EFA Certification Standard Framework Programme Delivery and Assessment Guidelines

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PROGRAMME DELIVERY GUIDELINES

Study for an EFA Certified Fundraising Training Programme requires a serious commitment from candidates. Those successfully completing courses will be capable of designing and implementing a fundraising programme and providing others with the support necessary to be able to fundraise effectively.

Induction

It is strongly recommended that an induction session is run for students to explain the course approach, attendance requirements, tutorial support, assessment processes, submission deadlines, and so on. The individual learning contract can form part of this process.

Syllabus Coverage

To achieve EFA Certification it is necessary for associations and organisations to evidence that in aggregate, their qualification frameworks deliver at least 70% of the knowledge and skills outlined within the Fundraising Competencies. CF1 and CF2 are compulsory. All EFA accredited programmes must include coverage of these units.

Course Duration

EFA Certified Fundraising Training Programmes should comprise of at least 300 notional learning hours. There is no formal upper limit. This figure represents the estimated learning time taken by the average student to achieve the specified learning outcomes of the programme, and thus earn the qualification. It is deliberately not a precise or prescriptive measure – but is meant as an indication of the magnitude of the commitment being taken on by students, in terms of study and assessment load. Even though the figure of 300 hours is not prescriptive, training providers should be able to demonstrate that the amount of study associated with any programme leading to an EFA qualification is sufficient to ensure achievement of the appropriate learning outcomes and standards. As a professional qualification, study time can include relevant work-based activities as well as academic or independent learning.

Notional learning time includes:
- Teaching contact time (e.g. lectures, seminars, tutorials, workshops);
- Preparation for and carrying out assessments (e.g. written coursework, oral presentations, in-class questions and problem solving in groups or individually, examinations);
- Private study sessions (e.g. library research, term-time and vacation reading and information retrieval online or in a direct social context); and
- Work-based activities which lead to assessment, including practice, gaining, applying and refining skills to achieve the threshold level of competence.

Group Size

Because of the specialised professional nature of an EFA Certified Fundraising Training Programme, it is strongly recommended that a maximum group size of one tutor to 20 students is not exceeded.

Learning Contracts

Given the professional commitment of the candidates, it is highly recommended that EFA Certified Fundraising Training Programmes include individual learning contracts with their students regarding study hours both inside and outside their formal teaching sessions so that expectations are as explicit as possible.

Managerial Support

Because of the work-related nature of the assessment for EFA Certified Fundraising Training Programmes, there are resource implications beyond basic classroom or distance learning delivery. Individual students will need to be guided on their choice and interpretation of assignment topics and supported in their research and gathering of evidence for such assignments as appropriate.

Links with Employers

Wherever possible, links with fundraising organisations should be encouraged so that students can apply their learning in a practice context, fully supported by colleagues and managers. A supportive atmosphere at work will help students embed their learning, as well as facilitate access to information and examples to be used in their assignments.

This has the effect of creating a learning community who can share their insights and network effectively outside as well as inside organisations. It may also encourage employers to sponsor or contribute to the fees of students as well as giving them help with study time or equipment. Linking employers to a programme is not only good marketing for the training programme, but also an excellent learning resource in its own right.

Tutor Support

As with any adult learning situation, a facilitative style of teaching where candidates can learn from and with each other is preferable to a didactic approach. As well as group teaching (whether face-to-face or online), each student should receive individual tutorial support.

Tutor Profile

Parts of the EFA Certification syllabus relate to generic management topics and most suitable educational partners will have tutors that are experienced in teaching such material. However, the specialist fundraising elements of the programme will need to be taught by trainers with relevant

fundraising expertise, which includes:
- At least five years fundraising experience; or
- Significant experience of managing fundraising staff as a line manager or consultant; or
- Training experience within a fundraising environment.

