



IDPE & IoF CERTIFICATE IN FUNDRAISING COURSE HANDBOOK

www.institute-of-fundraising.org.uk
www.idpe.org.uk

Introduction to IDPE & IoF Certificate in Fundraising Handbook

The Institute of Development Professionals in Education (IDPE) and the Institute of Fundraising (IoF) are working in partnership to offer a qualification, the Certificate in Fundraising, designed specifically for those working in schools' development.

Schools' development is an emerging sector. Since 1999, IDPE has been supporting development activity in both state and independent schools across the UK and it has spearheaded much of the growth in this sector. Money raised by schools has more than doubled in the last decade to £190 million per year, which helps provide young people with the best educational experiences.

As schools seek to build new facilities and support an even greater number of young people through their development programmes, there is an increasing demand for highly skilled development practitioners. Achieving this qualification will help to ensure there are enough trained development professionals to continue this impressive growth, giving them the necessary skills in schools' development, fundraising and alumni relations to achieve success.

We are delighted that our organisations are continuing to work together to offer the third IDPE & IoF Certificate in Fundraising for these professionals. It's an exciting learning opportunity for schools development and alumni relations professionals to come together to learn about and share examples of best practice in the context of evidence-based theory. We wish students every success in their learning and fundraising. Together with our members, we demonstrate the highest of standards to which we adhere.

Jo Beckett, Managing Director,
Institute of Development Professionals in Education

Peter Lewis, Chief Executive,
Institute of Fundraising

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We are delighted you are considering studying for this Qualification. We warmly encourage you to take the plunge because it will give you the theoretical and practical background you need for any job in the schools' development and fundraising profession. This handbook outlines exactly what you'll be studying in the four units of the Certificate and the assignments you will be expected to complete.

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Please review the full terms and conditions before booking: <http://www.institute-of-fundraising.org.uk/events-and-training/qualifications/terms-and-conditions/qualifications>

Course structure

The course is structured in four units. By the end of the Certificate participants will have a firm understanding of the fundraising environment, donor behaviour and how to plan the fundraising activities that they personally are responsible for.

The Certificate also includes a particular focus on the topics of building relationships with your community, alumni relations and event management since these are among the most common forms of fundraising and development. We will examine both the range of techniques used in community fundraising and the recruitment and retention of volunteers or managing support.

The four units are as follows:

The Fundraising Environment:

This provides an overview of the legal and regulatory frameworks which control fundraising practice in the four countries of the union. It also provides an introduction to the not for profit sector and the topics of philanthropy and fundraising ethics. The unit concludes by providing a framework that may be employed to appraise the environment and conduct a detailed external fundraising audit.

Understanding Donor Behaviour:

This unit provides an introduction to some of the latest thinking and research on donor behaviour. It explores the questions of who gives and why they give, before introducing two distinct approaches to modelling the factors that influence individual donor behaviour. It will then examine group influences on this behaviour examining how psychological theory can be used to increase the value of donations, while enhancing the value that donors personally derive from their giving. The unit also examines how information in respect of donor behaviour can be used to develop a case for support, case expressions and to plan 'supporter journeys'. The unit concludes with an introduction to the research techniques that can be commissioned to provide fundraisers with this information.

Designing Donor Communication:

This unit provides an introduction to the principles of communication design. We will explore the role of perception and learning in the communications process and how to design communications that maximise their effectiveness. We will also introduce a formal process that can be used to conduct an audit of existing communication. The unit concludes with a consideration of storytelling and how to write effective donor centric copy. It will also consider issues of design such as the creation of appropriate headlines, the use of appropriate fonts and the role of colour/imagery.

Fundraising Planning:

This unit provides a framework that can be used for the purpose of fundraising planning. Participants will learn how to write meaningful fundraising objectives and the strategies and tactics that can be used to achieve them. Participants will be introduced to strategic issues such as segmentation, positioning, branding and case for support. The unit also provides an introduction to each of the key forms of fundraising and the notion of a fundraising mix.

Course resources

A wide range of resources are available to support you in your studies.

Students need to purchase the course text book:

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

This book was developed specifically to support the IoF qualification framework. Beyond this, we draw a distinction between required reading and wider reading.

Required readings are listed in this handbook (see below) and will be posted as pdf files or links on the Academy learning platform. We will refer to these in our course sessions and you should aim to build these into your reading schedule. It is not necessary to read these in advance unless we specifically request this, but you will find that these materials add value by deepening your understanding of many course ideas

and concepts. It is not essential that you undertake any wider reading, but from experience with previous courses we know that participants will often be interested in exploring specific issues or forms of fundraising in more detail. This course handbook also offers some suggestions of additional reading to support each unit and you will find further suggestions posted on: **www.studyfundraising.info**

You should also regard the Fundraising Regulator's Code of Fundraising Practice as a course resource and ensure that you read those areas that pertain to the forms of fundraising you are personally involved with. You should regularly check for updates to the Code of Fundraising Practise. **www.fundraisingregulator.org.uk**

The IDPE members' area has a range of resources and case studies available that may support your learning and don't forget the IDPE community, our members' forum is the perfect place to ask questions or seek information to support you in completing each unit. **www.idpe.org.uk**

Course Syllabus

Unit 1: The Fundraising Environment

Introduction to the Not For Profit Sector:

Scale, scope and role of the sector, organisational forms, categories of not for profit, charitable status, requirements for charitable status, legal forms, role of the Charity Commission, recent changes to charity law, sources of not for profit income, trends in not for profit income, determinants of not for profit income. Regional variations between regulatory environment and bodies across Scotland, Wales and Northern Ireland and implications for cross-border fundraising.

Tax Effective Giving:

Giftaid, tax relief on Corporate tax relief, tax efficient gifts from donors living abroad, tax and legacy giving. Overview of payroll giving.

Introduction to Philanthropy:

The definition and role of philanthropy in the not for profit sector. Philanthropy in the global context. Social role of fundraising: history and development of the profession. Role of the fundraiser, types of fundraiser, fundraising careers.

Ethics, Regulation and Best Practice:

Ethical frameworks, codes of conduct, ethical and values based decision making, ethical policies and their development. Common ethical dilemmas in fundraising. Specialised organisations promoting ethics in fundraising. IoF Code of Conduct, Fundraising Code of Practice, role and rationale for Fundraising Regulator,

operation of the self-regulation of fundraising scheme, fundraising preference service, national occupational standards for fundraising. Role of other key regulatory bodies (i.e. Charity Commission and Advertising Standards Authority). Data protection and latest thinking in respect of best practice with regard to the use of personal data.

The Fundraising Audit:

The purpose of a fundraising audit, structure and content. External fundraising audit: STEEPLE Analysis, competitor analysis, collaborative analysis, supporter/stakeholder analysis. Internal fundraising audit: product/service lifecycle, nonprofit portfolio analysis (including advantages and disadvantages of portfolio models), interpretation of simple fundraising metrics. SWOT analysis: strengths, weaknesses, opportunities and threats analysis, methods of prioritising factors, interpretation of findings.

