film-and-screen-studies-media-communications/</p>
Bath Spa University	BA Hons	L6	Film, Television and Digital Production	3 years	Collaboration, Project Work	<p>Few Entrepreneurship Skills Outlined in Course Information / Marketing Material</p>	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	<p>https://www.bathspa.ac.uk/courses/ug-film-tv-and-digital-production/</p>

Bath Spa University	BA Hons	L6	Games Development	3 years	Creative Thinking, Leadership, Management, Work Placements, Programming Experience, Portfolio Creation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	https://www.bathspa.ac.uk/courses/ug-games-development/
Bath Spa University	BA Hons	L6	Graphic Design	3 years	Problem Solving, Client Work, Project Work, Collaboration, Communication, Confidence, Professional Placement	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £18,380</p> <p>Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,676</p>	https://www.bathspa.ac.uk/courses/ug-graphic-design/

Bath Spa University	BA Hons	L6	Marketing	3 years	Marketing, Creative Thinking, Problem Solving, Professional Placement	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £16,460 Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,292</p>	https://www.bathspa.ac.uk/courses/ug-marketing/
Bath Spa University	BA Hons	L6	Media Communications	3 years	Research, Marketing, Social Media, Creative Campaign Strategy, Journalism, Collaborating with Local Media and Communications Experts, Industry Experience	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670 Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p> <p>UK: £1,907 International: £3,534</p>	https://www.bathspa.ac.uk/courses/ug-media-communications/
Bath Spa University	BA Hons	L6	Music	3 years	Event Management, Marketing, Freelancing, Business (Music)	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	<p>Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670 Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students.</p>	https://www.bathspa.ac.uk/courses/ug-music/

							UK: £1,907 International: £3,534	
Bath Spa University	BA Hons	L6	Music (performance)	3 years	Blogging, Podcasting, Online Media Music Teaching, Workshop Leading, Social Engagement, Event Management, Marketing, Creative Entrepreneurship	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670 Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students. UK: £1,907 International: £3,534	https://www.bathspa.ac.uk/courses/ug-music-performance/
Bath Spa University	MA (postgraduate degree)	L7	Performance (Acting)	1 year	Collaboration, Networking, Producing and Directing, Confidence	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835	https://www.bathspa.ac.uk/courses/pg-performance-acting/
Bath Spa University	MA (postgraduate degree)	L7	Performance (Creative Producing)	1 year	Collaboration, Project Management, industry networking, confidence	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835	https://www.bathspa.ac.uk/courses/pg-performance-creative-producing/

Bath Spa University	MA (postgraduate degree)	L7	Performance (Directing)	1 year	Direct Productions, Collaboration, Industry Networking, Work Experience, Leadership, Problem Solving, Collaboration	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835	https://www.bathspa.ac.uk/courses/pg-performance-directing/
Bath Spa University	MA (postgraduate degree)	L7	Performance (Music)	1 year	Research, Collaboration, Ensemble and Publicity	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835	https://www.bathspa.ac.uk/courses/pg-performance-music/
Bath Spa University	BA Hons	L6	Photography	3 years	Creative Ability, Set and Self-Directed Projects	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £18,380 Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students. UK: £1,907 International: £3,676	https://www.bathspa.ac.uk/courses/ug-photography/
Bath Spa University	MA (postgraduate degree)	L7	Scriptwriting	1 year / 2 year part time	Writing, Critical Thinking, Creative Dexterity, Strategy, Collaboration	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,055 UK part time: £4,528* International full time: £17,645	https://www.bathspa.ac.uk/courses/pg-scriptwriting/
Bath Spa University	MA (postgraduate degree)	L7	Sound (Composition and Sonic Art)	1 year	Collaboration, Confidence, Creative Practice, Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835	https://www.bathspa.ac.uk/courses/pg-sound-composition-and-sonic-art/

Bath Spa University	MA (postgraduate degree)	L7	Sound (Design)	1 year	Project Work, Collaboration, Networking, Confidence, Creative Practice	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835	https://www.bathspa.ac.uk/courses/pg-sound-design/
Bath Spa University	MA (postgraduate degree)	L7	Sound (production)	1 year	Professional Development, Portfolio Creation, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,225 UK part time: £4,613 International full time: £17,835	https://www.bathspa.ac.uk/courses/pg-sound-production/
Bath Spa University	BA Hons	L6	Theatre, Festival and Event Production	3 years	Management, Project Management, Problem Solving, Event Management, Interpersonal Skills, Communication, Confidence, Collaboration, Industry Networking, Professional Placement	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Student Annual tuition fee UK full time: £9,535 UK part time: £4,768 International full time: £17,670 Professional Placement Year During the placement year, the fee is reduced to 20% of the full time fee. This applies to UK and EU/International students. UK: £1,907 International: £3,534	https://www.bathspa.ac.uk/courses/ug-theatre-festival-and-event-production/
Bath Spa University	Residency Programme	N/A	EMERGE. Bath Spa Creative Graduate Studio Residency	Unknown	Networking, Professional Development, Employability, Creative Practice, Mentoring	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Through a combined offer of free workspace, skills development, workshops, small bursaries and creative business and mentor support, EMERGE will enable creative practitioners to develop sustainable, impactful careers and thrive within their industries.	https://www.bathspa.ac.uk/students/careers/graduate-support/emerge/

Bath University	MSc (postgraduate degree)	L7	Marketing	1 year	marketing, business management, innovation, Problem Solving, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.bath.ac.uk/courses/postgraduate-2025/taught-postgraduate-courses/msc-marketing/
Bath University	BSc Hons	L6	Management with Marketing	4 years with work placement	professional work placement year, marketing, accounting, business analytics and operations, brand management,	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.bath.ac.uk/courses/undergraduate-2025/business-and-management/bsc-management-with-marketing-with-work-placement/
Boomsatsuma	BA Hons	L6	Filmmaking: Production	3 years	Creative Problem Solving, Adaptability, Co-Creation, Communication, Industry Networking	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Fees for UK full time student applying to start undergraduate programmes in 2024/25 are as follows: Year 1: £9,250 Year 2: Published Jan 2025 Year 3: Published Jan 2026	https://www.boomsatsuma.com/degree-courses/filmmaking-production
Boomsatsuma	BA Hons	L6	Filmmaking: Post Production	3 years	Creative Problem Solving, Adaptability, Co-Creation, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Fees for UK full time student applying to start undergraduate programmes in 2024/25 are as follows: Year 1: £9,250 Year 2: Published Jan 2025 Year 3: Published Jan 2026	https://www.boomsatsuma.com/degree-courses/filmmaking-post-production
Boomsatsuma	BA Hons	L6	Photography and Print	3 years	Creative Problem Solving, Adaptability, Co-Creation, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Fees for UK full time student applying to start one our undergraduate programmes in 2024/25 are as follows: Year 1: £9,250 Year 2: Published Jan 2025 Year 3: Published Jan 2026	https://www.boomsatsuma.com/degree-courses/photography-and-print

Boomsats uma	BA Hons	L6	Game Design & Production	3 years	Creative Problem Solving, Adaptability, Co- Creation, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Fees for UK full time student applying to start one our undergraduate programmes in 2024/25 are as follows: Year 1: £9,250 Year 2: Published Jan 2025 Year 3: Published Jan 2026	https://www.boomsatsuma.com/degree-courses/game-design-and-production
Boomsats uma	Extended Diploma	L3	Creative and Digital Media	2 years	Project Management, Event Management	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Courses for students aged 16-18 are fully funded. Annual £150 studio fee to cover enrichment costs. Bursary available to cover costs and assist with travel costs.	https://www.boomsatsuma.com/college-courses/creative-and-digital-media
Boomsats uma	Extended Diploma	L3	Film and Television	2 years	Professional On- Set Standards, Experience Multiple Crew Roles, Directing	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Courses for students aged 16-18 are fully funded. Annual £150 studio fee to cover enrichment costs. Bursary available to cover costs and assist with travel costs.	https://www.boomsatsuma.com/college-courses/film-and-television
Boomsats uma	Extended Diploma	L3	Games, VR and VFX	2 years	Project Management and Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Courses for students aged 16-18 are fully funded. Annual £150 studio fee to cover enrichment costs. Bursary available to cover costs and assist with travel costs.	https://www.boomsatsuma.com/college-courses/games-vr-and-vfx
Boomsats uma	Extended Diploma	L3	Photography Collective	2 years	Professional Skills, Networking, Collaboration, Events, Briefing Clients	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Courses for students aged 16-18 are fully funded. Annual £150 studio fee to cover enrichment costs. Bursary available to cover costs and assist with travel costs.	https://www.boomsatsuma.com/college-courses/photography-collective
Boomsats uma	Extended Diploma	L3	Sports Media Production	2 years	Podcasting, Live Broadcast Creation, Communication, Presentation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Courses for students aged 16-18 are fully funded. Annual £150 studio fee to cover enrichment costs. Bursary available to cover costs and assist with travel costs.	https://www.boomsatsuma.com/college-courses/sports-media-production

Bristol Beacon	CPD	N/A	Future Proof	Up to 18 months	Collaboration, Networking, Leadership, Professional Mentoring,	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://bristolbeacon.org/support-for-creatives/future-proof/
Bristol Beacon	Professional Training Programme	N/A	Next Level	1 week + industry workshop day	Networking, Confidence, Leadership, Determination, Marketing, Self-Promotion, Support with Live Performance, Releasing Records	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£300 fee for participation in the programme	https://bristolbeacon.org/support-for-creatives/next-level/
Bristol Beacon	CPD	N/A	Resident Artists	6 months residency	Leadership, Networking, Collaboration, Professional Development, Determination, Communication	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Paid for Residency Participation Fee: £100 per day, equivalent to £26k pro-rata Grants available	Resident Artists Bristol Beacon
Bristol Creative Industries	Internship	N/A	Bristol Creative Industries Internship Programme	Interns complete two 3-month paid internships	Networking, Public Speaking, Creative Problem Solving, Event Management, Marketing	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	-
Bristol Institute of Performing Arts (BIPA)	BA Hons	L6	Commercial Dance for Stage and Screen	3 years Full Time / 6 years Part time	Collaboration, Professional Development, Industry Networking, Performance Opportunities, Work-Ready	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time Fee (Per Year): £9,000 Full-time Duration: 3 Years Part-time Fee (Per Year): £4,500 Part-time Duration: 6 Years	BA (Hons) Commercial Dance for Stage & Screen Bristol Institute of Performing Arts
Bristol Institute of Performing Arts (BIPA)	BA Hons	L6	Musical Theatre	3 years Full Time / 6 years Part time	Live Projects, Theatrical Productions	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time Fee (Per Year): £9,000 Full-time Duration: 3 Years Part-time Fee (Per Year): £4,500 Part-time Duration: 6 Years	BA (Hons) Musical Theatre Bristol Institute of Performing Arts

