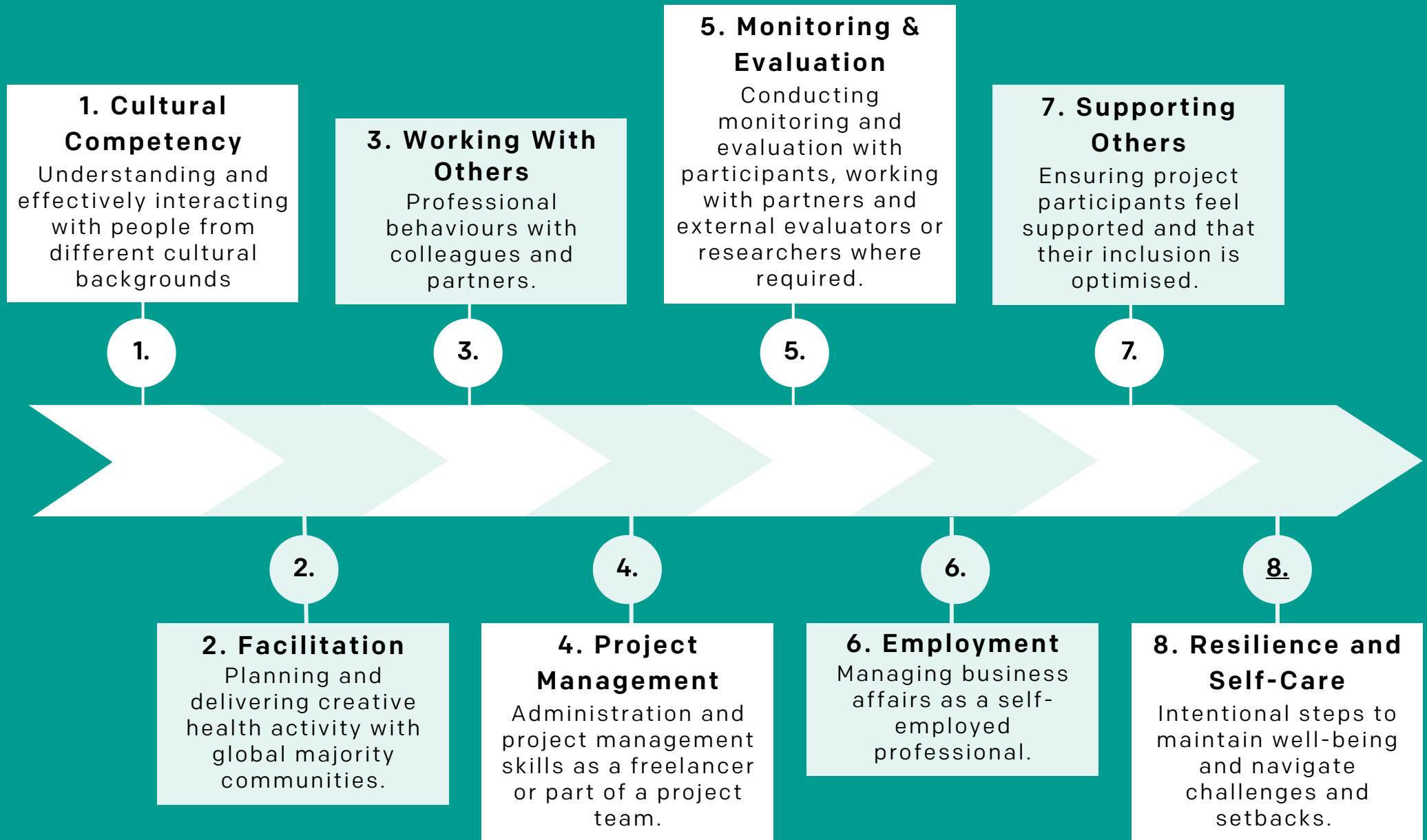# Myriad Core Competency Framework

Basic and advanced training elements required for creative health practitioners within the context of global majority mental health.

The Eight Core Competencies

1. Cultural Competency
Understanding and effectively interacting with people from different cultural backgrounds

1.

3. Working With Others
Professional behaviours with colleagues and partners.

3.

5. Monitoring & Evaluation
Conducting monitoring and evaluation with participants, working with partners and external evaluators or researchers where required.

5.

7. Supporting Others
Ensuring project participants feel supported and that their inclusion is optimised.

7.

2.

2. Facilitation
Planning and delivering creative health activity with global majority communities.

4.

4. Project Management
Administration and project management skills as a freelancer or part of a project team.

6.

6. Employment
Managing business affairs as a self-employed professional.

8.

8. Resilience and Self-Care
Intentional steps to maintain well-being and navigate challenges and setbacks.

Introduction

Myriad: A Spotlight on Global Majority Mental Health aimed to enhance mental health support for global majority communities in Greater Manchester by cultivating a diverse creative health workforce. The two-year programme has provided training, career development, and networking opportunities for creative practitioners from global majority backgrounds.

