IQ Level 3 Award in Grant-funding Administration

Specification

Regulation No: 603/0180/6

This is a customised regulated qualification on the Regulated Qualification Framework. It is for the exclusive use of The Chartered Institute of Public Finance & Accountancy

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For guidance on any fees we charge for the services we provide, please see the IQ Price Guide:
http://www.industryqualifications.org.uk/centre-portal/iq-price-guide

Introduction

This specification is intended for trainers, centres and learners. General information regarding centre approval, registration, IQR (IQ's candidate management system), assessment papers, certification, reasonable adjustments, special consideration, appeals procedures, are available from the website. This document should be read in conjunction with the IQ QMS Centre guide available from the website.

Website: www.industryqualifications.org.uk
Enquiries: 01952 457452

Version Number

Please ensure that you have the latest and most up to date version of documents. Please check the website for the most up to date version. To check which version you have please see the footer which will give you the version number

V2.0 updated March 2017: All pages re-formatted, updates to page 3

About this Qualification

The IQ Level 3 Award in Grant-funding Administration is designed to develop the knowledge, skills and understanding required by those working in a grant-funding role. The qualification is relevant to managers and administrators of grant-funding programmes and aims to help learners become more confident and effective in their role.

The qualification first provides an overview of the grant-funding environment and administration of grant-funding programmes and then focuses on the latter stages of the grants process i.e. the monitoring and verification of grants. Learners will develop knowledge and understanding of the purpose of grant-funding, the diversity within grant-funding, grant-funding principles and good practice, grant-funding programme planning and administration, how funders agree performance frameworks and monitor funded projects and how funders verify grant expenditure and performance against targets.

Objective

The objective of the qualification is supporting a role in the workplace.

Purpose

B2. Develop knowledge and/or skills in a subject area

Sector

15.2 Administration

Structure

In order to achieve this qualification the learner must achieve three mandatory units

Unit Number	Unit Title	Level	Estimated TQT	Estimated GLH	Estimated Credit
L/615/0898	The Grant-funding Environment	3	20	8	2
A/615/0900	Performance Monitoring in Grant-funding	3	20	8	2
J/615/0902	Verification in Grant-funding	3	20	8	2
		Totals	60	24	6

Total Qualification Time (TQT)

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

TQT is comprised of Guided Learning Hours (GLH) and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. If a credit value is assigned to a qualification it is determined by TQT, as one credit corresponds to 10 hours of learning.

Guided Learning Hours (GLH)

It is the responsibility of training centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of GLH can vary from one training centre to another according to learners' needs. GLH are all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme. This definition includes examinations, lectures, tutorials, and

supervised study. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners.

Delivery

The qualification is delivered through on-site learning. Tutors deliver the taught content and also guide learners on meeting the assessment requirements.

Assessment

All units in the qualification are assessed by written assignment.

Each written assignment is designed to cover all the learning outcomes for that unit.
Learners are encouraged to include examples from their own workplace where possible.

Assignments are internally set, marked and verified and externally moderated by IQ.

All assessment criteria must be met and mapped against the Achievement Record for this qualification which is available from the website/ on request.

Each Assignment document should contain:

- A title page, stating centre, candidate number, unit title and number
- A declaration that states that the work is the learner's own work and that they are aware of plagiarism and have not plagiarised anything. The declaration must be signed and dated. An example is available in Appendix A
- Candidate number on each page e.g. In the footer
- A table of contents or numbered tasks or questions
- Numbered pages and diagrams
- A bibliography if appropriate
- Appendices if appropriate.

Once the candidate has completed the assignment for each unit, this must be internally marked by the centre using the achievement record and guidance provided. Assignments must be internally verified by the centre as per IV procedures. Marked assignments are liable to be moderated by IQ; a sample may be selected for moderation when centres claim certificates on IQR as normal. This may trigger a request from IQ for a sample of marked scripts for moderation. However, a centre's first cohort will always be moderated. Once moderated, the results will be sent to the centre and relevant certificates will be issued.

To claim certificates/trigger moderation:
Please claim certificates on IQR, this may trigger a request for a sample. Requests for samples will be made twice a month (at the beginning and middle of the month). Instructions for submitting the sample will be included in the sample request.

