

# B: COURSE CONTENT

## COURSE AIMS

The MSc in Charity Resource Management aims to equip students to play a strategic role in the management of resources (finance, people, reputation, physical resources, etc) within the context of charitable organisations in particular with reference to:

- winning resources (charity fundraising in all senses of the term)
- the financial management of resources
- the use of resources in the specific context of UK charity law
- the management of major changes within charitable organisation, and the implication for resource management.

## INTENDED LEARNING OUTCOMES

### 1. *POSTGRADUATE CERTIFICATE IN CHARITY RESOURCE MANAGEMENT*

**On successful completion of this stage the student will be able to demonstrate:**

- Familiarity with a range of approaches to charity resource management;
- Ability to make informed judgements about charity resources, with specific reference to relevant the legal frameworks;
- Ability to manage either income generation or the financial and HR management in a small charity or a division of a larger charity and to reflect critically on the strategies involved
- Ability to reflect on and evaluate factors which have an impact on the achievement of the aims and desired outcomes of charitable organisations;
- An ability to work with management, trustees and other stakeholders in the diagnosis and implementation of change;
- An ability to undertake critical and reflexive appraisal of practice of the student's own work, placed in the broad area of study.

### 2. *POSTGRADUATE DIPLOMA IN CHARITY RESOURCE MANAGEMENT*

**On successful completion of this stage the student will be able to demonstrate:**

- Ability to critically reflexively analyse alternative approaches to resource management in charities including a comprehensive understanding of the legal context;
- Ability to manage both income generation and the financial and HR management in a small charity or a division of a larger charity and to reflect critically on the strategies involved;
- Ability to reflect on and evaluate factors which have an impact on the achievement of the aims and desired outcomes of charitable organisations and to propose strategies for significant organisational change where required;

- An awareness of the linkage between research and consultancy practice as applied to charity resource management;
- An ability to use strategic, organisation and change frameworks, concepts and tools to analyse and evaluate implementation;
- An ability to undertake critical and reflexive appraisal of practice at group and organisational level, placed in the broad context of the area of study.

### **3. *MSc IN CHARITY RESOURCE MANAGEMENT***

#### **KNOWLEDGE AND UNDERSTANDING**

By the end of the programme you will be able to:

- Understand and apply the principal theories surrounding finance and other resources in non-profit organisations and the processes of gaining such resources including a considerable focus on fundraising theory.
- Demonstrate a critical understanding of the framework of regulation of charities (law and accounting) in the UK and the impact of this on resource management.
- Analyse and engage with the principal theories of organisational strategy and change in terms of their application to charitable organisations.

#### **INTELLECTUAL SKILLS**

By the end of the programme you will be able to

- Apply research and consultancy skills to the analysis of resource-related issues in charitable organisations (whether internal or external).

#### **SUBJECT SPECIFIC / PROFESSIONAL SKILLS**

By the end of the programme you will be able to

- Develop and implement a realistic fundraising strategy for a specific charitable organisation.
- Develop and implement effective strategic policies for financial management and human resources
- Apply management skills to the implementation of such strategies, including the management of organisation through significant changes needed to put such strategies into effect.

#### **PROFESSIONAL KEY SKILLS**

By the end of the programme you will be able to

- Demonstrate core consultancy/advisory skills in terms of providing internal or external assistance to a charitable organisation, including such as listening and observation skills, making sense of client problems or issues, giving effective feedback;
- Act as an effective change agent;
- Reflect upon the strategic style of change agents, managers, and selected organisations;
- Locate strategy within a complex, diverse and changing environment, especially the issues of defining strategy in non-profit organisations;
- Critically appraise the findings of published research

- Access primary research data and interpret qualitative and quantitative data.

## CURRICULUM: MODULE INFORMATION SUMMARY TABLE

AWARD TITLE MSc Charity Resource Management – <i>Generic Modules</i>				
	Module Title	Module Title	Module Title	Module Title
<b>Module Code</b>	Strategy and Organisation	Process of Change	Consultancy	Research Methods
<b>Semester of Delivery</b> <i>(i.e. S1/S2/year long)</i>	N/A	N/A	N/A	N/A
<b>State whether module is Mandatory, Elective or Option</b>	Mandatory	Mandatory	Mandatory	Mandatory
<b>Level</b>	7	7	7	7
<b>Credit Points</b>	15	15	15	15
<b>Assessment Pattern: Components &amp; Weighting</b>	100% coursework	100% coursework	100% coursework	100% coursework
<b>Pre-Requisite Modules (if applicable)</b>	None	None	None	None
<b>Breakdown of Student Learning Hours by Type</b>	28 hours supported learning 122 hours directed and independent learning time	16 hours supported learning 24 hours Learning Sets 110 hours directed and independent learning time.	32 hours supported learning 118 hours directed and independent learning time	20 hours supported learning 130 hours directed and independent learning time
<b>Module Leader &amp; Faculty</b>	John Darwin (O&M)	Bob Garvey (O&M)	John McAuley (O&M)	Murray Clark (O&M)

**AWARD TITLE MSc Charity Resource Management – Charity-Specific Modules**

	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>	<b>Module Title</b>
<b>Module Code</b>	Charity Financial Management & Accounting	Charity Fundraising Practice	Charity Fundraising Management & Governance	Charity Human Resource Management	Charity Marketing & Communications
<b>Semester of Delivery (ie. S1/S2/year long)</b>	N/A	N/A	N/A	N/A	N/A
<b>State whether module is Mandatory, Elective or Option</b>	Mandatory	Mandatory	Mandatory	Mandatory	Mandatory
<b>Level</b>	7	7	7	7	7
<b>Credit Points</b>	15	15	15	15	15
<b>Assessment Pattern: Components &amp; Weighting</b>	50% coursework 50% exam	100% coursework	100% coursework	100% coursework	100% coursework
<b>Pre-Requisite Modules (if applicable)</b>	None	None	Charity Fundraising Practice	None	None
<b>Breakdown of Student Learning Hours by Type</b>	24 hours supported learning 128 hours directed and independent learning time	24 hours supported learning 128 hours directed and independent learning time	24 hours supported learning 128 hours directed and independent learning time	24 hours supported learning 128 hours directed and independent learning time	24 hours supported learning 128 hours directed and independent learning time
<b>Module Leader &amp; Faculty</b>	Gareth Morgan (O&M)	Gareth Morgan (O&M)	Gareth Morgan (O&M)	Godfrey Craik (O&M)	Godfrey Craik (O&M)

