Unit 15: Fundraising for Art and Design Work

Unit code: M/502/5494

QCF Level 3: BTEC Nationals

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This aim of this unit is to develop learners knowledge, skills and understanding in fundraising. Specifically it focuses on raising finance through start up funding, sponsorship, sale of work, grants and funding for arts.

● Unit introduction

In this unit learners will explore revenue streams and ways of funding art and design work. Funding can come from a range of sources and learners must familiarise themselves with potential support agencies and procedures. Fundraising can be a career path associated with the arts and arts management and development, this unit should broaden learner ideas about progression and future goals.

There are many areas of art and design that rely on funding in order to take place and there may be several times in an artist's career where funding is necessary for professional development or developing new work. For many areas of art and design there is an obvious connection with producing goods or services for sale and becoming self-funding and making a profit. Equally there are other areas where funding is required to sustain the work with others eg charity and voluntary arts organisations, community projects, installation art, arts participation workshops festivals, public art; or for individuals eg start-up funding, capital expenditure, redevelopment grants, funding to develop new work, career development loan, residency, exhibitions.

To give this unit relevance it should be placed within a context that the learner can relate to eg business start-up funding, finance for an exhibition abroad, to support a community arts project. Initial investigation into the breadth of funding available and the types of funding providers that exist should be followed by selection of information and a narrowing or focusing on relevant streams. It may be useful to deliver this unit with another practical unit which gives more time for the production of an outcome or it could be combined with a personal development unit. Research on artists can be based around those who work on a funded project basis in a range of disciplines.

● Learning outcomes

On completion of this unit a learner should:

1   Understand sources of funding for art and design work

2   Know about information relating to fundraising for art and design work

3   Be able to produce a fundraising application.

Unit content

1 Understand sources of funding for art and design work

Sources of funding: start up funding, sponsorship, sales income, grants and funding for arts

Revenue streams: eg advances, royalties, appearance fees, performance fees, one-off fees, appropriate union rates, sales income, revenue from societies, sub-publishing, third party income, live performance ticket sales, merchandising sales

Funding agencies: eg Arts council, Regional Development Agencies, Prince's Trust, European Social Fund, National Lottery, Local Council

Sales income: eg retailer, distributor, website, on-line gallery, on-line broadcasting, mail order, digital sale, sale or return, gallery sales, exhibition, trade fair, selling direct to public, open studios, auction, commission, agents

Private investment: eg venture capital, bank loans, sponsorship

Legal requirements: eg code of practice for fundraising, National Insurance Contributions, Tax, Value Added Tax (VAT)

2 Know about information relating to fundraising for art and design work

Background information: financial requirements eg start-up costs, variable costs, fixed costs, contingency, personal drawings, capital expenditure, budgets, materials cost, hire costs

Project specific: eg mission statement, explanation of project, aims, outcomes, audience, methodology, how the project will be evaluated, time-scale, location

Information on funders: eg types of funding available, how to access funding, how to choose which one is right

Application information: eg copies of application forms, guidance for applicants, terms and conditions, requirements for submission of application

3 Be able to produce a fundraising application

Generate ideas: eg initiate, mind map, source, develop ideas for a project to be funded

Research background information: background information for a proposal eg aims, audience, location, budget, materials, time frame, health and safety, risk assessment, relevant legal issues, hire costs, contingency plans, tour schedule, who will benefit, how it will be funded, how it will be evaluated

Produce documentation: eg complete application form, compile an application pack, follow guidelines from funding provider

Present ideas: eg give a presentation, hand in a submission, pitch ideas to potential funders, role play pitch to tutor

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:
P1 examine different revenue streams for art and design work [IE, CT]	**M1** explain revenue streams with examples of when they might be used	**D1** produce a comprehensively researched application for funding with supportive documentation presented in a professional format.
P2 select information about financial options from potential funding sources [IE, SM]	**M2** show a clear understanding of the types of funding and funding providers relevant to art and design.	
P3 follow guidelines to produce documents supporting fund raising applications. [IE, CT, RL, SM, EP]		

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

Delivery

To give this unit relevance it should be placed within a context that the learner can relate to eg business start-up funding, finance for an exhibition abroad, to support a community arts project. Initial investigation into the breadth of funding available and the types of funding providers should be followed by selection of information and a narrowing or focusing on relevant streams. An information session from a professional in the field of fundraising for art and design would provide up to date information for the learners. Fundraising can be a career choice or a way of sustaining art and design work that may not always be financially viable. Funding could be needed for work which is avant-garde or ground-breaking; it could be for experiential art work or to widen participation in the arts.