By the end of this unit participants should be able to:

- Distinguish between the not for profit and charity sectors and understand the requirements to become a charity.
- Understand and describe the variety of different organisational forms that a charity might take.

Continued overleaf...

- Describe trends in each of the key sources of sector income (individuals, foundations/trusts and corporates).
- Utilise a wide range of secondary sources of information on fundraising.
- Understand the role and development of philanthropy in society.
- Resolve common ethical dilemmas in fundraising using advice and guidance from a variety of different sector sources.
- Source appropriate advice and codes of conduct to assist in ethical decision making.
- Describe how the practice of fundraising is regulated in the UK.
- Conduct a fundraising audit for a focal nonprofit organisation.
- Utilise a wide range of sources of information in compiling a fundraising audit.

Course Syllabus

Unit 2: Understanding Donor Behaviour

Individual Giving:

Demographic, attitudinal and lifestyle characteristics of donors and non-donors. Factors driving differences in behaviour.

Motives for Individual Giving:

Familial utility, personal utility, demonstrable utility, spiritual utility and emotional utility. Influence of religion/faith on giving. Categories of donor by value: low value donors, mid level donors, major donors and variations in motives for giving.

Content and Process Models of Giving Behaviour:

(e.g. Sargeant and Shang 2010, Sargeant and Woodliffe 2007, Burnett and Wood 1988). Barriers to giving and causes of donor attrition. Individual and family decision-making processes.

Group and Environmental Influences on Behaviour:

Role of identity, donor identity, symbolic social identity, moral identity and religious identity.

Researching Donor Behaviour:

Ethical and legal requirements. Primary and secondary research, source of secondary data, primary data collection methods. Qualitative versus quantitative research. Use of focus groups, interviews, projective techniques and experiments. Postal, telephone and electronic surveys. Advantages, disadvantages and costs of each. Sampling. Interpreting donor research data.

By the end of this unit participants should be able to:

- Describe the demographic, attitudinal and lifestyle characteristics of donors.
- Explain the role of tax relief in stimulating donations and the operation of Gift Aid.
- Describe why donors support charities, emphasising the different categories of utility that can accrue from giving.
- Distinguish between content and process models of giving and explain how each may be used to inform fundraising activity.
- Describe the barriers to giving and how fundraisers can overcome them.
- Describe the reasons that donors terminate their support and design programmes to boost retention.
- Specify market research objectives.
- Commission both qualitative and quantitative research, as appropriate for a given research project.
- Understand the contribution of donor insight to fundraising decision making.

Course Syllabus

Unit 3: Designing Donor Communications

Communication Theory:

Linear model of communication.
Network theory. Influences on the communications process. Role of opinion leaders and followers.
Process of adoption, process of diffusion. Interaction and interactivity in communication.

Relational Approaches to Communication:

Relationship fundraising versus transactional fundraising. The value concept, principles of retention. Key relationship concepts. Social exchange theory. Social penetration theory.

Understanding How Donors Process Information:

Perception, perceptual selection, perceptual interpretation. Learning, behavioural learning, cognitive learning, interference theory, cognitive response. Attitudes, attitude components, intentions, compensatory models, cognitive component, affective component, conative component. Environmental influences on donor information processing; culture, sub-culture, purchase situation, communications situation.

Creative Approaches:

Message source, source credibility, message framing, message balance, message structure, message appeal. Role of emotions and feelings based appeals. Differences In high/low involvement contexts.

Case for Support:

Development of a case for support, case statements and case expressions – connections and inter relationships between these. Case Expressions - use of Four Pillars exercise. Role of storytelling.

Communication Cycles and Supporter Journeys:

Post-hoc segmentation techniques, using donor data to plan appropriate supporter journeys, development of supporter care programs and standards.

Role of Design in Fundraising Communications:

Including the role of typeface, colour, design and layout and the principles underpinning. Simple copywriting. Donor centricity.

By the end of this unit participants should be able to:

- Describe a linear model of communication and more recent explanations of how communications are felt to work including network theory.
- Explain how donors process fundraising appeals.
- Distinguish between relational and transactional approaches to communications.

Continued Overleaf...

- Describe key theoretical concepts underpinning a relational approach to fundraising.
- Outline ways in which fundraising relationships can potentially be developed.
- Consider how fundraising messages might best be presented.
- Utilise key emotions and feelings in the design of fundraising communications.
- Plan supporter journeys for a range of different categories of donor.
- Write an appropriate case for support and case expression, using an understanding of both organisational and donor needs/ requirements.
- Critically evaluate donor communications against a wide range of criteria.

Course Syllabus

Unit 4: Fundraising Planning

Fundraising Planning:

Benefits and drawbacks of planning, approaches to planning, alternatives to planning, planning for different forms of fundraising and structure(s) for a fundraising plan. Co-ordination and planning with other departments (as appropriate).

Where Do We Want To Be:

Fundraising objectives: importance of SMART objectives, objective setting, categories of fundraising objective: unrestricted versus restricted gifts, pledge versus cash, cash versus monthly giving, acquisition versus retention. Sector benchmarks for the performance of various forms of fundraising.

How Will We Get There: Fundraising Strategy:

Overall direction. Segmentation: a priori approaches, demographic, geodemographic and lifestyle segmentation, post hoc approaches, behavioural segmentation, value segmentation, RFM, RFV and FRAC. Positioning: value proposition, sources of distinctiveness. Branding: why brand?, models of brand, brand personality, links with fundraising performance. Case for support and case expressions.

The Fundraising Mix:

Direct response fundraising, major gift fundraising, legacy fundraising, corporate fundraising (including employee giving and matched gifts), community fundraising, fundraising events and grantwriting. Best practices in relation to the practice of each form of fundraising. Typical returns and timescales associated with each.

Developing a Fundraising Budget:

Methods of budget setting, categories of costs, accounting for risk. Scheduling – use of Gantt charts.

Monitoring/Evaluation:

Importance of fundraising metrics, interpretation and use of key metrics including response rate, average gift level, return on investment, lifetime return on investment, lifetime value. Contingency planning. Cost/income ratios and public reporting of fundraising activity.

By the end of this unit participants should be able to:

- Explain the role of the fundraising plan within the context of the organisation.
- Develop SMART fundraising objectives.
- Develop fundraising strategies and tactics appropriate to the internal and external environment.
- Set and justify a budget for a fundraising plan.
- Set and justify a schedule for a fundraising plan.
- Define and use appropriate measurements to evaluate the effectiveness of fundraising plans and activities.
- Understand major differences in planning for different categories of activity/campaign.
- Select an appropriate framework for the presentation of a given plan.

Course Assessment

Assignment 1: The Fundraising Environment

Course Assessment

There are four assignments that must be successfully completed for the award of the certificate. The details of each are provided here:

Assignment 1: The Fundraising Environment

You are required to conduct a fundraising audit for a not for profit organisation. This might be your employer, or it might be an organisation with which you are familiar. The exact focus of your assignment would normally be the aspects of fundraising that you are most directly involved with. You might thus look at community fundraising, direct marketing, e-fundraising, corporate fundraising or grant fundraising.