The Myriad Core Competency Framework identifies the skills, knowledge and abilities needed by creative health practitioners working in a mental health context, with global majority communities.

It offers a single framework to support training and professional development and enables practitioners to carry out a self-evaluation of their skills, knowledge and characteristics against a number of competency statements to help individuals identify strengths and areas for further professional development.

- It enables those who are new to creative, mental health practice with global majority communities to identify a high-quality baseline of their skillset, recognise their strengths and areas for development as well as supporting experienced practitioners and leaders across the system to reflect on their strengths and development priorities.
- It supports the creation of a continuous learning culture, providing a shared, easy to access resource, where users can get information to inform their practice.
- It provides leaders with a framework for identifying workforce needs and can support identifying skills gaps.

The co-production process

The Myriad Core Competency Framework has been co-produced by colleagues across GM through a process of desk research, survey data from creatives and VCFSE organisations and interviews and focus group discussions with partners including the cultural sector and mental health providers. This broad research has enabled us to understand both the evolving needs of global majority creative health practitioners and those of the mental health providers who may employ them.

Myriad is supported by The Baring Foundation and Arts Council England and delivered by a partnership led by NHS GM, GMCA, Company Chameleon and Afrocats.

How to use this framework

There are 8 components to this framework and each component has several competency statements. The aim would be for you to feel confident on all the statements. Space is provided for you to make notes against each statement to assess your strengths and training needs. Resources and training are suggested for some components.

1. Cultural Competency

Overview: Understanding and effectively interacting with people from different cultural backgrounds

Competency Statement	Self assessment notes
I always commit to learning about the different cultural groups I am working with, including finding out about their values and beliefs.	
I recognise that within a community there exist many differences and intersectionalities.	
I am aware of my own cultural identity and how this can impact on how I interact with others.	
I am able to draw on different communication styles and strategies in my practice.	
I feel confident about working with people from a diverse range of backgrounds.	
I always try to talk about emotional health and wellbeing issues using culturally appropriate language.	
I have an understanding of how racial inequalities in society have the potential to impact on people's health and wellbeing.	

Resources and Training

Kickstart your thinking | Cultural Competency | King's College London

Race Equality Panel - Greater Manchester Combined Authority

Cultural Competency Toolkit | Diverse Cymru

Cultural Competence and Cultural Safety - elearning for healthcare

NHS training- free after registration: https://portal.e-lfh.org.uk/Component/Details/438885

Mental Health and Cultural Competence Training | Manchester Community Central

Racism and Discrimination (and holding challenging conversations) with Odd Arts

2. Facilitation

Overview: Planning and delivering creative health activity with global majority communities.

Competency Statement	Self assessment notes
I am able to create a physically comfortable and safe environment for participants.	
I feel confident that I can deescalate conflict if necessary.	
I know how to start, manage and end an individual session.	
I know how to start, manage and end a project.	
I try to give participants pre-session information, so they know what to expect.	
I always communicate instructions clearly, using visual aids and examples if necessary.	
I am skilled in my own creative discipline.	
I can make good use of my creative skills to engage people in activity that supports their mental health and wellbeing.	
I am aware of culturally specific artforms and the role these have in supporting mental health and wellbeing.	
I know how to have a person-centred conversation that focuses on a participant's strengths and assets.	

Resources and Training

Creative Health Quality Framework | Non-judgemental Art Making from Cartwheel Arts

Creative Facilitation - NHS Recovery Academy

Creative techniques to engage & facilitate in complex settings with Odd Arts

Guidance for working online, and online safeguarding if you're working with vulnerable people

3. Working With Others

Overview: Professional behaviours with colleagues and partners.

Competency Statement	Self assessment notes
I am able to plan and deliver creative health activity in response to objectives that have been agreed with project partners.	
I am clear about how my practice contributes to the wider mission and values of project partners.	
I am clear about my role in a project, my own professional boundaries and those of project partners.	
I always try to create mutual trust and respect with colleagues.	
I am able to communicate clearly with colleagues from different areas and levels in an organisation.	
I am confident working within a diverse team.	
Resources and Training The Creative Health Communication Framework Toolkit Four: Artists and Art Workers - CVAN	

4. Project Management

Overview: Administration and project management skills as a freelancer or part of a project team.

Competency Statement	Self assessment notes
I have a sound understanding of how people's personal data should be used, and I know how to access more information and guidance about data protection if I need it.	
I understand the meaning of informed consent and confidentiality and can apply these concepts in my practice.	
I am clear about my role and responsibilities regarding safeguarding.	
I always ensure I know how to contact the safeguarding lead at the organisation I am working with.	
I can confidently contribute to a written risk assessment for activity I am leading.	
I can make good use of social media and know when it is not appropriate to share details of activity online.	
Resources and Training Creative Health in Action Managing Creative Projects with Factory Project Management Toolkit - FABRIC Safeguarding in the performing arts	NSPCC Learning	

5. Monitoring and Evaluation

Overview: Conducting monitoring and evaluation with participants, working with partners and external evaluators or researchers where required.