**INDIVIDUAL MODULE DESCRIPTIONS**

<b>MODULE TITLE</b>	<b>STRATEGY AND ORGANISATION</b>
Semester of Delivery	N/A
State whether module is Mandatory, Elective or Option	<i>Mandatory</i>
Level (4/5/6/7)	7
Credit Points	15
Assessment Pattern: Components & Weighting	100% coursework
Pre-Requisite Modules	None
Breakdown of Student Learning Hours by Type*	28 hours supported learning; 122 hours directed and independent learning time
Module Leader & Faculty	Dr John Darwin (O&M)
Will Module be offered via Blackboard?	In part

## **1 RATIONALE**

This module is designed to introduce students to the nature of the strategic and management challenges facing organisations in advanced capitalist societies. Conventional strategic planning assumes a foreseen environment, predictable competitors and rational managers. In practice environments are turbulent and complex, international competitors are erratic and introduce differing rules and managers can be irrational and possibly biased. Further to this, cultural diversity presents additional challenges to the manager.

The focus will be upon developing students' understanding of the increasing pressures created by heightened competition and processes of globalisation by analysing their impact upon (post) modern modes of organisation. The challenges constituted by these processes are further complicated by the resultant ambiguous status of 'management' and the rapid development of communication and information technologies compounded by the added uncertainty of managing technological opportunities across organisational boundaries.

Questioning the traditional linear model of planning - choice - implementation - evaluation, this module will look at strategy both as something to be studied and understood, and as a phenomenon within organisations with which they need to be engaged. The module will focus on strategy from the perspective of the change agent involved in strategic thinking and action, and consider their ability to be effective within the context of their organisations' approach to strategy making. Although this module will be delivered across all awards, delivery will maintain a focus on the 'expert' knowledge base of each course, primarily by inviting participants to reflect on this both through seminar discussion and through the assignment.

This module is one of the four which are shared by all four awards. It is expected that participants will profit from working together on these modules, as has been the experience with the common modules of the 'three sisters' programme.

The module is intended to provide a thorough grounding in the essential challenges, qualities, components, principles and practices for strategy and organisation and to provide a fundamental framework to integrate other elements of the programme.

## **2 SUMMARY OF AIMS**

The aims of the module are:

- To equip students with an understanding of the changing nature of organisations and management under the impact of the political, social, technological and economic developments associated with globalisation.
- To consider the debates around modern and post-modern periodisation and their implications for organisational analysis and management.
- To identify the extensive range of thinking which now exists on the role of strategy and its relationship to other aspects of organisational life, as well as to more general discourses
- To provide participants with the opportunity to reflect on their own strategic style and that of their current organisation or one well known to them
- To explore with participants the range and complexity of internal and external influences upon organisations and develop their abilities in formulating and implementing strategies across a range of organisations.

## **3 ANTICIPATED LEARNING OUTCOMES**

On successful completion of this module participants should be able to:

- Identify the key (post) modern social, political, technological and economic developments generally associated with globalisation
- Evaluate the impact of those developments upon current and future modes of organisation with specific reference to the transition from rationalist/bureaucratic modes of governance to post-modern /entrepreneurial forms
- Understand the impact of the above upon managers and management as a body of discourse and practice.
- Understand the nature and importance of strategic thinking and action, and the application of this understanding within various organisational settings.
- Reflect upon the implications for strategy and organisational practice of the growing diversity of workforces in many organisations.
- Gain an appreciation of strategy in a complex, ambiguous, diverse and changing environment.
- Reflect upon the strategic style of change agents, managers and selected organisations.

#### **4 TEACHING AND LEARNING STRATEGY, INCLUDING RESOURCES**

The teaching and learning strategies adopted will encourage participants to develop a critical and reflective approach to course content and learning outcomes. To achieve this a variety of teaching and learning methods will be used. These include:

- Lectures designed to introduce concepts, models and themes.
- Seminars providing the opportunity to critically discuss a range of material from a variety of sources, including videos & the Internet
- Exercises and case studies designed to allow participants to apply key concepts, ideas and frameworks.
- The opportunity for discussion of emerging themes.

Students will be expected to undertake considerable directed reading throughout this module and will make use of the following resources.

- Textbooks and academic journals.
- Professional publications
- Exercises and case material.
- Prior and current organisational experience.
- Various databases, CD ROMs, Videos and Internet.

## **5 ASSESSMENT AND FEEDBACK STRATEGY AND METHODS**

Assessment will focus on the application of concepts within the participants' own particular circumstances, requiring from them both contextualisation and selective application. The role of the change agent in strategy will be central to this assignment.

An example assignment would be:

*“Globalisation presents organisations and managers with some of their biggest strategic challenges for the 21<sup>st</sup> century”.*

Critically appraise the implications of globalisation for the approaches to strategy introduced during this module, drawing from this appraisal your conclusions on the implications for practitioners in your specialism.

The length of this assignment will be about 4,500 words.

Formative assessment opportunities will be afforded through a number of workshops during the module delivery, which will give the students the chance to look at the developing themes and theoretical ideas in group discussion and informal presentation.

The assignment will be marked by the tutor and will normally be returned within three weeks of the submission date.