Specifically, you are required to:

- Provide a brief 100 word description of the fundraising activity that will form the basis of your assignment.
- Provide a STEEPLE analysis detailing the macro environmental factors impacting on your selected area of fundraising.
- Provide a competitor analysis and (if appropriate) a collaborative analysis.
- Provide an analysis of the market environment for your selected area of fundraising.

- Provide an internal analysis of your own organisation's past/current fundraising activities and capabilities.
- Provide a detailed SWOT analysis.

You should ensure that you reference all the sources that you use to compile your audit. The Vancouver system of referencing is probably the most appropriate for management reports, but you may use Harvard or any other standard convention if you prefer. Just be sure to apply your selected convention consistently. If you are unsure of how to reference, you should follow the format adopted in the textbook. You can find plenty of examples there of how to reference various kinds of sources. Referencing is not included in the word count.

The grade for this assignment will be calculated as follows:

Criteria	% of Grade
Description of Fundraising Activity	5%
STEEPLE Analysis	15%
Competitor/Collaborative Analysis	20%
Market Analysis	20%
Internal Analysis	20%
SWOT Analysis	10%
Referencing/Presentation	10%
TOTAL	100%

For word count, please see overleaf...

To achieve a good grade in this assignment you should demonstrate a sound knowledge of a wide range of sources of sector information and conduct a comprehensive analysis in each component of your audit.

Good assignments will also make it clear how each of the factors identified will be likely to impact on the organisation and all the sources of information you employ will be appropriately referenced.

The length of this assignment will clearly vary by the breadth of fundraising activity analysed in the audit and the manner in which you choose to summarise your information.

Word Count for Assignment 1

The overall word limit for this assignment is **3000 words**.

Students are permitted to submit assignments with a word count 10% above the word limit, without penalty.

While guidelines for word counts should be followed wherever possible, there is no minimum word limit for this assignment.

NB Footnotes and tables are included in the word count and must not be in image format.

Excessive Word Counts

Assignments that are judged by the tutor to be excessively lengthy in relation to the complexity of your chosen subject matter will be returned for resubmission.

Resubmissions of this type must be received within 5 working days of notification by the Institute. Please note in the case of a resubmission the score would be capped at 50%.

Distinction Grade Assignments

To achieve a Distinction Grade, work will demonstrate all of the following characteristics:

- These papers will stand out as having been exceptionally well completed both in terms of structure and content.
- A wide variety of external sources of information will have been consulted and all will have been correctly referenced.
- These papers will be very consistent in terms of the quality of their critique and evaluation of the external and internal environment.
- These papers will demonstrate a very high degree of analysis and reflection.
- These papers will draw on a wider range of theoretical concepts and frameworks to inform the practical analysis than the merit grade paper, although not in such a way that the focus becomes confused.

Merit Grade Assignments

To achieve a Merit Grade, assignments will demonstrate all of the following qualities:

- These papers will largely follow a recognised structure and use appropriate terminology.
- These papers will demonstrate a good level of ability to undertake an analysis of fundraising problems/scenarios.
- There will be evidence that the student is able to apply the most appropriate course models and frameworks to inform their analysis of the case.
- These papers will indicate that the student understands what is required to produce a fundraising audit. They should be able to recognise aspects of an organisation's position within the fundraising environment and draw logical conclusions from the information analysed.

Pass Grade Assignments

The following criteria when largely present will indicate an acceptable level of competence:

- These papers will generally follow an appropriate structure and use appropriate terminology.
- These papers will demonstrate some limited ability to undertake an analysis of fundraising problems/ scenarios.
- There will be evidence that the student is able to apply some course models and frameworks to inform their analysis of the case. At this grade, they will not always be well applied to the case.
- These papers will indicate that the student understands what is required to produce a fundraising audit. They should be able to recognise some aspects of an organisation's position within the fundraising environment and draw a limited set of conclusions from the information. These will not be as insightful as those required for a higher grade.

Fail Grade Assignments

The following factors will constitute failure when largely evident:

- Papers that lack the structure, content and use of appropriate terminology that would be expected from a student able to conduct a disciplined analysis of fundraising problems, scenarios or issues will fail.
- Students who are unable to develop a critical evaluation of the organisation will also fail.
- Candidates who are unable to utilise course concepts, frameworks and models to inform their analysis will fail. Fail grade candidates will be unable to offer more than a simple description of these ideas, rather than moving beyond this to employing these tools to inform their approach to the task.

Resubmissions

Students are permitted two attempts at each assignment:

- 1) the original submission
- 2) one resubmission for assignments graded below 50%

Please note in the case of a resubmission the score would be capped at 50%.

Course Assessment

Assignment 2: Understanding Donor Behaviour

Reflecting on your fundraising audit findings, you are required to identify gaps in your knowledge that (if filled) would help you to build or refine your case for support. Examples might include:

- Understanding donor motivation or interests.
- Understanding donor communication preferences; content, channels, etc.
- Understanding how donors might react to a fundraising innovation.
- Identifying the size and attractiveness of a particular donor segment or market.
- Understanding key market trends.
- Understanding the performance of your organisation's previous fundraising approaches.

Your selected gap should require **research** to meet your information requirements. The data should not be obtainable from secondary sources.

In this assignment you are required to provide a written justification to your line manager, making the business case for why your organisation should invest in the proposed primary research.

To achieve a good grade in this task you should demonstrate a clear

understanding of the impact that research can make in informing decision making.

You should also demonstrate an understanding of the costs and benefits of various forms of research and thus the value they can deliver for a given level of expenditure.

You should make it clear why the expenditure you propose would offer value for your organisation and how the data could be used to develop or adapt your case for support.

Your business case should include the following components:

- Background and Introduction – here you should explain the key information gap that you are trying to fill and which elements will be researched through primary and secondary research.
- Research Objectives – clear research objectives should be stated and you should demonstrate how they derive from the audit findings and wider fundraising needs.
- Research Specification and Justification - you should explain your proposed methodology, specify what data will be acquired during the research process, and demonstrate how the research

Continued overleaf...

findings will be used to assist your fundraising activity. You should justify your choices by showing how the information gained will help you to create (or adapt) a case for support.

- Timeline – you should indicate over what timeframe the research will be conducted.
- Budget – you should provide a detailed budget for your proposed research activities and justify the cost effectiveness of your plan.

Your overall grade for this assignment will be calculated as follows:

Criteria	% of Grade
Background and Information	10%
Research Objectives	20%
Research Specification and Justification	50%
Timeline	10%
Budget	10%
TOTAL	100%

Word Count for Assignment 2

The overall word limit for this assignment is **1500 words**.

Students are permitted to submit assignments with a word count 10% above the word limit, without penalty.

While guidelines for word counts should be followed wherever possible, there is no minimum word limit for this assignment.

