

**SCREEN SCOTLAND  
SGRÌN ALBA**

**SCREEN FUNDING**

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# **SCREEN EDUCATION FUND**

**APPLICATION GUIDANCE 2023**

 Awarding funds from  
**THE NATIONAL LOTTERY®**



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# SCREEN SCOTLAND

## SGRÌN ALBA

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Screen Scotland is driving the cultural, social, and economic development of Scotland's film and TV industries through enhanced funding, services and expert support with backing from the Scottish Government and The National Lottery.

Screen Scotland sits within Creative Scotland and works in partnership with Scottish Enterprise, Highlands and Islands Enterprise, Skills Development Scotland and Scottish Funding Council, working in close collaboration with the sector to support continued growth.

We are funding, developing and growing Scotland's screen sector by:

- Boosting production by investing in the development of Scotland-based talent and in the development and production of films and programmes from Scotland
- Improving employment opportunities in the sector through increased and co-ordinated opportunities for training and development
- Growing and improving Scotland's screen infrastructure including studio facilities
- Creating specialist business and market development provision for film and television businesses in Scotland by ensuring that advice and support is appropriate and easy to access
- Developing audiences by improving access to film and television productions from Scotland at home, across the UK and internationally
- Improving and expanding the provision of film and moving-image education in every context, increasing its reach, depth and inclusivity; and
- Developing Scotland's reputation as a destination for international productions and co-productions, supported by our world-class talent, crews, facilities and unique locations.

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# What is the purpose of the Screen Education Fund?

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Screen education - also known as 'film education' or 'moving image education' - develops screen literacy (the ability to read, write, talk and listen with moving images and sounds) and critical, cultural and creative knowledge and skills. It can be a first step to inspiring and enabling those seeking a career in the screen industries, but it also helps us all to understand and interpret what has become the 21st century's most widely utilised medium.

As such, Screen Scotland is working to embed a film and screen curriculum across Scottish education from early years to senior phase, situated within the Expressive Arts curriculum.

Film and Screen as an expressive art focuses on enabling pupils to make a film, rather than solely study the history or theory of film. This is core to Screen Scotland's work to widen participation in film and screen production, cultivate a skilled screen workforce and develop the screen professionals needed to carry forward Scotland's film culture.

Beyond this, we know that screen education can take place in many other settings than schools, such as colleges and universities, teacher education programmes, cinemas and film festivals, libraries, and media access centres.

The Screen Education Fund exists to support pilot projects with innovation at their core alongside programmes of work which aim to develop increased understanding of the potential of screen education, and support the provision of screen education and the new curriculum in a variety of formal, informal and non-formal settings.

Working with partners and educators, Screen Scotland aims to put screen education where it belongs, at the heart of learning for all, in formal, informal and non-formal education settings. Screen literacy is a fundamental right for everyone, and our aim is to inspire and equip people across Scotland to be able to access, enjoy, understand, create, explore and share film and screen throughout their lives.

# What are the priorities of the Screen Education Fund?

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The fund has key priorities which applicants must consider in terms of their projects and outline in their applications.

These priorities are to:

- Support the development and growth of screen education across Scotland, particularly in underrepresented areas and to groups who would directly benefit from and may face barriers to such opportunities.
- Support the continued professional development of educators, developing their screen education knowledge and skills through supported and reflective project delivery, formal professional development sessions, peer-to-peer learning, or a combination of all of these.
- Ensure the long-term sustainability of screen education by supporting projects which will strengthen its provision in future (for example, through increased priority of screen education within a setting or closer working relations with screen education organisations, educational stakeholders and so on).
- Strengthen the network of screen educators (schoolteachers, freelance screen education practitioners, media access centre staff, library staff, or others) and screen education organisations and services, typically through provision mapping, collaborative learning and connectivity, peer support, joint professional development, events, collaborative development and delivery of screen education programmes, or other activities.
- Promote screen education outcomes and impacts to educational stakeholders (including the ultimate beneficiaries) through their demonstration by example.

Supported programmes will be expected to share the outcomes and learning from their activities (which should be articulated in the End of Project Monitoring Form) with the wider screen education community and, on request, through active engagement with organisations supported by Screen Scotland to deliver training, peer-to-peer support and mentoring related to screen education.