Results will be issued approximately 10 working days from receipt of sample (provided no issues arise) and certificates for candidates who have successfully completed will be automatically issued to the centre.

This qualification is not graded. Successful learners achieve a pass.

Guidance on plagiarism, statement of authenticity and referencing is available in Appendix A.

Age range and Geographical Coverage

This qualification is approved for learners aged 19 and above in England.

Learner entry requirements

There are no formal entry requirements for this qualification, however, it is recommended that learners should possess a level 2 qualification (in any subject related to administration) and/or work experience in grant-funding administration.

Learners should also be proficient in English and possess the writing skills needed to complete the written assignments.

Progression

There are currently no direct progression opportunities with this qualification to a higher level qualification in grant-funding administration however there may be an opportunity to progress to a Level 4 qualification in business administration.

Tutor requirements

All trainers/assessors delivering this qualification must have:

- a Level 4 or above accountancy or audit qualification or at least 3 years experience in a grant-funding role with responsibility for monitoring funded projects and/or verifying grant expenditure
  and
- a Level 3 or above teaching / training qualification such as Level 3 Award in Education and Training/ PTLLS or a minimum of 3 years teaching/training experience
  and
- evidence of CPD

Centre Requirements

Centres must be approved by IQ in order to offer this qualification

Unit 1: The Grant-funding Environment L/615/0898

Guided Learning Hours: 8
Unit TQT: 20

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the purpose of grant-funding	1.1	Define what a grant is	Different definitions for grants; key concepts of 'financial transfer' and 'support'
	1.2	Explain why organisations give grants	Grants as a choice among a range of options to achieve funders' policy objectives; recognition that the grants option has risks, advantages and disadvantages (with examples); other reasons why funders may be involved in grant-funding e.g. growing their budget or influence
	1.3	Outline alternatives to grant-funding as a means of achieving policy objectives	Possible alternatives to grant-funding (dependent on organisational policy objectives) e.g. direct delivery, partnership arrangements, procurement, loans, sponsorship, charges, incentives or fines
	1.4	Explain the difference between grant-funding and procurement	Grants as 'support' of an activity being undertaken by funded organisation v procurement as purchase of services required by purchasing organisation; consideration of factors that will influence decision in cases where both are possible options e.g. whether requirement can be specified with precision, level of control desired
2. Understand the diversity of the grant-funding environment	2.1	Identify grant-funding organisations and funding sources	Public and private funding organisations such as central government, local government, arms-length bodies, trusts and foundations, philanthropists, businesses; sources such as allocated public funds (Europe, UK, regional, local) personal or business profits, donations and fundraising. At least three types of funding organisations and three funding sources to be identified
	2.2	Use a recognised model to describe different types of grants	Project v strategic grants, Unwins' giving….shopping model; describing grants using these models recognising that most grants are not an exact fit with any one model
	2.3	Explain why and how grant-funding processes vary between funders	Reasons why processes may vary such as type of grant, size of grant, funders choice re level of control required (which may be based on perceived or assessed risk); discussion (with examples) of how application, assessment, payment and monitoring processes may differ based on these factors