Bristol Institute of Performing Arts (BIPA)	UAL Professional Diploma	L4	Lighting Design and Operation	1 year	Collaboration, Communication, Confidence, Teamwork, Communication, Problem Solving, Creativity	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Under 18 - Free 19+ £4,670	Level 4 Professional Diploma in Lighting Design & Operation Bristol Institute of Performing Arts
Bristol Institute of Performing Arts (BIPA)	UAL Professional Diploma	L4	Production and Stage Management	1 year	Communication, Stage Management, Event Management, Collaboration, Problem Solving, Portfolio Creation, Budgeting and Financial Management, Project Management, Leadership, Production	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Under 18: Free 19+: £4,670	Level 4 Professional Diploma in Production & Stage Management Bristol Institute of Performing Arts
Bristol Institute of Performing Arts (BIPA)	UAL Professional Diploma	L4	Theatre Sound Design and Operation	1 year	Collaboration, Communication, Critical Thinking, Problem Solving, and Project Management	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Under 18: Free 19+: £4,670	Level 4 Professional Diploma in Theatre Sound Design & Operation Bristol Institute of Performing Arts
Bristol Old Vic Theatre School	BA Hons	L6	Professional Acting	3 years	Confidence, Industry Networking, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Home students (UK, Channel Islands and Isle of Man) £9,250 per year International students (including EU) £22,050 per year additional costs will also apply for travel, books, uniform, and self-promotion in Year 3	https://oldvic.ac.uk/courses/ba-professional-acting/
Bristol Old Vic Theatre School	MFA	L7	Master of Fine Arts	1 year	Professional-Standard Theatre Production, Networking, Performance,	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£27,010	https://oldvic.ac.uk/courses/mfa-professional-acting/

					Confidence, Collaboration			
Bristol Old Vic Theatre School	MA	L7	Acting	1 year	Collaboration, Confidence, Industry Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	UK students: £16,000 International students: £26,510	https://oldvic.ac.uk/courses/ma-screen-acting/
Bristol Old Vic Theatre School	Foundation Course		Acting	10 Weeks	Performance Projects, Confidence, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£5,700	https://oldvic.ac.uk/courses/summer-foundation-course/
Bristol Old Vic Theatre School	FdA/BA (Hons)	L5	Costume for Theatre, TV and Film	Two years (full-time), with the opportunity to apply for a one year BA (Hons) top-up	Collaboration, Industry Networking, Professional Placement, Management	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Home students (UK, Channel Islands and Isle of Man) £9,250 per year International students (including EU) £22,050 per year	https://oldvic.ac.uk/courses/fda-costume/
Bristol Old Vic Theatre School	BA Hons	L6	Stage Management and Film & TV Production	3 years	Stage Management, Film & TV Production, Industry Networking, Shadowing, Placement, Mock Interviews, Networking Events	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Home students (UK, Channel Islands and Isle of Man) £9,250 per year International students (including EU) £22,050 per year	https://oldvic.ac.uk/courses/ba-stage-management-and-film-tv-production/
Bristol Old Vic Theatre School	MA	L7	Performance Design	1 year	Collaboration, Networking, Project Management, Production	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	UK students: £16,000 International students: £26,500	https://oldvic.ac.uk/courses/ma-performance-design/

Bristol Old Vic Theatre School	MA	L7	Drama Writing	1 year	Collaboration, Industry Encounters, Adaptability, Flexibility, Portfolio Building	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	UK students: £16,000 International students: £26,510	https://oldvic.ac.uk/courses/ma-drama-writing/
Bristol Old Vic Theatre School	MA	L7	Drama Directing	1 year	Project Management, Industry Networking, Collaboration, Confidence, Leadership, Management	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	UK students: £16,000 International students: £27,510	https://oldvic.ac.uk/courses/ma-drama-directing/
Bristol Old Vic Theatre School	MFA	L7	Professional Voice Studies	1 year	Coaching, Leadership, Research, Industry Networking, Confidence	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Home students (UK, Channel Islands and Isle of Man) £16,000 International students (including EU) £26,500	https://oldvic.ac.uk/courses/mfa-voice-studies/
Bristol School of Acting	BA Hons	L5	Technical Theatre Arts	Full time - 2 years	Problem Solving, Collaboration, Event Management, Professional Theatre Work Experience	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£11,100 per year	BA (HONS) TECHNICAL THEATRE ARTS - Acting Bristol School of Acting Bristol, England
Bristol University	BA Hons	L6	Theatre and Performance Studies	3 years	Industry networking, Collaboration, Confidence, Year in Industry	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year, home students £30,400 per year, international students	https://www.bristol.ac.uk/study/undergraduate/2025/theatre/ba-theatre-and-performance-studies/
Bristol University	BA Hons	L6	Music	3 years	Performance, Industry Networking, Confidence, Project Work, Placement	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year, home students £30,400 per year, international students	https://www.bristol.ac.uk/study/undergraduate/2025/music/ba-music/
Bristol University	BA Hons	L6	Theatre and Film	3 years	Collaboration, Industry Networking, Confidence, Project Work, Placement	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year, home students £30,400 per year, international students	https://www.bristol.ac.uk/study/undergraduate/2025/theatre/ba-theatre-and-film/

Bristol University	BSc Hons	L6	Marketing	3 years	Marketing, Brand Management, Industry Networking, Digital Marketing, Management, Business Skills	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year, home students £27,400 per year, international students	https://www.bristol.ac.uk/study/undergraduate/2025/marketing/bsc-marketing/
Bristol University	PhD / MPhil	L7 or L8	Film and Television	MPhil: one year full-time; two years part-time PhD: up to four years full-time; up to eight years part-time	Research, Professional Development	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.bristol.ac.uk/study/postgraduate/research/film-and-television/
Bristol University	MA (postgraduate degree)	L7	Creative Innovation and Entrepreneurship	1 year	Innovation-Led Entrepreneurial Skills, Design and Systems Thinking, Prototypes, Client Work, Collaboration, Problem Solving	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	UK Student full-time: £19,700 per year Overseas Student full-time: £35,300 per year	https://www.bristol.ac.uk/study/postgraduate/taught/ma-creative-innovation-and-entrepreneurship/
Bristol University	MArts	L7	Film and Television with Innovation	4 years	Critical Skills, Theory, Practical Skills, Analysis, Research, Interpretation of Film and TV, Portfolio Work, Client Projects, Entrepreneurial Venture, Finance Skills	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year, home students £30,400 per year, international students	https://www.bristol.ac.uk/study/undergraduate/2025/innovation/marts-film-and-television-with-innovation/
Bristol University	MArts	L7	Theatre with Innovation	4 years	Portfolio Work, Client Projects, Entrepreneurial Venture, Finance Skills	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year, home students £30,400 per year, international students	https://www.bristol.ac.uk/study/undergraduate/2025/innovation/marts-theatre-with-innovation/

Circomedia	Mentoring		Mentoring Opportunities	Unknown	Leadership, Networking, Mentoring	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.circomedia.com/
Circomedia (in partnership with City of Bristol College)	BTEC Extended Diploma	L3	Level 3 BTEC Extended Diploma in Performing Arts.	2 years	Collaboration, Professional Development, Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded for successful candidates aged 16-18 Adult funding (19+) has not been granted by the funding agency for our new course specification.	Circomedia BTEC in Performing Arts Practice.
Circomedia (validated by Bath Spa University)	Foundation Degree	L5	Foundation Degree in Contemporary Circus with Physical Theatre	2 Years (+ optional 3rd year to top up to full degree)	Collaboration, Networking, Technical Creative Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9250 (Student Loan Available)	The Foundation Degree - Circomedia
Circomedia (accredited by Bath Spa University)	BA Hons	L6	BA Degree in Contemporary Circus with Physical Theatre	3 years	Creative Problem Solving, Project Management, Leadership, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9250 (Student Loan Available)	The BA course - Circomedia
Circomedia	Professional Training		Vocational Course	Can be studied as a Short Course of three months (September – December, the first term of the FdA) or for a full year	Collaboration, Technical Creative Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	3-month Short Course: £3,000 Vocational course: £9,000 per year	https://www.circomedia.com/vocational-course/
Circomedia	CPD	N/A	Professional Membership	Yearly membership	Professional Networking, Access to Training Spaces, Promotion	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£15 per month for 9 months or £125 for a one-off payment	Professional Membership - Circomedia

Circomedia (In franchise partnership with Bath Spa University)	Masters	L7	Masters Degree in Directing Circus	This is a full time course and students can expect to study for 30-35 hours per week (contact time and individual study time). Part time options are available on request.	Leadership, Problem Solving, Networking, Directing, Collaboration, Project Work	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£7,790 (Postgraduate Master's loan available)	https://www.bathspa.ac.uk/courses/pg-directing-circus/# https://www.circomedia.com/the-ma-course/
City of Bristol College	A Level	L3	A Level Creative Pathway - choose up to 3 A Levels in Film Studies, Media Studies, Art and Design and Photography plus English and Maths	Full time	Critical Thinking, Problem Solving	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Aged 16-18: Free Learner Support Bursary Funding Available	https://www.cityofbristol.ac.uk/school-leavers/a-levels/creative-a-level-pathway/
City of Bristol College	Apprenticeship	L3	Multi-channel Marketer	Full time - minimum 12 months	Networking, Leadership, Marketing, Work Experience	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded Additional fees may incur for course materials	https://www.cityofbristol.ac.uk/courses/marketing-assistant-level-3-apprenticeship/
City of Bristol College	BTEC	L3	Digital and Media (Transition)	1 year	Communication, Problem Solving	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Entry Level 3 Digital and Media (Transition) - City of Bristol College

City of Bristol College	Evening Course - Part Time	N/A	Photography Fundamentals	8 weeks	Communication, Problem Solving	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Photography Fundamentals - City of Bristol College
City of Bristol College	Higher Education / HN Flex	L4	Photographic Practices Module	Short Course	Communication, Problem Solving, Professional Development, Portfolio Creation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Photographic Practices Module Level 4 - City of Bristol College
City of Bristol College	Higher Education / HN Flex	L4	Graphic Design Practices	Short Course	Communication, Problem Solving, Professional Development, Portfolio Creation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Graphic Design Practices Module Level 4 - City of Bristol College
City of Bristol College	Higher Education / Higher National Certificate (HNC) / Higher National Diploma	L4/5	Games Design, Animation and VFX HNC/D	1 year certificate (HNC) or a 2 year diploma (HND).	Marketing, Strategic Thinking, Communication, Project Management, Professional Development	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£6000 (Higher Education Student Loans Available)	Games Design, Animation and VFX HNC/D - City of Bristol College
City of Bristol College	Higher Education / Higher National Certificate (HNC) / Higher National Diploma	L4/5	Graphic Design	1 year / 2 days per week	Marketing, Strategic Thinking, Communication, Project Management, Professional Development, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£6000 (Higher Education Student Loans Available)	Graphic Design HNC/D - City of Bristol College
City of Bristol College	Higher Education / Higher National Certificate (HNC) / Higher National Diploma	L4/5	Photography	1 year	Strategic Thinking, Entrepreneurial Mindset, Risk Management, Marketing	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£6000 (Higher Education Student Loans Available)	Photography HNC/D - City of Bristol College

City of Bristol College	A Level	L3	Media Studies	2 years	Strategic Thinking, Communication, Emotional Intelligence	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Media Studies A Level - City of Bristol College
City of Bristol College	A Level	L3	Film Studies	2 years	Strategic Thinking, Problem Solving, Communication, Project Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Film Studies A Level - City of Bristol College
City of Bristol College	A Level	L3	Art and Design	2 years	Problem Solving, Event Management, Marketing	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Art and Design A Level - City of Bristol College
City of Bristol College	A Level	L3	Photography	2 years	Problem Solving, Event Management, Critical Thinking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Photography A Level - City of Bristol College
City of Bristol College	Short Course	N/A	Studio Photography	Short Course	Problem Solving, Leadership, Marketing	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Studio Photography - City of Bristol College
City of Bristol College	Foundation Diploma	L3/4	Art and Design	1 year	Problem Solving, Communication	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Age 18: Free Age 19+: £5421.00 Advanced Learner Loans available	Foundation Diploma in Art and Design - City of Bristol College
City of Bristol College	Diploma	L2	Art and Design (Digital Design)	1 year	Entrepreneurial Mindset, Marketing, Communication, Portfolio Creation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Level 2 Award/Diploma in Art and Design (Digital Design) - City of Bristol College