## What can I apply for?

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You can apply for funds to cover a range of costs to plan and deliver your project, including:

- Delivery of screen education activities
- Staff costs required for project delivery
- Project management and administration
- Specialist screen education practitioners or tutors
- Professional development and training
- Filmmaking equipment hire and/or purchase for up to 10% of your total ask from Screen Scotland
- Venue hire
- Material and resource costs
- Marketing and publicity costs (including print, online, PR)
- Access costs (i.e., additional costs required to deliver the programme to participants with specific needs, for example language interpreters including BSL, increased costs for venue accessibility, transport, childcare)
- Evaluation costs
- Research and development.

## Who can apply?

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This fund is open to individuals, organisations and other constituted groups based in Scotland whose proposed activities meet the eligibility criteria. This can include - but is not limited to - local authorities, arm's length external organisations, schools, colleges, universities, cinemas, film festivals, libraries or media access centres.

Applications should be submitted by one lead organisation, with letters of commitment from any named partners.

## How much can I apply for?

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The minimum lower limit for applications is £500 per project. The maximum upper limit is £20,000 per project. The maximum length of time for a funded project to run is 12 months.

## When can I apply?

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**All applicants** must discuss their plans with a member of the Screen Scotland Screen Education Team in advance of any application being made. To do this, please make contact in the first instance by email to [screeneducationfund@creativescotland.com](mailto:screeneducationfund@creativescotland.com)

Applications will be accepted on a rolling basis without deadlines.

## How long will it take to get a decision on my application?

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Decisions will take up to **eight weeks from the date we receive your application** and all the relevant information required to make a full assessment.

Your project cannot begin during this period. If you apply less than eight weeks before your project starts, your application will be deemed ineligible.

# What are the key criteria we will consider when assessing your application for funding?

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You must be able to **clearly demonstrate** that the project has:

- been designed to meet a clearly identified need, demand or opportunity for screen education
- specific aims and outcomes for a significant development of screen education in the chosen context
- a well-developed understanding of and approach to a critical and/or cultural and/or creative element of screen education, including a detailed delivery timeline
- a clear understanding of target participants and the project's potential to have a specific and positive impact on them
- the potential for longer-term sustainability - of the organisation, the partnership, or screen education in general
- a clear and developed strategy for addressing and/or increasing Equalities, Diversity and Inclusion (EDI), including costings for any EDI provision and/or access requirements
- a strategy for project management and monitoring its delivery, including a budget
- a clear and developed strategy for evaluating and sharing the project's outcomes within and beyond immediate partnerships.



# What do I need to support my application?

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In addition to the application form, you will be required to submit the following supporting materials:

- A detailed budget, created using Microsoft Excel, with all costs clearly broken down.
- CVs of key personnel.
- A copy of founding legal documents, for example Articles of Association, Trust Deeds, or written constitution. (The level of information you need to provide will depend on the intended scale of your project and the amount you are applying for.)
- A copy of your Equalities and Diversity policy or Equal Opportunities Policy.
- Written evidence of any confirmed partnership funding (cash or in-kind).
- Letters of commitment from any partners in the project.

Please see **Section F** of the application form for guidance on the supporting materials required.

# What else do I need to consider?

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Along with the key criteria listed on the previous page, when planning and making your application we encourage you to think about the following questions:

- Have relevant partners been included and/or consulted with during the development of this project? How will any partners contribute to and gain from their involvement in this project? (Relevant partners include individuals or organisations who are providing direct support to or are directly involved in the project.)
- How will you promote the project to target participants and/or audiences and ensure its benefits are achieved as widely as possible? (See **page 10** for more information.)
- How does your organisation and/or project address specific issues, groups or locations relating to EDI? How will you address EDI and/or access provisions within your budget? (See **pages 10 and 11** for more information.)
- How will you monitor the project throughout delivery to ensure effective results that meet your original aims? (See **page 12** for more information.)
- How will you evaluate the project's delivery and impact at its end? How will you use your evaluation to support the longer-term sustainability of the project and/or its partnerships and/or screen education? (See **pages 13-16** for more information.)

