

# Unit 11: Freelance Work in Art and Design

<b>Unit code:</b>	<b>L/502/5745</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to enable learners to develop knowledge, skills and understanding of the freelance sector in art, craft and design. Learners will explore contemporary practice and organisational methods, investigate practical considerations used by practitioners and create a potential business plan and portfolio for freelance activity in their chosen pathway.

## ● Unit introduction

A large majority of professional artists, designers and craftspeople are self-employed. Many earn a living as sole traders often engaged on short-term projects that can satisfy a variety of customer needs. This type of work usually involves flexible working patterns and a focused approach to meeting client demands and deadlines successfully. Many projects can be underway at the time, demanding an ability to manage workloads effectively.

This unit will prepare learners to be successful freelancers in their specialist pathway. It will give them essential knowledge and understanding of the varying business, artistic and personal requirements for self-employment in art, craft and design. This could include simple finance and tax, intellectual property and design registration, awareness of business start-up grants and support schemes, considerations of what constitutes a realistic budget, income and expenditure, and the process of securing contracts through self-marketing and using agents. Learners will recognise the importance of self-promotion for a freelance practitioner, where income will depend on market forces and publicising their artwork. Learners will also recognise the value of sustaining motivation through networking and keeping in touch with current practice.

This unit will also develop the ability to manage practical resources and self-manage in dealing with the demands of contracts from different clients. This will include understanding how working as a freelancer affects a practitioner's personal life and developing strategies to separate work from personal time and other projects. An awareness of health and safety in the working environment including, for example, regulations, licences and standards will form an essential part of the unit.

Learners will create a potential business plan for carrying out freelance activity in their chosen pathway. They will benefit from studying the working lifestyles of at least three freelance practitioners in the art, craft and design fields to raise awareness of best practice. Portfolio building is an integral part of this unit and learners will compile a professional portfolio of their creativity through photographing or presenting work and producing accompanying marketing materials

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Know about the practical resources needed for freelancing
- 2 Understand the need for networking and updating skills
- 3 Be able to develop a personal freelance portfolio
- 4 Know the health and safety issues and requirements for working in a freelance capacity.

# Unit content

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## 1 Know about the practical resources needed for freelancing

*Working in the freelance field:* self-employment; partnerships; different ways of freelancing eg alone, pooling resources, working as a group, co-operative

*Developing a business plan:* eg rationale, objectives, market research, risk analysis, need for artwork, product, craft, design work

*Basic financial and legal aspects:* opening a bank account; insurance; paying tax; national insurance; legal eg contracted work

*Practical resources:* financial viability eg studio, workshop rents, business rates, equipment, materials incubation; start up eg space, access to specialist equipment, business advice, live work unit, mentoring, professional development, travel costs; communication facilities eg computer, internet access, telephone; materials eg art, craft, design

*Starting up and running a business:* promotion eg self-marketing, online networking (Twitter, Facebook, Craigslist) associated costs, business pack (CV, business card, flyers, brochures, leaflets), website, cold calling, pitching for work; sales techniques, client awareness

*Costing work:* eg professional fees, hourly, daily rates

*Time management:* planning, meeting deadlines

*Sources:* eg internet, magazines, journals

## 2 Understand the need for networking and updating skills

*Networking:* contacts; other professionals; exhibitions; website, associations, self-promotion

*Advice and help:* business support organisations (Business links, banks, career services); charities (The Prince's Trust); professional bodies (Chartered Society of Designers)

*Updating skills and personal and professional development:* new media; techniques; research eg journals, articles, conferences, internet, other practitioners

## 3 Be able to develop a personal freelance portfolio

*Freelance work:* self-promotional artwork; specialist fields eg skills, creative ideas, finished artwork

*Working as a professional:* professional practice; simulation; business planning; professional briefs; clients

## 4 Know the health and safety issues and requirements for working in a freelance capacity

*Working environment and working practices:* layout of workspaces; nature of work; specialist equipment; business equipment; working processes; personal liability eg regulations, standards

*Risk assessments:* eg writing, working environment, equipment; COSHH guidelines, specialist materials, substances

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the practical resources required for freelancing [IE]	<b>M1</b> draw up a considered, detailed personal budget projection that identifies the resources needed for freelancing	<b>D1</b> produce a coherent and well thought out individual personal development plan, using relevant sources of advice and information for updating skills
<b>P2</b> explain the need for networking and updating skills [RL]	<b>M2</b> draw up an individual personal development plan	<b>D2</b> independently collate a comprehensive and innovative personal freelance portfolio.
<b>P3</b> develop a freelance portfolio [IE, CT, RL, TW, SM, EP]	<b>M3</b> develop and collate a comprehensive freelance portfolio.	
<b>P4</b> identify the health and safety requirements required for working in a freelance capacity. [IE]		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Tutors delivering this unit should help learners to understand how creative freelance practitioners in the art, craft and design fields can manage in business. This can include visits to start-up facilities, awareness of related resources, specialist business input, undertaking and reviewing case studies, simulating network situations and developing a creative product portfolio and business plan.