## 6 SPECIFIC ASSESSMENT CRITERIA

LO	Students will be judged on their ability to	Fail	Pass 40-50%	Pass 50-60%	Pass 60-70%	Distinction
	Identify the key (post) modern social, political, technological and economic developments generally associated with globalisation	No understanding or use of these developments	Demonstration of basic understanding of these developments	Sound understanding of these developments but with limited integration	High standard of critical analysis of these developments using appropriate conceptual frameworks.	High standard of critical analysis of these developments using appropriate conceptual frameworks in a creative and reflexive manner
	Evaluate the impact of those developments upon current and future modes of organisation with specific reference to the transition from rationalist/bureaucratic modes of governance to post-modern /entrepreneurial forms	Naïve understanding of this impact	A limited evaluation of current debates about modernism and postmodernism and their implications for strategy and organisation	An evaluation of current debates about modernism and postmodernism and their implications for strategy and organisation and evidence of analysis of the implications for the emergence of new modes of governance	An evaluation of current debates about modernism and postmodernism and their implications for strategy and organisation and evidence of analysis of the implications for the emergence of new modes of governance that is critical and shows some awareness of the underlying philosophical issues.	Critical evaluation of current debates about modernism and postmodernism and their implications for strategy and organisation and evidence of analysis of the implications for the emergence of new modes of governance that shows a good understanding of the underlying philosophical issues
	Understand the impact of the above upon managers and management as a body of discourse and practice.	No understanding of this impact	Demonstration of basic understanding of this impact	Sound understanding of this impact	High standard of critical analysis of this impact using appropriate conceptual frameworks.	High standard of critical analysis of this impact using appropriate conceptual frameworks in a creative and reflexive manner
	Understand the nature and importance of strategic thinking and action, and the application of this understanding within various organisational settings.	An unsophisticated and descriptive account of the organisation and strategy with little account taken of either synthesis or critique of the concept of a linear relationship between the elements.	Development of a synthesis of the relationships between the elements of strategic and organisational thinking	Development of a synthesis of the relationships between the elements of strategic and organisational thinking with some evidence of a critical stance	Development of a synthesis of the relationships between the elements of strategic and organisational thinking with evidence of a critical stance and a creative approach.	A critical and creative synthesis of the relationships between the elements of strategic and organisational thinking accompanied by a sceptical gaze in relation to linear models such as this.



	Reflect upon the implications for strategy and organisational practice of the growing diversity of workforces in many organisations.	No understanding of the implications of the growing diversity of workforces	Demonstration of basic understanding of the implications of the growing diversity of workforces	Demonstration of a sound understanding of the implications of the growing diversity of workforces	High standard of critical analysis of the implications of the growing diversity of workforces	High standard of critical analysis of the growing diversity of workforces using appropriate conceptual frameworks in a creative and reflexive manner
	Gain an appreciation of strategy in a complex, ambiguous, diverse and changing environment.	No understanding of the complexities of strategy	Demonstration of basic understanding of the complexities of strategy	Sound understanding of the complexities of strategy	High standard of critical analysis of the complexities of strategy using appropriate conceptual frameworks.	High standard of critical analysis of the complexities of strategy using appropriate conceptual frameworks in a creative and reflexive manner
	Reflect upon the strategic style of change agents, managers and selected organisations.	No or limited exploration of the implications for the strategic style of change agents, managers and selected organisations.	A basic and adequate exploration of the implications for the strategic style of change agents, managers and selected organisations, including some use of personal experience.	An integrated exploration of the implications for the strategic style of change agents, managers and selected organisations, including good use of personal experience.	An integrated and systematic exploration of the implications for the strategic style of change agents, managers and selected organisations, including good use of personal experience.	Reflexive interrogation of personal experience to explore the implications for the strategic style of change agents, managers and selected organisations

## **7 INDICATIVE CONTENTS, READING LIST AND RESOURCES**

### **Indicative Content**

Setting the scene: the new competitive and uncertain context of management

Globalisation - political, social, technological and economic developments

- Globalisation - (post) modernity and future trends;
- Globalisation - as intensified uncertainty and competition

The Implications for Organisations:

- The varying impact upon rationalist, modernist organisational forms, including bureaucracy, Taylorism/Fordism and the McDonaldisation of society;
- De-differentiation of work processes and the flexibility debate(s);
- Post Fordism and Japanisation;
- The rise of entrepreneurship;
- New organisational forms in the public and private sectors

The Impacts upon Management:

- The epistemological status of management
- The future of management and the evolution of new managerial roles;
- Managing innovation;
- bureaucratic vs. entrepreneurialist management ethics

The Implications for Strategy:

- The nature of strategy and strategic decisions
- Strategic management in different contexts
- The different perspectives on strategy

Critical Reflection on Strategic Tools

- Environmental Analysis
- Competitor and Collaborator Analysis
- Competitive Strategies
- Resource Analysis
- Strategic Capability

Evaluating Strategy Development Options

- Organisational structure
- Creativity and innovation
- Culture
- Leadership
- Power, influence and negotiating

Wider influences on strategic thinking

- The integration of strategy making and strategy implementation
- Managing global relationships
- Participative approaches to strategy

### **Indicative Reading**

- Handy, C. (1993). *Understanding Organizations* (4<sup>th</sup> ed.). Penguin. 4th Ed.
- Hatch, M.J. (1997) *Organization Theory. Modern Symbolic and Post-modern Perspectives*. Oxford University Press
- Huczynski, A and Buchanan, D (2001) *Organizational Behaviour: an introductory text*, 4th edition, FT/Prentice Hall,
- Jackson, N. and Carter, P. (2000) *Rethinking Organisation Behaviour*, Prentice-Hall: London.
- Johnson, G. and Scholes, K (2001) *Exploring Corporate Strategy Text and Cases*, 6<sup>th</sup> Edition, Prentice Hall
- Johnson, P. and Gill, J. (1993). *Management Control and Organizational Behaviour*. Paul Chapman, London
- Mintzberg, H., Ahlstrand, B. and Lampel, J. (1998) *The Strategy Safari*: Prentice Hall.
- Morgan, G. (1997). *Images of organizations* (2<sup>nd</sup> ed.) Sage. London
- Quinn, J.B., Mintzberg, H., and James, R. (1998) *The Strategy Process*, Prentice Hall, Revised European Edition
- Sims, D., Fireman, S. and Gabriel, Y. (2000) *Organizing & Organizations: An Introduction* (2<sup>ND</sup> ed.) Sage: London Macmillan: London
- Stacey, R. (2000) *Strategic Management and Organisational Dynamics*, 3rd Edition, Pitman
- Watson, T.J. (2002) *Organizing & Managing Work: Organisational, managerial and strategic behaviour in theory and practice*. Pearson Education: Harrow.
- Whittington, R. (2000) *What is Strategy – and does it Matter?* Routledge, London

<b>MODULE TITLE</b>	<b><i>PROCESS OF CHANGE</i></b>
Semester of Delivery	N/A
State whether module is Mandatory, Elective or Option	<i>Mandatory</i>
Level (4/5/6/7)	7
Credit Points	15
Assessment Pattern: Components & Weighting	100% coursework
Pre-Requisite Modules	None
Breakdown of Student Learning Hours by Type*	16 hours supported learning; 24 hours Learning Sets; 110 hours directed and independent learning time
Module Leader & Faculty	Prof Bob Garvey (O&M)
Will Module be offered via Blackboard?	In part

## **1 RATIONALE**

In this module change is seen as a journey which is experienced and not a set of rationally planned activities which signpost individuals to a pre-determined destination. The module mirrors this philosophy by utilising the learning experience of participants throughout the period of the taught programme to reflect the experience of undertaking organisational change.