City of Bristol College	BTEC / Extended Diploma	L3	Fashion Design and Production	2 years	Leadership, Communication, Professional Development, Entrepreneurial Mindset, Problem Solving, Work Experience Opportunities	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Fashion Design and Production Level 3 - City of Bristol College
City of Bristol College	BTEC / Diploma	L3	Digital Graphic Design and Media	2 years	Marketing, Problem Solving, Strategic Thinking, Risk Management, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Digital Graphic Design and Media Level 3 - City of Bristol College
City of Bristol College	Diploma	L3	Photography	2 years	Professional Development, Work Experience Opportunities, Communication, Problem Solving	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Photography Level 3 - City of Bristol College
City of Bristol College	Certificate	L1	Creative Media Production	1 year	Communication, Problem Solving	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.cityofbristol.ac.uk/courses/creative-media-level-1/
City of Bristol College	Diploma	L2	Creative Media Production (TV and Film)	1 year	Project Management, Leadership, Problem Solving, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Level 2 Award/Diploma in Creative Media Production (TV and Film) - City of Bristol College
City of Bristol College	UAL Diploma	L2	Games Design, Animation and VFX	1 year	Project Management, Problem Solving	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Games Design, Animation and VFX Level 2 - City of Bristol College
City of Bristol College	Extended Diploma	L3	Creative Media Production (TV and Film)	2 years	Project Management, Problem Solving, Communication, Coaching, Leadership,	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Level 3 Diploma in Creative Media Production (TV and Film) - City of Bristol College

					Emotional Intelligence			
City of Bristol College	Extended Diploma	L3	Games Design, Animation and VFX	1 year	Marketing, Project Management, Portfolio Creation, Communication, Problem Solving	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Games Design, Animation and VFX Level 3 - City of Bristol College
City of Bristol College	College Certificate - Short Course		Interior Design Fundamentals	8 weeks	Marketing, Business Planning, Client Support, Problem Solving, Strategic Thinking	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£300	Interior Design Fundamentals - City of Bristol College
City of Bristol College	College Certificate - Short Course	N/A	Fundamentals in Graphic Design	8 weeks	Creative Technical Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£300	Fundamentals in Graphic Design - City of Bristol College
City of Bristol College	Certificate	L1	Art and Design	1 year	Communication, Interpersonal Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Aged 16-18: Free	Art and Design Level 1 - City of Bristol College
City of Bristol College	Diploma	L2	Art and Design	1 year	Creative Technical Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Aged 16-18: Free	Level 2 Award/Diploma in Art and Design - City of Bristol College
City of Bristol College	BTEC National / Extended Diploma	L3	Art and Design	2 year	Creative Technical Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Studio fee: £35 Learner Support Fund Available	https://www.cityofbristol.ac.uk/courses/art-and-design-level-3/

City of Bristol College / Bath Spa University	BA Hons	L4/5/6	Creative Therapeutic Practice	3 years	Personal Development, Technical skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	BA Creative Therapeutic Practice - City of Bristol College
Cool Ventures	Short Course	N/A	Peer Network for Creative Business Owners in B&NES - Sep/Nov 2024	5 weeks (course ran between 10th September and 12th November 2024)	Networking, Problem Solving, Leadership, Collaboration, Marketing, Finance, Time Management	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://www.eventbrite.co.uk/e/peer-network-for-creative-business-owners-in-bnes-sepnov-2024-tickets-920804148997?aff=oddtcreator
Creative Youth Network	Work Experience	N/A	Creative Futures Commission Programme	September - December 2024	Networking, Problem Solving, Leadership	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://www.creativeyouthnetwork.org.uk/creative-futures-commission-callout-24
Creative Youth Network	Workshops	N/A	Creative Futures Workshops, Networking Events & Feedback Circles	Ongoing	Networking, Marketing, Event Management, Communication, Collaboration	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://www.creativeyouthnetwork.org.uk/Pages/Catagory/creative-futures
Creative Youth Network	Mentoring	N/A	16-25 Education, Employment & Training Support Sign Up Form	Ongoing	Collaboration, Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Free	https://www.creativeyouthnetwork.org.uk/forms/16-25-education-employment-training-support-sign-up-form
Knowle West Media Centre	Workshops	N/A	Young People's Programme	Ongoing weekly sessions	Collaboration, Networking, Leadership, Media Skills	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Free	https://kwmc.org.uk/projects/youngpeoplesprogramme/
Little Lost Robot	Residency for Emerging Artists	N/A	Create!	6 months	Mentorship, Confidence, Communication	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Create! – Little Lost Robot Studios

Little Lost Robot	Residency for artists affected by low income and career gaps	N/A	Re-Emerge	Unknown	Professional Development, Employability, Mentorship, Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://www.bathspa.ac.uk/students/careers/graduate-support/emerge/
MUTI Live	Bootcamp	N/A	Live Events Technician	Unknown	Event Management, Project Management, Problem Solving	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Bootcamps — MUTI Live
MUTI Live	Bootcamp	N/A	Creative Producer	Unknown	Leadership, Event Management, Project Management, Problem Solving, Communication	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Bootcamps — MUTI Live
MUTI Live	Bootcamp	N/A	Leadership and Management	Unknown	Leadership, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Bootcamps — MUTI Live
MUTI Live	Bootcamp	N/A	Festival Crew	Unknown	Event Management, Communication, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Bootcamps — MUTI Live
MUTI Live	Bootcamp	N/A	Freelancer CPD / Business Training	Unknown	Leadership, Networking, Problem Solving, Professional Development	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Bootcamps — MUTI Live
MUTI Live	Apprenticeship	L3 - Entry Level	Events/Venue Technician	Unknown	Event Management, Problem Solving, Collaboration, Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Apprentice — MUTI Live

MUTI Live	Apprenticeships	L3 - Entry Level	Events Assistant	Unknown	Event Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Apprentice — MUTI Live
Screen Skills	CPD	Early to Experienced Levels	From script to screen: an introduction to how scripted content gets made	eLearning module - 30minutes per module	Collaboration, Personal Development	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://www.screenskills.com/online-learning/series/from-script-to-screen-an-introduction-to-how-scripted-content-gets-made/
Screen Skills	CPD	Entry Level	CV Building for New Entrants in High-end TV	Online - 1 hour	Networking, Personal Development	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded/Free	https://www.screenskills.com/bookings/cv-building-for-new-entrants-in-highend-tv/da7be081-360a-49ac-b407-19723030db32/
Screen Skills	CPD	Entry, Early, Experienced, Expert Levels	High-end TV encouraging good working: in practice	1 day	Leadership, Management, Networking, Public Speaking	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://www.screenskills.com/bookings/hetv-encouraging-good-working-practices/9baba4c1-a46e-4ed0-9e6e-8e510ae333f1/
Screen Skills	CPD	Entry Level	A practical HETV introduction to working on set for Grips	1 day	Networking, Personal Development, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://www.screenskills.com/bookings/a-practical-hetv-introduction-to-working-on-set-for-grips/b785959a-d4a9-44bb-b37e-2cc18deea646/
SGS College	UAL Diploma	L1	Art and Design	1 year	Work Experience	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £1,653	L1 UAL Diploma in Art and Design
SGS College	UAL Diploma	L1	Art, Design and Photography	1 year	Project Work	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £1,428	L1 UAL Diploma in Art, Design and Photography

SGS College	UAL Diploma	L3	Access Art and Design	2 years - 2 days per week	Portfolio Creation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Fee: £3,928	Access Art and Design
SGS College	UAL Diploma	L2	Art, Design and Photography	1 year	Portfolio Creation, Project Work	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £1,554	L2 UAL Diploma Art, Design and Photography
SGS College	UAL Diploma	L2	Art and Design	1 year	Portfolio Creation, Project Work, Confidence	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £1,779	L2 UAL Diploma in Art and Design
SGS College	Diploma	L3	Make-up Artistry	2 years	Confidence, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £3,345	L3 Diploma Make-up Artistry
SGS College	UAL Diploma	L3	Creative Practices	2 years	Portfolio Creation, Confidence, Presentation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £3,345	L3 UAL Diploma Creative Practices
SGS College	UAL Diploma	L3	Design and Communications	2 years	Confidence, Problem Solving, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £3,345	L3 UAL Diploma Design & Communications
SGS College	UAL Diploma	L3	Fine Art	2 years	Project Work	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £3,345	L3 UAL Diploma Fine Art

SGS College	UAL Diploma	L3	Photography, Film and Media	2 years	Confidence, Problem Solving, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £3,345	L3 UAL Diploma Photography, Film & Media
SGS College	UAL Foundation Diploma	L3	Art and Design	1 or 2 years	Confidence, Problem Solving, Communication, Project Work, Portfolio Creation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £5,421	L3 UAL Foundation Diploma Art & Design
SGS College	Pre-Access to HE UAL Award	L2	Art and Design	Part time - 8 months, Wednesdays 0930am-12pm	Project Work, Confidence	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£340	Pre-Access to HE Art & Design Level 2
SGS College	UAL	L2	Art & Design	Part time - 5 months, Mondays 10am-1pm	Project Work, Confidence	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£338	UAL Art & Design Level 2
SGS College	UAL Diploma	L2	Digital Art and Design	Part time - 5 months - Tuesdays 430-830pm	Confidence, Interpersonal Skills	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£268	Digital Art and Design Level 2
SGS College	UAL Diploma	L2	Games Design	1 year	Problem Solving, Critical Thinking, Research, Idea Generation, Reflective Practice	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £1,440	L2 UAL Diploma Games Design
SGS College	UAL Diploma	L3	Games Design	2 years	Problem Solving, Critical Thinking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £3,345	L3 UAL Diploma Games Design

SGS College	UAL Diploma	L3	Access to Media Make-up and Hair Design	1 year	Technical Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£3,928	Access to Media Make-up & Hair Design
SGS College	UAL Diploma	L1	Art, Design and Media	1 year	Interpersonal Skills, Communication, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £1,428	L1 UAL Diploma in Art, Design and Media
SGS College	UAL Diploma	L2	Creative Media	1 year	Collaboration, Project Work, Confidence, Team Work, Problem Solving	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £1,614	L2 UAL Diploma in Creative Media
SGS College	UAL Diploma	L3	Animation	1 year	Industry Networking, Industry Practice, Practical Upskilling, Collaboration, Confidence	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+ Indicative fee of: £4,670	L3 UAL Diploma Animation
SGS College	UAL Diploma	L3	Film and TV	1 year	Project Work to simulate different careers	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+: Indicative fee of: £4,670	L3 UAL Diploma Film and TV
SGS College	UAL Diploma	L2	Music Performance and Production	1 year	Confidence, Research, Idea Generation, Reflection, Live Performance Projects	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+: Indicative fee of: £1,614	L2 UAL Diploma Music Performance and Production