## How do I develop an engagement strategy?

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When developing a strategy for how to engage with potential participants and/or promote your project, we encourage you to consider the following questions:

- Who do you want to engage with? What are their needs and wants? Do you need to research this?
- What do you offer in terms of screen education that others do not? What are your “brand” values? Why are you important and/or valuable?
- How do you currently engage with people? What do you need to do to increase engagement? What opportunities and barriers are there?
- What have been your most fruitful engagement approaches? What is it that worked so well? Can this be developed into a strategy?
- How do you currently use social media? What do you need to do to increase your reach and engagement?
- How much time can you realistically invest daily/weekly/monthly to engage online (website, social media)? Have you researched effective ways of engaging online?
- Do you have the right tools, services and people in place to tackle this work? Do you need to hire someone?
- Will you need funding for your engagement strategy?

## How do I develop an EDI strategy?

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When developing a strategy for how to increase Equalities, Diversity and Inclusion through your project, we encourage you to consider the following questions:

- Have you/your organisation undertaken an Equalities Impact Assessment and/or produced a Diversities Action Plan?
- Have you identified EDI gaps in the organisation/project and reflected on how to address these?
- Have you identified resource requirements (staffing, partnerships, networks, outreach activities, training)?
- Does your proposal include clear and realistic targets for EDI (number of participants, artists, staff, organisations)?
- Will you need funding for your EDI strategy and/or access provisions?
- Have you prepared an outreach/engagement plan that specifically addresses EDI?
- How are you going to evaluate appropriately for successes relating to EDI within the project?
- relating to EDI within the project?

# Underrepresented groups and access requirements

When developing your project, have you fully considered all groups who might wish to be involved, and the access requirements that will be needed to make it fully inclusive?

Commonly underrepresented groups	Common access requirements
<ul style="list-style-type: none"> <li>• children and young people</li> <li>• older people</li> <li>• young carers or care-experienced young people</li> <li>• faith and/or religious groups</li> <li>• gender groups</li> <li>• sexuality, sexual orientation, and gender identity groups (LGBTQIA+)</li> <li>• disabled people</li> <li>• deaf/hard of hearing/deafened people</li> <li>• visually impaired people</li> <li>• health and wellbeing groups</li> <li>• neurodivergent people</li> <li>• people with dementia</li> <li>• Black, Asian or minority ethnic groups (BAME)</li> <li>• refugees, asylum seekers and/or travellers</li> <li>• additional language speakers (Gaelic, BSL, minority language)</li> <li>• people from specific locations with transport and/or infrastructure issues</li> <li>• people from socially disadvantaged areas or communities facing deprivation</li> </ul>	<ul style="list-style-type: none"> <li>• funding for childcare, travel, accommodation</li> <li>• venue access (wheelchair, public transport issues, parking)</li> <li>• event access information</li> <li>• use of access symbols</li> <li>• appropriate signage in buildings</li> <li>• gender-neutral toilets</li> <li>• induction loops in venues</li> <li>• language support (interpreter, translator, notetaker, lip-speaker)</li> <li>• captioned, audio-described or transcribed film/digital/audio content</li> <li>• notice of triggering content, flashing/strobe lighting, loud noises</li> <li>• alternative format materials (large print, audio, languages, easy read, plain text)</li> <li>• alternative promotional materials</li> <li>• accessible website (WAG compliant)</li> <li>• appropriate seating (including bean bags)</li> <li>• quiet rooms</li> </ul>

# How do I develop a monitoring strategy?

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When developing a strategy for how to monitor the project throughout delivery, allowing for adjustments to be made, we encourage you to consider the following questions:

- How will you ensure the needs of participants are being met in the way you planned? If not, what actions can be taken?
- How will you ensure that you and your team (including partners) are communicating as a whole?
- How will you monitor whether the tasks delegated to team members are flowing smoothly? What provisions can be put in place to rectify any issues?
- How will you monitor your budget to ensure it is in line? How might you deal with potential adjustments?
- How will you monitor the project in relation to the delivery timeline? How might you deal with potential adjustments?
- Do you have controls in place in case something goes wrong? What is your change control plan? How will changes be implemented?