NB Footnotes and tables are included in the word count and must not be in image format.

Excessive Word Counts

Assignments that are judged by the tutor to be excessively lengthy in relation to the complexity of your chosen subject matter will be returned for resubmission.

Resubmissions of this type must be received within 5 working days of notification by the Institute. Please note in the case of a resubmission the score would be capped at 50%.

Distinction Grade Assignments

To achieve a Distinction Grade, work will display ALL of the following characteristics:

- These papers will stand out as having been exceptionally well completed both in terms of structure and content – as well as balancing the practical and theoretical aspects. Recommendations will be soundly based on course content and will be able to be implemented in practice.
- An original research topic will be selected and clear actionable objectives presented.
- These papers will identify the best available methodology to supply their information needs.
- These papers will provide a realistic budget and timeline.

Merit Grade Assignments

To achieve a Merit Grade, work will display the following qualities:

- These papers will largely follow a recognised structure and use appropriate terminology.
- An appropriate research topic will be selected and generally actionable objectives will be presented.
- These papers identify an appropriate methodology to supply their information needs.
- These papers will provide a largely realistic budget and timeline.

Pass Grade Assignments

The following criteria, when present overall, will indicate an acceptable level of competence:

- These papers will largely follow a recognised structure and use appropriate terminology.
- A research topic will be selected and some actionable objectives will be presented.
- These papers identify an appropriate methodology to supply some aspects of their information needs.
- These papers will provide a budget and timeline with some realistic components.

Fail Grade Assignments

The following factors will constitute failure when largely evident:

- They lack the structure, content and use of appropriate terminology that would be expected from a student able to generate a marketing research brief.
- An inappropriate research topic is selected and/or the research objectives are not actionable.
- The paper describes an inappropriate methodology to supply the stated information needs.
- The budget and/or timeline are not realistic.

Resubmissions

Students are permitted two attempts at each assignment:

- 1) the original submission
- 2) one resubmission for assignments graded below 50%

Please note in the case of a resubmission the score would be capped at 50%.

Course Assessment

Assignment 3: Communication Critique

You are required to identify one piece of fundraising communication recently generated by your organisation. It could be a mail pack, newsletter or fundraising brochure. You must select a communication where the goal is either to raise money, or steward the relationship with a given segment of donors.

Reflecting on what you have learned during units 2 and 3 you must then conduct a critical analysis of your selected communication, evaluating both its design and content.

You will be expected to demonstrate an understanding of donor behaviour, how to articulate a case for support and the principles of communication, print, design and layout.

For this assignment you will need to:

- Provide a brief introduction outlining the context for the communication, the donors it was intended to target, the purpose of the communication and where it fits within the overall communications cycle for that segment.
- Critically evaluate your selected communication using relevant course ideas and concepts.
- In the light of your analysis recommend changes that the organisation can implement in the future to improve the quality of the communication. You must ensure that any recommendations you offer are fully compliant with any

legal or ethical obligations.

The grade for this assignment will be calculated as follows:

Criteria	% of Grade
Introduction/Context	20%
Critical Evaluation	50%
Conclusions and Recommendations	20%
Presentation (including appropriate referencing)	10%
TOTAL	100%

To achieve a good grade in this assignment you should demonstrate a clear understanding of course theories, ideas and frameworks and employ them (where appropriate) in your analysis. You should pay particular attention to the core material presented in the lectures and textbook, but for a distinction grade you should also demonstrate wider reading.

A copy of your selected communication **MUST** be included – a separate attachment is permissible.

Word Count for Assignment 3

The overall word limit for this assignment is **1,500 words**.

Students are permitted to submit assignments with a word count 10% above the word limit, without penalty.

While guidelines for word counts should be followed wherever possible,

there is no minimum word limit for this assignment.

NB Footnotes and tables are included in the word count and must not be in image format.

Excessive Word Counts

Assignments that are judged by the tutor to be excessively lengthy in relation to the complexity of your chosen subject matter will be returned for resubmission.

Resubmissions of this type must be received within 5 working days of notification by the Institute. Please note in the case of a resubmission the score would be capped at 50%.

Distinction Grade Assignments

To achieve a distinction grade, work will display ALL of the following criteria characteristics:

- These papers will stand out as having been exceptionally well completed both in terms of structure and content.
- A wide variety of external sources of information will have been consulted and all will have been correctly referenced.
- These papers will be very consistent in terms of the quality of their critique and evaluation of the communication.
- These papers will demonstrate a very high degree of analysis and reflection.

- These papers will draw on a wider range of theoretical concepts and frameworks to inform the practical analysis than the merit grade paper, although not in such a way that focus becomes confused.

Merit Grade Assignments

To achieve a Merit Grade, work will display the following qualities:

- These papers will largely follow a recognised structure and use appropriate terminology.
- These papers will demonstrate a good level of ability to undertake an analysis of fundraising communications.
- There will be evidence that the student is able to apply the most appropriate course models and frameworks to inform their analysis of formal communication.
- These papers will indicate that the student understands what is required to produce an effective donor communication.

Pass Grade Assignments

The following criteria when present overall will indicate an acceptable level of competence:

- These papers will generally follow an appropriate structure and use appropriate terminology.
- These papers will demonstrate some limited ability to undertake an analysis of fundraising communication.
- There will be evidence that the student is able to apply some course models and frameworks to inform their analysis of the focal communication. At this grade they will not always be well applied.

Fail Grade Assignments

The following factors will constitute failure when largely evident:

- They lack the structure, content and use of appropriate terminology that would be expected from a student

able to conduct a disciplined analysis of fundraising communication.

- Students who are unable to develop a critical evaluation of the organisation will also fail.
- Candidates who are unable to utilise course concepts, frameworks and models to inform their analysis will fail. Fail grade candidates will be unable to offer more than a simple description of these ideas, rather than moving beyond this to employing these tools to inform their approach to the task.

Resubmissions

Students are permitted two attempts at each assignment:

- 1) the original submission
- 2) one resubmission for assignments graded below 50%

Please note in the case of a resubmission the score would be capped at 50%.

Course Assessment

Assignment 4: Fundraising Plan

You are required to produce a fundraising plan for a nonprofit or charitable organisation of your choice.

It is possible to submit a plan for an organisation's fundraising as a whole, but we would strongly advise you to focus solely on a specific form of fundraising or securing funding for a particular project or service. This will make the assignment much more manageable given the deadline and word count.

Your fundraising plan should be written in order to be read and approved by a senior member of the management team. It is thus a practical document that should utilise the theory you will learn during the course to inform the analysis you undertake. While this is a practical document you must still reference any course material or ideas that you use in your plan.

This assignment must build on the work you completed in Assignment 1, where you completed a fundraising audit. You are required to reproduce that in the plan (see below) – but you do NOT need to revisit it in the light of feedback received. It is enough to merely reproduce it in the relevant section. However, your plan must take account of the findings of that audit and represent an effective and cogent response.

The following headings may be useful in guiding the structure of your assignment – and further advice will be provided throughout the course.

