

Unit 17: Management of Art and Design Projects

Unit code:	D/502/5510
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to develop the skills required to manage art and design projects. Learners will gain knowledge in managing an art and design project from conception to resolution.

● Unit introduction

Projects in art and design can vary in scale and can involve a few individuals or many. In this unit learners will explore, identify and evaluate the competences required to manage art and design projects. Learners will gain understanding in to how to manage an art and design project from conception to resolution and thereby participate in activities that will contribute to their professional development.

The unit is concerned with teaching the underpinning knowledge required to develop and deliver a project. Learners will develop a range of transferable skills which could be applied in a range of arts management situations, for example project management, architecture, arts management, charity and voluntary sector work, heritage and museum work, festival organisation, biennials, centennials, short and long term projects.

The starting point is to establish the needs, aims and objectives of a project. Learners will need to identify the stakeholders. There may be several: those who have appointed the learner to manage a project, those who may be paying for the work to be carried out and those who will be accountable for the project outcomes. Indirectly there may be others whose expectations must be taken into account, such as the beneficiaries from the project's successful conclusion.

This unit gives learners the opportunity to become involved in real live projects and take them from an ideas stage to a final outcome. Projects could be organised to benefit a learner's peer group or could respond to requests from the local community or voluntary sector. This unit is about the practicalities of originating an idea for an event such as a fashion show or end of year exhibition and seeing it through to a conclusion and as such could be linked to design and making units.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to establish stakeholders' expectations for the project
- 2 Know how to plan the project
- 3 Be able to realise the project.

Unit content

1 Be able to establish stakeholders' expectations for the project

Project: art; craft; design; event eg making lanterns (festival, carnival), props, costumes (drama group); organising; producing eg fashion show, group catwalk collection, end of year exhibition

Stakeholders: client eg tutors, peer group; financiers eg community group, departmental manager, voluntary group; those accountable eg tutors, managers, community, volunteer leaders; others eg sponsors, beneficiaries

Establishing stakeholders' needs for the project: scope of the project; agree objectives; measurable outcomes; information sources; benefits; specialist advice; project reporting

Legislative knowledge: Health and Safety at Work Act 1974; health and safety of self and others; understanding of COSHH requirements; risk assessments

Professional considerations: organisations (rules, codes, guidelines, standards); ethical; environmental; resources (human, materials, processes, technology, facilities); standards of behaviour; time management

2 Know how to plan the project

Planning: options; project objectives eg decision makers, agreeing plans, project deadlines; production time; resource requirements (estimating, scheduling); development timeline eg table, spreadsheet, critical path analysis, constraints (financial, resource, technical); risk assessment; negotiate; liaise; installation; SMART target setting

Communication: stakeholders eg meetings, recommendations, rationale, presentations, face to face, email, written; review; feedback; revision

3 Be able to realise the project

Schedule and monitor the project: prepared timetable; planning stages; involvement of others; ordering goods; documentation (forms, records); IT support

Final realisation: eg product, installation methods

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 formulate a project proposal [CT, EP]	M1 research and generate a clear, well-planned proposal for a project	D1 prepare, through in-depth research, a comprehensive proposal for a project
P2 research information and ideas in response to the project proposal [IE, CT, RL]	M2 develop and constantly review project plans and manage and produce the project.	D2 lead and manage a project displaying independent thinking and creativity.
P3 describe the plan to meet the project objectives [CT, RL]		
P4 estimate the skills and time required for realisation of the project [IE]		
P5 monitor the progress of the project through to completion. [TW, EP, SM]		

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 CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Opportunities should be available for learners to work with a real project. Projects can range in scale and ambition but must involve working with stakeholders. Clear guidance must be given on available budgets at the start of this unit.

Opportunities should be available for learners to work with a real project. Projects can range in scale and ambition but must involve working with stakeholders. This unit can be delivered by one learner working with a tutor to organise the end of year exhibition in which case the learner would be involved in extensive independent research about project management and legislation. Alternatively, learners in a group could be responsible for different projects and the underpinning knowledge about project management could be delivered through lectures and seminars. Tutors, as stakeholders, should expect to spend contact time with learners monitoring and reviewing stages of projects.

Learners need to be completely responsible for their project and take the project from an ideas stage to a final outcome. Proposed projects could be, for example, responding to the needs of a local primary school such as organising the designing and making of costumes for a seasonal concert or organising a ceramics class to design and make a feature tile mural for a public space. The ability to communicate with all stakeholders is an essential part of this unit. Learners need to meet with stakeholders to organise and record meetings, give presentations and review, refine and realise the project.