# How do I develop an evaluation strategy?

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When developing a strategy for how to evaluate the project delivery and its impact at the end, once all evidence has been analysed and reflected upon, we encourage you to consider the following questions before committing to elements of your application:

What do you want participants to have gained by the end of the project?

- Will they...
  - » ...recognise and appreciate skills involved in the creation of a text?
  - » ...be better at whatever they've been learning to do?
  - » ...be able to talk about what they've learned, making useful comments?
  - » ...feel inspired to carry out new activity as a result?
  - » ...develop an improved attitude/ approach to learning?
  - » ...develop any life skills such as confidence, leadership, etc.?
  - » ...develop skills that have an impact on other skillsets/ subjects?
  - » ...be interested in investigating further study and/or employment related to the work?
- How will your project contribute to the long-term sustainability of screen education? How will you gather this information?
- How will you know you have achieved your intentions?
- How will you evaluate the project's success in terms of delivery and impact? How will you prepare to answer the following questions?
  - » Is the outcome what you expected?
  - » Can you list five successes, five lessons learned and five recommendations for future projects?
  - » If the project was a success, have you documented how it flowed smoothly so you can use this in the future? If not, what needs to be changed in future?
  - » If the project had many changes, what did you do to get to a successful outcome?
- Who will the evaluation be shared with and for what purpose?
- Will you need funding for your evaluation strategy?

# Sample evaluation questions

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These have been designed for your use in their existing form. We encourage a “mix-and-match” approach. They clearly outline an approach that Screen Scotland finds appropriate.

## Educator evaluation

### Personal development

- In what ways did this project meet or surpass your expectations?
- Which skills do you feel most confident in as a result of the project?
- Which skills do you feel less confident in? Can you identify anything that could help with this?
- What examples can you give of ways you might carry this learning forward into your teaching practice?
- What opportunities can you see for sharing your learning with your community?
- What elements of the project did you most enjoy?
- What changes would you suggest for the project?

### Group development

- What do you think the group as a whole most gained from the project?
- Which elements of the project do you think the group found most challenging?
- Which aspects of the project do you think were most beneficial to the group?
- Which aspects of the project do you think were most beneficial to learners regarding your subject area/topic/focus?
- What examples can you give of unexpected responses to the project from any group members?
- How will you encourage your group to continue their engagement with screen education?

## Learner evaluation

### Critical and cultural

- In what ways has your knowledge and understanding of screen texts changed as a result of this project? Has it changed the way you watch, understand or discuss screen texts?
- What have you become curious about as a result of the project? What questions do you still have?
- What examples can you give of ways you found or used new information/knowledge within the project?
- What examples can you give of how you used your existing skills/knowledge (of topics, things you've read/watched etc.) within the project?
- How has your work on this project helped you develop your literacy skills?
  - » Reading/Listening/Watching: vocabulary, understanding, summarising, analysing, evaluating
  - » Writing/Talking: expression, fluency, confidence, detail...
- How did you respond to an underrepresented group/theme or issue in society/historical issue or event/genre conventions through this project? What did you learn from this?
- What was the most important thing you learned about the impact of mise-en-scène/camerawork/ editing/sound through this project?

### Creativity (filmmaking)

- What was your most creative contribution to the project?
- What was the most useful thing you learned about planning a film? What would you do differently next time?
- How did your storyboard help you when making your film? What did you learn from this process?
- What were the most interesting/important skills that you learned (storyboarding, design, using a camera, using editing software)? Why do these skills stand out?
- Which production design element of your film were you proudest of (costume, set, props, lighting, actor position, colour, sound)? Why?
- Describe a moment of camerawork (framing, angle, movement) from your film that you are particularly proud of. Why are you so pleased with this moment?
- Looking at your editing, what was the most satisfying sequence in your film? Why are you so pleased with it?
- If you could change anything about the film you made, what would it be and why? What would you do differently next time?

## Personal development

- Think about areas of personal development you came across during the project:
  - » Dealing with challenges (being resilient, solving problems, self-control)
  - » Building positive relationships (listening to others, compromising, being a good role model)
  - » Managing a project (managing resources/time, communicating with others, health and safety)
  - » Developing confidence (trying new things, recognising your strengths, assertiveness)
- What examples can you give of personal strengths you developed?
- What examples can you give of improvements you would still like to make?
- Which roles/responsibilities did you take on? Which one did you most enjoy and why?
- Which roles/responsibilities presented a challenge for you? How did you deal with this?
- What mistakes did you make? What did you learn from them? What would you do differently next time?
- What contribution of yours were you most proud of? Why?