	2.4	Analyse grant-funding programmes highlighting the similarities and differences between them	Examples of grant-funding programmes chosen from learners own workplace or otherwise; learners encouraged to identify two programmes that contrast in at least one main element - analysis to include type of grant-funding organisation, source of funds, type of grant, processes.
3. Understand the principles that underpin grant-funding	3.1	Discuss the different perspectives of applicants and the providers of funds on grant-funding	Funding as a relationship; discussion of different perspectives e.g. applicants want simple, understandable processes, flexible funding, prompt payment, providers of funds wish to ensure that grant is used as intended and 'best value' is obtained from the funds; challenge for funders of balancing different requirements and expectations
	3.2	Describe the accountability framework in grant-funding	Accountability chain between provider of funds and funded organisation; to whom and for what funders are accountable (e.g. accountable to provider of funds for how funds have been used and what has been achieved); role of key players in accountability framework including audit and scrutiny committees such as PAC in respect of public sector funding
	3.3	Identify forms of compliance that may be required in grant-funding and explain the consequences of non-compliance	Include at least three forms of compliance; need for funder compliance with legislation or regulations, applicable Codes of Practice, relevant policies, funding agreement with the provider of the funds; need for funded organisation compliance with the funding agreement; non-compliance can result in funding being withdrawn or reduced with the funded organisation left to meet shortfall from own funds (and may not be able to do this)
	3.4	Identify and explain recognised good practice funding principles	Include at least four recognised principles such as simplicity and proportionality, compliance, appropriateness, consistency and coordination, timeliness, clarity and transparency, accountability, fairness, well-managed risk-taking, empathy; public sector principles of regularity, propriety and value for money (economy, efficiency and effectiveness) discussion of value for money in grant-funding context e.g. efficiency in administration but also economic efficiency in terms of giving the minimum funding necessary to achieve the project
	3.5	Discuss how well these principles have been applied within a grant-funding programme	Grant-funding programme chosen from learners own workplace or otherwise; learners encouraged to identify an example that shows both good and poor application of different principles
4. Understand how funders plan grant-funding programmes	4.1	Outline issues that can arise if a grant programme is not well-planned	Importance of planning; consequences of poor planning e.g. non-congruence with aims/objectives, spend deadlines missed, fire-fighting, inability to assess success, fraud, reputational damage.
	4.2	Explain the types of decisions to be made during the planning of a grant programme	Strategic decisions e.g. aims/objectives/ outcomes/duration/budget; tactical decisions e.g. who to fund, what activities to fund, what costs to fund; difference between eligibility and assessment criteria; operational decisions e.g. timetable, processes, resources required

	4.3	Analyse the planning decisions made within a grant programme by extracting information from programme documentation	Grant-funding programme chosen from learners own workplace or otherwise. To include planning decisions relating to programme parameters and criteria
5. Understand how funders administer grant-funding programmes	5.1	Identify the stages of the grant-funding process and discuss funder activities at one of these stages	Stages of process including planning, application, assessment, decision-making, funding agreement, payment (and verification), monitoring and evaluation; key activities at each of these stages e.g. at application stage promote programme, issue and receive applications, respond to queries; consideration of issues that can arise at each of these stages
	5.2	Use an example to explain the relationship between the different stages of the grant-funding process	No one stage of the grants process can be considered in isolation; poor programme planning or administration at one stage can impact other stages e.g. verification is more difficult if funding agreement is not clear on what activities and costs are being funded which in turn may arise because application process is not gathering information needed
	5.3	Discuss trends or developments in grant-funding administration	Two trends and developments such as investor approach, outcome funding, more focus on assessing governance and financial management, range of proposals designed to reduce bureaucracy in grant-funding
	5.4	Analyse issues that can arise from poor planning or administration of grant-funding	Discussion of recent press articles and/ or reports on grant-funding with the aim of identifying the reasons why issues/problems arose and the lessons that can be learnt.

Unit 1 Guidance on Delivery and Assessment

Delivery

This unit aims to develop learners' knowledge and understanding of the environment in which grant-funders operate. It discusses the purpose of grant-funding (including the reasons why organisations give grants) and the diversity that exists within the grant-funding environment. It explores what constitutes good practice in grant-funding and the key issues to be considered when planning and administering grant programmes. Recent trends and developments in grant-funding are discussed and case-studies used to highlight problems that can arise in grant-funding.   Throughout the unit learners' are encouraged to reflect on how learning applies to their own role and to the grant programme(s) that they administer.

Assessment

This unit is assessed by a written assignment that is designed to cover all the learning outcomes. All assessment criteria must be achieved.
All learners are encouraged to include their own examples from the workplace or otherwise.