SGS College	UAL Diploma	L3	Music Performance and Production	2 years	Confidence, Research, Idea Generation, Reflection, Live Performance Projects	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+: Indicative fee of: £7,172	L3 UAL Diploma Music Performance and Production
SGS College	Diploma	L2	Theatre and Performance	1 year	Practical Workshops, Ensemble Projects, Public Showcase, Confidence, Presentation, Collaboration, Communication	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+: Need to enquire	L2 Diploma Theatre & Performance
SGS College / BIPA	Diploma	L2	Musical Theatre and Dance (BIPA)	1 year	Practical Workshops, Ensemble Projects, Public Showcase, Confidence, Presentation, Collaboration, Communication	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+: Need to enquire	L2 Diploma Musical Theatre & Dance (BIPA)
SGS College / BIPA	Extended Diploma	L3	Technical Theatre (BIPA)	2 years	Productions, Networking, Stage Management, Project Management, Event Management, Technical Skills, Hands-on Theatre Production Experience	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+: Need to enquire	L3 Extended Diploma Technical Theatre (BIPA)
SGS College / BIPA	Extended Diploma	L3	Acting	2 years	Communication, Collaboration, Networking, Professional Experience	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+: Need to enquire	Level 3 Extended Diploma Acting (BIPA)

SGS College / BIPA	Extended Diploma	L3	Dance	2 years	Collaboration, Performance in Professional Setting	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+: Need to enquire	Level 3 Extended Diploma Dance (BIPA)
SGS College / BIPA	Extended Diploma	L3	Musical Theatre	2 years	Communication, Collaboration, Performance in Professional Setting	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	16-18: Fully funded 19+: Need to enquire	Level 3 Extended Diploma Musical Theatre (BIPA)
St. Brendan's Sixth Form	A Level	L3	Fine Art	2 years	Communication, Problem Solving	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded Studio kit fee: £115.99 Financial assistance available	A-level Fine Art > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	A Level	L3	Graphic Communication	2 years	Creative Thinking, Communication, Marketing	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	A-level Graphic Communication > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	A Level	L3	Photography	2 years	Technical Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded Studio fee: £40 Trips and Printing: £36	A-level Photography > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	A Level	L3	Textile Design	2 years	Project Work, Collaboration, Research	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded Studio kit fee: £152.28	A-level Textile Design > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	A Level	L3	Dance	2 years	Research, Analysis, Independent Thinking, Confidence, Collaboration, Performance, Industry Workshops, Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	A-level Dance > Find a course St Brendan's Sixth Form College

St. Brendan's Sixth Form	A Level	L3	Drama and Theatre	2 years	Research, Analysis, Presentation, Communication, Team Work, Collaboration	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	A-level Drama & Theatre > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	A Level	L3	Film Studies	2 years	Creative Thinking, Critical Thinking, Emotional Intelligence, Communication, Research	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	A-level Film Studies > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	A Level	L3	Media Studies	2 years	Technical Skills	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	A-level Media Studies > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	BTEC Extended Certificate	L3	Music Performance	2 years	Research, Collaboration, Communication, Presentation	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	BTEC L3 Music Performance > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	A Level	L3	Music Technology	2 years	Work with Professional Musicians, Performance Opportunities, Communication, Presentation, Collaboration Skills, Industry Networking	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded Studio fee: £30.00	A-level Music Technology > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	BTEC Extended Certificate	L3	Performing Arts - Acting	2 years	Collaboration, Project Work, Presentation, Confidence	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	BTEC L3 Performing Arts - Acting > Find a course St Brendan's Sixth Form College
St. Brendan's Sixth Form	BTEC Extended Certificate	L3	Performing Arts - Musical Theatre	2 years	Networking, Performance Opportunities, Collaboration,	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	BTEC L3 Performing Arts - Musical Theatre > Find a course St Brendan's Sixth Form College

					Presentation, Confidence			
Sun and Moon Studios	Short Course	N/A	Toon Boom Harmony	4 days	Technical Skills, Networking	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	£400	https://sunandmoonstudios.co.uk/
The Bottle Yard Studios	Industry Training Course	Entry Level	West of England Film & High-End TV Workforce Development Programme	up to 5 weeks	Communication, Resilience, How to find work as a freelancer, Confidence, Teamwork, Financial Literacy	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://www.thebottleyard.com/home/skills/west-of-england-film-high-end-tv-workforce-development-programme-2024/
The Diverse Artists Network	Mentoring	N/A	Artistic and creative Mentoring	unknown	Project Management, Professional Development, Networking, Confidence, Funding	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Artistic and Creative Mentoring – Diverse Artists Network
University Centre Weston	BA Hons	L6	Games and Animation Production	Full-time: 3 years (3 days a week) Part-time: 4 years (2 days a week)	Collaboration, Pitching, Project Management, Budget, Professional Practice	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time: £9,250 per year Part-time: £6,675 per year	Games and Animation Production, BA (Hons) - University Centre Weston
University Centre Weston	BA Hons	L6	Art and Design	Full-time: 3 years (3 days per week) Part-time: 4 years (2 days a week)	Enterprise Projects, Public Exhibitions, Work Placements, Live Commissions, Portfolio Work	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time: £9,250 per year Part-time: £6,675 per year	https://www.ucw.ac.uk/courses/art-and-design-ba-hons/

University Centre Weston	BA Hons	L6	Graphic Design	Full-time: 3 years (3 days per week) Part-time: 4 years (2 days per week)	Employability and Business Skills, Industry Networking, Problem Solving, Project Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time: £9,250 per year Part-time: £6,935 per year	https://www.ucw.ac.uk/courses/graphic-design-ba-hons/
University Centre Weston	BA Hons	L6	Film and Media Arts Production	Full-time: 3 years (3 days a week) Part-time: 4 years (2 days a week)	Collaboration, Industry Engagement, Event Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time: £9,250 per year Part-time: £6,375 per year	Film and Media Arts Production, BA (Hons) - University Centre Weston
University Centre Weston	BA Hons	L6	Dance for Commercial Performance	Full-time: 3 years (5 days a week)	Performance in Professional Venues, Industry Networking, Portfolio Creation, Project Work	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time: £9,250 per year	Dance for Commercial Performance, BA (Hons) - University Centre Weston
University Centre Weston	BA Hons	L6	Professional Music Performance and Production	Full-time: 3 years (3 days a week) Part-time: 4 years (2 days a week)	Performance in Professional Venues, Industry Networking, Collaboration	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time: £9,250 per year; Part-time: £6,938 per year	Professional Music Performance and Production, BA (Hons) - University Centre Weston
University Centre Weston	BA Hons	L6	Acting and Performance Making	Full Time: 3 years (5 days per week) Average scheduled teaching per week: 26 hours	Performance in Professional Venues, Industry Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time: £9,250 per year	Acting and Performance Making, BA (Hons) - University Centre Weston

University Centre Weston	BA Hons	L6	Musical Theatre	Full-time: 3 years (5 days a week)	Industry Analysis, Marketing and Self Promotion	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time: £9,250 per year	Musical Theatre, BA (Hons) - University Centre Weston
University Centre Weston	BA Hons	L6	Hair, Make-up and Prosthetics for Performance	Full-time: 3 years (3 days a week) Part-time: 4 years (2 days a week)	Live Briefs, Portfolio Work, Marketing and Promotion, Project Work	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Full-time: £9,250 per year Part-time: £6,938 per year	Hair, Make-up and Prosthetics for Production, BA (Hons) - University Centre Weston
UWE	Bootcamp	N/A	Games Technology	16 weeks	Collaboration and Problem Solving	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://courses.uwe.ac.uk/Z51000160/games-technology#fees
UWE	Bootcamp	N/A	Commercial Games Development	16 weeks	Collaboration, Problem Solving	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	https://courses.uwe.ac.uk/Z51000158/commercial-games-development
UWE	Bootcamp	N/A	Skills Bootcamp for Future Creative Leaders	10 Weekly Live Sessions run January to March - 09:30-13:30 and Weekly Lunchtime Forums - 12:30-14:00	Leadership, Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funding available via employers - all successful applicants will be funded 90% of the fee with their SME employer required to pay the remaining 10% contribution of £354.05	Skills Bootcamp for Future Creative Leaders - Professional/Short course - UWE Bristol: Courses
UWE	BSc Hons	L6	Audio and Music Technology	Three years full-time; four years sandwich	Placement, Portfolio Work, Networking, Collaboration	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	https://courses.uwe.ac.uk/I932/audio-and-music-technology

UWE	BSc Hons	L6	Creative Music Technology	3 years	Performance Opportunities, Confidence, Collaboration, Portfolio Creation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	https://courses.uwe.ac.uk/WJ39/creative-music-technology
UWE	BA Hons	L6	Graphic Design	3 years	Freelance Practice	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	https://courses.uwe.ac.uk/W211/graphic-design
UWE	MA (postgraduate degree)	L7	Design Communication: Fashion Photography	1 year	Project Work, Collaborations, Live Briefs, Industry Networking, Collaboration	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,500 home students £16,000 international students	https://courses.uwe.ac.uk/W29E12/design-communication-fashion-photography
UWE	MA (postgraduate degree)	L7	Design Communication: Graphic Design	1 year	Project Work, Collaborations, Live Briefs, Industry Networking, Collaboration	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,500 home students £16,000 international students	https://courses.uwe.ac.uk/W29F12/design-communication-graphic-design
UWE	MA (postgraduate degree)	L7	Design Communication: Illustration	1 year	Project Work, Collaborations, Live Briefs, Industry Networking, Collaboration	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,500 home students £16,000 international students	https://courses.uwe.ac.uk/W29G12/design-communication-illustration
UWE	BA Hons	L6	Drama, Acting and Performance	Three years full-time; six years part-time	Confidence, Communication, Performance, Collaboration, Project Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year (part time also available)	https://courses.uwe.ac.uk/W490/drama-acting-and-performance#fees
UWE	BA Hons	L6	Fashion Communication	Three years full-time; six years part-time	Work Placement, Industry Networking, Problem Solving, Research, Consumer Behaviour Analysis,	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year (part time also available)	https://courses.uwe.ac.uk/W2P2/fashion-communication

					Strategy, Communications			
UWE	BA Hons	L6	Fashion Textiles	Three years full- time; four years sandwich; six years part-time	Professional Practice, Live Studio Briefs, Year in Industry	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year (part time also available)	https://courses.uwe.ac.uk/W23A/fashion-textiles
UWE	BA Hons	L6	Animation	3 years	Work Experience, Research, Live Briefs, Networking Events	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	https://courses.uwe.ac.uk/W615/animation
UWE	BA Hons	L6	Film Studies	Three years full- time; four years sandwich; six years part-time	Portfolio Work, Communication, Critical Analysis, Research	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year (part time also available)	https://courses.uwe.ac.uk/P30A/film-studies
UWE	BA Hons	L6	Filmmaking	3 years	Showcase/Presen tation Skills, Portfolio Work, Collaboration, Communication, Confidence, Industry Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	https://courses.uwe.ac.uk/W293/filmmaking
UWE	BA Hons	L6	Photography	Three years full- time. Approxima tely six years part- time.	Collaboration, Industry Networking, Placement, Showcase/Presen tation Skills, Portfolio Work	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year (part time also available)	https://courses.uwe.ac.uk/W640/photography