To meet requirements for learning outcome 1, learners have to establish the needs, aims and objectives of a project and to understand requirements and resources, technical and financial constraints. Learners need to identify the stakeholders and understand who they are accountable to directly and indirectly. Learners need to establish who will pay for the work to be carried out and who is accountable for the project outcomes. Learners need to understand when and how to draw on specialist advice and when to meet with stakeholders to take the project forward. Learners should be introduced to relevant legislation such as the Health and Safety at Work Act 1974 and the Working at Heights legislation and be able to identify the need for and to write risk assessments for the project. Learners taking this unit should be encouraged to work with professional standards of behaviour, including personal time management, and show awareness of ethical and sustainable issues when planning their project.

To meet the requirements for learning outcome 2, learners should be taught how to plan a project and be introduced to a variety of planning methods such as writing an action plan using SMART objectives and, where possible, how to use specialist IT packages for critical path analysis. Reference may be made to financial requirements and learners should be able to make proposals within a budget and suggest sources for necessary materials such as printed matter, paint and display boards. Learners need to understand procedures for ordering resources, although it is expected that learners would only be recommending sources for purchasing items to stakeholders.

For learning outcome 3, the project is realised. Learners must schedule all the work and monitor the project. They must work to a prepared timetable, review planning stages and organise the involvement of others and the resources necessary to realise the project. Finally learners should review and evaluate the project.

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.
What is project management? – tutor led with examples and exercises. If this unit has been selected by an individual learner, then much of this and the following activity would be independent research with tutor support.
Introduction to relevant legislation including health and safety awareness.
Assignment 1: Part A – End of Year Exhibition: Proposing and Confirming the Project Use creative thinking techniques to explore possibilities. Communicate with stakeholders to propose and confirm project. Define project aims and objectives with stakeholders. Clarify ideas with stakeholders. Research ideas. Define measurable outcomes. Present ideas and outcomes to stakeholders.
Learner-initiated study. Review of Part A.
Assignment 1: Part B – End of Year Exhibition: Planning the Project Planning – work out what will be involved in the project. Schedule dates and resources. Identify constraints. Examine and prepare costings. Examine health and safety aspects and write risk assessments. Report plan to stakeholders – negotiate, review.
Learner-initiated study.
Assignment 1: Part C – End of Year Exhibition: Realising the Project Order and receive resources such as paint, boards and props. Organise the workforce including planning and producing publicity and invitations to the private view. Manage the setting up of exhibition boards. Manage hanging and presentation of work. Prepare for private view. Manage private view. Evaluate project.
Learner-initiated study.
Review of unit and assessment.

Assessment

Work that achieves a pass will usually be supported by the tutor and will be limited in scope.

For P1, learners must present evidence that they have identified a project and formulated the written aims and objectives.

For P2, learners must research information sufficient to generate realistic ideas to aid the planning of the proposed project. The written proposal should outline learners' practical intentions and should be supported by a sketchbook containing written notes and visual research. Learners should clearly show health and safety information that will affect the project.

For P3, learners should identify and develop options that meet the objectives for the project. Information may be sparse and simplistic although sufficient to follow a project through with tutor guidance.

For P4, learners must estimate skills, time and resources required to realise the project. Information may be limited and presented as action plans and basic costings.

For P5, learners must produce work schedules to realise the project and these should give sufficient information but organisational skills may be guided by the tutor. Learners must realise the project. Learners should monitor and review the project but may need continued tutor support. Evaluation may be basic.

At merit level, information should be more detailed and researched with some independence.

Communications with stakeholders should be well prepared, clear and informative.

For M1, learners need to research and generate a clear, well-planned proposal for a project. They should have considered a variety of original and adventurous ideas before producing an achievable project proposal.

For M2, learners should constantly review project plans and manage and produce the project with a degree of independence. Project plans should be detailed and sophisticated and learners may have learned how to use specialist IT packages or Excel worksheets for project planning.

To achieve D1, learners must independently prepare, through in-depth research, a comprehensive proposal for a project. They should present timings, costings and requests for resources in a professional manner to all the stakeholders.

For D2, learners must lead and manage a project, displaying maturity, independent thinking and creativity.