The tutor will introduce the unit within an art craft and design context. Initial tutor-led presentations will lead to more interactive group discussions for learning outcome 1 where learners will consider the resources needed for freelancing. This will involve thinking about issues which are relevant to starting up and continuing successfully in freelance work. Learners should be given an opportunity to identify issues both practical, for instance costs, work area or areas, legal and financial, health and safety, and those related to lifestyle which might include personal and professional development, time planning, morale and networking. The overall outcome of the unit will be to produce a potential personal and professional portfolio plan for undertaking successful freelance work in art, craft and design.

At first, learners will investigate types of businesses, including self-employment, freelancing and partnership models, and analyse the necessary components for developing a business plan. Specialist input plus visits to designated start-up premises, will involve learners keeping records in some format, such as notebooks, video, audio recording and photographs. Initial areas of investigation will include:

- finance
- banking
- tax and National Insurance
- start-up and running costs
- information sources such as; magazines, networks (formal and informal), the internet
- marketing
- health and safety.

Learners will investigate the issues they have identified, by studying the practice of at least three freelance/self employed practitioners in the art, craft and design fields. Learners will produce case studies that explore different working patterns in art craft and design for example self employed, freelance, employed, contractor, piece worker, designer maker.

Learning outcome 2 ensures the learners understand the need for networking and the regular updating of skills. Firstly, learners will interview freelance/self employed creative practitioners in a formal question and answer session about their lifestyle and working practices. This could be as a questionnaire for interview or theoretical research. The questions will be based on the information already collated learning outcome 1, for example pricing structure, working hours, creating a client base, marketing work, keeping abreast of professional practice. Learners will also be encouraged to network and make contact with professional organisations and agencies, and to research and review new media and techniques in journals, articles, conferences, and on the internet.

Learners will then, working in small supervised groups, undertake short timed pitches for example Dragons' Den or 'marketing speed dating' sessions. These sessions will further develop learners networking skills, allow them to gain further insights into freelance business practice and, ultimately, review their initial business and related marketing plan. Construction of this simulation will be the major task for individual learners. The tutor will supervise learners in identifying the best media to present their findings to the group. They will not be constrained to a written format. This unit is about enabling learners to understand the experience of working as a freelance practitioner and the need to be able to communicate and present your business and skills to a client.

For learning outcome 3, each learner will develop a creative portfolio which will include examples of the range of their specialist work, both at conceptual and finished artwork. This portfolio will be developed as a response to their business plan and will include work for a range of clients, potential briefs and related business information developed from learning outcomes 1 and 2. They will need to keep records of their working experience through for example keeping ongoing personal reviews, notes, video diaries, interactive CDs, blogs, photographs, and possible press cuttings and gallery reviews. Learners will be encouraged to review, present and discuss the portfolio with small groups and a wider audience.

To achieve learning outcome 4, the health and safety issues and associated risks and requirements for working in a freelance capacity must be investigated and recorded. Learners will need to collate a portfolio of work which may form work from other units, and be well presented and purposefully selected.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and structure of programme – Whole group.
Introduction to setting up your own business: self-employment, freelancing – Whole group.
Group discussion on self-employment skills and qualities.
Business organisations presentation: start-up case studies of at least three freelance/self-employed practitioners in art, craft and design, followed by Q&A session.
Visit to incubation unit.
<b>Assignment 1: Working Freelance</b> Individually, analyse the benefits of working in a freelance capacity and research practical resources. <ul style="list-style-type: none"><li>• Identify gap in market</li><li>• Identify customer/client base</li><li>• Put together a marketing campaign</li><li>• Present potential freelance activity to group.</li></ul>
Introduction to finance, accounting, legislation and risk management.
<b>Assignment 2: Getting Started from Initial Work Carried Out in Assignment 1</b> Individually: <ul style="list-style-type: none"><li>• analyse start-up costs</li><li>• research potential funding opportunities</li><li>• consider health and safety, legislation and regulations</li><li>• draft and present a business plan</li></ul>
Careers session exploring CPD skills and self-development.
Review of unit and assessment.

## Assessment

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For P1, learners will provide evidence to support their understanding of how to operate as a self-employed artist, designer or craftsperson and the different ways of freelancing, for example alone, pooling resources, working as a group. Evidence for this research might be relevant file notes, website downloads on professional freelance practitioners and their associated working practices, information from banks and building societies and associated business support organisations on business start ups. Personal video diaries might also contribute to evidence for P1. Learners would identify the resources needed to work on a freelance basis, for example equipment, space, hot desking.