Unit 2: Performance Monitoring in Grant-funding A/615/0900

Guided Learning Hours: 8
Unit TQT: 20

Learning Outcome - The learner will:		Assessment Criteria - The learner can:	Indicative Contents:
1. Understand the principles and practice of performance monitoring	1.1	Explain the importance of performance monitoring in grant-funding	Historically more attention has been paid to project expenditure but this provides no assurance that the outputs/ outcomes of the project have been achieved; importance of demonstrating what has been achieved with the funds (applies to all parties in the funding chain)
	1.2	Outline the stages involved in performance monitoring	Stages: development of framework including setting of targets; gathering relevant information; assessing progress /performance against the framework using the information gathered; taking corrective action as necessary
	1.3	Define terms used in performance monitoring	Five terms from standard terminology: aims, objectives, outputs, outcomes (hard and soft), impact, indicators, baseline, milestones, targets. Examples to be used to illustrate
	1.4	Explain the difference between outputs and outcomes	Outputs as direct, tangible deliverables of project activities; outcomes as changes or difference that result from delivery of the activities / outputs
	1.5	Explain the emergence of the outcomes approach	Increasing interest in outcomes approach in many sectors; some funders are explicitly 'outcome' funders e.g. BIG; recognition that outcomes can be more difficult to measure
2. Understand how to develop a performance monitoring framework for a project	2.1	Determine the outputs and outcomes for a project	Determination of outputs and outcomes for an example project (chosen by learner or set by trainer); discussion of need to limit outputs and outcomes to a manageable number; concept of 'causal link'
	2.2	Design output and outcome indicators for a project	Design of suitable output and outcomes indicators for example project (as per 2.1); discussion of need to ensure indicators are relevant and measurable and that there are a manageable number; examples of indicator types including number of, type of (profile), level of, percentage/ratio of, frequency of, presence/ absence of; linking targets to indicators
	2.3	Determine information collection methods for a project	Determination of suitable information collection methods for example project (as per 2.1); discussion of need to ensure methods are appropriate and as simple / time-efficient

				as possible; examples of different methods including forms, registers, records, observation, questionnaires, interviews, photographs, interactive tools
3. Understand how funders set and agree performance monitoring frameworks with funded projects	3.1	Analyse approaches to determining the performance monitoring frameworks for funded projects		Indicators /targets may be set for all projects in a programme; alternatively (or additionally) indicators / targets may be agreed at a project level (often based on information gathered during application); importance of ensuring that the application processes gathers the information needed and there is an appropriate level of review/ challenge during assessment
	3.2	Explain how performance monitoring frameworks are communicated and agreed		Agreement through offer and acceptance process of the funding agreement; need for an appropriate level of detail to be included in the funding agreement; use of advice notes/ post-award meetings to clarify reporting requirements; need for proportionality in the development of the framework, the reporting requirements and the funders monitoring activities
	3.3	Analyse the approach used within a grant programme to set and agree performance monitoring frameworks with funded projects		Example of a grant-funding programme chosen from learners own workplace or otherwise
4. Understand how funders monitor the delivery and performance of funded projects	4.1	Describe different funder activities at the post-award stage of the grants process		Funder activities relating to project expenditure, compliance and delivery/performance; importance of ensuring these activities are aligned
	4.2	Analyse methods used by funders to review the delivery and performance of funded projects		Difference between monitoring and verification processes; methods including: reviewing reports from organisation or from other sources (including appointed project monitors), review meetings, verification activities; principle of proportionality; choice of appropriate methods; need for project report templates to only gather the minimum information necessary; importance of funder critically reviewing information received
	4.3	Explain how funders respond to poor performance		Importance of early intervention and a supportive approach; need to analyse the reasons for poor performance and the likelihood of the project getting back on track; possible responses include closer monitoring, agreeing changes to targets, suspend payment or reduce grant
	4.4	Analyse the methods used within a grant programme to monitor the delivery and performance of funded projects		Example of a grant-funding programme chosen from learners own workplace or otherwise.

5. Understand how funders evaluate grant-funding programmes	5.1	Explain how grant programmes are evaluated	Difference between monitoring and evaluation; key purpose of evaluation being learning; different types of evaluation including outcomes/impact; process, economic; interim (midterm) and final evaluations; evaluation methodology expressed as posing questions, gathering information and analysing it (making judgements) to answer the questions
	5.2	Analyse an evaluation report on a grant-funding programme	Example evaluation report chosen from learners own workplace or otherwise (analysis to cover purpose and methodology, only)

Unit 2 Guidance on Delivery and Assessment

Delivery

This unit aims to develop learners' knowledge and understanding of performance monitoring in grant-funding (including the emergence of the outcomes approach) with a focus on the funders' role in agreeing frameworks for funded projects and in monitoring performance against the agreed framework. The unit also provides learners with the opportunity to develop practical skills in drawing up a performance monitoring framework for a project using the outcomes approach. Throughout the unit learners' are encouraged to consider how learning applies to their own role and to the grant programme(s) that they administer.