An action learning philosophy underpins the delivery of this module, considering the students academic and emotional development within this field to be an iterative rather than didactic, directed process. Students manage certain elements of both the content and processes of their learning, outcomes are negotiated within a clearly bounded structure, but focus on students' own abilities to engage with the subject area.

The management of change has assumed increasing importance for all managers; for consultants it is often the inevitable reality as well as a key objective of consultant activity. Current thinking about change draws on many management disciplines - strategy, organisational behaviour, economics and human resource management. It draws also from other disciplines such as psychology, biology, philosophy and law. This module attempts to reflect and build on the diversity of this rich tradition and the centrality of understanding and managing change to the arena of consultancy.

This module frames change as a process rather than an event that first needs to be understood before it can be managed, and is based on the reflexive hermeneutic practitioner philosophy that underpins the whole programme. It aims to combine an experiential approach, where students reflect upon what they bring to the programme and the learning objectives they wish to address, with critical theoretical input, exploration and discussion outlining the field of study.

This module is one of the four that are shared by all four awards. It is expected that participants will profit from working together on these modules, as has been the experience with the common modules of the 'three sisters' programme. The change process is seen as inevitable in all organisations, and provides the context within which participants will be working.

Because of the nature of this module, a substantive specification is detailed here.

## **2 SUMMARY OF AIMS**

The aim of 'The Process of Change' is to introduce participants to the field of understanding and managing change and to critically reflect on their ability to understand and engage with the field of study. Participants will have engaged with the discussion concerning the importance of experience, emotion and theory to understanding change. The module develops theoretical understanding of specific areas within the field of change management.

## **3 ANTICIPATED LEARNING OUTCOMES**

On completion of this module, participants will have:

- An appreciation and analysis of the experiences and assumptions they bring to understanding and managing change
- The ability to identify, explore and develop specific areas within the field of change which are relevant to individuals programme of study
- An evaluation of different perspectives of the nature of change management, and the role of different disciplines in achieving change
- An evaluation of the way change occurs in different types of organisation, and the roles of the self, individuals, groups and the whole organisation in the process
- An appreciation of both the positive and the negative dimensions of change in organisations and the reasons for resistance to change, with an understanding of the self as an aspect of this appreciation.
- The ability to act as an effective change agent

## **4 TEACHING AND LEARNING STRATEGY, INCLUDING RESOURCES**

A variety of teaching and learning methods will be used in this module:

- Workshops designed to introduce participants to an experiential approach to learning and to provide an overview of the field of study
- Lectures and seminars designed to introduce key concepts, models and theories
- Exercises and case studies designed to allow students to apply key concepts, ideas and frameworks
- Learning sets based on principles of action and self managed learning – a fuller description of how this process will be managed is included below

### *Learning Sets*

Self Managed Action learning sets are the core means of delivering this module. This method of delivery is designed to reflect the emotional experiential element of change in conjunction to providing a forum for discussing theories and concepts of change. The mechanism addresses theoretical concerns that change is too often seen as a rational, linear, neutral event rather than complex dynamic of the planned and unplanned; the rational and the irrational. The 'journey' of the learning set is seen to mirror the process of change as it is experienced in organisations and so reflect the underpinning philosophy of the module.

Due to the differing role of the learning set tutor from other teaching roles it is expected that tutors themselves will form a support group, with input from the external examiner, to reflect on how they perform the role and as part of the quality assurance process. Specific induction to this role will be provided for tutors.

Learning sets will comprise approximately six participants and be facilitated by a learning set advisor. It is envisaged that learning sets will meet in approximately half working day (3-4 hours) sessions at appropriate intervals throughout the programme.

An outline for a typical set meeting could be as follows:

- 'Check-in': Each person, in turn, says something briefly about what has happened to them since the set last met. This allows everyone to 'unload' anything they are burning to say, and which might detract from their ability to concentrate on the work of fellow set members.
- 'Setting the agenda': Each set member asks for the time he or she wants for discussing work. There may be aspects of the programme, which all set members want to talk about (e.g. how they will fit in the processing of everyone's Learning Contract before the deadline). When all the bids for time have been made, the order for the day is established.
- 'Individual Time Slots': This is the body of the set meeting, when each individual takes a period of time to talk through: what he or she has done, or learnt, plans for future activity, or responses to written work sent out prior to the meeting. It is up to the individual how this time is used and it is their responsibility to say how they want to make use of the time available to them e.g. asking for ideas/feedback/support with regard to a particular problem or area of activity. In effect during each set member's time slot they are the client and their fellow set member's act in the role of consultant, to help them get what they want out of 'their time'. This can be done by challenging the unexamined assumptions the person is making, by supporting them when something new and perhaps risky is being contemplated (after, of course, having checked that the proposed course of action is beneficial), and by checking whether what the individual is now saying makes sense in terms of what is already known of them.
- 'Review of Set Process': This stage only appears when somebody feels the need for it. Early on in the set's life it can be useful to put some time aside to talk through people's perceptions of how they are operating together as a set. This stage is often absent from set meetings because the structure of the process produces few group dynamics problems.
- 'Check-out': At the end of the meeting, after each person has had individual time, there is a brief summing up by each individual about how they have experienced the meeting.

The role of the set adviser is to assist participants in their learning, in particular, in their learning from one another. The activities of the set adviser will vary depending on the unique nature of each set. Minimally, there are the following roles:

- 'Model': The set advisor indicates, through their actions, what it is legitimate to address within the set as well as the ways in which set members can assist one another's learning. Through being sensitive when questioning people and by framing questions that lead set members to fresh and useful perspective and actions the set adviser is providing a 'model'.
- 'Filling In': The set adviser will need to do the things that no one else is doing. For instance, if no one confronts an issue that seems obvious to the set adviser, they may be the one to take it up within the set if no one else is prepared to do so. The set advisor helps to ensure that the set maintains a balance of challenge and support of its members.
- 'Mark the Learning': During an individual time slot a set member may move through many changes of perspective, many new awareness and realisations. It can be useful for these to be explicitly 'marked' for set members so they consciously recognise the shifts in thinking they have made, and think through how these might manifest in action.
- 'Review of Set Process': This term means that the set adviser may act in order to help the set with the process by which it does things. They may comment on the dynamics of the set, help to resolve conflicts, assist the set to review its effectiveness, or whatever might seem appropriate. This kind of activity is not concerned directly with the tasks that people are carrying out, but rather focuses on the means by which the set is operating.