Competency Statement	Self assessment notes
I can confidently monitor attendance and report this data back to partners.	
I am aware of the common outcome measures used to measure mental health and wellbeing.	
I understand that projects can have unexpected outcomes, and I try to record these so that they can be included in project reporting.	
I know how to describe activity that has taken place so it can be included in project reports.	
I try to use person-centred language when I am talking about mental health outcomes, avoiding labels and stigmatising language.	
I am able to contribute to evaluation plans for the activity I am leading.	
I recognise the value of critically reflecting on my own practice.	

Resources and Training

Creative Health Monitoring and Evaluation

Health Inequalities Explainer

Arts and Health Evaluation: Navigating the Landscape

How to… co-create an evaluation - CultureHive

Evaluation Principles - Centre for Cultural Value

Creative Health in Action

6. Employment

Overview: Managing business affairs as a self-employed professional.

Competency Statement	Self assessment notes
I am clear about my employment status and whether I should be registered as self-employed for tax purposes.	
I am able to provide employers with details of my Public Liability Insurance and Data Barring Service Check (DBS) when requested.	
I am familiar with professional bodies and networks that can support me. This includes unions, membership organisations and practitioner networks.	

Resources and Training

Resources for individuals: business skills | Arts Council England

VASW – Do I need to be Self-Employed as an artist or artworker?

7. Supporting Others

Overview: Ensuring project participants feel supported and that their inclusion is optimised.

Competency Statement	Self assessment notes
I recognise the importance of identifying any access needs or reasonable adjustments that participants have before the start of a project.	
I know how to plan and adapt session content to meet the access needs of participants.	
I recognise the importance of signposting participants to other activity towards the end of a project.	
I have an understanding of group dynamics and know how to ensure that everyone present is able to contribute in a way that is right for them.	
I know how to practice active listening with participants.	
I recognise the importance of trauma informed practice.	
I understand the impact of triggers and how this may impact on the behaviours of a participant.	
I acknowledge the importance of anti-racist practice and apply it to my own practice.	
I can recognise racist behaviour and language and know how to challenge it whilst keeping myself and others safe.	
I try to stay curious about the people I am working with and not make assumptions about them.	
I know how to establish and maintain professional boundaries.	

Resources and Training

Mental Health Awareness from The Wellness Project

Developing Trauma-Informed approaches working with Global Majority communities - Harriet Williams

Safeguarding from TiPP

Trauma Informed Practice for Participatory Artists - TRAINING | Collective Encounters

Mental Health (and holding challenging conversations) with Odd Arts

Additional Needs: Understanding and Supporting Behaviour with Odd Arts

8. Resilience and Self-Care

Overview: Intentional steps to maintain well-being and navigate challenges and setbacks.

Competency Statement	Self assessment notes
I understand why self-care is important to me as a practitioner.	
I am able to clearly explain the conditions I need to work effectively.	
I am aware of my own access needs and know how to ask for support from a manager or employer when needed.	
I am aware of my right to see policies relating to safe and good employment before or whilst being contracted by an organisation.	
I know when and how to ask for additional training.	
I am able to recognise racism, discrimination and abuse in the workplace and I know how to challenge these whilst keeping myself physically and emotionally secure.	
I recognise the importance of practitioner check-ins and debriefing and try to build this into project design.	
I can self-regulate my emotions and reactions, and this enables me to stay calm in working environments.	
I can adapt to change and overcome temporary challenges and setbacks.	
I recognise the importance of continuing to nurture my own practice and creative growth.	

Resources and Training

External Supervision - Harriet Williams

Encouraging Safer and More Supportive Working Practices in Theatre - CultureHive

Beyond Core Competencies

During the development of the Myriad Core Competency Framework, we identified a number of enhanced competencies that were beyond scope for early career practitioners. These are described below and provide a guide for more advanced training and professional development.

Enhanced Competencies

Overview: Intentional steps to maintain well-being and navigate challenges and setbacks.

Competency Statement	Self assessment notes
I have a knowledge and understanding of intersectionality.	
I have a knowledge and understanding of neurodivergence and how to support neurodivergent participants.	
I am confident in my ability to adapt my practice to working with deaf and disabled participants.	
I am able to adapt my practice so that it is inclusive of those for whom English is an additional language.	
I am confident that I work in a trauma informed way.	
I am able to use creative evaluation methods to capture outcomes with participants.	
I am confident designing project monitoring and evaluation frameworks.	
I know how to use an Equality Impact Assessment tool in project planning.	