For P2, learners will provide evidence of their exploratory research into successful freelance working, and the associated difficulties and issues, through the recording of live interviews, email correspondence and web contacts. The learner would also demonstrate their networking skills through recorded simulated networking sessions. P2 and P3 are interlinked

For P3, learners will discuss the need for continuing personal development and related skill needs within the business context. Evidence for this research will be in the form of a personal development plan to support the portfolio, identifying future skills and associated costs, market shifts and meeting client's needs.

For P4, learners will need to investigate generic health and safety issues and requirements in a freelance working environment and more specific issues related to specialist working practices, health and safety guidelines, risk assessments and printouts of COSHH regulations. This final risk analysis and business health check plan will contribute to the future success of the freelance business.

For M1, learners will provide detailed evidence to support their coherent understanding of how to operate as a self-employed artist, designer or craftsperson and the different ways of freelance working. Similar methods to presenting evidence outlined at pass level might be used for M1.

For M2, learners will compile a personal development plan that includes the need for networking and updating professional and contextual knowledge, and shows how this may be achieved.

For M3, learners will produce a diverse freelance portfolio, which shows considered organisation of business and practical elements. Learners will demonstrate effective use of materials and communication of ideas in their work, mapped against the identified client profile, and an understanding of the nature of freelance working.

For D1, learners must evidence an independent approach to drawing up a well thought out personal development plan that identifies the practical resources needed for freelancing in their chosen area. Learners will need to show purposeful budget projection, informed by comprehensive research. Evidence might include spreadsheets, tables and charts that demonstrate organising and identifying the different elements of working as a freelance practitioner. Learners will, independently, select relevant information to support continued motivation and the need to update skills and techniques. This will include comprehensive research into issues and strengths of working freelance.

For D2, learners will collate a comprehensive and innovative personal freelance portfolio independently. This will include evidence of informed understanding of budget planning and fluent responses to independently developed specialist briefs

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, P2, P4 MI DI	<b>Assignment 1:</b> Working Freelance  Could I be a freelance practitioner?  (Analyse the benefits of working in a freelance capacity and research practical resources.)	Designer considering going freelance.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> <li>• research report</li> <li>• client profile board</li> <li>• presentation (recorded).</li> </ul>
PI, P2, P3, P4 MI, M2, M3 DI, D2	<b>Assignment 2:</b> Getting Started  (Learners will develop initial findings from assignment 1 into a draft business plan.)	Artist, craftsperson or designer starting up in freelance business.	Portfolio of evidence consisting of: <ul style="list-style-type: none"> <li>• collated research data</li> <li>• draft business plan.</li> </ul>

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
An Introduction to the Fashion Industry	Working in the Art and Design Industry	Personal and Professional Development in Art and Design
Introduction to Photography	Vocational Contexts	Starting a Small Business
Introduction to Multimedia Production		Management of Art and Design Projects
		Setting Up an Art and Design Studio

## National Occupational Standards

This unit also provides development opportunities for some of the underpinning skills, knowledge and understanding of the following National Occupational Standards:

### CCSkills Sector Skills Council

Design (revisions in draft form June 2009)

- DES5 Follow a design process
- DES6 Work effectively with others in a creative environment
- DES18 Interpret the design brief and follow the design process
- DES21 Articulate, present and debate ideas in a creative environment
- DES28 Developing your own design offer
- DES36 Develop and extend your design skills and practices
- DES38 Manage design realisation
- DES39 Manage a design project

### Skillfast-UK Sector Skills Council

Textiles and Material Design

- HSI – Health, safety and security at work
- D1 – Research design information and ideas for textiles and materials using a range of techniques
- D2 – Develop and communicate design ideas for textiles and materials
- D4 – Contribute to producing detailed designs for textiles and materials
- D5 – Contribute to realising design prototypes for textiles and materials
- D6 – Contribute to realising final textiles and materials design
- D9 – Clarify textile and material design briefs and research information
- D13 – Plan and manage design work
- D14 – Realise design prototypes.

## Essential resources

Learners will require access to information about professional freelance practice from a variety of information sources. These can be from professional bodies and associations relevant to their specialisms, for example the Arts Council, the Design Council, Design and Art Directors Association, International Society of Typographic Designers and Chartered Society of Designers from the internet, from visiting professionals, organisations and journals.

## Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience.

Links with employers are essential to delivery of the programme in terms work experience and future employment.

Vocational learning support resources include:

- Learning and Skills Network – [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk)

Business and finance advice:

- local and regional Business Link – [www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Assignments should be vocationally relevant. Centres should consider the delivery of 'live projects' to support the vocational content of the unit and programme.

Creative & Cultural Skills ([www.ccskills.org.uk](http://www.ccskills.org.uk)), the sector skills council for arts, crafts and design have launched the web portal Creative Choices ([www.creative-choices.co.uk](http://www.creative-choices.co.uk)). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Skillset, the sector skills council for creative media ([www.skillset.org](http://www.skillset.org)), provide details ([www.skillset.org/careers](http://www.skillset.org/careers)) about careers advice and industry information, plus a regularly updated news and events page.