Participants will be expected to undertake considerable directed reading throughout this module to supplement other approaches to learning. They will be expected to make use of the following resources:

- Textbooks and academic journals
- Professional publications
- Exercise and case material
- Various databases, CD ROMS and the Internet

## **5 ASSESSMENT AND FEEDBACK STRATEGY AND METHODS**

The assessment strategy is designed to reflect the philosophy of the module - change is a process not an event. The module will not conform to standard university regulations, as it will be assessed on a straight pass or fail basis signed off by the learning set. The learning set tutor manages and has final responsibility for this signing off process. External examiners will be informed and included in this process.

### ***Process of Change***

Formal assessment for this module will consist of two assignments, as follows:

#### ***1. The Learning Contract***

The learning contract will be a written document outlining an area of change management the individual wishes to explore at both an academic and vocational level. There is no set outline for this piece of work though the following description is intended to provide clarification and guidance.

The contract is developed within the reality of the world in which the individual exists. This world has many aspects - organisational, family, societal, environmental, legal and political. Each imposes conditions and constraints and creates opportunities and possibilities around what can and cannot be done.

Though the process of producing a Learning Contract is the participant's responsibility, it is not something participants are expected to wrestle with in isolation. The learning set is the major form of support for this process.

In the contracting process there are five questions designed to help in thinking through and organising the presentation of the Learning Contract.

1	<b>Where have I been?</b> (What is my background, previous experience? How have I learned in the past?)	Clarifies Learning Needs
2	<b>Where am I now?</b> (What skills and qualities do I possess? What kind of person am I?)	Clarifies Learning Needs
3	<b>Where do I want to get to?</b> (What kind of person do I want to be? What kind of understanding/skills do I need to gain?)	Defines goals
4	<b>How do I get there?</b> (What learning programme do I need? What process can I go through in order to learn?)	Indicates Plan of Action
5	<b>How will I know if I have arrived?</b> (How do I evaluate my learning? What measures do I need in order to assess myself? What evidence do I need to provide to others?)	Gives Basis for Assessment

These five questions take the participant through the process of clarifying learning needs (questions 1 and 2), defining goals (question 3), producing a plan of action (question 4) and providing the means for knowing when the learning goals have been met (question 5). While the five questions provide a ready structure for writing the Learning Contract, the first two questions are also part of the diagnostic process for identifying the learning goals. Question 5 establishes a basis for performance review and assessment.

The Learning Contract is a means to an end rather than an end in itself. It is developed through an iterative process of drafting, challenging, exploring and redrafting. It is designed to help in the process of analysing, diagnosing, planning, acting and evaluating, vital to successful change management.

## 2 *Assignment on Effective change*

On the basis of this contract, an assignment will be produced focussing on the specific area of change identified by each student, and seen to be relevant to the experience and aspirations of the participant. This will be approximately 3,500 words.

## 6 **ASSESSMENT CRITERIA**

The assessment of the Learning Contract will be on a straight "competent or not yet competent" basis negotiated through the vehicle of the learning set. The learning set tutor will be responsible for and manage that process. The criteria for the pieces of work as follows:

### 1. *The Learning Contract*

- Practicality of proposal to achieve further learning at a Masters level
- Illustration of links to the critical essay
- Demonstration of a critical awareness of the individuals 'place' in the field
- Show evidence of diagnostic ability, goal setting, planning of action and problem solving capability



## 2. *Assignment on Effective change*

This will be assessed on the following criteria:

- The assignment must display a knowledge of the relevant theory, concepts and literature.
- The theory and concepts must be applied to discussing the assignment question and not just recounted to air knowledge.
- It must focus upon contentious and problematic issues and therefore must contain a well-argued case with an appropriate structure and obey academic conventions regarding referencing etc.
- The assignment must relate strategy to the specific knowledge base of the course
- The issues should be related to the writer's personal experience and/or their implications at a personal level should be discussed.

## 6 SPECIFIC ASSESSMENT CRITERIA

### The Learning Contract

LO	Students will be judged on their ability to	Not yet competent	Competent
1.	Appreciation and analysis of the experiences and assumptions they bring to understanding and managing change	A simplistic appreciation and naïve analysis of the experiences and assumptions they bring to understanding and managing change. Little evidence of reflective self-understanding.	An appreciation and analysis of the experiences and assumptions they bring to understanding and managing change that is rigorous and reflective.
2.	Identify, explore and develop specific areas within the field of change which are relevant to individual's programme of study	Limited ability to Identify, explore and develop specific areas within the field of change, which are relevant to individual's programme of study. Little evidence of reflective self-understanding.	Identification, exploration and development of specific areas within the field of change which are relevant to individual's programme of study which shows intellectual grasp of the issues and evident of reflective self-understanding

### The assignment on Effective Change

LO	Students will be judged on their ability to	Fail	Pass 40-50%	Pass 50-60%	Pass 60-70%	Distinction
3/6	Evaluate different perspectives on the nature of change management, and the role of different disciplines in achieving change with an understanding of the implications for personal practice.	An evaluation of different perspectives on the nature of change management, and the role of different disciplines in achieving change which shows little understanding of the issues and which has little application to the self	An evaluation of different perspectives on the nature of change management, and the role of different disciplines in achieving change that shows some personal understanding of the issues and shows understanding of the implications for personal practice.	An evaluation of different perspectives on the nature of change management, and the role of different disciplines in achieving change that demonstrates critical understanding of the issues and an awareness of reflective understanding of the issues.	An evaluation of different perspectives on the nature of change management, and the role of different disciplines in achieving change that attempts to develop synthesis and with critical understanding of the issues and with reflective awareness.	A critical evaluation of different perspectives on the nature of change management, and the role of different disciplines in achieving change that demonstrates areas of difference and synthesis between perspectives and with a high level of reflective awareness.

