1. **Title of the module**

SOCI9580 (SO958) The Art & Science of Fundraising

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

SSPSSR

1. **The level of the module (e.g. 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 (10 ECTS)

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

Spring

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

None

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

MA in Philanthropic Studies. Also available as an elective Module.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an advanced critical understanding of the range of theories and key conceptual approaches to fundraising, including the evidence-base for the characteristics and skill-sets of fundraisers.
	2. Demonstrate a systematic understanding of the history and evolution of fundraising as a profession, and its contribution to the voluntary sector in the United Kingdom and beyond, and be able to critically evaluate the impact of this on current debates
	3. Demonstrate a critical awareness of the role of the policy environment in which fundraising exists and the role that government actors play in shaping the legal, fiscal and cultural context of fundraising.
	4. Systematically evaluate the literature on why donors (including individuals, companies, charitable trusts and foundations) make charitable donations and apply this to analysis and evaluation of the range of methods for recruiting donors in a range of contexts.
	5. Evaluate the different models and methods of fundraising practice and strategy, and be able to produce reasoned, justified and creative opinions on a range of contemporary issues relating to fundraising management
	6. Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and solving of specific fundraising and fundraising management tasks
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Make critical evaluations in order to effectively gather appropriate and reliable library and web-based resources for postgraduate study
	2. Act autonomously in using web-based resources to augment knowledge gained from online seminars and web-based study materials
	3. Demonstrate self-direction, critical judgement, and advanced theoretical knowledge in accessing, interpreting and analysing data
	4. Use selected resources to construct critical arguments and be able to communicate these conclusions clearly to specialist and non-specialist audiences
	5. Apply problem solving skills in the planning and implementation of professional practice based tasks
	6. Apply critical reflection to both individual and organisational practice.
3. **A synopsis of the curriculum**

This module will give an advanced level overview of the current state of fundraising in the UK, including the evidence-based techniques and strategies endorsed by the professional bodies (the ‘science’ of fundraising), and the latest research on the personal attributes of fundraisers that are understood to lead to successful outcomes (the ‘art’ of fundraising). Aimed at those working in - or seeking to work in - careers that involve generating voluntary income, it will cover a range of topics that will facilitate a detailed and critical analysis of the role of fundraising in practice, and in its wider societal context. It will allow students to explore this knowledge through its application in situations that are encountered in professional practice. We will cover academic approaches to fundraising from a range of disciplinary viewpoints and how these help us understand topics such as donor motivation, propensity to give, charitable decision-making in terms of amounts, methods and destinations of donations, as well as why some people/institutions do not give, and the implications for recipient organisations.

To enable this advanced level knowledge to be used in practice, we will explore the current debates in fundraising management, debates on policy relating to fundraising and philanthropy, legal and regulatory requirements and relevant ethical issues. Students will gain from all of this a critical understanding of fundraising and its role in society.

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

Breeze, B. (2017) The New Fundraisers: Who organises charitable giving in contemporary society? Bristol: Policy Press.

Burlingame, D.E. (1997) *Critical Issues in Fundraising*. Bloomington: Indiana University Press.

Burnett, K. (2002, 2nd ed) *Relationship Fundraising: A donor-based approach to the business of raising money*. Oxford: John Wiley & Sons

Conry, J.C. (ed.) (1991) Women as Fundraisers: their experience in and on an emerging profession. *New Directions for Philanthropic Fundraising*, no. 19

Duronio, M.A. & Tempel, E.R. (1997) *Fundraisers: Their careers, stories, concerns and accomplishments*. San Francisco: Jossey Bass.

Mordaunt, J. & Paton, R. (eds) (2007) T*houghtful Fundraising: Concepts, Issues and Perspectives*. Oxon: Routledge

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

1. **Learning and Teaching methods**

Contact hours: 43

Private study hours: 157

Total hours: 200

1. **Assessment methods.**100% Coursework comprising of:

Essay 1, 2,000 words (40%)

Essay 2, 2,000 words (40%)

Online forum participation mark (20%)

13.2 **Reassessment methods**

100% coursework

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) 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* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Study Day | **x** |  |  |  |  | **x** | **x** |  |  |  |  |  |
| Online Forums | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Online Lectures/Videos & Talks | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |
| Audio Recordings | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |
| Reading and private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Personal support | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| *2,000 word essay* | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** |  |  |
| *2,000 ‘Define and Discuss’ Document* | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Online Participation* | **x** | **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 disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia student support service, and specialist support will be provided where needed.

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

Canterbury, via online distance learning.

1. **Internationalisation**

This module is intentionally international in content, as it attracts students from outside the UK. Specific examples of internationalisation include using examples and case studies from around the world in the course content, encouraging international examples in the online seminar discussions, and an ongoing process of expanding the reading list to include more texts from around the world.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 23/01/2018 | Major | January 2018 | 11, 13, 17 |  |
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