Assessment

This Unit is assessed by two written assignment which together cover all the learning outcomes for the unit. All learners are required to complete the same assignments i.e. there is no choice of assignment but to include their own examples from the workplace or otherwise

Unit 3: Verification in Grant-funding J/615/0902

Guided Learning Hours: 20
Unit TQT: 8

Learning Outcome - The learner will:	Assessment Criteria - The learner can:		Indicative Contents:
1. Understand the nature and purpose of verification in grant-funding	1.1	Define and explain verification	Verification as 'obtaining evidence to confirm something'; importance of being clear about what is to be confirmed and what evidence will confirm this; then need to consider how that evidence will be gathered;
	1.2	Explain the concept of 'appropriate' evidence	Appropriate evidence is relevant to what is being confirmed and is sufficient and reliable; factors that may influence decisions on appropriate evidence such as external requirements, level of assurance required, cost of obtaining evidence; examples of different types of evidence including testimony, documentary, physical, evidence from observation, recalculation or re-performance; idea that obtaining more than one type of evidence generally increases level of assurance
	1.3	Explain the purpose of verification in grant-funding	Verification used by funders to gain assurance; aspects funders may verify include application information; expenditure, compliance with funding agreement, progress and performance against targets; fit of verification within the grants process (particularly the claims checking and payment processes in relation to expenditure verification)
2. Understand how funders plan verification at a grant programme and project level	2.1	Explain verification planning at a grant programme level	Recognition that verification methodology may differ between grant programmes e.g. provider of funds may specify method for a particular programme; decisions required including scope of verification (areas to be verified), extent of verification (all projects or sample, frequency of verification), verification method (desk-based or visits); risk based planning methodologies
	2.2	Explain the advantages and disadvantages of onsite verification visits over desk-based verification	Advantages include better understanding of processes, organisation does not need to forward documentation, queries can be handled more easily, chance to see funded activities, builds relationships; disadvantages include time required to travel, potentially more distractions
	2.3	Analyse the relationship between the funding agreement and project verification	Funding agreement sets the framework for project verification; difficulties arise in verification if there is a lack of clarity on what is being funded, what the targets are and what information

				is to be maintained; recognition that it is difficult to generate activity and performance information in retrospect
		2.4	Describe verification planning at a project level	Activities include: familiarisation with the project and the verification requirements/process; selection of samples (including use of sampling methodologies); practicalities of requesting information and/or arranging visits; importance of recording planning activities; consequences of poor planning e.g. objectives not met, failure to identify issues, time wasted, reputational damage
		2.5	Analyse how verification has been planned within a grant programme	Example grant-funding programme chosen from learners own workplace or otherwise (programme and project level)
3. Understand how funders verify grant expenditure and project performance		3.1	Describe common objectives of grant expenditure verification	Common objectives include eligibility of expenditure, expenditure has been incurred and paid and is correctly classified (disclosed), amount claimed is accurate, expenditure complies with funding agreement requirements relating to expenditure e.g. procurement, publicity; recognition of the reliance on documentary evidence but other types of evidence can be gathered e.g. testimony
		3.2	Describe verification processes for payroll expenditure and identify issues that can arise	Audit trail for payroll expenditure; use of full salary and hourly rates methods; specific checks including checking employee records to confirm correct salary being paid, tracing an individual's pay through the audit trail; at least two issues that can arise in verifying payroll expenditure e.g. bulk postings of HMRC payments; lack of clarity re eligibility of certain costs e.g. sick pay; practical case-study exercise to illustrate checks performed
		3.3	Describe verification processes for supplier payments and identify issues that can arise	Audit trail for supplier payments; specific checks including checking amount claimed to invoices and bank statements, third party confirmation by contacting suppliers; at least two difficulties that can arise such as assessing authenticity of invoices, documentation insufficient; practical case-study exercise to illustrate checks performed
		3.4	Describe verification processes for project performance against targets	Requirement for clear targets; importance of assessment of reliability of the system used to maintain activity and performance documentation; specific checks including examination of documentation, obtaining 3rd party testimony; difficulties of generating activity and performance data in retrospect ; practical case-study exercise to illustrate checks performed
		3.5	Analyse the verification processes used within a grant programme	Example grant-funding programme chosen from learners own workplace or otherwise. The example can cover either expenditure or performance verification (or both)
4. Understand how funders conclude a verification exercise		4.1	Outline activities at the closing stages of a verification exercise	Typical activities: assessment of evidence, closing meeting (if visit), completion of working papers / report, management review, notifying organisation, review of findings (verbal or