4/6	Evaluate the way change occurs in different types of organisation, and the roles of individuals, groups and the whole organisation in the process with an understanding of the implications for personal practice.	An inadequate evaluation of the way change occurs in different types of organisation, and the roles of individuals, groups and the whole organisation in the process with an impoverished understanding of the implications for personal practice.	An evaluation of the way change occurs in different types of organisation, and the roles of individuals, groups and the whole organisation in the process that shows an awareness of the issues with an understanding of the implications for personal practice that demonstrates competence in diagnostic ability.	A critical evaluation of the way change occurs in different types of organisation, and an understanding of the roles of individuals, groups and the whole organisation in the process with an understanding of the implications for personal practice that demonstrates creative diagnostic ability.	A critical evaluation of the way change occurs in different types of organisation, and an ability to see points of synthesis in the interaction of the roles of individuals, groups and the whole organisation in the process, with an understanding of the implications for personal practice with reflective awareness.	A critical evaluation of the way change occurs in different types of organisation, and an ability to see complexity in the interaction of the roles of individuals, groups and the whole organisation in the process, with a deep reflexive understanding of the implications for personal practice.
5/6	Evaluate both the positive and the negative dimensions of change in organisations and the reasons for resistance to change, with an understanding of the implications for personal practice.	An inadequate evaluation of both the positive and the negative dimensions of change in organisations and the reasons for resistance to change, with an impoverished understanding of the implications for personal practice.	An evaluation of both the positive and the negative dimensions of change in organisations and the reasons for resistance to change that shows an awareness of the issues, with some understanding of the implications for personal practice.	A critical evaluation of both the positive and the negative dimensions of change in organisations and the reasons for resistance to change that shows an awareness of the issues, with a useful understanding of the implications for personal practice.	A critical evaluation of both the positive and the negative dimensions of change in organisations and the reasons for resistance to change that shows an awareness of complexity if the issues, with an understanding of the implications for personal practice with reflective awareness.	A critical evaluation of both the positive and the negative dimensions of change in organisations and the reasons for resistance to change that shows an understanding of complexity of the issues, with a deep reflexive understanding of the implications for personal practice.

## **7 INDICATIVE CONTENTS, READING LIST AND RESOURCES**

The content of this module will focus on a critical reflection of change and learning theory. Central to this approach is an overview of the discipline and the assumptions, which underpin various contributions. Specific areas, which will be covered, include:

- Mapping the field of Change
- Introduction to Managing and Understanding Change Theory
- Personal Change
- Change in Groups
- Managing Organisational Change
- Managing Technological and Systems Change
- Cross Cultural Issues in Managing Change
- Leadership and Change
- Strategy and Change

<b>MODULE TITLE</b>	<b><i>CONSULTANCY</i></b>
Semester of Delivery	N/A
State whether module is Mandatory, Elective or Option	<i>Mandatory</i>
Level (4/5/6/7)	7
Credit Points	15
Assessment Pattern: Components & Weighting	100% Coursework
Pre-Requisite Modules	None
Breakdown of Student Learning Hours by Type*	32 supported learning 118 hours directed and independent learning time
Module Leader & Faculty	Professor John McAuley (O&M)
Will Module be offered via Blackboard?	In part

## **1 RATIONALE**

Those wishing to enter the field of consultancy or further develop their understanding and skills, require a critical awareness of the field of study and the dynamic of entering client consultant relationships. This module underpins this Masters programme by introducing participants to both the academic and vocational field of consultancy. It addresses the need for participants to consider and reflect upon their own experience and background and how others perceive them, as they engage with the profession of consultancy.

The module then explores the different course disciplines within the programme area and how they may impact, as vocational areas of 'expertise', on the consultancy process. Consultants bring into their work underpinning, but often unexplicated, theories of consultancy just as clients have their, often unexplicated theories of consultancy practice. This module will provide the opportunity for a critical review and development of this understanding so that consultants can operate and be used in a more effective manner.

This module is one of the four that are shared by all four awards. It is expected that participants will profit from working together on these modules, as has been the experience with the common modules of the 'three sisters' programme.

This module is seen as essential to all participants on the programme, whether or not they intend to become full-time consultants, because it provides a repertoire of skills which can be used by managers, professionals, specialists and change agents in pursuit of their objectives, whenever there is some element of internal or external consultancy involved in this.

## **2 SUMMARY OF AIMS**

This module aims to introduce participants to the role of the consultant and the dynamics of client/consultant relationships. It will critically explore consulting models, theories and approaches within the context of both academic knowledge and vocational practice. Participants will experience the role of the consultant and be expected to consider their impact on others and gain a greater knowledge of themselves as consultants and the personal approach they bring to client systems.

This module therefore aims to provide participants with a critical perspective of the phenomenon of consultancy allied to a heightened awareness of their own capability to both give and receive consulting services. Participants will have been given the opportunity to reflect upon their own 'expert' knowledge at both a discipline level and as consultants initiating a consulting process and relationship. Links between consultancy practice and academic research will have been explored as preparation for participants MSc Dissertations.

### **3 ANTICIPATED LEARNING OUTCOMES**

On completion of this module participants be able to:

- Analyse the dynamic between the consultancy task and the process required to complete that task, including the stages of the consultancy process;
- Appreciate different consultancy typologies and the roles different consultants may play;
- Evaluate their consultancy capability including a sense of appropriate development areas, consulting tools and methodologies
- Explore and practise core consulting competencies such as: listening and observation skills, making sense of client problems or issues, and giving effective feedback
- Demonstrate an awareness of the ethical and professional issues that are involved in the use of consultants both from a client and consultant point of view.
- Evaluate the different underpinning theories of consultancy and their implications for both interventions and their relationship to organisational theory.

### **4 TEACHING AND LEARNING STRATEGY**

The learning strategy adopted will encourage participants to explore theoretical, vocational and experiential inputs to the field of consultancy. Activities will include:

- Lectures and seminars designed to introduce key concepts, models and theories
- Workshops designed to explore participant's experience and appreciation of consultancy. These will focus on vocational competence in conjunction with an academic appreciation
- Exercises and case studies designed to allow students to apply key concepts, ideas and frameworks
- A 'mock consultancy' exercise in which participants will have the opportunity to undertake consulting work with real-life clients

### **5 MODULE ASSESSMENT AND FEEDBACK STRATEGY AND METHODS**

This module will be assessed in a variety of ways. It is intended that the assessment process will be an important aspect of integrating the various learning activities that take place within this module. Assessment will include:

- An assignment which will synthesise the students' critical understanding of the field and reflexive appreciation of their own development process;
- Preparation for and participation in, exercises, workshops and discussions will allow students to apply key concepts and gain summative feedback upon the efficacy of their understanding and competence;

A philosophy of continuous feedback from peers, module tutors and external practitioners will form an important aspect of this module.

