

Unit 22: Setting up an Art and Design Studio

Unit code:	D/502/5524
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to give learners an insight into setting up a studio or working as part of a design collection or studio share. They will do this through considering resource needs and working with others to create a business proposal.

● Unit introduction

It is common practice for recently qualified artists and designers to set up their own studio space to work in and meet clients. This often involves establishing some form of partnership with other artists and designers, for example as a small group of individual artists and sculptors who require working and storage space for paintings and constructions, or as a number of print and multimedia designers who wish to work together to provide a comprehensive service to business clients.

The set brief for this unit is to make a practical proposal for setting up an independent studio, working with a number of colleagues or associates. Learners will work through the processes of:

- finding and costing a real studio space within their locality
- identifying the needs of others in the partnership
- organising the studio space, including the considerations of health and safety
- establishing the financial requirements and preparing a business plan
- identifying local needs and opportunities and marketing the business.
- working and cooperating closely.

While learners will be given source and stimulus material that provides starting points for the consideration of the above requirements, they are expected to work independently to conduct the detailed research needed, to evaluate the potential of real business and real studio spaces and to produce presentation materials that establish the viability of their proposals. It is important that they recognise the need for cooperation and compromise in successfully working with others. Case studies about existing shared studios can be a useful tool for finding out relevant information and these can be obtained from the Arts Council.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the aims of an art and design studio-based business
- 2 Understand art and design studio resource needs
- 3 Be able to create a business proposal for an art and design studio
- 4 Be able to collaborate in an art and design studio enterprise.

Unit content

1 Know the aims of an art and design studio-based business

Aims and objectives: practical; financial; cooperative, social, benefits, defining the benefits in the short, medium and long-term; undertaking a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to establish the potential viability of the enterprise; using case studies to define a formula, researching existing provision

Nature of ownership: eg the advantages and disadvantages of sole trading, partnerships, limited liability, limited company, and how these are established and subsequently dissolved

2 Understand art and design studio resource needs

Premises: location; facilities eg size, access, natural light, storage, heating, ventilation, power, running costs, travel, public access, parking, nighttime/weekend access

Resources: capital equipment eg computers, printers, power tools, kilns, printing press, furniture, shelving; consumable items eg paper, inks, camera

3 Be able to create a business proposal for an art and design studio

Proposals: legal requirements eg tax, rates, public/product liability insurance, professional indemnity insurance, employers, insurance, PAYE, VAT, terms and conditions, Leasing, rental agreements, sub-letting

Health and safety requirements: layout of work spaces eg sharing, workflow, process order, wet and dry areas, risk assessment, COSHH guidelines

Clearly articulated business aims and objectives: mission statement, key partners, aims, long term plans

Plan: scale models of studio space, inventory of resources

Promotional material: eg business cards, signage, identity, brochure, website with client portfolio, 'who we are'

Business plan: cash-flow analysis, projected costs; professional rates; break-even point; government start-up funding schemes; resources list

4 Be able to collaborate in an art and design studio enterprise

Collaboration and cooperation: eg listening to, asking questions about, responding to the needs of colleagues, being prepared to compromise; planning and leading meetings, the decision making process, sharing work, supporting and encouraging each other

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 describe the aims of an art and design studio-based business [IE, CT, RL]	M1 explain the characteristics of art and design studio businesses	D1 produce a comprehensive, researched business proposal with creative supporting documents.
P2 explain art and design studio resource needs [TW, EP]	M2 compile a researched business proposal explaining resources needed and business aims.	
P3 produce a business proposal for an art and design studio [IE, CT]		
P4 contribute to a design studio enterprise. [TW, 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 CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Information for this unit can be delivered through seminars, workshops, visits, visiting speakers and independent research. There are opportunities for small-group working and opportunities to develop numeracy skills through completion of the business plan section.

Tutors delivering this unit should prepare learners for the realities of commercial practice, either when leaving college or later in their careers. In particular it will help them develop a greater understanding of the need for compromise between their individual goals and abilities and those of a wider, collaborative group of workers.

The intention is that learners work together in groups of three, four or five throughout the unit. Tutors need to consider how best to establish these groups: some short preliminary activities with learners working in different trial groups might help establish the most appropriate makeup of each final group. It is likely that the groups will have a focus on either a fine art practice, a craft practice or a design practice, though mixtures of these are not necessarily prohibited. However, it is up to the group to decide whether they wish to pursue individual practice within the context of a shared studio/workshop space, or, to a greater or lesser extent, to work collaboratively. Whichever it is, learners must understand that the setting up of the concern is to be a group venture in which responsibilities are shared. Collaborative working should be evidenced in assessment materials.