All trainers must demonstrate a commitment to continuing professional development as a fundraising tutor or specialist tutor within a programme including:
- Keeping up with relevant practitioner and academic literature on fundraising and/or their specialist subject;
- Keeping updated on advances in best practice in teaching and tutoring; and
- Interacting with other fundraising tutors on EFA Certified courses to share best practice.

Trainers must be able to provide a reference from a senior member of the profession in good standing with his or her national fundraising association or organisation.

Administrative Support

As well as tutorial experts responsible for teaching and assessment, training providers must have administrative support for managing the programme, as follows:
- Registering students on the programme and providing full and accurate details of the assessment strategy and timetable;
- Ensuring that hand-out and hand-in dates are adhered to; and
- Informing EFA via the national fundraising association or organisation of any changes to an accredited fundraising training programme and/or assessment schedule.

Development Costs

Development costs for training can be quite high. National fundraising associations and organisations will need to consider how to raise start-up funding. Thereafter, local fundraising groups and the training provider will determine the price of the programmes. The cost should be based on the local market and general costs. EFA's advice is that fundraising training programmes should be profitable and not directly subsidised at source, as this is the most likely business plan to ensure the programme's longevity and add value to the training for candidates. If funding is available, it is advisable to create bursaries allocated to students on a needs-led basis.

ASSESSMENT GUIDELINES

EFA Certification aims to introduce and maintain common standards for training across Europe. The training is intended to cater for people who fundraise in a wide range of organisations, areas and situations within the European voluntary sector. Therefore, EFA Certified Fundraising Training Programmes will need 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 some 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.

Reading List Guidelines and Sample

The point of reading lists is to provide students with the knowledge they need to pass their courses. Therefore, it's not simply a matter of giving them any reference that relates to the topic. To ensure students get the best available knowledge, EFA therefore recommends the following hierarchy for the inclusion of literature in course reading lists:

a) Textbooks – textbooks are designed as teaching aids, and so provide a good grounding current best theory or practice. Specific chapters can be recommended rather than the entire book. Ensure that the title is a textbook and not practitioner literature (see d.)

b) Grey literature – grey literature consists of non-peer reviewed publications from academics (e.g. working/white papers), umbrella bodies, government departments, market research companies etc. It often includes the latest thinking that has not yet made it into textbooks or academic journal articles. Particularly useful are literature reviews and papers that provide an overview or review of a subject or field.

c) Academic journal articles – academic papers are highly specialised, so these should be included in the recommended reading if they provide more specialist information that makes an essential and significant contribution to knowledge, if this can't already be found in a textbook or the grey literature.

d) Practitioner literature – the quality of practitioner literature is variable, so it should be recommended only if it is really good enough and makes an essential and significant contribution to knowledge, and it is well evidenced.

A sample reading list for unit CF3.3 (Major Gift Fundraising) is included as an attachment at the end of the Assessment Guidelines section.

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).

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. In general terms, assessment strategies should be designed to capture and/or measure (as appropriate) each candidate's ability to:

1. Demonstrate knowledge and understanding of:
    -   models, theories, forms and techniques relevant to the development of fundraising in a domestic and international context;
    -   the role of fundraising at an organisational and societal level; and
    -   the cultural and ethical dimensions of fundraising.
2. Think critically and make judgements:
    -   evaluation: e.g. of fundraising and campaigning strategy and practice;
    -   analysing and researching information to support strategy; and
    -   critical and creative thinking in contexts relevant to fundraising.
3. Demonstrate core skills:
    -   information technology: e.g. using IT as a research tool;
    -   teamwork;
    -   effective communication orally and in writing in a range of media;
    -   use of numbers: e.g. in analysing fundraising opportunities from a budgetary perspective; and
    -   problem solving.
4. Manage and develop professional skills:
    -   developing fundraising that is legal/ethical and appropriate for the focal fundraising environment;
    -   planning, organising and allocating resources for fundraising;
    -   utilising a range of channels and/or forms of fundraising to raise funds from individuals;
    -   cultivating and soliciting appropriate forms of support from corporates and foundations; and
    -   building meaningful and rewarding supporter relationships.

