1. **Title of the module**

SOCI8760 (SO876) - Organised Civil Society and the Third Sector

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring term (term 2)

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Civil Society, NGO and Non-Profit Studies MA

International Social Policy MA

Two year masters versions of the appropriate programmes listed above

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand and engage with debates concerning the definition, nature and scope of organised civil society (OCS) and the third sector

8.2 Interpret and apply the basic theories of OCS and third sector existence, organisation and behaviour

8.3 Understand the role of the national and subnational institutions in relation to the third sector as a policy actor, in relation to policy design and implementation

8.4 Understand the role of the European Union and other supranational institutions in policymaking processes as they relate to OCS and the third sector

8.5 Describe, evaluate and apply different approaches to collecting, analysing and presenting social and technical information as this relates to key aspects of the OCS and the third sector

8.6 Assess the value of a range of research methods appropriate to the study of this field

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communicate, in terms of organising information in a clear and coherent way, responding to written sources and presenting information orally

9.2 Develop the application of theory ad research evidence to understanding of key issues in welfare and social policy

9.3 Work with others by co-operating on seminars and expressing reasoned arguments orally

9.4 Develop argumentation: they will develop logical arguments based upon sound reasoning and understanding of the material and express these arguments in a written format

9.5 Undertake desk-based research. Students will be able to gather library and web-based resources appropriate for postgraduate study; make critical judgements about their merits and use the available evidence to construct a developed argument to be presented orally or in writing

1. **A synopsis of the curriculum**

The module provides an up to date overview of the range of contributions of the third sector to economic, social and political life. It includes analysis of definitions and categorisations, and the problematic boundaries between OCS, the third sector, the State and the market; foundational theories of third sector existence, organisation, functioning and behaviour; attention to the historical and current public policy agenda in relation to OCS and the third sector, in the UK and internationally; and reviews important approaches to ‘evaluation’ in the third sector.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Anheier, H.K. & Kendall, J. (eds) (2001) *Third sector policy at the crossroads*, London: Routledge.

Bridge, S., Murtagh, B. and O'Neill, K. (2013) *Understanding the Social Economy and the Third Sector,* Palgrave, second edition.

Deakin, N. (2001) *In Search Of Civil Society,* Palgrave.

Evers, A. and Laville, J-L (eds) (2003) *The Third Sector in Europe,* Edward Elgar

Kendall, J. (2003) *The Voluntary Sector: Comparative Perspectives in the UK,* Routledge

Kendall, J. and Knapp. M. (1996) *The Voluntary Sector in the UK,* Manchester University Press

Kendall, J. (2009) *Handbook on Third Sector Policy in Europe: Multi-level Processes and Organised Civil Society,* Edward Elgar

Powell, M. (ed) (2007) *Understanding the Mixed Economy of Welfare*, Policy Press, Bristol*.*

Rochester, C. (2013) *Rediscovering Voluntary Action: The Beat of a Different Drum*, Palgrave Macmillan, Basingstoke.

Steinberg, R. and Powell, W.W. (editors) (2006) *The Nonprofit sector: A Research Handbook,* Yale University Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Coursework 1 (1,500 word essay) – 30%

Coursework 2 (4,000 to 5,000 word essay) - 70%

13.2 Reassessment methods

100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |  |  |
| Seminars |  |  |  |  |  |  | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Coursework essay 1 – 1,500 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Coursework essay 2 – 4,000 to 5,000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The discussion and application of the module topics is undertaken in an explicitly international context and emphasises international comparative study. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2008 | N/K | Spring 2009 | N/K | N/K |
|  |  |  |  |  |

Revised FSO March 2018