UWE	MA	L7	Animation	15 months	Networking, Collaboration, Project Work, Portfolio Creation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,500 home students £16,000 international students part-time fees also available	https://courses.uwe.ac.uk/W92012/animation
UWE	MA	L7	Design Communication: Fashion Photography	1 year	Industry Speakers, Live Briefing, Project Work, Competitions	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,500 home students £16,000 international students	https://courses.uwe.ac.uk/W29E12/design-communication-fashion-photography
UWE	MA	L7	Design Communication: Illustration	1 year	Collaboration, Live Briefing, Industry Engagement, Networking, Confidence, Group Working	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,500 home students £16,000 international students	https://courses.uwe.ac.uk/W29G12/design-communication-illustration
UWE	MA	L7	Filmmaking	1 year	Networking, Placement	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://courses.uwe.ac.uk/P31T12/filmmaking
UWE	MA	L7	Fine Art: Photography	1 year	Portfolio Review, Industry Encounters, Feedback from Industry	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,500 home students £16,000 international students	https://courses.uwe.ac.uk/E10C12/fine-art-photography
UWE	MA	L7	Wildlife Filmmaking	1 year	Project Work, Collaboration, Industry Networking, Planning, Project Management, Portfolio Creation	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£13,200 home students £17,250 international students	https://courses.uwe.ac.uk/D4P31/wildlife-filmmaking
UWE	BA Hons	L6	Business and Events Management	3 years / 4 years with professional placement year	Business Acumen, Practical Experience, Placements, Internships, Paid Work, Volunteering,	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	https://courses.uwe.ac.uk/NN21/business-and-events-management

					Cross-Cultural Teamwork, Overseas Study			
UWE	BA Hons	L6	Business Management and Marketing	3 years / 4 years with professional placement year	Entrepreneurial Mindset, Project Management, Marketing, Pitching, Work Experience, Digital Literacy, Critical Thinking, Ethics, Confidence, Communication	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	https://courses.uwe.ac.uk/N1N5/business-management-and-marketing
UWE	BA Hons	L6	Business Management with Marketing (Top Up)	1 year	Project Management, Brand Management, Marketing, Leadership and Management, Event Management, PR	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	https://courses.uwe.ac.uk/N1NW/business-management-with-marketing-top-up
UWE	BA Hons	L6	Marketing	3 years / 4 years with professional placement year	Marketing, Leadership and Management, Entrepreneurial Mindset, Project Management, Placement	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£9,250 per year	https://courses.uwe.ac.uk/N500/marketing
UWE	MSc (postgraduate degree)	L7	Digital Marketing	1 year	Marketing, Project Management, Business Management, Research, Work Experience, Industry Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£11,250	https://courses.uwe.ac.uk/N511/digital-marketing

UWE	MSc/Postgraduate Diploma/Postgraduate Certificate	L7	Events Management	1 year	Teamwork, Collaboration, Event Management, Project Management, Designing, Planning, Marketing, Leadership and Management, Communication	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£11,250	https://courses.uwe.ac.uk/N8201/events-management#fees
UWE	MSc/Postgraduate Diploma/Postgraduate Certificate	L7	Marketing	1 year	Marketing, Confidence, Leadership and Management, Entrepreneurial Mindset, Project Management, Work Experience, Problem Solving, Communication, Presentation	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	£11,250	https://courses.uwe.ac.uk/N50012/marketing
UWE	MSc/Postgraduate Diploma/Postgraduate Certificate	L7	Marketing Communications	1 year	Marketing, Communication, Leadership and Management, Project Management, Confidence	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£11,250	https://courses.uwe.ac.uk/N50212/marketing-communications
Viable Festival	Workshops	N/A	Viable Festival	24th October 2024	Networking	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded by Bristol City Council	https://www.bristolesl.com/bristolpost16/2024/09/viable-creative-careers-festival-24th-october-3pm-7pm/
Watershed	Networking	N/A	Make Shift	Monthly - Tuesday Evenings	Problem Solving, Event Management, Project Management, Collaboration, Confidence	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Free	https://www.watershed.co.uk/projects/makeshift

Watershed	NCFE qualification	L2	BFI Film Academy	Unknown	Networking, Collaboration, Event Management, Project Management, Leadership	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.watershed.co.uk/film-academy/
Watershed	NCFE qualification	L2	BFI Film Academy Scene South West	Unknown	Leadership, Networking, Self-Promotion	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.watershed.co.uk/film-academy/scene/
Watershed	NCFE qualification	L2	BFI Film Academy Labs South West	Unknown	Professional Development, Problem Solving, Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	https://www.watershed.co.uk/film-academy/labs/
West of England IoT / University Centre Weston	Degree Apprenticeship	L6	Games and Animation Production, BA (Hons)	Full-time: 3 years (3 days a week) Part-time: 4 years (2 days a week)	Collaboration, Leadership, Pitching, Project Management, Networking	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Fees: Full-time: £9,250 per year Part-time: £6,675 per year	https://www.ucw.ac.uk/courses/games-and-animation-production-ba-hons/#course-details
Weston College	UAL Diploma	L1	Art, Design, Media & Performance	1 year	Communication, Time Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Art, Design, Media & Performance, UAL Diploma Weston College
Weston College	UAL Diploma	L2	Art and Design	1 year	Placement, Engagement with Industry	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Need to enquire for further information	Art and Design, UAL Diploma Weston College
Weston College	A Level	L3	Art	2 years	Confidence	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Art, A Level Weston College

Weston College	UAL Extended Diploma	L3	Art, Design and Communication	2 years	Placement, Networking, Communication	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Art, Design and Communication, UAL Extended Diploma Weston College
Weston College	A Level	L3	Fashion and Textiles Design	2 years	Networking, Confidence	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Fashion and Textiles Design, A Level Weston College
Weston College	UAL Extended Diploma	L3	Fashion, Business and Retail	2 years	Team Work, Critical Thinking, Reflective Learning, Communication, Collaboration, Project Management, Industry Practice, Promotion, Portfolio Creation, Exhibition Creation, Industry Engagements, Placement	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Fashion, Business & Retail, UAL Extended Diploma Weston College
Weston College	UAL Extended Diploma	L3	Graphic Design and Digital Arts	2 years	Research, Project Management, Presentation Skills, Project Proposal and Realisation, Industry Trips, Industry Placement	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Graphic Design and Digital Arts, UAL Extended Diploma Weston College
Weston College	UAL Foundation Diploma (pre-degree)	L3	Art and Design	1 year	Exhibition Experience, Live Project Work, Portfolio Creation, Networking, Confidence, Project Management	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Free/Funded	UAL Foundation Diploma in Art and Design (Pre-Degree) Weston College

Weston College	UAL Diploma	L2	Creative Media Production	1 year	Confidence, Interpersonal Skills, Good Working Practices, Collaboration, Advertising, Placement	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Creative Media Production, UAL Diploma Weston College
Weston College	UAL Extended Diploma	L3	Creative and Commercial Photography	2 years	Risk-Taking, Confidence, Presentation, Interpersonal Skills, Advertising, Brand Communication, Industry Trips, Placement	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Creative and Commercial Photography, UAL Extended Diploma Weston College
Weston College	UAL Extended Diploma	L3	Game and Animation Production	2 years	Confidence, Interpersonal Skills, Best Practice	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Game and Animation Production, UAL Extended Diploma Weston College
Weston College	T Level	L3	Media Broadcast and Production	2 years	Digital Marketing, Brand Identity, Placements, Research, Project Methodology, Administration, Continued Professional Development	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Media Broadcast and Production, T Level Weston College
Weston College	A Level	L3	Media	2 years	Collaboration, Industry Networking	Few Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Media, A Level Weston College
Weston College	UAL Extended Diploma	L3	TV, Film and Creative Production	2 years	Teamwork, Independent Work, Communication, Industry	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	TV, Film & Creative Production, UAL Extended Diploma Weston College

					Networking, Project Work, Placement			
Weston College	UAL Diploma	L2	Performance Arts	1 year	Project Work, Professional Profile, Industry Engagement, Confidence, Interpersonal Skills, Good Working Practices, Communication	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Performance Arts, UAL Diploma Weston College
Weston College	UAL Diploma / Extended Diploma	L3	Acting for Theatre, Film and T	2 years	Confidence, Interpersonal Skills, Good Working Practices, Communication, Collaboration	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Acting for Theatre, Film and TV, UAL Diploma/Extended Diploma Weston College
Weston College	UAL Diploma / Extended Diploma	L3	Musical Theatre	2 years	Event Management, Confidence, Interpersonal Skills, Communication, Auditioning Techniques, Professional Profile, Industry Engagement, Collaboration	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Musical Theatre, Diploma/Extended Diploma Weston College
Weston College	UAL Diploma / Extended Diploma	L3	Professional, Commercial and Contemporary Dance	2 years	Confidence, Interpersonal Skills, Good Working Practices, Communication, Collaboration, Professional Profile, Industry Engagement	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Professional, Commercial and Contemporary Dance, UAL Diploma / Extended Diploma Weston College

Weston College	UAL Diploma	L1	Music Performance and Production	1 year	Communication, Research, Problem Solving	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Music Performance & Production, UAL Diploma Weston College
Weston College	UAL Diploma	L2	Music Performance and Production	1 year	Confidence, Interpersonal Skills, Good Working Practices, Analytical Skills, Collaboration, Work Experience, Placement	Many Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Music Performance and Production, UAL Diploma Weston College
Weston College	UAL Diploma / Extended Diploma	L3	Music Performance and Production	2 years	Life Performance, Confidence, Interpersonal Skills, Best Practice, Collaboration, Analysis and Research	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	Funded	Music Performance and Production, UAL Diploma / Extended Diploma Weston College
Weston College	UAL Award	N/A	Photography	10 Weeks - Thursdays 9-4pm - January 2025	Time Management, Project Work, Exhibiting/Presenting	Some Entrepreneurship Skills Outlined in Course Information / Marketing Material	£300	Photography, UAL Award Weston College

7.2 Focus Group Summaries

Focus Group 1: Bridging Creativity and Entrepreneurship

Hosted on 23rd October 2024

Attendance by category:

- Local Authority: 15.4%
- Employers: 15.4%
- Education/Training Providers: 61.5%
- Industry Body: 7.7%

Guided Discussion – Focus Group Questions Section:

Discussion Question One: How do you define ‘Entrepreneurial Skills’?

- Identifying and seizing opportunities: participants highlighted the importance of recognising market opportunities and understanding what specific needs or gaps their skills or services address. This was seen as foundational for entrepreneurial success in Creative Industries.
- Practical skills development: There's an emphasis on practical skills, including the ability to navigate legal aspects such as NDAs and project briefs, understanding software, and utilising tools like Microsoft Outlook. Some participants noted that creative learners often struggle with these basic technical skills, which are crucial for entrepreneurial success.
- Confidence and resilience: A recurring theme is the need for resilience, with participants discussing how young creatives often fear failure and struggle with taking risks. Encouraging resilience, problem-solving, and the ability to learn from mistakes is seen as a critical entrepreneurial trait.
- ‘Soft skills’: Participants stressed the importance of critical workplace skills like networking, confidence, and the ability to seek advice and support when needed. These skills help creatives navigate the broader business environment and connect with potential employers or clients.
- Divergence between creativity and business: A challenge discussed was the perceived disconnect between creative education and entrepreneurial skills. Many creative individuals may not consider themselves entrepreneurial because they lack foundational business skills, such as financial management, which are often not integrated into creative education.
- Lifelong development: participants acknowledged that entrepreneurial skills are developed over time. Even if young creatives are not entrepreneurial early in their careers, resilience and business acumen can grow with experience.
- Employer engagement with education providers: it was mentioned that it can be challenging to get employers to do guest lectures or to give master classes for free.