			written report), decision to release or withhold payment, planning any follow up action required
	4.2	Explain why it is important to assess the evidence gathered	Need to consider reliability of evidence and ensure there are no gaps or discrepancies; if issues identified within samples consider extending samples to obtain a better picture; consideration of any systemic issues i.e. all recipients making the same errors and need to address this e.g. issue more guidance
	4.3	Explain why good recordkeeping is important	Need for a permanent record of checks carried out, used by management / auditors and as a basis for any action to be taken; importance of completing records promptly and ensuring they are legible, complete, accurate, sufficiently detailed and any issues identified are clearly highlighted

Unit 3 Guidance on Delivery and Assessment

Delivery

This unit aims to develop learners' knowledge and understanding of the nature and purpose of verification in the grant-funding context and how funders' plan, conduct and conclude verification exercises. The unit focuses on two types of verification: verification of grant expenditure (payroll and supplier payments) and verification of performance against project targets. Case-study exercises are used to illustrate and explain verification processes and to explore the practical issues that can arise. Throughout the unit learners' are encouraged to consider how learning applies to their own role and to the grant programme(s) that they administer.

Assessment

This unit is assessed by a written assignment that is designed to cover all the learning outcomes. All learners are required to complete the same assignment for the unit i.e. there is no choice of assignment but to include their own examples from the workplace or otherwise.

Resources

Training

Centres may use their own, or published learner support materials in delivering the qualification. Whatever support materials centres choose to use, they should ensure that their delivery methodology adequately prepares the learner for assessment.

IQ endorses published training resources and learner support materials by submitting the materials to a rigorous and robust quality assurance process, thus ensuring such materials are relevant, valid and appropriately support the qualification.

Useful websites

Health and Safety Executive   www.hse.gov.uk

The National Archives (For all UK legislation)   http://www.legislation.gov.uk

The Information Commissioners Office   https://ico.org.uk/

Health and Safety Executive for Northern Ireland   http://www.hseni.gov.uk

Good Practice Grants Management Guide (Wales Audit Office)   www.wao.gov.uk

Competitive Demand-led Grants: Good Practice Guide (National Audit Office)
Investigation: The Government's Funding of Kids Company (National Audit Office)
Government Grant Services (National Audit Office)   www.nao.org.uk

The Grant-making Tango (Julia Unwin)   www.jrf.org.uk

Code of Practice for Reducing Bureaucracy in Grant-funding to
the Voluntary and Community Sector (DSD 2015)   www.dsdni.gov.uk

Guides on Monitoring and Evaluation produced by Charities Evaluation Services www.ces-vol.org.uk
- First Steps in Monitoring and Evaluation
- Managing Your Project and its Outcomes
- Keeping on Track: A Guide to Setting and Using Indicators

Measuring Change (Community Evaluation Northern Ireland)   www.ceni.org

Appendix A

Referencing and bibliography

Remember to reference any books, journals, websites or other resources you use in your work.
When starting to word process your work, type in the title and introduction. On the next line type in bibliography. By doing this your reference section is always underneath your typing. You can then easily get into the habit of putting your reference in here each time you quote within the text. This saves you the frustration of having to look up references when you have completed the work.
The Harvard system is used for referencing. Examples of bibliographic notation and how they should appear referenced in the text or in the bibliography at the end of a piece of work are set out below.

Referencing

Citing in the Body of the Text: When reference is made in the text to a particular document, the author or editor, compiler or translator, individual or organisation with the year of publication inserted in brackets. This concept is discussed by Jones, B (1998).

Quotations

1. Short quotations may be run into the text with name and date following the quotation.
   - Singe, P (1990) p5 said that "Learning organisation is possible"
2. Longer quotations should be separated from the rest of the text by means of indentation and optional size reduction.
   - "*Learning organisations are possible because, deep down, we are all learners. No one has to teach an infant to learn. In fact no one has to teach infants anything. They are intrinsically inquisitive, masterful learners, who learn to walk, speak, and pretty much run their households all on their own.*" Senge P. (1990) p5
3. Note in all cases the page number(s) should appear after the date in the text.