- Cover Page – to include title, time period addressed in the plan, author, name of organisation/product and, if appropriate, any confidentiality restrictions.
- Executive Summary – one page summary of the main issues in the fundraising plan.
- Table of Contents – detail of key sections and sub-sections.
- Fundraising Audit.
- SWOT Analysis.
- Assumptions.
- Fundraising Objectives.
- Fundraising Strategies.
- Tactics.
- Budget.
- Schedule.
- Responsibilities (if applicable).
- Monitoring/Control.
- Contingencies.
- Appendices.

Your approach throughout should reflect the highest standards of professional practice and be compliant with the Code of Fundraising Practice.

The grade for this assignment will be calculated as follows:

Criteria	% of Grade
Fundraising Objectives	15%
Fundraising Strategy	25%
Fundraising Tactics (or action plan)	30%
Budget and Schedule	10%
Monitoring/Controls	10%
Quality of presentation (including referencing)	10%
TOTAL	100%

Word Count for Assignment 4

The length of this assignment will vary depending on its focus. The assignment (excluding the audit) should be no longer than **5,000 words**. In many cases it may be substantively shorter.

Students are permitted to submit assignments with a word count 10% above the word limit, without penalty. While guidelines for word counts should be followed wherever possible, there is no minimum word limit for this assignment.

NB Footnotes and tables are included in the word count and must not be in image format.

Excessive Word Counts

Assignments that are judged by the tutor to be excessively lengthy in relation to the complexity of your chosen subject matter will be returned for resubmission.

Resubmissions of this type must be received within 5 working days of notification by the Institute. Please note in the case of a resubmission the score would be capped at 50%.

Distinction Grade Assignments

To achieve a distinction grade, work will display ALL of the following criteria characteristics:

- These papers will stand out as having been exceptionally well completed both in terms of structure and content – as well as balancing the practical and theoretical aspects. Strategic and tactical recommendations will be soundly based in theory and will be capable of implementation.
- These papers will be very consistent in terms of the critique and evaluation of the environmental internal environment and how this informs the subsequent recommendations.
- Indeed, these papers will demonstrate a strong fit between the factors identified as impinging on the organisation and the response proposed.
- These papers will draw on a wider range of theoretical concepts and

frameworks to inform the practical analysis than the merit grade paper, although not in such a way that the focus becomes confused.

Merit Grade Assignments

To achieve a Merit Grade, work will display the following qualities:

- These papers will largely follow a recognised structure and use appropriate terminology.
- These papers will demonstrate some ability to undertake an analysis of fundraising problems scenarios and to develop a cogent response.
- There will be some evidence that the student is able to apply appropriate course models and frameworks to inform their analysis of the case and subsequent recommendations.
- These papers will indicate that the student understands what is required to produce a fundraising plan and in so doing employing a range of strategic and tactical options. They should be able to recognise aspects of an organisation's position within the fundraising environment; draw logical conclusions from the information analysed and make clear a number of logical and practical recommendations.

Pass Grade Assignments

The following criteria when present overall will indicate an acceptable level of competence:

- These papers will generally follow an appropriate structure and use appropriate terminology.
- These papers will demonstrate some limited ability to undertake an analysis of fundraising problems scenarios and to develop a response.
- There will be evidence that the student is able to apply some course models and frameworks to inform their analysis of the case and subsequent recommendations. At this grade, they will not always be well applied to the case.
- These papers will indicate that the student understands what is required to produce a fundraising plan. They should be able to recognise some aspects of an organisation's position within the fundraising environment; draw a limited set of conclusions from the information analysed and make a limited set of recommendations. These will not be as practical as those required for a higher grade.

Fail Grade Assignments

The following factors will constitute failure when largely evident:

- Papers that lack the structure, content and use of appropriate terminology that would be expected from a student able to conduct a disciplined analysis of fundraising problems, scenarios or issues will fail.
- Students who are unable to develop a critical evaluation of the organisation and generate a series of appropriate recommendations will also fail.
- Candidates who are unable to utilise course concepts, frameworks and models to inform either their analysis or subsequent recommendations will fail. Fail

grade candidates will be unable to offer more than a simple description of these ideas, rather than moving beyond this to employing these tools to inform their approach to the task.

- Fail grade papers may also be inconsistent in their approach – in so far as the recommendations offered appear unrelated to the issues raised in the fundraising audit.

Resubmissions

Students are permitted two attempts at each assignment:

- 1) the original submission
- 2) one resubmission for assignments graded below 50%

Please note in the case of a resubmission the score would be capped at 50%.

Further Guidance

How your Assignments will be Assessed

Assessors are looking for:

UNDERSTANDING i.e. do you show that you understand the concept of the course? Do you use the terms appropriately? Do you show understanding of what is duly involved in developing approaches and procedures?

APPLICATION i.e. Can you make appropriate use of a concept or technique within a work/organisational setting, can you 'ground' these theories in actual, real working practice?

APPRAISAL i.e. Can you assess critically and objectively, the tools and techniques contained in the course in relation to their appropriateness within the context of your own organisation?

To achieve a **Distinction Grade**, work will demonstrate all of the following qualities:

- Extensive, in depth and accurate knowledge of the topic.
- Clarity of argument and logical expression.
- Integration of a range of materials.
- Evidence of extensive reading.
- Creative insight into issues presented.
- Knowledge of leading edge

research.

- Synthesises and applies theories appropriately.
- Analytical and evaluative in tone and content.
- Coherent structure.
- Very fluent writing style.
- Exemplary referencing.

Merit Grade Assignments will demonstrate all of the following qualities:

- Accurate and well-informed knowledge of the topic.
- Some insights about theoretical and/or practical issues.
- Breadth of reading in relevant literature.
- Grasp of key principles and relevant theories.
- Grasp of how to interpret research.
- Fairly well structured and organised.
- Accurate referencing.
- Largely fluent writing style.

The following criteria when largely present will indicate an acceptable level of competence to achieve a **Pass Grade**:

- Some limited knowledge of the topic.
- Generally accurate, but with some omissions and errors.
- Occasional evidence of relevant reading.
- Minimal amounts of theoretical, analytical and critical content.
- Reasonably coherent and structured presentation.
- Minimal fluency.
- Some aspects of the question addressed.
- Some attempt at referencing accurately.

The following factors will constitute **failure** when largely evident:

- Neither answers nor addresses the question.
- Descriptive in tone and inconsistent throughout.
- Lacks relevant knowledge.
- Contains important inaccuracies.
- Coverage of theoretical/research material sparse.
- Contains unsupported assertions and value judgements.
- Illogical and incoherent arguments.
- Badly organised and lacks structure.
- Unfinished.
- Meaning unclear and lacks fluency.
- Lack of referencing and/or inaccurate referencing.

Marking turnaround times

Generally, grades are available online approximately 3 weeks after the submission deadline, but tutors can't always guarantee a 3 week turnaround. In some circumstances this marking period may be a little longer, and where extensions have been granted, or an assignment needs to be resubmitted, marking times will be considerably longer. Please do not delay working on your remaining assignments.