Findings highlighted in the session that were not collected by the LSIP pre-focus group:

- We did not have any data from LSIP businesses that legalities and NDAs were such important elements in an entrepreneurial skillset. A quote from one attendee indicates:

“The main way to define entrepreneurial is just making sure you've got everything in place, understanding legalities around that and finding the confidence to know where to go to ask for the support you need.”

- We did have data from LSIP businesses about the importance of critical workplace skills like resilience and communication but not in the context of taking feedback and accepting feedback which is important and a hard skill to develop. The training providers in attendance on the call all agreed that they often feel “we need to undo what students have learnt in school to be able to effectively problem solve” and obtain these critical workplace entrepreneurial skillsets, as the environment that learners are in at school is often counter-productive to the entrepreneurial mindset in terms of giving/receiving feedback, resilience and sense of initiative. A quote from one attendee indicates:

“To get things right, you need to get things wrong and explore why it's wrong. So, a big part of that is about the softer skills element of resilience and reflection. You know, digging in and seeing it through and taking feedback and accepting feedback as well.”

- Another interesting point that came up that did not come up in previous LSIP research was that businesses were finding that there needs to be more training in being able to build a network and know who to go to for advice or support, such as the West of England Combined Authority or the Federation of Small Businesses (FSB). This is something that is harder to embed into classroom learning but it was agreed around the room that any work experience or placements should be able to incorporate this. A quote from one attendee indicates:

“Real life/work experience to see challenges first hand. Accept that you may not have all the necessary skills but have a support network you can call on.”

Discussion Question Two: We are including the following as examples of Entrepreneurship Skills, from your point of view, please select which three skills are the most important in your business.

- Communication
- Financial Literacy
- Leadership

- Opportunity Recognition
- Problem Solving
- Risk Management
- Strategic Thinking
- Stakeholder Management

Why did you choose these skills as being most valuable and how are these skills taught?

Poll results:

Top three voted valuable skills:

1. Communication
2. Opportunity Recognition
3. Problem Solving

Ranking of the rest of the skills:

4. Risk Management
5. Financial Literacy
6. Strategic Thinking
7. Leadership (Very few votes)
8. Stakeholder Management (Fewest votes)

- **Recognising opportunities:** Several participants emphasised the importance of recognising opportunities, whether through live project briefs, work experience, or interactions with industry professionals. For young creatives, understanding the long-term benefits of these opportunities, even when they don't provide immediate rewards, is essential.
- **Overcoming challenges and communication:** A major entrepreneurial skill identified was the ability to navigate hurdles when converting opportunities into deliverable projects. This includes problem-solving, convincing others, and effectively communicating the value of their ideas to potential clients or stakeholders.
- **Interconnected skills:** There was a strong consensus that entrepreneurial skills are interconnected. Recognising opportunities, problem-solving, and communication skills all work in tandem to support success in the creative sector.
- **Financial literacy:** participants highlighted the importance of financial knowledge. Basic financial literacy, such as understanding profit and loss, overheads, and cash flow, was considered crucial. It was noted that many students lack even basic financial understanding, making it vital to teach practical financial skills in creative education. Financial literacy was framed not as a limitation but as a tool to unlock creativity and manage resources effectively.
- **Reframing finances as enabling creativity:** it was noted that finances should not be viewed as a constraint but rather as a facilitator for creativity. Understanding budgets can empower creatives to use resources innovatively, turning financial limitations into opportunities for exciting projects.
- **Innovation and strategic thinking:** Problem-solving and critical thinking were recognised as core entrepreneurial skills. These skills enable creative individuals to identify innovative ideas and strategically communicate and implement them.

Findings highlighted in the session that were not collected by the LSIP pre-focus group:

- One point that everyone on the call agreed on was there is a myth and common misconception that entrepreneurship skills contrasts with being creative, and you cannot be both business-minded/financial and creative, and it is essential we must work together to dispel this myth. The discussion highlighted how some of the most essential team members in creative organisations are those who are more financially aware and who have the practical entrepreneurial skillset, as they enable the creativity and allow it to come to fruition. Quotes from attendees indicate:

“The really brilliant people in our in our business are people who look at money is not something that gets in the way of brilliant stuff.”

“Financial literacy is hugely important. It's about actually understanding what it means to keep. You know. Keep going, making sure that you can survive on that. But also, where you want to go and also making sure you know where to.”

Discussion Question Three - Can you share some success stories that include examples of how entrepreneurial skills have been successfully applied in your business?

- **Support networks and mentorship:** A significant driver of success for creative professionals is the support they receive from educational institutions, universities, and external bodies. For example, Tour Life, a company founded by former creative students, managed tours for high-profile artists. Their success was linked to the support they received from their community and educational networks.
- **Learning from real-life experiences:** Current students benefit greatly from hearing about the non-linear paths taken by former students or industry professionals. These stories highlight the unpredictable and varied journeys in creative careers, inspiring resilience and adaptability among students.
- **Entrepreneurial resilience and problem-solving:** one participant shared how they transitioned from directing shows to becoming an entrepreneur in the training sector after COVID-19 disrupted their career. The process of navigating financial challenges, business development, and budgeting with minimal resources was crucial to their success. This experience underscored the importance of creative problem-solving, resilience, and learning business skills (e.g., writing business and marketing plans).
- **Creative mindset as a foundation for entrepreneurial success:** Creativity, particularly in environments with limited resources, was seen as a key driver. Having a creative mindset combined with entrepreneurial skills (like financial management and planning) offers a strong foundation for success in the Creative Industries. Creative professionals are naturally adept at overcoming challenges, making them well-suited for entrepreneurial roles.
- **Impact of COVID-19 on ambition and resilience:** Participants observed a decline in ambition and resilience among students in the aftermath of COVID-19. This has led to challenges in rebuilding the same level of drive and adaptability that students displayed before the pandemic.
- **Skills gaps in business knowledge:** While creativity is abundant, there are gaps in fundamental business skills among creative professionals. Financial literacy, business planning, and strategic thinking are areas where many creatives lack expertise, making it harder to apply their creativity in business settings effectively.

Findings highlighted in the session that were not collected by the LSIP pre-focus group:

- It is clear from the focus group that there needs to be more work around employer encounters in education settings, with providers stating the benefits of having alumni and businesses inspiring learners to pursue creative careers. A quote from one attendee indicates:

“Alumni presenting to students, is so exciting, gives aspiration, ambition.”

Findings highlighted in the session that were not collected by the LSIP pre-focus group in direct research but align with our secondary research:

- The focus group confirmed our findings that a large percentage of the Creative Industries workforce is made up on micro and freelance creative workers. This further emphasises the need to better incorporate entrepreneurial skills into the creative curriculum to ensure that further education leavers have the correct skillset for their businesses to survive the real-world.
- One case study that came up was ‘Tour Life’ which is an organisation founded by previous creative students of one of the Further Education providers on the call.
- A quote from one attendee indicates:

“A number of our learners are moving into the world of content creation independently as well as videography and photography. Self-sustained and financially viable theatre companies, function bands, producers with own record labels releasing music and collaborating with other professional musicians with profile.”

Discussion Question Four: How do you foresee the need for entrepreneurial skills changing over the next 5 years and what are the causes for this change?

- Technological shift: AI is seen as a significant driver of change in the Creative Industries. Participants noted the challenge of training students for roles that are evolving due to AI advancements. AI is rapidly changing the landscape, making it essential for both educators and students to embrace its potential rather than fear it. The need to adapt and use AI effectively was identified as a critical entrepreneurial skill.
- AI in creative roles: Screen Skills is researching how AI will reshape roles within the Creative Industries, with a focus on developing training that keeps pace with these changes. Participants acknowledged the difficulty in predicting long-term impacts, as roles may need to be redefined multiple times due to AI’s rapid evolution.
- Upskilling for AI: There is a need to provide training on AI not just for new entrants but also for senior professionals in Creative Industries to ensure companies are prepared for AI-driven transformations. The challenge is ensuring that both the next generation and experienced professionals understand how to integrate AI into their work effectively.

- AI as a tool, not a threat: Participants emphasised the importance of viewing AI as a tool that can enhance creativity rather than replace jobs. The key is learning how to work with AI to benefit from its capabilities, such as automating repetitive tasks, leaving more space for creative thinking and problem-solving.
- Educating young people and parents: It's not just about teaching students; parents also play a significant role in shaping young people's career paths. Engaging parents and educating them on the potential opportunities AI presents will help ensure young creatives are supported in embracing AI as part of their entrepreneurial journey.
- Evolving curriculum: Participants discussed the need for educational frameworks, such as apprenticeships and bootcamps, to integrate AI into their curriculum, even though current standards don't yet require it.
- Cross-generational collaboration: There is value in cross-generational learning, where experienced professionals collaborate with younger generations who may have more technological expertise. This exchange of knowledge can bridge the gap between traditional creative practices and new AI-driven methods.
- Long-term adaptability: The discussion underscored the importance of resilience and adaptability as entrepreneurial skills that will become even more critical in the future. With technology evolving quickly, the ability to continuously learn and adapt to new tools like AI will be essential for success in the creative sector.
- Divergent thinking: neurodiversity as an asset within the Creative Industries, the right support is needed to encourage SEND students and workers into the sector.

Focus Group 2: Developing Local Area Expertise in Creative Entrepreneurial Skills

Hosted on 5th November 2024

Attendance by category:

- Education/Training Providers: 100%

Guided Discussion – Focus Group Questions Section:

Discussion Question One: What has been the impact of entrepreneurial skills on career progression in the Creative Industries? Can you share some learner success stories?

- Personal Branding and Self-Promotion: A significant focus of one training provider's provision is on personal branding and self-promotion, which has helped numerous artists/alumni evolve into producers, content creators, and legitimate business owners.
- Challenges for Freelancers in Diverse Fields: Freelancers, including gaming software developers, have unique needs that may not directly align with arts-based skills but require fundamental business and self-management skills applicable across various creative disciplines.

- **Apprenticeships and Creative Sector Challenges:** One training provider noted that their work only encompasses apprenticeships, and because of this, they struggle to share success stories as the creative sector faces barriers due to limited accessible apprenticeships and the freelance-driven nature of the industry. Freelancers and SMEs find it challenging to commit to the extended periods apprenticeships require.
- **Content Creation Apprenticeships:** One training provider noted they have recently seen an increase in apprenticeships related to content creation, which has been highly popular among young people. However, matching these apprenticeship opportunities with SME demand remains difficult, mainly due to the sector's structural challenges.
- **Embedded Entrepreneurial Skills:** One training provider noted that while entrepreneurial skills are included in apprenticeship standards, they often lack specificity and depend on the additional training provided by employers and providers. They are working to track the integration of 'soft' entrepreneurial skills within apprenticeships.
- **High Demand from Learners but SME Constraints:** There's significant interest in creative apprenticeships from young people, but meeting SME needs is complex. Many learners come with technical skills, yet there's a noticeable gap in entrepreneurial soft skills, which SMEs also struggle to address.
- **Support for SMEs:** Engaging SMEs in the creative and cultural sectors with apprenticeships is challenging due to financial uncertainty and short-term contract reliance. Many SMEs are unfamiliar with the apprenticeship model, often misunderstanding the costs and structure. It was discussed as a recommendation to further support SMEs with access to apprenticeships to further train their workforce and bring in new talent that there is a need for further guidance and facilitate access to levy funding to assist SMEs with financial support. Local area incentives, like those seen in Norwich, where local authority initiatives provide additional financial support, could help in our local area as well – both in terms of accessing apprenticeships but wider training for entrepreneurial skills.