# Equalities, Diversity and Inclusion

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As a lottery distributor and public funder, Creative Scotland is committed to addressing diversity in all its work, as outlined in our review of Equalities, Diversity and Inclusion in Scotland's screen sector, **Equality Matters (2017)**, in our **Equalities, Diversity and Inclusion Equality Outcomes (2022-26)** and elsewhere.

As noted in Equality Matters, screen education has significant potential to address inequality by providing key cultural, critical, creative and literacy skills. In addition, by providing opportunities to explore and develop specific moving image skills, it can also increase the number and diversity of people motivated and able to seek employment in screen and related industries and occupations. Creative Scotland believes that true representation both on and off screen is vital for the sustainability and equity of the screen sector.

Applications for support to all screen funds will be strengthened by a specific and targeted contribution to improving diversity. The **BFI's Diversity Standards** provide detailed guidance to potential approaches.

## How to apply

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Applications must be made on the Screen Education Fund Application Form, which can be found on the Screen Scotland website: **[www.screen.scot/funding-and-support](http://www.screen.scot/funding-and-support)**.

Completed forms should be submitted along with all supporting materials to **[screen@creativescotland.com](mailto:screen@creativescotland.com)**.

## Making an application

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Do you need this information in alternative formats or languages, or do you require any access support?

We are committed to offering clear and accessible application processes and programmes that are open to everyone. On request this information is available in alternative formats including translations.

We offer access support to disabled applicants, tailored to individual requests. Support includes Sign Language Interpreters for meetings and scribing support for dyslexic applicants. Officers can offer advice to new applicants and support them to make an application.

The Equalities, Diversity and Inclusion Team can offer additional one-to-one support to applicants with access requirements. Please note we will accept applications and supporting materials which are written in English, Gaelic or Scots.

For more information, see **[Access Support | Creative Scotland](#)** or contact our Enquiries Service (see **[Page 19](#)** for details).

# Our assessment and decision-making process

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## What happens when we receive your application?

Shortly after submitting your application, you will receive an automated response confirming receipt. If you don't receive this automated email please check your spam filters, junk files and deleted items. If there is still no sign of the automated response, get in touch with us to confirm that we have received your application.

Once you have submitted your application, we will review it for completeness and eligibility. If you have not provided all of the information required, or if you do not meet the eligibility criteria for Screen Education Funding, your application will not be assessed. You will be notified of this, and of the reasons why, by email.

Complete and eligible applications will be assessed by Screen Scotland Officers against the criteria set out in this Guidance. Assessments will be made on the basis of the information you provide in your application form and any supporting materials submitted. We may contact you during the assessment process to seek clarification on aspects of the information you provide.

## How we will make our decisions

Following an initial assessment and Officer recommendations, decisions on final awards will be taken by our Screen Team, chaired by our Director of Screen.

We expect to be able to fund only a proportion of the applications we receive. However, we will offer feedback to unsuccessful applicants to strengthen their applications for them to re-apply should they wish to do so. We will only accept an application for the same project if the reasons for it previously being unsuccessful have been addressed. In addition, any reapplication will be treated in the same way as any other application regarding the decision-making timescales – meaning that a reapplication will only be eligible if the activities are at least eight weeks away.

## Once a decision is made:

Once we have reached a decision, we will email you to let you know the outcome of your application.

If your application is unsuccessful, we will email to let you know why, and provide feedback should you wish to consider reapplying.

If you are successful, we will issue you with a Funding Agreement confirming the award we are offering you, as well as any specific conditions that have to be met. You must note and adhere to all the terms and conditions of the Funding Agreement. At this point we will also ask you for your banking details and agree a payment schedule and cash-flow with you, which will normally be set against agreed milestones. You will need to return a signed copy of our Funding Agreement. Once all conditions have been met, we will release the first instalment of your funding award.

## Do you need help in making an application?

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### Do you need this information in alternative formats or languages, or do you need any access support?