Diagrams, Tables etc.

Diagrams, figures, tables etc. are not essential in the assignments although their use is strongly encouraged. Not only do diagrams save words, they often provide a new slant on a familiar situation. The ability to understand and make use of, diagrams is a also a valuable asset to many managers.

Structure and Presentation of Management Reports

The development of skills in communication and report writing is vital in these assignments because so much of the course material is actually concerned with communication in all its forms. Producing clear, concise and convincing management reports is an important strand of the learning on the course, and so the form/structure and presentation of the management reports will be taken into account by assessors.

Understanding and 'Grounding' Course Concepts

All the assignments require you to apply course concepts to your own experience and situation. This means that, in every case, answers which make little or no use of course concepts which present course concepts without 'grounding' in your own circumstances are unacceptable.

Ratification of Overall Grade

All assignment grades are provisional until the exam board have ratified overall grades at the annual exam board meeting held in January.

Resubmissions

If an assignment is graded below 50% students will have 3 months from the return date to resubmit.

Students are permitted 2 attempts at each assignment:

- 1) the original submission
- 2) one resubmission for assignments graded below 50%

Please note in the case of a resubmission the score would be capped at 50%.

Calculation of Overall Grade

Your final grade for the Certificate will be calculated as follows:

Assessment	% of Overall Grade
Assignment 1	30%
Assignment 2	20%
Assignment 3	20%
Assignment 4	30%
TOTAL	100%

Word counts

Details of the assignment requirements can be found in this Course Handbook and online, there are word counts for each assignment and these must be adhered to. If you need any clarification please ask your tutors for advice before you begin your assignment.

Assignment	Word count
1	3000
2	1500
3	1500
4	5000

Students are permitted to submit assignments with a word count 10% above the word limit, without penalty.

While guidelines for word counts should be followed wherever possible, there is no minimum word limit for this assignment.

The following is not included in your word count:

- title/contents page
- references/bibliography
- relevant appendices (the inclusion of lengthy appendices may affect the presentation grade if they are not considered relevant)

NB Footnotes and tables are included in the word count and must not be in image format.

Excessive Word Counts

Assignments that are judged by the tutor to be excessively lengthy in relation to the complexity of your chosen subject matter will be returned for resubmission.

Resubmissions of this type must be received within 5 working days of notification by the Institute. Please note in the case of a resubmission the score would be capped at 50%.

Further Guidance

Procedures for Assessments and How to Submit

Assignment Deadlines

Assignment deadlines are published on the website on your course booking page and included in your course joining instructions. Please note candidates' assignments must be received by midnight on the due date.

How to Submit Assignments

Please always refer to the guidelines below to make sure you do not get penalised for submitting an assignment in the wrong format.

All assignments must be submitted via the online learning platform in the relevant section. Assignments submitted via email WILL NOT be accepted under any circumstances.

- All assignments must be submitted via the online learning platform by 11:59pm on the deadline date. You will receive an automatic confirmation email to acknowledge receipt of your assignment.
- As we employ anonymous marking, please save your assignment document in the following format (please ensure this reference is also included in any communications with the academy team):

```
<CANDIDATE_NUMBER_COURSE  
TITLE_LOCATION_YEAR YOU  
STARTED COURSE_ ASSIGNMENT  
NUMBER>
```

For example:

'80445_IDPE_CiF_LONDON_2016_A1'

Please ensure that your name is NOT in any part of your assignment document.

- Only one file per assignment should be submitted in either doc docx pdf. Please make every effort to reduce the size of your document and ensure that it is less than 4MB.
- Candidates should include their assignment word count on the first page of their assignment document.

If for any reason these instructions are not followed your assignment will be returned to you for correction and will be treated as a late submission. The penalties below will apply.

Penalties for Late Submission of Assignments

When an assignment is handed in late without prior permission or where no formal extension has been granted the piece of work may be subject to a deduction of 5% from the mark awarded for every day that the work is late, including Bank Holidays and weekends.

Deadline Extensions for Assignments

Do not postpone starting work on your assignment, because it is important to meet the submission deadlines.

Extensions will only be granted under exceptional circumstances such as an illness. Illness must be supported by a doctor's medical note.

If you are encountering problems in managing your workload, make use of resources in your online Study Skills folder which includes some guidance on successful time management.

Guidelines for Assignment Extensions

Candidates who wish to apply for an extension, on medical or compassionate grounds, must first fill in an assignment extension request form (available on request from academy@institute-of-fundraising.org.uk) which will be considered by the Academy Team. The non-submission of an assignment will mean that a candidate has failed to complete the requirements of a unit and may, therefore, not be permitted to proceed with the next assignment or exam.

- Extensions will NOT be granted if the reason is pressure of work.
- Requests should be made in as far advance of the deadline as possible.
- Extension requests will not be granted retrospectively.

If you believe that you will need an extension and have good cause to apply, please follow the below steps.

Step one:

Complete the 'Assignment Extension Request Form' obtained from academy@institute-of-fundraising.org.uk

Step two:

Submit the completed assignment extension request form to the IoF together with a medical certificate or other appropriate supporting documentation.

The IoF will give you a prompt decision on any application for extension by email and your record will be updated accordingly.

Extensions should be requested through the IoF Academy rather than through your course tutor.

Further Guidance

Academic Misconduct

Students are responsible for upholding and maintaining academic and professional honesty and integrity. All course faculty have the responsibility of fostering the intellectual honesty as well as the intellectual development of students and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. The course team take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. Participants found guilty of plagiarism or cheating will be subject to sanction, including the lowering of a grade or removal from the programme.

Prohibited activities and actions include the following:

1. Cheating

A student must not use or attempt to use unauthorised assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:

- A student must not use external assistance on any “in-class” or “take-home” assessment, unless the tutor has specifically authorised this assistance.
- A student must not use another

person as a substitute in the taking of an examination or other form of assessment.

- A student must not allow others to conduct research or to prepare work for him or her without advance authorisation from a member of the course team.
- A student must not collaborate with other persons on a particular assignment and represent that work as wholly their own work.

2. Plagiarism

A student must not adopt or reproduce ideas, words, or statements of another person, without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge the source whenever he or she does any of the following:

- Quotes another person’s actual words, either oral or written;
- Paraphrases another person’s words, either oral or written;
- Uses another person’s idea, opinion, or theory.

Further Guidance

General Guidance and IoF Appeals Procedure

Those candidates achieving a score of 70% or more will be deemed to have passed with distinction.

Those candidates achieving a grade between 60% and 69% will be deemed to have passed with merit.

Those candidates achieving a score of between 50% and 59% will be deemed to have passed.

Resubmissions

If an assignment is graded below 50% students will have 3 months from the return date to resubmit.

Students are permitted two attempts at each assignment:

- 1) the original submission
- 2) one resubmission for assignments graded below 50%

Please note in the case of a resubmission the score would be capped at 50%.