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:

1. Determine the standards defined in the EFA Certification Competence Framework;
2. Assess students' attainment of course outcomes;
3. Be as transparent as possible about assessment criteria and processes and have an appeals process available; and
4. Be appropriately varied – if at all possible, a mixture of assessment methods should be used.

Assessment Should:

1. 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;
2. Be reliable: two candidates with the same levels of skills and knowledge should do equally well in the same assessment (across providers); and
3. Be valued by students as part of the learning process.

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 recognises that assessment strategies will vary reflecting the cultural norms of the focal country. Assessment may be informal (conducted during classes – e.g. through groupwork) or formal (written assignments and/or an examination).

Oral assessment, such as professional conversations and presentations, are also valid and it is likely a combination of different methods will be used within each course. In summary, the assignments can be used either for formative assessment and/or summative assessment as well as potentially opening up opportunities for the use of peer and self-assessment. Providers are encouraged to incorporate the use of technology with regard to assignment preparation, presentation and/or marking and providing feedback to students. To gain EFA accreditation it is necessary to demonstrate that broad coverage of the performance outcomes will be provided.

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 associations and organisations.

Assessment

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; and
- Provide a clear demonstration of the independence of the assessment process.

Quality Assurance

As EFA Certification aims to establish commonality for fundraising training across Europe, it is 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 Committee members to act as an external moderator.

ATTACHMENT - Sample Reading List for CF3.3 (Major Gift Fundraising)

Textbooks

1) Sargeant, A., and Jay, E. (2014). *Fundraising Management: Analysis, Planning and Practice*, 3rd edition. London: Routledge.

Chapter 9, pp190-210, Major gift fundraising.

This is the textbook introduction to major gifts fundraising is the first thing students should read. It describes accepted best practice in major gifts fundraising that is backed by theory and evidence (with cited sources that students can follow if they wish).

NB, the fourth edition of this book will be published in the summer of 2021 and so will replace the third edition at the top of the major gifts reading list.

2) Sargeant, A., Shang, J., and Associates (2017). *Fundraising Principles and Practice*, 2nd edition. Hoboken, NJ: Wiley.

Chapter 14, pp435-462, Major gift fundraising.

This is the US version of Adrian Sargeant's textbook. It's not likely students will need to read both chapters, so it is a case of either or, thought the 4th edition of the UK textbook will probably be recommended reading for most European courses. In this case, this book might provide added value but would not be essential if students have the UK book.

Overview/literature review (academic and grey literature):

1) Sargeant, A., Eisenstein, A. and Kottasz, R. (2016). *Major Gift Fundraising: Unlocking the Potential for Smaller Nonprofits*. Available at:

https://static1.squarespace.com/static/5e99b731e7ec45190a6bc6a6/t/5ec5900cd1bc132de22bfbbb/1590005774063/major-gift-fundraising-report-v2.pdf

Specifically pp3-31 – Review of the major gift literature.

This section provides the most recent (and therefore most up-to-date) and most comprehensive review of the major gift literature available. It should therefore be the first piece of recommended reading for any course or part of a course looking at major donor fundraising.

It helps to define and conceptualise terms and issues – for example, that there is not consensus about what constitutes a 'major' gift, but it does define a 'major' donor.

It will also direct readers to many other sources. Students can decide which of the sources described in the literature review are most relevant to their area of study and so those sources will not be listed in detail here (it's simply duplicating resources).

2) Scaife, W., McDonald, K., and Smyllie, S. (2011). *A Transformational Role. Donor and Charity Perspective on Major Giving in Australia*.

Research by an academic institution into the practices employed by Australian major gift fundraisers.