Book References

1. **Author(s) and Editors**
   - Surname first, followed by first name(s) or initials (be consistent) Senge P.
2. **Year of publication**
   - If not known use n.d. or if unsure put a question mark by date (1997?).
3. **Title**
   - Capitalise the first letter of the first word and any proper nouns.
   - Use bold, italics or underline but be consistent.
4. **Edition**
   - Only include if not first edition.
5. **Place of publication and publisher**
   - Use a colon to separate these elements.
   - If not given use: s.l. (no place) and s.n. (no publisher)
6. **Page numbers**
   - Include if referring to a specific quotation.

Example: Senge, P. (1990) **The Fifth Discipline**: The Art and Practice of The Learning Organisation: Century Business London

Sections/Chapter in book edited by another

Notes above are relevant but there are additional elements
- Author(s) of section
- Year of publication
- Title of section use normal type followed by 'In'
- Author/Editor of whole book
- Title of whole book

- Place of publication and publisher
- Page number of section

Example: Dobbins, H. (1992) **The Cost of Software Quality**: p5: In Schulmeyer, G. Mcmanus, J. (1992) **Handbook of Software Quality Assurance** (Second Edition): Van Nostrand Reinhold: New York.

Journal References

- Author
- Year of publication
- Title of article
- Title of journal (use bold, italic or underlined – as for complete books)
- Volume number
- Issue number and/or date
- Page number

Example: Stone, K (2005) **Influential People in 'Manager'** The British Journal of Administrative Management. June/July 2005 p15

Web Page References

- Author of the page if known (use the first few words of the page title if not known)
- As far as possible use the same information as you would provide for a print reference (author, date, title)
- Web address
- Date retrieved

Example: Abolish Politicians Website (no date) Retrieved on 30th August 2000
Example: Grassian, E (1999). Thinking Critically about World Wide Web Resources. Retrieved on 18th August 2000 from the World Wide Web: / stop http://www.libray.ucla.edu.libraried/college/insttruct/wev/crital.htm

Plagiarism

When writing assignments, you need to be aware that you can quote from other texts but you must reference where you have obtained these quotes. However, intentional use of other people's work without providing references is classed as plagiarism. Plagiarism is a form of cheating. Plagiarism is not permitted and if plagiarism is detected this will result in a fail and penalties may be imposed. Examiners are well aware of this issue and they are experts in their subject matter. Therefore they are very likely to recognise any extensive passage, which has been taken from a book, journal, website etc. There are also a number of computer programmes that can detect plagiarism.

It could be argued that the biggest issue with plagiarism is that students who do this are denying themselves the opportunity to better themselves. By using other people's work, they are not developing themselves as reflective learners. From a tutor's point of view, this is very frustrating as their job is to help students to become analytical and reflective learners, not cutting and pasting experts.

IQ puts scripts through a plagiarism checker programme and any scripts that contain plagiarised sections (paragraphs or quotes that are not referenced appropriately) will be treated as such and this will result in a fail and penalties may be imposed.

Research

When researching for an assignment or project report, you will be looking at books, journals, and articles and using the internet. You need to ensure that the work you use has credibility. As you complete the work in this unit you will have become aware of many of the names related to Business and Administration. Work completed by these people has credibility.

Internet

QMS: 603/0180/6 Specification

The internet is a useful tool in research, but you need to think carefully about the sources you use. As you progress with your research, you will begin to recognise authors who are prominent in the field of administration. You will also begin to understand which internet sources are the most reliable. This is not to say that you cannot use other sources; however you need to ensure that the information is valid.

Each Assignment document should contain:

- A title page, stating your centre, candidate number, unit title and number
- A declaration that states that the work is your own work and you are aware of plagiarism and have not plagiarised anything. The declaration must be signed and dated. An example is available at the end of this document that you can use
- Your candidate number on each page e.g. In the footer
- A table of contents or numbered tasks or questions
- Numbered pages and diagrams
- A bibliography if appropriate
- Appendices if appropriate.

Industry Qualifications

Cover page for Assignments

Please ensure that you have read and signed the declaration and submit this with your assignment.

Unit:

Unit number:

Centre name:

IQ candidate number:

Candidate name:

Date:

To be completed by the Learner
I confirm that all the work in this assignment is my own work. I have read, understood and applied the guidance.
Learner Name:
Learner Signature:
Date: