1. **Title of the module**

SOCI9620 (SO962) Advising Donors

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)**

Summer

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

None

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

MA in Philanthropic Studies. Also available as a Wild 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 advising donors.
	2. Demonstrate a systematic understanding of the evolution of philanthropy and the role of advisors in the United Kingdom and beyond, and be able to critically evaluate the impact of this on current debates and future directions.
	3. Demonstrate a critical awareness of the role of the environment in which philanthropy advising exists and the role of different actors and how they interact to shape the legal, fiscal and cultural context of philanthropy.
	4. Systematically evaluate the literature on the existence and role of philanthropic intermediaries.

* 1. Evaluate the different models and methods of supporting donors and be able to produce reasoned and justified opinions on a range of contemporary issues relating to advising individual philanthropists and institutional donors.
	2. Act autonomously in creating and presenting critical ideas for applying theoretical, empirical and practical knowledge in the tackling and solving of tasks related to advising donors.
1. **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 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.
2. **A synopsis of the curriculum**

This module will give an advanced level overview of the current state of philanthropy advising in the UK. Aimed at those working in or seeking to work in the voluntary sector, especially in roles that involve working directly with individual philanthropists and institutional donors, it will cover a range of topics that will facilitate a detailed and critical analysis of the role of philanthropy advising. It will allow students to explore this knowledge through its application in real life contexts that are encountered in professional practice. Academic approaches to advising donors from a range of perspectives including structural issues (tax, legal and wealth management) and strategic approaches (theory of change, goal-setting and distributional consequences) will be covered in order to fully understand and reflect on the role of philanthropy advisers.

To enable this advanced level knowledge to be used in practice, we will explore the current debates in advising donors, including the different approaches, outcome-orientations, methods of measurement and impact assessment. Students will gain from all of this a critical understanding of philanthropy advising and its role in society, and the ways in which private philanthropists and institutional donors are, and can be, supported.

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

Connolly, P. M. (2011). The best of the humanistic and technocratic: Why the most effective work in philanthropy requires a balance. *The Foundation Review, 3*(1 & 2), 120-136.

Daly, S. 2011 ‘Philanthropy, The Big Society and Emerging Philanthropic Relationships in the UK’. *Public Management Review* 13:8, 1077-1094

Frumkin, P. (2006). *Strategic Giving: the art and science of philanthropy*. Chicago and London, University of Chicago Press.

Leslie, B., Noonan, K. & Nohavec, C. (2015) Understanding Philanthropy Consulting: A tool to identify the roles and capabilities needed from external support. *The Foundation Review*. vol 7 (1)

Scott Sibary (2006) Counselling Philanthropic Donors. *Ethics and Behaviour,* vol 16 (3), pp. 183-197

Tierney, T. J., & Fleishman J. L. (2011). *Give Smart: Philanthropy That Gets Results,* New York: Public Affairs Books

1. **Learning and Teaching methods**

Contact time: 43

Private study hours: 157

Total hours: 200

1. **Assessment methods.**

13.1 Main assessment methods

Essay, 2,000 words (40%)

Book review, 2,000 words (40%)

Online forum participation (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** |  |  |  |  |  |  |  |  |  |
| private study | **x** | **x** | **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 word Book Review* | **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

The lectures and reading are designed to include evidence from, and experiences in, multiple countries, though there is a focus on the UK and the US as that is the focus of the majority of the extant literature. To compensate somewhat for this UK/US bias, within the assessment, students have the option to answer specific questions with reference to any country of their choice.

**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) |
| 17/04/2018 |  | September 2017 | 12, 13, 14, 17 |  |
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