

Fundraising Training Programmes certified by EFA aim at introducing and maintaining common standards for fundraising training across Europe. They are intended for people who fundraise in a wide range of areas and situations within the European voluntary sector. EFA Certified Fundraising Training Programmes aim to familiarise candidates with a wide range of fundraising techniques, which will give them the knowledge and understanding on which to build their careers beyond a functional specialism, as well as equipping them with the general management skills which are an essential part of any fundraiser's development. Those successfully completing EFA Certified Fundraising Training Programmes will be capable of operating within their profession as a fundraiser with considerable autonomy, which is likely to include responsibility for staff and volunteers. Successful candidates will have demonstrated their knowledge and understanding of theoretical principles of fundraising through their application in practice and, where appropriate, the provision of evidence of their skills in the form of professional projects or artefacts.

## 1. Entry Requirements

While there should be no formal academic entry requirements, candidates should have completed secondary education and demonstrate some experience and current involvement in fundraising (either in a paid or voluntary capacity).

## 2. Achieving Course Outcomes

At the end of an EFA Certified Fundraising Training Programme candidates will have demonstrated the skills, knowledge and understanding outlined in the EFA Certification Competence Framework and Syllabus. In general terms assessment strategies should be designed to measure each candidate's ability to:

- demonstrate knowledge and understanding of:
  - models, theories, forms and techniques relevant to the development of fundraising strategy in a domestic and international context
  - the role of fundraising at an organisational and societal level
  - the cultural and ethical dimensions of fundraising
- think critically and make judgements:
  - evaluation: e.g. of fundraising and campaigning strategy and practice
  - analysing and researching information to support strategy
  - critical and creative thinking in contexts relevant to fundraising and problem solving
- demonstrate key skills:
  - information technology: e.g. using IT as a research tool
  - teamwork (to include working with volunteers and other employees)
  - effective communication orally and in writing in a range of media
  - use of numbers: e.g. in analysing fundraising opportunities from a budgetary perspective
- manage and develop professional skills:
  - identifying an organisation's fundraising requirements
  - ability to establish and communicate a fundraising case
  - planning, organising and allocating resources for fundraising
  - managing a productive working relationship with suppliers and partners
  - improving own learning and performance

### 3. General Principles of Assessment

Assessment for EFA Certified Fundraising Training Programmes should aim to maximise the opportunity for learning and provide opportunities for students to experiment with and reflect on concepts as applied to their working practice. Students should receive structured feedback from tutors thus demonstrating their knowledge and the understanding gained by attending the fundraising training programme. It should also seek to demonstrate to external stakeholders (such as employers or donors) the highest standards of rigour and objectivity.

#### Assessment Must:

- determine the standards defined in the EFA Certification Competence Framework as outlined in the EFA Syllabus
- assess students' attainment of course outcomes
- be as transparent as possible about assessment criteria and processes and having an appeals process available
- be appropriately varied – if at all possible a mixture of assessment methods should be used

#### Assessment Should:

- guide and inform students' learning: this mainly refers to feedback, but also implies that students are guided by assessment to what they should prioritise in a course
- be reliable: two candidates with the same levels of skills and knowledge should do equally well in the same assessment (across providers)
- be cost effective
- be valued by students as part of the learning process

### 4. Routes to Assessment

EFA Certified Fundraising Training Programmes should include elements of the following assessment techniques as appropriate to the various course outcomes being assessed.

#### Academic Assessment

EFA considers an assessment strategy consisting of tutorial participation, two formal written assignments of 3000 words each, and a three-hour examination as being appropriate for a course of this length. In a distance learning context, the mixture would be similar except for the tutorial participation element, but with three to four assignments totalling between 7000 and 9000 words, and a three-hour examination.

#### Vocational Assessment

Vocational Assessment is the process of judging evidence of competence against specified criteria. To meet the requirements of this type of assessment candidates combine performance evidence and evidence of knowledge and learning, and present them in a chronicled Portfolio of Evidence. Specialist assessors who are linked to a formal qualification structure normally undertake this form of assessment.

#### Accrediting Prior Experience and Learning

It is one of the fundamental principles of vocational assessment that credit should be given to those who can clearly demonstrate their competence outside of a learning programme by reviewing and presenting existing evidence of achievement. This process is called Accrediting Prior Experience and Learning (APEL). The following should be considered when designing APEL options for EFA Certification.

- The APEL process should not devalue the taught programme. APEL should not be seen as an easy route to the qualification.
- Programme designers should be clear regarding qualification for this route. If it is for experienced fundraisers there should be a clear definition of what is required.
- APEL candidates should not be embarrassed by their inability to reflect the materials that have been taught. To prevent this, there should be a formal briefing process for those taking part in the APEL process.

The provision of APEL routes to any qualification will be at the discretion of the national fundraising bodies/associations.

# Process of Certification

## 5. Assessment

Regardless of the method used, any assessment strategy should combine elements of continuous assessment during the study period with a final assessment at the end. The precise content and detailed format of the assessment can vary between countries and providers (subject to validation), but all must satisfy the following points:

- a clear link between the workplace and the assessment
- minimum coverage of the syllabus (70%)
- address all of the course outcomes
- include a combination of formative and summative assessment
- provide a clear demonstration of the independence of the assessment process

## Quality Assurance

EFA Certification of Fundraising Training Programmes aims at introducing and maintaining common standards for fundraising training across Europe. It is therefore essential that the level of skills and knowledge being tested are of a consistent level between providers.

This is likely to involve systems of first and second marking, and the active participation of EFA Certification Board members to act as an external moderator.

Fundraising Training Programmes that will be accredited by EFA aim at introducing and maintaining common standards for fundraising across Europe. EFA will ensure that these programmes will cover the material required to ensure consistency of standards through National Fundraising Organisations, that are members of EFA.

The first step consists in developing a Fundraising Training Programme, based on EFA Standards

National Fundraising Organisations will then be responsible for recognising suitable programmes and making recommendations to the EFA Certification Board.

Finally, the EFA Certification Board will ratify local recognition, validate programmes leading to EFA Certification and accredit recommended programmes. The successful programmes will carry the mark "EFA Certified".

Where there is no National Fundraising Organisation, educational providers will be encouraged to form such an organisation in accordance with EFA strategy and apply for EFA membership before being considered for EFA Certification.