In learning outcome 1 learners need to focus on the advantages and disadvantages of setting up their own studio, and clarifying what they hope to achieve as a group. They need to consider the various possible forms of ownership and agree a reasoned account of their choice. Ideally this will provide a clear mission statement, even if not expressed as such. Learners should be prompted not just to think of the initial purpose of the enterprise, but to consider medium- and longer-term developments. While this is likely to be a relatively short activity which occurs at the start of the course, it forms an essential reference point for future decision making and may need to be recalled, returned to and reviewed as proposals develop throughout the rest of the unit.

Learning outcome 2 should be set up to be as realistic as possible. Ideally learners should contact, and visit, comparable existing studios and workshops in the area. Case studies could be used as exemplars.

Learners should investigate business premises in their immediate area that are actually available and evaluate their potential and appropriateness for their purposes. It is suggested that they choose a number of alternatives and explore the initial advantages and disadvantages of each, before coming together to make a collective decision on the best one to go for. They need to be aware that the more expensive the property is, the greater the risk, they are taking, and the less profit they may make.

Learners need to make fully costed lists of capital and consumable materials, led initially by the requirements of their particular area of work. They should discuss potential savings through sharing of costs, for example bulk purchase of materials, setting up a networked printer. Again these should be real costs, derived from suppliers' catalogues, websites, etc. Any costs of renovating, altering or upgrading the interior also need to be accounted for, together with the costs of meeting health and safety regulations, and any other legal requirements.

The layout and organisation of the potential workspace should be given special emphasis. Along with plan drawings and sketches, learners should construct a scale model of the space with representations of major items of equipment and furniture that can be moved to different locations to facilitate discussion and agreement within the group. Depending on the nature of the enterprise, it might be appropriate to create material sample boards to help indicate a desired internal appearance.

For groups that are finding it difficult to identify and decide on suitable premises, it might be helpful to give them details of a real or made-up studio space and/or provide a set budget they must not exceed.

Throughout this process various conflicting requirements will arise and learners need to work together to resolve the issues. They will to keep individual documentation of their contribution and progress to the proposal as a whole.

For learning outcome 3, learners must present a convincing case for their proposal to a third party, who should be assumed to be responsible for providing initial capital, deposits or to be acting as guarantor. Sophisticated presentation techniques should be balanced by a demonstration of a firm grasp on the financial projections and an assurance of the ability of the group to work together to achieve the aims and objectives of the enterprise. Learners need to be familiar with the requirements of a business plan, and a plan must be included as part of the presentation.

For some collaborations the need for promotional materials might be minimal, and the responsibility of the individual. In others, however, the way in which the group present itself and it services to potential clients through them will be seen as essential to the ultimate success of the enterprise.

Collaboration and cooperation are key to learning outcome 4 should be emphasised from the start. A number of short introductory activities might help establish this dimension of the unit. Learners should be made aware of the need to deal with any difficulties in their relationships as they occur, to deal with situations in which members of the group who for one reason or another are unable to contribute at any point (for example through illness, planned absence, etc), and to take responsibility for re-engaging members of the group who have become uninterested or unhappy with the collective decisions that are being made. Some individuals may emerge as leaders, but find it difficult to take the rest of the group with them. Others may find it difficult to accept corporate views and compromise their own requirements.

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 the unit.
Assignment 1: Research Assignment Learners investigate local and national studio based art and design businesses. Learners collect information and case studies on cooperatives, sole traders, incubators/start up hubs and shared studios. Seminar: business models (sole trader, partnership, not for profit; legal issues) – learners take notes for assessment evidence.
Research map buzz groups; in groups learners list types of creative business, decide which business they are going to plan for and establish working groups.
Learner-initiated study: off-site visit to local studios, group visit to national scheme.
Seminar and workshop on business plan; a Business Link advise to deliver a session on writing a business plan and from this learners develop their statement, aims and objectives and compile a resource list.
Assignment 2: Independent Research Learners compile resource list for business with prices for the cash flow forecast section of their business plan, which will be covered in Functional Skills.
Market research: Learners explore types of business similar to their plan, complete a SWOT analysis on their business, use case studies and give examples of how they set up.
Learner-initiated study: Learners complete plan, draft publicity materials, and presentation.
Workshop session: Learners produce marketing information to support their start-up company.

Topic and suggested assignments/activities and/assessment

Assignment 3: Presentation: Business Competition

There will be a 'start-up fair' which will be a business competition. Learners give their presentation to other members of the group and talk through their business plan and show supporting research and materials. The presentation should be 5 minutes. Learners hand in folder for assessment at the end of this session.

Review of unit and assessment.

Assessment

For P1, learners must compile a descriptive list of applicable art and design businesses, discuss their aims, their customers and the nature of the business. This could be a verbal element of the presentation or supporting notes or statements in a report.

For P2, learners must explain necessary resources for their chosen business. They should show how the information was obtained by quoting suppliers' catalogues or website pages. The nature of the business in mind will determine the level of detail needed.