Learning outcome one looks at the types of funding available and the sort of projects that might need financial support. Learners should become familiar with the support agencies available to them as artists and be able to put funding requirements into a context eg a career development loan to do an MA, start up funding from the Crafts Council to buy a kiln, funding from a venture capitalist to invest in manufacturing techniques. Learners should be able to identify where income and funds can come from and also to investigate the link between fundraising and arts based charities. It may be useful to have case studies of funded organisations to discuss what they do and how they are supported, these are available from the Arts Council website.

Learning outcome two looks at how to gather the information needed to apply for funding. In order to do this, learners should be guided to look for application forms and guidance packs from funders. These packs can then be examined and broken into the main themes eg outline of the project, details and planning, supporting documents eg costings, CV, location map, schedule. They will vary depending on the project but it would be useful to compare several current application packs. It would be useful to have a visiting speaker to discuss how and why to apply for funding and to give more detail about the type of projects that attract funding.

Learning outcome three looks at collecting and producing the information relating to fundraising for art and design work, that supports and explains the project. Learners may have to generate much of this paperwork themselves through development of their own ideas. This can be where the detail of the project is explored eg costings, location, materials, time frame, audience, aims. Projects should be though thorough and documented. Some learners will need guidance with this and it could be useful to use case studies of similar projects. Learning outcome three is applying the learning and the research by putting the plan together. It could be delivered as a pitch for funding eg to a panel of peers or tutors, a presentation; or as a submission of all the documentation for assessment.

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 and activities
Unit introduction.
Assignment 1: Research Discuss types of funding, projects and starting point for research, in self directed time use the internet to search for and download applications and guidelines for funding. Present findings to group and discuss, look for common themes and range of information required.
Assignment 2: Generate Ideas Working in small groups, identify types of project that would need funding and how it may be obtained. In self directed study write down a number of projects that you would like to apply for and where you would look.
Visiting lecturer: Talk from Arts council – ideas workshop, looking at a proposals and completing a walk though proposal. There will be a feedback session on your ideas.
Assignment 3: Putting Together the Proposal This is where you will focus on the detail, planning and developing your ideas into a workable application. Follow the guidelines for the funder you have chosen to produce accurate documentation.
Assignment 4: The Pitch You are going to pitch your ideas to a panel made from a visiting arts council officer, your tutors and other learners. You may need to produce handouts and a PowerPoint or bring examples to the pitch. You will have 3 minutes to present your ideas and may have to answer questions. At the end of the pitch you will submit your application and all supporting documents.
Unit review and assessment.

Assessment

For P1, learners should show that they have looked possible income sources for art and design work. This may be a list, mind map or presented as a table with some explanation of who would provide the funds.

For P2 learners should narrow down their investigation and choose which financial options and potential funding sources would be most relevant to their project. This would involve researching funding applications and the type of materials needed to support an application. Assessment evidence should show that they have collated and explored relevant documents before attempting to complete and application.

For P3 learners should complete and application. This could be an application exercise to enable learners to produce the required documentation according the relevant guidelines for the chosen funder.

For M1, evidence should clearly explain revenue streams with examples describing where the income would come from and what sort of art and design work would be most applicable.

For M2, investigations should be thorough and current. Learners should be able to show a clear understanding of the types of funding and funding providers relevant to art and design eg as a report, presentation, information table, spreadsheet.

For D1, the work produced should show that the learner has comprehensively researched applications for funding and produced and application of a professional standard. This would be supported by detailed documentation presented in a professional format.