Discussion Question Two: We are including the following as examples of Entrepreneurship Skills, from your perspective please select which skills, if any, aren't being taught by current training provision

- **Communication**
- **Financial Literacy**
- **Leadership**
- **Opportunity Recognition**

- **Problem Solving**
- **Risk Management**
- **Strategic Thinking**
- **Stakeholder Management**

Poll results:

Top four voted 'aren't being taught by current training provision':

1. Risk Management
2. Strategic Thinking

- 3. Financial Literacy
- 4. Opportunity Recognition

Let's discuss the Sli.do results, where do we see the gaps in creative entrepreneurial skills training:

- **Basic Business Skills vs. Sector-Specific Skills:** While basic entrepreneurial skills, such as financial management, are accessible through various training programmes, more specialised skills like opportunity recognition are less straightforward to teach. Financial literacy, for example, doesn't require a full accountancy qualification and can often be self-taught or acquired through shorter courses.
- **Challenges in Teaching Opportunity Recognition:** Identifying future opportunities in the creative sector is complex and highly dependent on sector knowledge and experience. It involves understanding the landscape and foreseeing shifts two to three years ahead. Often, opportunity recognition is an insider's skill, closely tied to experience and being part of strategic conversations that are sometimes restricted or 'gatekept' within the industry. Therefore, young creatives may lack access to these crucial discussions early in their careers.
- **Role of Employers in Opportunity Recognition:** Smaller organisations often give new entrants/trainees/placement students/apprentices broader exposure, allowing them to understand various business functions and recognise potential growth opportunities. In contrast, larger employers may limit apprentices to specific roles, restricting their ability to see the broader business landscape and future possibilities.
- **Struggles with Forecasting Skills in Young Creatives:** Many young people find it challenging to anticipate future opportunities or think beyond immediate tasks. While training providers cover technical skills, the responsibility of developing forward-thinking skills often falls to the employer. This includes teaching apprentices to consider future marketing and growth opportunities, skills that are critical for entrepreneurial development.
- **Leadership Skills:** One provider noted that the need to build leadership skills is a big focus for them, as it is a challenge to be able to develop a leader in two years of study.

Case Study from one training provider:

The below case study was shared by a training provider who was highlighting the discrepancies in entrepreneurial skillsets of apprentices based on the efforts of the employer and exposure the learner had to different areas of the business.

"I have two examples showing contrasting approaches to training apprentices. Apprentice A works for a small, content-creation-focused micro-business. Her manager and the MD of the company have fully empowered her, allowing her to understand every facet of the business. She sees how each department connects and supports future planning and growth, which has allowed her to thrive. She's now 'flying' because she can envision her path forward."

"In contrast, Apprentice B, with a similar role and in a company of comparable size, lacks this exposure. Her tasks are strictly defined, with no context or forward-planning training. She's simply expected to complete her tasks without insight into why they matter. As a result, progress feels 'like pulling teeth,' with minimal development compared to Apprentice A. These examples highlight the impact of employer investment on an apprentice's ability to recognise opportunities and grow within the business."

Based on this example, it is recommended that employers should adopt a holistic approach to apprenticeship training, ensuring apprentices are exposed to various aspects of the business, including strategic planning, interdepartmental collaboration, and growth strategies. Employers could achieve this by incorporating shadowing opportunities across departments, offering regular check-ins to discuss how the apprentice's work contributes to wider business objectives, and embedding forward-planning and problem-solving exercises into their day-to-day responsibilities.

Discussion Question Three: Are there collaboration opportunities for education/training institutions, industry partners, and community organisations to allow for knowledge sharing and best practice?

- **Recent Roundtable Collaboration:** One attendee noted a recent collaborative event they hosted for the local area served as a platform for knowledge exchange, bringing together training providers, SMEs, and creative industry stakeholders in the Bristol local area. The roundtable allowed participants to discuss sector-specific challenges, barriers, and successes, ultimately resulting in a shared plan of action for future steps. Participants felt the session was productive, leaving with actionable steps and a sense of shared purpose. There was consensus on continuing these sessions regularly to build momentum, strengthen connections, and develop collaborative solutions for the creative sector. The roundtable highlighted the need for a more extensive and ongoing dialogue to support the creative sector in the local area effectively. The event served as a starting point for broader, continued engagement across educational institutions, industry partners, and community organisations.
- **High Learner Demand for Creative Apprenticeships:** There is significant interest in creative apprenticeships among learners in the local area, highlighting a growing need for more structured engagement between SMEs, employers, and training providers. Collaborative platforms such as roundtables and networking events are crucial for bridging this gap, as they can facilitate better understanding and partnerships between stakeholders.
- **Unlike Bristol, which has a larger networking scene for the Creative Industries through organisations like Bristol Creative Industries (BCI),** attendees noted that Bath and North East Somerset (BANES) has fewer equivalent platforms for dialogue and collaboration. This disparity in networking opportunities limits the ability of BANES-based businesses and training providers to collaborate effectively. A stronger, local area-specific networking infrastructure in BANES could encourage SMEs to engage with apprenticeships and tap into the talent pool.

Discussion Question Four: How can we address and overcome challenges regarding local Area disparities with access to training?

- **Travel Costs as a Barrier:** For those attending in-person training, travel costs can be a significant obstacle, particularly for individuals travelling from outside Bristol or Weston. This issue is compounded by often unreliable public transport, making it difficult for participants from more remote areas to access training consistently. One attendee suggests that having additional resources or funding sources to signpost people towards for travel support could help reduce this barrier.
- **Utilising Work Experience Programmes:** One attendee noted that many apprentices were recruited through independent work experience programmes. Organisations like Bottle Yard Studios provide work experience opportunities specifically targeting harder-to-reach communities, which not only gives participants valuable industry exposure but can lead to further career opportunities. Expanding such work experience initiatives across the local area could address access issues and serve as a stepping stone into the industry.
- **Challenge of Integrating Creative Industries into School Work Experience Platforms:** Schools' work experience platforms often lack representation from creative sector SMEs, making it challenging for students to find relevant placements in creative fields. Attendees noted a need for more creative industry engagement in these school-organised services. This would involve encouraging creative organisations to participate in school programmes, despite the administrative challenges for smaller businesses.
- **Limited Access for Non-Local Candidates:** There are significant access restrictions for students seeking creative work experience outside their immediate local area. For example, students in North Somerset find it difficult to access Bristol-based opportunities, as many programmes are limited to local applicants. This poses a challenge, as Creative Industries are often concentrated in larger cities.
- **Expanding Opportunities for Post-19 Age Group:** Beyond school-aged candidates, there's a need for work experience and internship programmes aimed at young adults aged 19 and above who have completed secondary or further education. This could help bridge the gap for individuals who are ready for work experience but have limited options in their own areas.
- **Issues of Inclusivity and Affordability:** There are concerns that unpaid work experience for individuals no longer in education may create barriers for those who cannot afford to work for free. However, there is an increasing trend towards paid internships, which could mitigate some of these issues and make work experience opportunities more accessible to a broader demographic.
- **Nepotism and 'Who You Know':** Many providers highlighted that often opportunities for work experience only appear by leveraging personal connections or 'pulling strings,' making it challenging for candidates without established networks to access the same opportunities.

Focus Group 3: Navigating Challenges and Anticipating Future Trends

Hosted on 20th November 2024

Attendance by category:

- Local or Central Government: 29%
- Employers: 14%
- Education/Training Providers: 57%

Guided Discussion – Focus Group Questions Section:

Discussion Question One: We are including the following as examples of Entrepreneurship Skills, from your perspective please select which three at the most important in your business:

- Communication
- Financial Literacy
- Leadership
- Opportunity Recognition

- Problem Solving
- Risk Management
- Strategic Thinking
- Stakeholder Management

Poll results:

Top three voted three at the most important in their business:

1. Problem Solving
2. Opportunity Recognition
3. Strategic Thinking

Ranking of the rest of the skills:

4. Stakeholder Management
5. Communication

Unranked/not voted for: Risk Management, Leadership, Financial Literacy

Let's discuss the Sli.do results, why did you choose these skills as being most valuable? And what are the common challenges faced by educators and trainers for developing these skills?

- Strategic Thinking and Problem Solving: Vital for generating ideas and driving outcomes, supported by effective communication.
- Resilience and Well-being: Critical for navigating challenging and evolving work environments.
- Creative Thinking: Encourages innovation and adaptability, which are essential in modern industries.
- Education and Preconceptions: Formal education can sometimes encourage separation of creativity from business, reinforcing unhelpful stereotypes such as "artist vs. businessperson."
- Neglect of Creative Process in Education: Curriculum that focuses on outcomes leaves little room for experimentation, problem solving, learning from mistakes, or autonomy.

- Confidence and Resilience Issues: Young people, in particular, face challenges in building the confidence and resilience needed for Creative Industries.
- Across Career Stages: Gaps exist not only among young entrants but also among mid-career professionals and freelancers, particularly in business and entrepreneurial skills.
- Holistic Problem-Solving: Developing autonomy and a well-rounded approach to problem-solving are critical across all career stages.
- Early Intervention: Attendees discussed the idea that exposing children to creative career options in primary school may promote outside-the-box thinking and inclusivity in Creative Industries.
- The Bottle Yard Studio's Workforce Development Programme – Positive Case Study:
 - Focus on underrepresented groups and address systemic barriers.
 - Teach resilience, freelance skills, and industry-specific realities (e.g., navigating tough environments).
 - Provide pastoral support and access funds to remove financial and logistical obstacles.
- Impact of Social Changes: Shifting attitudes towards work and resilience affect readiness for creative careers, requiring targeted interventions.
- Opportunities and Accessibility: Increasing exposure to the breadth of creative roles can inspire participation and innovation from diverse backgrounds.

Discussion Question Two: How can technology be utilised to enhance training delivery?

- Comprehensive Understanding: Embedding knowledge of the technological landscape into teaching ensures learners can effectively navigate and utilise tech tools.
- Role of AI: It is important to teach learners how to leverage AI and avoid its misuse as a tool.
- Immersive Technologies: Tools like VR combined with AI can simulate real-world environments, offering learners practical, risk-free training experiences before entering the workplace.
- Expectation Management: Aligning learners' technological experience in education with the realities of industry (e.g., start-up environments) prevents disillusionment and improves adaptability.
- Practical Applications: Training must emphasise how to apply technology to real-world professional scenarios, including identifying and mastering relevant tools.

- Addressing Socio-Economic Barriers: Initiatives like access funds (An access fund is provided by some training providers / employers to support participants who face a financial barrier to taking part) help ensure learners from disadvantaged backgrounds have the resources to participate in tech-enabled training.
- Inclusivity in Tools: Providing equipment to individuals on training programmes who come from socio-economically challenged backgrounds (such as tech devices) can create a sense of inclusion and readiness, mitigating feelings of exclusion from advanced tech usage.
- Mobile Devices as Tools: Highlighting the professional applications of smartphones (e.g., content creation, networking) shifts the focus from lifestyle use to career development.
- Strategic Use of Social Media: Focus teaching on how learners can strategically use technology to achieve their professional objectives – e.g. emphasising quality networking.
- Strategic Focus on Technology's Role: Technology should be viewed as a supportive tool rather than a replacement for real-world engagement or personal skills.