For P3, learners should produce a business proposal which can be researched and developed in a group but submitted individually for assessment. Supporting information should be included and should reference business plan themes such as a mission statement, location and nature of the business, who the clients are, aims, long-term planning, financial and resource considerations and supporting marketing evidence. Pass level learners may need support to collate information and may find case studies and catalogues helpful. Evidence should show a level of understanding rather than detailed balancing and forecasting.

For P4, learners should show how they collaborated on the planning and presenting of the business proposal. This may be a statement in their folder or presentation, or through witness statements and observations.

For M1, the level of description and analysis into business characteristics should be greater and in more detail. Work must be relevant and well presented.

For M2, the business proposal must be researched in detail with careful planning and investigation recorded. The presentation must be engaging and convincing.

For D1, the evidence should be of the same format for pass and merit but should be more coherent and show greater understanding. Learners should reference other businesses and make links with their own development. Information must be researched in detail and referenced. Presentation should be strong and the work produced should be a useful document for future independent development.

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 MI DI	Assignment 1: Research Assignment	An artist/designer investigates local and national studio based art and design businesses.	Information and case studies.
PI, P2, P3, P4 MI, M2 DI	Seminar: 1 Business models Seminar: 2 The business plan	A Business Link advise delivers a session on writing a business plan to an artists collective.	Notes.
PI, P2, P3, P4 MI, M2 DI	Assignment 2: Independent Research	A craftworker compiles resource lists for business with prices for their cash flow forecast section of business plan.	Presentation and folder.
PI, P2, P3, P4 MI, M2 DI	Workshop session	Artists produce marketing information to support their start-up company.	Presentation and folder.
PI, P2, P3, P4 MI, M2 DI	Assignment 3: Presentation: Business Competition	Designers give their presentation to other members of the collective and talk through their business plan.	Folder.

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
Explore Artists' and Designers' Work	Working in the Art and Design Industry	Professional Practice in Art and Design
	Building an Art and Design Portfolio	Personal and Professional Development
		Freelance Work in Art and Design

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
- DES28 Developing your own design offer
- DES32 Apply concepts and theories of creativity and innovation to your own design work
- DES36 Develop and extend your design skills and practices.

Essential resources

Learners require access to off-site specialist studios and workshops, appropriate to the pathway being studied. They should also have sufficient access to library and internet resources. Learning materials in the form of simulated professional briefs and health and safety/legislation/resources information and documentation should also be provided.

Employer engagement and vocational contexts

This unit will be most effective if delivered by a professional who has experience of setting up their own workshop or who is involved in mentoring and setting up in the arts. There are opportunities for co teaching with industry professionals to deliver relevant vocational material.

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 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 Designs 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 be 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

DuBoff L D – *The Law (in Plain English) for Galleries* (Allworth Press, 1999) ISBN 978-1581150261

Eisenman S – *Building Design Portfolios: Innovative Concepts for Presenting Your Work* (Rockport Publishers, 2008) ISBN 978-1592534388

Evans D W – *People, Communication and Organisations* (Longman, 2000) ISBN 978-0273032694

Learner R and Bresler J – *All about Rights for Visual Artists* (Practising Law Institute, 2006) ISBN 978-1402405488

Rossol M – *The Artist's Complete Health and Safety Guide* (Allworth Press US, 2001) ISBN 978-1581152043

Routh J M – *The Law of Artistic Copyright. A Handy Book for the Use of Artists, Publishers, and Photographers* (Oliphant Press, 2008) ISBN 978-1443710503

Spandorfer M et al – *Making Art Safely* (John Wiley and Sons, 1995) ISBN 978-0471287285

Young A – *Setting up a Pottery Workshop* (Amer Ceramic Society, 2006) ISBN 978-0713679380

Websites

www.a-n.co.uk

the Artists Information Company

www.apd-network.info

artists professional development network

www.designcouncil.org.uk

the Design Council website

www.inclusivedesign.org.uk

Royal Society Arts pages on inclusive design

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 investigating local and national businesses
Creative thinkers	working together to plan a business 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 and exploring business models, using case studies, meeting practitioners
Creative thinkers	looking for types of businesses, generating ideas, seeing themselves as practitioners of the future
Reflective learners	using research to inform their own development and responding to feedback
Team workers	working with peers, tutors, visiting speakers to create documents and presentations
Self-managers	working to self-set targets, managing learning goals, working to timescales, producing personally relevant materials
Effective participators	engaging in independent learning, giving and receiving feedback.

● 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 the internet and online journals to research business models and equipment
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	browsing online catalogues emailing selecting information on studios
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 	creating business plan, cash flow plan, resource lists, work plan and floor plans
Present information in ways that are fit for purpose and audience	giving a presentation
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving presentations giving and receiving feedback working collaboratively
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading catalogues, case studies and journals to gather information
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	note taking from speakers, compiling reports, selecting and synthesising information.