Skillfast-UK, the sector skills council for fashion and textiles ([www.skillfast-uk.org](http://www.skillfast-uk.org)), provide details ([www.skillfast-uk.org/justthejob](http://www.skillfast-uk.org/justthejob)) about careers advice and industry information, plus regularly updated news and events pages.

Centres should develop links with local businesses and support organisations including, RDA's (Regional Development Agencies), CIDA (Creative Industries Development Agencies), local incubation and start-up facilities. The NCWE (National Council for work experience) website has areas dedicated to Work Experience and business start-up information.

## Indicative reading for learners

### Textbooks

Allen D – *Getting Things Done: The Art of Stress-free Productivity* (Penguin, 2003) ISBN 978-0142000281

Burns P – *Entrepreneurship and Small Business* (Palgrave Macmillan, 2006) ISBN 978-1403947338

Camenson B – *Careers for self-starters and other entrepreneurial types* (McGraw-Hill Contemporary, 2004) ISBN 978-0071437288

Connexions – *Working in Art and Design* (VT Lifeskills, 2008) ISBN 978-1905854196

Fleishman M – *Getting Started as a Freelance Illustrator or Designer* (Artist's Market Business Series) (North Light Books, 1990) ISBN 978-0891343318

Frost L – *Photos That Sell: The Art of Successful Freelance Photography* (David and Charles, 2004) ISBN 978-0715318003

Michels C – *How to Survive and Prosper as an Artist, 6th Edition: Selling Yourself without Selling Your Soul* (Owl Books, 2009) ISBN 978-0805088489

Rogak L – *Smart Guide to Managing Your Time* (John Wiley, 1999) ISBN 978-0471318866

Rowson P – *Marketing to Win More Business* (Rowmark, 2007) ISBN 978-0954804589

## Journals

*AN Magazine* – The Artists Information Company, First Floor 7-15 Pink Lane, Newcastle upon Tyne, NE1 5DW, website: [www.a-n.co.uk](http://www.a-n.co.uk)

*Modern Painters* – The International Contemporary Art Magazine, 601 W26<sup>th</sup> Street, Suite 410, New York, NY 10001 USA website: [www.artinfo.com](http://www.artinfo.com)

3Dworld – Future Publishing, 30 Monmouth Street, Bath, BA1 2BW, website: [www.3dworldmag.com](http://www.3dworldmag.com)

## Websites

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

business advice and support

[www.prospects.ac.uk/startup](http://www.prospects.ac.uk/startup)

information on self-employment

[www.slideshare.net/alisondriscoll/social-media-1674258](http://www.slideshare.net/alisondriscoll/social-media-1674258)

information on using social media to promote yourself online

[www.workexperience.org](http://www.workexperience.org)

work experience links, with some related to the creative industries in the UK

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying and explaining all practical resources required for working in a freelance capacity
<b>Creative thinkers</b>	generating creative conceptual and developmental ideas for a variety of customer/client needs
<b>Reflective learners</b>	reviewing and reflecting on current work practices and discussing opportunities for future skill requirements
<b>Team workers</b>	collaborating with others to meet project and client demands and deadlines
<b>Self-managers</b>	developing strategies to manage a variety of projects and client briefs
<b>Effective participators</b>	sustaining motivation through networks and self-promotion.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Independent enquirers</b>	researching and analysing the benefits of working in a freelance capacity identifying and considering the implications of health and safety when working in a freelance capacity
<b>Creative thinkers</b>	identifying a gap in the market and a customer base developing a marketing campaign to promote products
<b>Reflective learners</b>	analysing and developing a business model reviewing current skills and developing professional development plan evaluating and implementing findings
<b>Team workers</b>	participating in group interactive sessions and taking responsibility for role within group activity managing time within team-based activity providing constructive feedback to group on individual performance
<b>Self-managers</b>	developing a business plan and marketing strategy managing self to complete work within specific deadlines responding positively to change, seeking advice and support when needed
<b>Effective participators</b>	participating in activities, planning and meeting objectives taking responsibility for own work and improving performance.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching freelance and business start-ups
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	producing reports and supporting diagrams for the the business plan
Manage information storage to enable efficient retrieval	drafting the business plan
Follow and understand the need for safety and security practices	applying this in the context of their own freelance work
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	finding and collating materials for the development of the business plan
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	seeking specific regulatory information relevant for freelance work
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	producing a business plan which includes written, graphical and visual information
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	managing client and freelance work

Skill	When learners are ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using calculations to provide financial underpinning, working environment and manage work load for the business model
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting work in a group or client-based situation networking
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading regulatory reports
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	writing report on business plan/freelance work research writing client brief.