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, P2 M1 D1	Assignment 1: Part A – End of Year Exhibition: Proposing and Confirming the Project	Manager meets with stakeholders to define project aims and objectives with stakeholders. Learners then brainstorm ideas and clarify ideas with stakeholders. This is followed by research and then presentations to stakeholders.	Presentation to tutor and other stakeholders.
P3, P4 M1 D1	Assignment 1: Part B – End of Year Exhibition: Planning the Project	Manager works out the scope of the project, schedule dates and resources, identifies constraints and examines and prepares costings.	Presentation to tutor and other stakeholders.
P4, P5 M2 D2	Assignment 1: Part C – End of Year Exhibition: Realising the Project	Manager orders and receives resources such as paint, boards and props. Manager organises the workforce including planning and producing publicity and invitations to the Private View. S/he manages the setting up of exhibition and private view.	End of year exhibition – feedback from stakeholders. Tutor to collate feedback and provide assessment feedback.

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
Working to a Visual Arts Brief	Using Ideas to Explore, Develop and Produce Art and Design	Personal and Professional Development in Art and Design
A Personal Project	Working in the Art and Design Industry	Professional Practice in Art and Design
	Working to a Visual Arts Brief	Community Art

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)

- DES2 Apply design industry knowledge to inform your own design work practice and work
- DES38 Manage design realisation
- DES39 Manage a design project

Skillset Sector Skills Council

Interactive Media and Computer Games

- IM1 Work Effectively in Interactive Media

Skillfast-UK Sector Skills Council

Textiles and Material Design

- D13 – Plan and manage design work
- D14 – Realise design prototypes
- D15 – Plan and contribute to the realisation of final textile and material design.

Essential resources

Learners need access to the internet and a well-stocked learning resource centre so they can scope project ideas. Stakeholders should be invited to attend face to face meetings or be contacted via email or telephone. Budgets should be established before the start of any project research to provide materials to resolve the project.

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 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, has 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), provides details on careers (www.skillset.org/careers) and the industry, and has a regularly updated news and events page.

Skillfast-UK, the Sector Skills Council for Fashion and Textiles (www.skillfast-uk.org), provides details on careers (www.skillfast-uk.org/justthejob) and the industry and has regularly updated news and events pages.

Indicative reading for learners

Textbooks

Bonet L – *Exhibit Design: High Impact Solutions* (Collins Design, 2007) ISBN 978-0061139680

Dwelly T – *Creative Regeneration: Lessons from Ten Community Arts Projects* (Joseph Rowntree Foundation, 2001) ISBN 978-1859350652

Goldstein B – *Public Art by the Book* (University of Washington Press, 2005) ISBN 978-0295985213

Knight K and Schwarzman M – *Beginner's Guide to Community-Based Arts* (New Village Press, 2005) ISBN 978-0976605430

MacGregor E and Harding A – *Out of Here: Creative collaborations beyond the gallery* (Birmingham: Ikon Gallery, 1998) ISBN 978-0295985213

Newton R – *The Project Manager: Mastering the Art of Delivery* (Financial Times/Prentice Hall, 2009) ISBN 978-0273723424

Portny S – *Project Management for Dummies* (John Wiley and Sons, 2006) ISBN 978-0470049235

Spillane-Doherty L – *Drawing a Balance* (Art Link, 2000) ISBN 978-0953960507

Journal

AN Magazine

Websites

www.britishcouncil.org/arts-for-development-social-and-community-arts.htm British Council community arts pages

www.businessballs.com/project.htm advice and guidance on project management

www.communityarts.net US based community arts network

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	researching and generating a proposal and estimating resources needed to realise the project
Creative thinkers	formulating aims and objectives for the project, developing ideas and options
Reflective learners	developing ideas and reviewing and refining ideas
Team workers	scheduling stages of work, involving others and producing a final outcome
Self-managers	producing and presenting work on time
Effective participators	researching and generating a proposal, monitoring and completing the proposal.

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 ...
Independent enquirers	researching resources and comparing costs
Creative thinkers	showing awareness of previous projects and building on best practice
Reflective learners	responding to feedback
Team workers	involving peer group as part of a team
Self-managers	working to a professional standard
Effective participators	participating in timely and informative meetings with stakeholders.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT packages for brainstorming ideas and producing project plans (critical path analysis)
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	researching ideas, methods and processes, including web based material and CDs
Manage information storage to enable efficient retrieval	exploring, extracting and assessing the relevance of information from websites and CDs
Follow and understand the need for safety and security practices	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching ideas, methods and processes, including web based material and CDs
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from websites and CDs
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	keeping planning records, financial spread-sheets and critical path analysis information to track the progress of the project
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	exchanging emails with tutor using VLE message boards

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	working out financial commitments to a project measuring out and allocating space for large-scale projects
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	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing project issues with stakeholders presenting ideas and negotiating with stakeholders responding to feedback
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	seeking and reading and responding to research
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing up project proposal writing up notes and annotations to developments preparing presentations.