Examples of this are:

- Formal written feedback from module tutors at an appropriate period following the formal assessment;
- Feedback on individual impact will be ongoing throughout experiential activities – this could be based on personal, professional and/or academic impact;

- Feedback on professional development will be an integral element in experiential activity design. This feedback could come from peers, tutors or facilitators.

A sample coursework assignment for this module is as follows:

*It is asserted that, in much of the literature, that in one way or another professionals in knowledge businesses, whether that is in Inter-Organisational Strategy, Mentoring and Coaching, Operational Research or Organisation Development are engaged, implicitly or explicitly, in consultancy as a core activity. It is also asserted that capability when acting in the consultancy role is reflected in the ways in which the consultant handles the dynamics of the relationship with the client system and the task. This capability is reflected in different ways during the process of "getting in", "doing work" and "getting out".*

In this assignment you are asked to use relevant theory, your experience of consulting (either as client or consultant), and any other relevant experience such as the experiential workshop on consulting in order to assess the strengths and limitations of these two assertions.

Word limit: 3,000 to 4,000 words.

**6 SPECIFIC ASSESSMENT CRITERIA**

LO	Students will be judged on their ability to	Fail	Pass 40-50%	Pass 50-60%	Pass 60-70%	Distinction
	Analyse the dynamic between the consultancy task and the process required to complete that task, including the stages of the consultancy process	Superficial analysis of the dynamic between the consultancy task and the process required to complete that task, and the stages of the consultancy process	An operational analysis of the dynamic between the consultancy task and the process required to complete that task, and the stages of the consultancy process, that is theorised sufficiently to show understanding.	An operational and theorised analysis of the dynamic between the consultancy task and the process required to complete that task, and the stages of the consultancy process	An operational and theorised analysis of the dynamic between the consultancy task and the process required to complete that task, and the stages of the consultancy process, with evidence of reflective capability.	A reflective, critical and theorised analysis of the dynamic between the consultancy task and the process required to complete that task, and the complexity of the stages of the consultancy process.
	Appreciate different consultancy typologies and the roles different consultants may play	Limited appreciation of different consultancy typologies and the roles different consultants may play.	An appreciation of different consultancy typologies and the roles different consultants may play that shows understanding of the theoretical and operational implications	A critical appreciation of different consultancy typologies and the roles different consultants may play that shows understanding of the theoretical and operational implications	A critical appreciation of different consultancy typologies and the roles different consultants may play that shows understanding of the theoretical and operational implications and which shows evidence of reflective capability.	A reflective and critical appreciation of different consultancy typologies and the roles different consultants may play that shows understanding of the theoretical and operational implications.
3/4	Evaluate their consultancy capability including a sense of appropriate development areas, consulting tools and methodologies	Limited sense of self in the identification of consultancy capability; limited sense of appropriate development areas, consulting tools and methodologies	Evidence of a sense of self in the identification of consultancy capability; evidence of awareness of appropriate development areas, consulting tools and methodologies	Evidence of a developed sense of self in the identification of consultancy capability; evidence of critical awareness of appropriate development areas, consulting tools and methodologies	Evidence of a developed sense of self in the identification of consultancy capability with some reflective capability; evidence of critical and reflective awareness of appropriate development areas etc	Understand in a deep, reflexive way their consultancy capability including a critical and reflective sense of appropriate development areas, consulting tools and methodologies
5/6	Evaluate the different underpinning theories of consultancy and their implications for both interventions and their relationship to organisational theory.	Superficial evaluation of the different underpinning theories of consultancy and their implications for both interventions and their relationship to organisational theory.	An evaluation of the different underpinning theories of consultancy and their implications for both interventions and their relationship to organisational theory that shows understanding of core issues.	A critical evaluation of the different underpinning theories of consultancy and their implications for both interventions and their relationship to organisational theory.	A critical evaluation of the different underpinning theories of consultancy and their implications for both interventions and their relationship to organisational theory that shows evidence of reflective capability.	A critical and reflective evaluation of the different underpinning theories of consultancy and their implications for both interventions and their relationship to organisational theory.



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## 7 INDICATIVE CONTENTS, READING LIST AND RESOURCES

The content of the module falls into two parts, the first emphasising practical matters, and the second more critical. The first part focuses on understanding successful consultant/client relationships, by addressing participants' personal, professional and academic development in the field of consultancy. The content in this first part includes:

- The nature of consultancy: An appreciation of a wider definition and understanding of consultancy and an exploration of the inherent marginality within the consultancy role. The dynamics of internal and external consultancy. An introduction to the consultancy process.
- Approaches to consultancy: For example: Schein's (1969, 1987) model: expert, doctor/patient, process consultancy. Advantages and contra-indications of these approaches. An illustration of different types of consultancy and an awareness of the impact of vocational, educational and personal experience on consultancy style.
- "Getting In": Establishing the client/ consultant relationship - both "practical" and "psychological". How to market consultancy services, or ensure you get the right consultant.
- "Doing Work": Effective diagnosis of the presenting problem and its organisational context. Assessing what will/will not work for you and the client. Intervention - managing the process of change. This theme will normally be illustrated through the use of experiential and/or multi-media case material.
- "Getting Out": Ensuring that the client's real needs are met; creating a learning environment for the client. Evaluation - how do you measure whether the project has been a success? Withdrawal - how do clients ensure there is life after the consultant; how may a consultant break free yet remain able to return in the future.