We are committed to offering clear and accessible application processes and programmes that are open to everyone. On request this information is available in alternative formats including translations.

We offer access support to disabled applicants, tailored to individual requests. Support includes Sign Language Interpreters for meetings and scribing support for dyslexic applicants. Officers can offer advice to new applicants and support them to make an application.

The Equalities Team can offer additional one-to-one support to applicants with access requirements. Please note we will accept applications and supporting materials which are written in English, Gaelic or Scots.

## Help, further advice or feedback

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If you require support, further information or have any general enquiries about the application process please contact our Enquiries Service. They will be able to advise you or will put you in contact with one of our officers.

Email: [enquiries@creativescotland.com](mailto:enquiries@creativescotland.com)

Web: You can send us a message via the [Creative Scotland website](#)

Twitter: Get in touch [@screenscots](#)

If you are a D/deaf BSL user, you can access our services with the Contact Scotland-BSL programme. Go to:

[www.contactsotland-bsl.org/public](http://www.contactsotland-bsl.org/public) for more information.

## Data Protection

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Creative Scotland requires some personal information about you/your organisation to consider your application for funding. Without this information we will be unable to process your application.

If you would like to see a breakdown of the personal information we require, why it is required, what we do with that information and how long we keep it, please refer to our Privacy Notice available online [www.creativescotland.com/privacy-policy](http://www.creativescotland.com/privacy-policy)

Creative Scotland may share your personal information with third parties to comply with the law and/or for our legitimate interests and/or the third parties concerned.

Where the personal information you have provided to Creative Scotland belongs to other individual(s), please refer to our Privacy Notice. Please ensure you share this Privacy Statement and Creative Scotland's Privacy Notice with the respective individual(s).

You have some rights in relation to the personal information that Creative Scotland holds about you under data protection law. Information on how to exercise these rights is contained in our Privacy Notice or you can contact our **Data Protection Officer**.

If you have any concerns with how we have processed your personal information, you should contact our Data Protection Officer in the first instance, as we would welcome the opportunity to work with you to resolve any complaint. If you are still dissatisfied, you can submit a complaint to the **Information Commissioners Office**.

## Making a complaint

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Creative Scotland will always listen to and respond to any concerns that you may have. If you would like to make a complaint about either the service you have received from Creative Scotland or the way we have handled your application, we have a process that you can use.

Please note that Creative Scotland does not have an appeals process and for this reason, you can only complain about how we have made the decision, not the decision itself. For more information, please visit the Complaints section of our website:

**Complaints Handling | Creative Scotland**

## Freedom of Information (FOI)

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Creative Scotland is committed to being as open as possible. We believe that the public has a right to know how we spend public funds and how we make our funding decisions. You can see details of our FOI handling [on our website](#).

We are listed as a public authority under the Freedom of Information Act (Scotland) 2002. By law, we may have to provide your application documents and information about our assessment to any member of the public who asks to see them under the Freedom of Information (Scotland) Act 2002. We may not release those parts of the documents which are covered by one or more of the exemptions under the Act. Please see the Freedom of Information website at [www.itspublicknowledge.info](http://www.itspublicknowledge.info) for information about the Act generally and the exemptions. We will not release any information about applications during the assessment period, as this may interfere with the decision making process.

## Subsidy Control

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As a public body Creative Scotland must comply with the subsidy control rules in the Subsidy Control Act 2022 and Trade and Cooperation Agreement between the UK Government and the European Union. More information can be found at [UK subsidy control regime - GOV.UK \(www.gov.uk\)](#).

Any award made through this fund will require the recipient to acknowledge that the grant comes from public funds and confirm that the support provided is compliant with the Subsidy Control rules. Where applicable, the recipient must agree that Creative Scotland will publish information relating to the grant and that the recipient will keep reasonably detailed records to demonstrate compliance with the Subsidy Control rules and shall provide a copy of such records to Creative Scotland upon reasonable request. In the event that it is deemed to be non-compliant with the Subsidy Control rules, the recipient may be required repay the entire grant (and any other sums due) immediately.



ALBA | CHRUTHACHAIL

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 Awarding funds from  
**THE NATIONAL LOTTERY®**

September 2023