Discussion Question Three: Are there partnership opportunities within industry to allow for knowledge sharing and best practice?

- Employer Standards Tool: A national tool helps organisations of all sizes review their careers outreach efforts and compare their performance against national and sector-specific benchmarks.
- The Careers Hub: supports employers in improving their outreach and nurtures partnerships by encouraging participation in the Employer Standards tool.
- Challenges in Work Experience: Some attendees raised that the government's proposal for mandatory two-week work experience poses logistical issues, particularly for freelancers and micro-employers in the creative sector.
- Centralised Work Experience Model: A possible solution to the government's proposal for mandatory two-week work experience could be organising a work experience in a single location where students engage with different organisations or individuals, gaining diverse insights and completing project briefs. Such an initiative could provide meaningful learning outcomes and build impactful industry connections, but we need to get businesses who are interested to participate so we can support them with that.
- Real-World Briefs: Introducing students to real industry projects (not hypothetical ones) as early as age 16 provides practical insights and addresses preconceived notions about work environments.
- Dialogue with Employers: Open discussions, roundtables, and symposiums help ensure apprenticeships and training programmes meet evolving business needs.

- **Up-to-Date Educators:** Ensuring further education tutors and apprenticeship providers stay connected to industry trends through short-term placements or inviting industry professionals into colleges strengthens the education-business link.
- **Enhancing Networks and Collaboration:** Professional bodies (e.g., Association of British Theatre Technicians), maker networks (e.g., DIY Arts Network, Diverse Artist Network, Bristol Nights), and training providers already support knowledge sharing but we need to encourage more collaboration between these organisations. Bridging gaps between these networks is essential for developing best practices.
- **Sustained Collaboration for Long-Term Benefits:** Continuous collaboration between education and business is crucial to prevent disengagement and ensure mutual understanding. Industry-education partnerships that focus on real-world skills, shared learning, and innovative practices can better align educational outcomes with industry expectations.

Discussion Question Four: What are the future trends that we should consider that will affect the provision of Creative Entrepreneurial skills?

- **Financial Constraints:** Small creative businesses, particularly non-for-profits (e.g. NPOs), struggle to accommodate apprenticeships due to budget cuts and a lack of funding for administrative and coordination costs.
- **Sector-Specific Realities:** The freelance-heavy nature of the creative workforce and the financial realities of creative businesses often make it difficult for them to participate in apprenticeship programmes despite government support for these initiatives.
- **Calls for Structural Reform:** Coordination between DCMS (Department for Digital, Culture, Media & Sport) and the Department for Education is necessary to align funding and strategies for vocational training in the Creative Industries.
- **Skills Bootcamps:** Short-term, intensive programmes such as bootcamps could offer a flexible alternative to training for employers to better suit the creative sector's needs. One-to-two-year programs provide a middle ground, potentially better suited to the needs of creative businesses and freelancers.
- **Focus on Practical Learning:** Attendees noted a need to shift away from classroom-based teaching to vocational and experimental methods.
- **Revised Gatsby Benchmarks:** Updates to the Gatsby Benchmarks framework now emphasise integrating career education into all subjects (not just STEM) creating opportunities for highlighting creative careers.
- **Teacher Professional Development:** There is a need to further train Further Education and Training teachers to effectively incorporate career skills and opportunities into teaching, which attendees believe will lead to contextualising learning and inspiring students.
- **Policy Advocacy and Strategic Coordination - Bridging Gaps:** Attendees noted that they have heard from some businesses that current apprenticeship funding models do not adequately cover coordination and administrative costs, which are significant in the creative sector due to the prevalence of small and freelance-based businesses. DCMS noted that efforts are underway to communicate these challenges to the Department for Education and explore adjustments to better support the sector.

- Aligning Strategies: Collaboration between government departments is needed to ensure that vocational training policies align with the unique needs of the creative sector.

7.3 LSIP Data Analysis

7.4 Secondary Research Bibliography

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7.5 Stakeholder List and Contact Information

Every organisation in the list below was invited to participate in our focus groups and engage with the project. This is a non-exhaustive list of some of the organisations in the West of England and North Somerset who offer employer and learners support services and make up the skills system in the local area. This list also includes all education and training providers we have mapped provision for this report.

Organisation	Stakeholder Category	Website	Location
Aardman Academy	Education and Training Provider and Employer	https://academy.aardman.com/courses	Bristol
Access Creative College	Education and Training Provider	www.accesscreative.ac.uk/campuses/bristol/	Bristol
Acta	Education and Training Provider and Underrepresented Communities Support Services	https://acta-bristol.com/	Bristol
Arts Council England – South West Division	Public Body	www.artscouncil.org.uk/your-area/south-west	LSIP Local areas: Bath and North East Somerset, Bristol, Cheltenham, Forest of Dean, Gloucester, North Somerset, South Gloucestershire, Stroud, Swindon, Wiltshire Other Geography

			out of LSIP area: Basingstoke and Deane, Bournemouth, Cornwall, Dorset, East Hampshire, Eastleigh, Exeter, Havant, Herefordshire, Isle of Wight, Mendip, New Forest, North Devon, Plymouth, Portsmouth, Richmond on Thames, Rushmoor, Sedgemoor, Somerset, Somerset West and Taunton, South Somerset, Southampton, Teignbridge, Test Valley, Torbay, Torrige, Winchester
Bath and North East Somerset Council	Local Authority	https://beta.bathnes.gov.uk/	Bath and North East Somerset
Bath College	Education and Training Provider	www.bathcollege.ac.uk/	Bath
Bath Royal Literary and Scientific Institution	Education and Training Provider	www.brlsi.org/	Bath
Bath Spa University	Education and Training Provider	www.bathspa.ac.uk/	Bath
Boomsatsuma	Education and Training Provider	www.boomsatsuma.com/	Bristol
Bristol Beacon	Employer, Education and Training Provider, Community Support Services	https://bristolbeacon.org/	Bristol

Bristol City Council	Local Authority	www.bristol.gov.uk/	Bristol
Bristol Creative Industries	Industry Body	https://bristolcreativeindustries.com/	Bristol
Bristol Hippodrome (ATG)	Venue offering Creative Learning and Community Partnerships	Creative Learning Community Partnerships Communities ATG Tickets	Bristol / Nationwide
Bristol School of Acting	Education and Training Provider	https://bristolschoolofacting.com/	Bristol
West of England Careers Hub	Local Authority and Business Support Services	www.westofengland-ca.gov.uk/what-we-do/employment-skills/careers-hub/	West of England
Circomedia	Education and Training Provider	www.circomedia.com/	West of England
City of Bristol College	Education and Training Provider	www.cityofbristol.ac.uk/	Bristol
Cool Ventures	Business Support Services	https://coolventures.co.uk/	West of England
Creative Access	Business Support Services and Underrepresented Communities Support Services	https://creativeaccess.org.uk/	Bristol / Nationwide
Creative Alliance	Education and Training Provider	https://creativealliance.org.uk/	Nationwide
Creative Cities Convention	Industry Body	https://creativecitiesconvention.com/	Nationwide
Creative Diversity Network	Industry Body and Underrepresented Communities Support Services	https://creativediversitynetwork.com/	Nationwide
Creative Power Town	Industry Body	http://creativepowertown.co.uk/	Bristol
Creative Youth Network	Industry Body and Learner Support Services	www.creativelyouthnetwork.org.uk/	West of England
Creative England	Industry support and training provider	Home - Creative UK	Nationwide
Crescente	Education and Training Provider	https://crescente.co.uk/	Nationwide
Deaf and Disabled People in TV	Industry Body and Underrepresented Communities Support Services	www.ddptv.org/	Nationwide
Department for Digital, Culture, Media and Sport (DCMS)	Central Government	www.gov.uk/government/organisations/department-for-culture-media-and-sport	Nationwide
Digitech Studio School	Education and Training Provider	https://digitechstudioschool.co.uk/	Bristol
Disability Journalism Forum	Industry Body and Underrepresented Communities Support Services	www.linkedin.com/company/disability-journalism-forum/	Nationwide
Diverse Artists Network	Industry Body	www.diverseartistsnetwork.com/	Bristol
Filming in England	Production Industry Support and Training provider	filminginengland.co.uk	Nationwide
Future Bright	Local Authority and Business Support Services	www.westofengland-ca.gov.uk/what-we-do/employment-skills/future-bright/	West of England

Knowle West Media Centre	Community Support Services	https://kwmc.org.uk/	Bristol
Latent Pictures	Employer and Underrepresented Communities Support Services	www.linkedin.com/company/latent-pictures/ NB: Website currently under development	Bristol
Little Lost Robot Studios	Underrepresented Communities Support Services and Education and Training Provider	https://lostrobot.org/	Bristol
MUTI Live	Education and Training Provider	www.muti.live/	West of England
MyWorld	Business Support Services and Education and Training Provider	www.myworld-creates.com/	West of England
Noods Levels CIC	Underrepresented Communities Support Services and Education and Training Provider	https://www.noodslevels.com/	Nationwide
Pact	Business Support Services	www.pact.co.uk/	Nationwide
Pervasive Media Studio	Business Support Services	www.watershed.co.uk/studio/	Bristol
Rising Arts	Learner Support Services and Underrepresented Communities Support Services	www.rising.org.uk/	Bristol
Screen Skills	Business Support Services and Education and Training Provider	www.screenskills.com/	Nationwide
SGS College	Education and Training Provider	www.sgscol.ac.uk/	West of England
South Gloucestershire Council	Local Authority	www.southglos.gov.uk/	West of England
St Brendan's Sixth Form College	Education and Training Provider	www.stbrn.ac.uk/	West of England
Sun and Moon Studios	Education and Training Provider	https://sunandmoonstudios.co.uk/	
SuperCulture	Industry Body and Community Support Services	https://superculture.org.uk/	North Somerset
The Neurodiverse Media Community	Industry Body and Underrepresented Communities Support Services	www.linkedin.com/company/the-neurodiverse-media-community/	Nationwide
TV Access Project (TAP)	Business Support Services and Underrepresented Communities Support Services	www.pact.co.uk/resource-hub/diversity-equity-inclusion/tap-toolkit.html	Nationwide
The Bottle Yard Studios	Employer	www.thebottleyard.com/	West of England
UWE	Education and Training Provider	www.uwe.ac.uk/	West of England
Viable Festival	Education and Training Provider and Learner Support Services	www.creativelyouthnetwork.org.uk/viable-creative-careers-festival-2024	Bristol
Watershed	Employer, Learner Support Services and Community Support Services	www.watershed.co.uk/	Bristol
West of England Combined Authority	Mayoral Combined Authority	www.westofengland-ca.gov.uk/	West of England

West of England Institute of Technology (WEIoT)	Education and Training Provider	www.weiot.ac.uk/	West of England
West of England Music and Arts (WEMA)	Learner Support Services	https://wema.org.uk/	Bath and North East Somerset, North Somerset and South Gloucestershire
Western Training Provider Network (WTPN)	Education and Training Provider Network	www.wtpn.org.uk/	West of England
Weston College	Education and Training Provider	www.weston.ac.uk/	West of England