Further extensions of time will be considered on a case by case basis by the The Institute of Fundraising (IoF). All assessment materials must, however, be submitted within one calendar year of the start date of the course. Candidates who fail to meet this requirement will be deemed to have failed.

IoF Appeals Procedure

The IoF is committed to providing an accessible and fair assessment process for all candidates undertaking IoF qualifications.

If you are unhappy with an assessment decision please follow the guidelines below.

Step One: Refer to the Course Handbook

In the first instance, please refer to the course handbook which highlights how your assignment was marked.

Step Two: Ask for clarification

After reviewing these guidelines, it is possible to contact your tutor for clarification if:

- You have further questions on specific/personal assignment feedback, which could not be answered by the guidance in the Course Handbook.
- You think there has been a numerical error in calculating your grade/s

Please keep in mind, your tutor will only be able to give you clarification regarding your personal feedback. Your tutor will not be able to change your grade.

Step Three: Individual Candidate Feedback Report

If steps one and two fail to achieve a satisfactory outcome, it is possible to submit a formal appeal.

If you feel you have cause to appeal an assessment decision, you have 30 days from the date of notification of your overall grade to submit a formal appeal. The appeal must be made in writing to: **academy@institute-of-fund-raising.org.uk** and be addressed to a senior representative of the Professional Development team.

Appeals will take place twice a year in January and August and will be heard by a panel of three, comprising:

- 1) A Senior member of the Professional Development team.
- 2) The Chief Examiner.
- 3) The External Examiner.

The Appeal Board will notify you of the outcome of your appeal within 30 days from the date of the Appeal Meeting.

The decision of the Appeal Board is final.

Appeals may NOT be submitted for individual assignment grades prior to your overall grade notification. Please only submit a formal appeal after you have received notification of your **overall grades**.

Further Guidance

Complaints

The Institute of Fundraising defines a complaint as:

“an expression of dissatisfaction either about the qualification courses, facilities or services provided by the Institute of Fundraising or about actions or lack of actions by the Institute of Fundraising or its staff”.

This guide details the steps you should follow if you feel you have a complaint. This procedure does not cover appeals against academic assessment, for which separate procedures exist.

Step One: Make an Informal Complaint

If there are reasonable grounds to make a complaint, the first step is to make an informal complaint. The Institute of Fundraising believes that, if possible, complaints should be resolved through informal discussions. Our experience is that the vast majority of complaints are resolved at this stage.

Complaints should be addressed to a Senior Representative of the Professional Development team and emailed to **academy@institute-of-fundraising.org.uk**

In addition to describing the nature of your complaint you should also inform us of your desired outcome. Complaints should not be made in online discussions or other public forums.

You should not proceed to the next step unless you have been unable to resolve the complaint informally.

Step Two: Submit a Formal Written Complaint to the Institute of Fundraising

If you cannot resolve your complaint informally, please email **academy@institute-of-fundraising.org.uk** and add 'Formal Complaint' to the subject line.

Please ensure you provide all information required to carefully review your complaint. Please describe what attempts you have made to resolve the complaint informally; if you do not appear to have made a satisfactory attempt to do this, you will be asked to do so before the complaint progresses to the formal stage.

Your complaint will be assigned to a senior member of the Professional Development team. The assigned member of staff will then contact you and endeavour to resolve your complaint.

If you feel that your complaint was not dealt with in a satisfactory manner, please refer to the IoF Complaints Policy online: **<http://www.institute-of-fundraising.org.uk/complaints-policy/>**

Frequently Asked Questions

Who can apply?

Any schools' development or alumni relations practitioner who has a minimum of 18 months' alumni relations and fundraising experience.

Do I have to have completed the IoF introductory certificate?

No. The requirements are that you:

- are employed by or volunteering for a school and working in alumni relations and development
- have read the Course Handbook which will help you decide if this is the right qualification for you and feel confident you will be able to complete the four compulsory assignments
- are available to attend the four teaching days and are prepared to actively engage with your class and tutor

How is this different from the IoF Certificate in Fundraising?

The IDPE/Institute of Fundraising (IoF) Certificate in Fundraising course follows the IoF Certificate in Fundraising syllabus but will include some supplementary materials of particular relevance to schools' development professionals.

Why should I take this certificate?

This is an IoF accredited course, assessed by academics, endorsed by the European Fundraising Association (EFA) and recognised by the charity sectors including schools' development offices.

The qualification will give you professional recognition, help to quantify and formalise the experience you have already gathered in schools' development, and allow you to develop further skills.

Studying for the Certificate whilst you work will have a positive impact on your results. Your school will see the benefit and, at the same time, you will demonstrate your commitment to schools' development and enhance your opportunities of career progression.

Having the Certificate will give you greater job security and future employers will see your potential and commitment to schools' development.

This Certificate will consolidate your skills and allow you to grow as a schools' development professional. The IDPE/IoF Certificate in Fundraising gives front-line fundraisers in schools, a solid grounding in the theoretical concepts and principles behind fundraising, helping you to be the best you can be.

The IDPE/IoF Certificate in Fundraising demonstrates to your employer (and future employers) that you have reached a set of standards of schools' development practice approved by the IDPE and the IoF.

What are the benefits to my organisation and me?

You will become a more confident schools' development practitioner and understand how to achieve the best outcomes. You will learn practical, effective fundraising skills to apply in your current role. These skills will enable you to make a positive immediate impact on your own, and your organisation's fundraising results.

What do the course fees include?

- Four days of tuition (including refreshments and lunches)
- Tutor support and assignment assessment
- A4 hard copy folder with printed course materials
- Online access to teaching resources
- A year's individual membership to the IoF
- For non-members of IDPE, a year's institutional membership to the IDPE
- Course fees **do not include** accommodation or the required course text book.
- If you do not complete the course, fees are not refundable

Do I need to be a member of IoF to do this course?

Yes, but when you register, the Certificate fee includes a year's individual membership of the IoF.

Do I need to be a member of IDPE to do this course?

No, but IDPE members receive a discount on the fee. Non-members pay a fee to include one-year's institutional membership of IDPE. For more information about IDPE membership, please visit the IDPE website.

Are there exams?

There is no exam. All assignments are work-based projects and will be assessed by tutors.

How many students will be on the course?

There will be a small group of schools' development professionals, between 8 and 18, providing you with opportunities to extend your own personal network of professional support and to share challenges and best practice.

Where will the classroom-based learning take place?

In central London at the offices of Veale Wasbrough Vizards LLP
<https://www.vwv.co.uk/contact-us/locations/london-solicitors>

I've been on IDPE training events and have been to the Annual Conference in the past. Will these count towards the certificate?

These will certainly support you in your study for the Certificate but these will not be credited towards the IDPE/IoF Certificate.

I'm just starting out in schools' development and would like to get an introductory qualification. Can I do this?

You can participate in IDPE's Essential Development Toolkit seminar which is designed for those new to schools' development. It includes one day's teaching about the nuts and bolts of how a professional schools' development office operates, as well as a visit to an established schools' development office. For those working in fundraising in the state sector, we also have our State School Toolkit. For further information, please contact IDPE.