Distinction grading criteria has been funnelled as the work produced at distinction level should be as one comprehensive document that makes links between research and application.

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
P1 M1 D1	**Assignment 1:** Research	A member of an artists' collective researches types of funding, projects and startings point for research. Findings are presented to the group.	Breadth of research assessed in final submission. Support learners enquiries through discussion and guidance on where to look for information.
P1, P2, P3 M1, M2 D1	**Assignment 2:** Generate Ideas	A small team of craftworkers identifes types of project that need funding and how this may be obtained.	Ability to link outcomes of research to ideas for art and design work assessed.
P3 M2 D1	**Assignment 3:** Putting Together the Proposal	A designer develops ideas for a community built environment project your into a workable application with accurate documentation.	Standard of research, application and presentation of ideas and supporting documents assessed.
P1, P2, P3 M1, M2 D1	**Assignment 4:** The Pitch	An artist makes a pitch to produce artwork for a new development to a panel made from a visiting arts council officer, architects, financiers and community representatives.	Feedback from panel, looking for clarity and depth of understanding, effectiveness of communication and quality of submitted documentation.

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 units in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Presenting Work	Working in the Art and Design Industry	Community Art
Working to a Visual Arts Brief	Using Ideas to Explore, Develop and Produce Art and Design	Personal and professional development
		Professional Practice in Art and Design

Essential resources

Access to information about funding is essential; links with local funders and support agencies will help to give relevance to this unit. Learners will need access to the internet, printing and LRC.

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, arts councils and charities are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

● Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

● local and regional Business Link – www.businesslink.gov.uk

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

Creative and cultural skills (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). 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), provide details on their pages (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), provide details on their careers web pages (www.skillfast-uk.org/justthejob) about careers advice and industry information, plus regularly updated news and events pages.

Indicative reading for learners

Textbooks

Botting-Herbst N and Norton M – *The Complete Fundraising Handbook* (Directory of Social Change, 2007)
ISBN 978-1903991848

Bowden J – *Writing a Report: How to Prepare, Write and Present Effective Reports* (How To Books, 2008)
ISBN 978-1845282936

Warwick M – *How to Write Successful Fundraising Letters, 2nd Edition* (Jossey Bass, 2008)
ISBN 978-0787999087

Websites

www.artscouncil.org.uk	National development agency for the arts
www.britdoc.org	Channel 4 foundation for funding next generation documentary filmmakers
www.britisharts.co.uk/artsfunding.htm	links to funding organisations
www.britishcouncil.org	cultural and educational exchanges
www.craftscouncil.org.uk	national development agency for the contemporary crafts
www.esmeefairbairn.org.uk	foundation providing funds for charitable activities
www.funderfinder.org.uk	information on charitable trusts and foundations
www.fundraising.co.uk	internet fundraising consultancy
www.institute-of-fundraising.org.uk	professional membership body for UK fundraising

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 …
Independent enquirers	finding out about support agencies, funders, types of art and design work set research tasks and encouraged to feedback to small groups
Creative thinkers	generating ideas for projects to be funded, looking for alternative sources of funding generating ideas and examining in greater detail from several viewpoints
Reflective learners	when writing about their own development as artists for funding submissions developing goals and applying learning to own self development
Self-managers	working towards deadlines for funding applications, collating and developing material to support their application use SMART target setting to enable learners to meet deadlines and improve self management, develop project management skills
Effective participators	engaging in the tasks of each unit, having a pro-active approach to ideas generation an information gathering, applying learning to own development relating research to self determined goals, taking a pro-active approach to own learning.

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 …
Team workers	working with external agencies to find out about writing applications, working with each other to share and feedback on ideas engaging with visiting professionals and external agencies.

Functional Skills – Level 2

Skill	When learners are ...
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	costings, spreadsheets, budgets, hire schedules, filming schedules, information about self, project and funders
Bring together information to suit content and purpose	collate and present research
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	give presentations to peers about funding ideas, pitch for funding, submit written documentation to support planning and ideas
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	research, download and annotate different funding applications and guidelines
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	produce written evidence to support funding application.