Available at: https://workplacegivingaustralia.org.au/app/uploads/2011/02/200401-A-Transformational-Role-Donor-and-charity-perspectives-on-major-giving-in-Australia.pdf and https://eprints.qut.edu.au/40336/1/40336.pdf

For some reason no resources are current available on the website of the Australian Centre for Philanthropy and Nonprofit Studies, which produced this paper. This is not doubt a temporary problem and the reading list can be updated when these are again available. https://research.qut.edu.au/australian-centre-for-philanthropy-and-nonprofit-studies/

3) (Chartered) Institute of Fundraising (2013). *Major Gift Fundraising. A Snapshot of Current Practice in the UK Non-profit Sector*.

Jointly produced by IoF and Good Values, this report describes how UK fundraising practice major gifts fundraising.

Available at – https://goodvalues.co.uk/pre-order-free-new-major-gift-fundraising-research/

Drilling down into the reading: some other ideas worth following up from the overview literature, latest ideas from academic literature, and other emergent themes

The purpose of this section of the reading list is not to provide a comprehensive list of papers and reports that students must read, but provide them with a taster of the kinds of ideas they could explore. But it is mainly their responsibility to follow the sources contained in the overview literature above. However, not everything of relevant will be in the lit reviews/overviews and this section points students to some new ideas and emerging themes, or ideas that were not covered.

1) Wiepking, P., & Breeze, B. (2012). Feeling poor, acting stingy: The effect of money perceptions on charitable giving. *International Journal of Nonprofit and Voluntary Sector Marketing*, 17(1), 13-24.

Non-publication version available at - https://kar.kent.ac.uk/34391/1/Feeling%20Poor%20Acting%20Stingy%20-%20Wiepking%20and%20Breeze%202008.pdf

This paper argues that rich people can often 'feel' that they do not have enough money.

2) Knowles, P., & Gomes, R. (2009). Building relationships with major-gift donors: A major-gift decision-making, relationship-building model. *Journal of Nonprofit & Public Sector Marketing*, 21(4), 384-406.

3) Shang, J. and Sargeant, A. (2017). Insights Into The Future of Philanthropic Innovation: Philanthropic Literacy for Future Leaders.

Available at: https://static1.squarespace.com/static/5e99b731e7ec45190a6bc6a6/t/5ec59017e9cf0f65dc59e355/1590005791802/Philanthropic_Literacy_R10_062117.pdf

New thinking commissioned by the Resource Alliance into innovation in philanthropy and how philanthropist manage risk in their giving.

4) Drollinger, T. (2018). Using active empathetic listening to build relationships with major-gift donors. *Journal of Nonprofit & Public Sector Marketing*, 30(1), 37-51.

5) Donor dominance – the abuse by donors in the power they hold in relationships with fundraisers and charities – is an emerging issue. Students are recommended to check out Rogare's work on this subject – https://www.rogare.net/donor-dominance

6) Cluff, A. (2009). Dispelling the myths about major donor fundraising. *International Journal of Nonprofit and Voluntary Sector Marketing*, 14(4), 371-377.

Classics

A classic in the major gift literature is *The Seven Faces of Philanthropy*, by Russ Prince and Karen File. This book establishes a seven-fold typology of major donors.

Another helpful book is *Richer Lives: Why Rich People Give*, by Beth Breeze and Theresa Lloyd - https://www.dsc.org.uk/publication/richer-lives-why-rich-people-give/

PROCESS OF CERTIFICATION

Through the Certification process, EFA will seek to verify that Fundraising Training Programmes submitted by EFA members will cover the content required to ensure consistency of standards.

The first step is developing a Fundraising Training Programme or framework that meets EFA's Certification criteria, as set out in this handbook. EFA members will then be responsible for recognising suitable programmes and recommending those to EFA for approval. EFA's Certification Committee will ratify local recognition, validate eligible programmes and accredit those training programmes. The successful programmes will carry the mark "EFA Certified".

Where there is no national fundraising association or organisation, educational providers are encouraged to contact EFA directly at info@efa-net.eu.

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