I have extensive experience of schools' development. Do you have a qualification to support me?

IDPE's intention is to create an advanced qualification. If you would like to be involved or are interested in registering, please email the IDPE team at info@idpe.org.uk

How long do I have to complete my qualification?

Students are required to complete their chosen qualification within 12 months. Please review the full terms and conditions at the below link before booking:

<http://www.institute-of-fundraising.org.uk/events-and-training/qualifications/terms-and-conditions/qualifications>

Some pre-course work is required to ensure students are fully prepared for the first training session. You will

receive an email with login details for our dedicated e-learning platform about a week before the course starts which you will be using to access the required materials and support for your course.

Do I need to do anything before my course starts?

Yes, it is essential you have identified from the outset that this is the right qualification for you by reviewing the individual booking links and the course handbook. It will give you a good overview of the work based assessments and time commitment required.

What is expected of me?

This course is designed to be a 'student-led' educational experience and thus you are expected to take responsibility for your own learning, investing a great deal of time and effort in preparing for the assignments.

You will need Internet access to enable you to access our online learning platform which provides essential online course materials.

IoF Academy English Language requirements.

To ensure you are not placed at a disadvantage when studying for your IoF qualification you should have a good command of written and spoken English to complete assignments to the required standard.

Clearer guidance for non-UK nationals.

If you are in doubt about the standard of your spoken and written English please let us know before you begin your course. As a guide, you will need to have an International English Language Testing Service (IELTS) level 6.0 score or, Test of English as a Foreign Language (TOEFL) score of 550 or equivalent.

Disability

If you have any requests regarding disability requirements, please contact the Academy team on **0207 840 1020** or email **academy@institute-of-fundraising.org.uk**

Attendance

Our innovative qualifications are blended learning courses and include face to face training. It's compulsory for all students to attend these teaching blocks.

How much time do I need to allow for my studies?

On average our students report spending around 6-8 hours each week (or 200 hours in total) on their studies. Quite a lot of that time will be spent reading, thinking, and otherwise preparing for assignments. Remember, you do not have to work seven days a week. The exact time you need for your studies will depend on your own background and experience, and your knowledge of the unit subject. Some assignments have heavier workloads than others, and the workload can vary from week to week.

What happens if I miss a training day?

You are expected to attend every session, every day; failure to attend any of the face to face training will seriously disrupt your learning experience and the shared learning experience of your group. If, for unforeseen circumstances, you are unable to attend a session please contact the team by emailing **academy@institute-of-fundraising.org.uk** as soon as possible.

Failure to attend is likely to have a negative impact on your ability to complete the course successfully; you will be expected to take responsibility to find out what you have missed.

Students will not be allowed to attend missed sessions on a different qualification.

What are the timings for the face to face training days?

Approximately 09:00 – 17:00, please arrive promptly to ensure the course can begin on time.

What support can I expect?

As you will be working towards a professional qualification there is a strong emphasis on independent learning. All our course tutors have expert knowledge of their field and relevant teaching experience, so you are sure to get professional advice and support throughout your course.

You will be guided to topics and encouraged to explore them further. We encourage students to reflect on

course materials, critique them and form their own ideas. Rather than learning about fundraising concepts/ ideas for their own sake, you should aim to reflect on their relevance to your own professional practice and think through how you might develop them further to increase their utility. You should use this opportunity to develop your critical reasoning and analytical skills. In other words, be prepared to challenge and be challenged!

A key part of learning independently is being able to seek additional help or guidance. You are encouraged to research information and answer questions yourself. Your tutor will not complete your assignments for you or review your draft assignment prior to submission.

When your assignments are marked you will be provided with a marking grid which will breakdown your allocation of marks towards your grade and provide written, relevant and constructive feedback to allow you to improve and succeed in your studies. If you do need further advice please get in touch with your tutor.

If you do need further advice please email **academy@institute-of-fundraising.org.uk** and we will endeavour to assist you.

Who are my tutors?

Students have access to their tutors for support throughout the year. Tutors' details are available on the online learning platform and in your joining instructions.

How long will the qualification take to complete?

Approximately 9-12 months.

I understand there are strict deadlines for the assignments, what happens if I can't meet these?

Please adhere to assignment deadlines – these are critically important! You will be expected to manage your own time in order to meet these deadlines. If, due to unforeseen circumstances, you are unable to do this, you must notify the IoF academy team by emailing **academy@institute-of-fundraising.org.uk**

All formal extension requests should be directed to the IoF Academy rather than to your tutors; further detail regarding the assignments and extension requirements can be found in the Course Handbook.

You need to complete and pass all the assessments to be awarded the qualification. If you are encountering problems in managing your workload make use of the IoF's 'Study Skills' guides in the resources area to improve your time management skills.

How long are the assignments I have to write, is there a word count?

Details of the assignment requirements can be found in this Course Handbook and online; there are word counts for each assignment and these must be adhered to. If you need any clarification please ask your tutors for advice before you begin your assignment.

Students are permitted to submit assignments with a word count 10%

above the word limit, without penalty.

While guidelines for word counts should be followed wherever possible, there is no minimum word limit for the assignments.

The following is not included in your word count:

- title/contents page
- references/bibliography
- appendices (as long as the assignment does not rely heavily on the inclusion of lengthy appendices)

NB Footnotes and tables are included in the word count and must not be in image format.

Excessive Word Counts

Assignments that are judged by the tutor to be excessively lengthy in relation to the complexity of your chosen subject matter will be returned for resubmission.

Resubmissions of this type must be received within 5 working days of notification by the Institute. Please note in the case of a resubmission the score would be capped at 50%.

You need to complete and pass all the assessments to be awarded the qualification. If you are encountering problems in managing your workload make use of the IoF's 'Study Skills' guides in the resources area to improve your time management skills.

I have not written an academic assignment before. What advice can you offer?

The style of writing you will be expected to use for academic work is

likely to be different to other styles you use every day. It is part of your academic training to learn how to write in this more formal style - it demonstrates discipline and thoughtfulness. It's important to communicate your ideas clearly and be concise.

The resources in your online 'Study Skills' folder provide guidance to help you develop your academic writing, information on how to reference correctly and help with your time management.

When can I expect my results?

Generally, grades are available online approximately 3 weeks after the submission deadline, but tutors can't always guarantee a 3 week turnaround. In some circumstances this marking period may be a little longer, and where extensions have been granted, or an assignment needs to be resubmitted, marking times will be considerably longer. Please do not delay working on your remaining assignments.

Who do I contact if I need help?

If you require academic help, please contact your tutor.

In terms of hardware and software requirements, you need a PC with an Internet connection and a browser. To find out more about system requirements you can click onto 'Help' in the menu on the left. If you require further technical help or if you would like to speak to a member of the Academy team (available between the hours of 9.00 - 17.00) please email academy@institute-of-fundraising.org.uk



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