The second part of this module moves to a more general and critical perspective on the role of consultancy and the consultant. Among the topics here considered are:

- Approaches to a critical understanding of consultancy - for example Radical Structural, Radical Humanist, Psychodynamic, and Corporatist approaches - and their implications in the consultancy relationship.
- The skills and competence of the critical consultant
- Consultancy and academia: The practitioner as theoretician
- Consultancy: The presentation of self
- The politics of consultancy
- The key ethical and professional issues in the consultancy relationship.
- Action research and other methodologies for diagnosis and understanding as they may be understood by consultants and shared with clients.
- Consultancy and professional development

<b>MODULE TITLE</b>	<b><i>RESEARCH METHODS</i></b>
Semester of Delivery	
State whether module is Mandatory, Elective or Option	Mandatory
Level (4/5/6/7/8)	7
Credit Points	15
Assessment Pattern: Components & Weighting	100% Coursework
Pre-Requisite Modules	
Breakdown of Student Learning Hours by Type*	20 hours supported learning: 130 hours directed and independent learning time
Module Leader & Faculty	Dr Murray Clark (O&M)

## **1 RATIONALE**

Research Methodology is considered within our philosophy to be an essential component of postgraduate study. This unit is designed to develop the student's knowledge and reflexive understanding of methodological issues with specific reference to their chosen area of specialism, and to provide the essential frameworks and concepts for the student to prepare an effective dissertation or project. The unit will also develop students' knowledge and reflexive understanding of ontological and epistemological issues.

## **2 SUMMARY OF AIMS**

The aims of this module are to:

- Introduce students to a learning framework within which they can explore and evaluate the variety of approaches to management research
- Enable students to explore the link between research and effective consultancy
- Encourage understanding of the variety of the different forms of research methods and strategies available, their epistemological rationales and ethical implications, and the strengths and weaknesses of each
- Enable students to develop an understanding of the role of theory and the relationship between theory and practical research
- Facilitate the development of the research skills required so that students can conduct their own empirical management research in organisations
- Prepare the student for their Dissertation

## **3 ANTICIPATED LEARNING OUTCOMES**

On completion of the module, students will be able to:

1. identify the characteristics of a good research project and demonstrate the ability to critically appraise the findings of published research
2. appraise the variety of research styles available, their different theoretical underpinnings and the strengths and weaknesses of each
3. explore the tensions between the role of the consultant and the role of the researcher
4. evaluate alternative strategies for conducting research and select the most appropriate methodological strategy for their own research questions

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5. access primary research data and interpret qualitative and quantitative data
  6. explain the roles of theory in research methodology and consultancy practice.

#### **4 LEARNING AND TEACHING STRATEGY AND METHODS, INCLUDING RESOURCES**

The learning philosophy adopted will encourage students to develop a critical and reflexive approach to course content and learning outcomes. To achieve this a variety of learning and teaching methods will be used. These include

- Lectures (or appropriate web-based materials) - designed to introduce concepts, logics and techniques
- Seminars - used to provide an opportunity to critically discuss a range of material from a variety of sources, and to develop data collection and analytical/interpretative skills in a simulated organisational diagnostic contexts.
- Exercises - designed to allow students to apply key concepts and logics by undertaking research and diagnostic tasks.

Students will be expected to undertake considerable directed reading throughout this course and make use of the following learning resources:

- Textbooks and academic journals.
- Professional publications.
- Exercise material.
- Prior and current research experience.
- Prior and current organisational and consultancy experience.
- Secondary research data from official and professional sources.
- Various research databases, CD ROMs and the internet.

#### **5 ASSESSMENT AND FEEDBACK STRATEGY AND METHODS**

The module will be assessed through a research proposal, to provide the basis for their dissertation, which has a literature review, a critical appraisal of research methodology and methods, an explicit consideration of practical issues and constraints, and a plan for evidence collection and analysis.

The research proposal will be in the region of 4 - 4,500 words.

## 6 SPECIFIC ASSESSMENT CRITERIA

LO	Students will be judged on	Fail	40-50	50-60	60-70	distinction
3	Clarity of the objectives of the research or the development proposed.	Objectives poorly articulated and need to be restated	Satisfactory objectives, sufficiently clearly stated	Objectives clear and well linked to the topic	Very clear and pertinent objectives.	Objectives are addressed at all stages in the proposal
3	Academic coherence of the proposal.	Inadequate coherence, requiring further work.	Academic argument satisfactorily coherent	Clear and well structured argument	Very clear and well structured argument, making good case for the proposal	Excellent argument, fully justifying the proposal
1	Extent and relevance of literature and information sources proposed.	Literature insufficient, more relevant references required.	Sufficiently extensive information sources, satisfactory relevance	Good coverage of literature, well linked into the argument	Extensive and highly relevant coverage of review, well analysed.	Excellent review and analysis of a broad range of sources.
2, 4	Criticality of the discussion of alternative research methodologies.	Insufficient discussion or lacking in criticality. Requires more work	Sufficiently critical discussion	Good range of suitable alternatives considered, well discussed.	Extensive range with good critique.	Excellent consideration of highly appropriate alternative approaches.
5	Validity of the choice of research and analysis methods.	Poor justification. Needs to be made more appropriate	Adequately valid choice of methodology	Sound choice of methodology, well described and effects anticipated.	Good discussion of the implications of the proposed methodological approach.	Full discussion of the implications of the choice of methodology

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## **7 INDICATIVE CONTENTS, READING LIST AND RESOURCES**

The module will cover:

1. The Variety of Research and the Relationships with Consultancy
2. The Role of Theory: Induction and Deduction
3. Experimental Research Designs in Organisational Research
4. Survey Research Design
5. Quantitative Data Analysis
6. Approaches to Interviewing
7. Ethnography
8. Analysing Qualitative Data: establishing categories
9. Analytic Induction: theorising observations
10. Reliability and Validity
11. Popper and Positivist Epistemology
12. Epistemological Critiques of Positivism
13. Critical Theory and Methodology
14. Action Research
15. The MSc Dissertation

<b>MODULE TITLE</b>	<b><i>CHARITY FINANCIAL MANAGEMENT AND ACCOUNTING</i></b>
Module Code	
Semester of Delivery	Varies by mode
State whether module is Mandatory, Elective or Option	Core for charity route
Level (4/5/6/7/8)	7
Credit Points	15
Assessment Components & Percentage Weighting*	<i>50% Continuous 50% Written exam</i>
Pre-Requisite Modules ( <i>if applicable</i> )	None
Breakdown of Student Learning Hours by Type	24 hrs supported learning 128 hrs directed and independent learning
Module Leader & Faculty	Prof Gareth Morgan – O&M
Module Banding	A
Date of Original Approval	Validated 27 June 2005
Date of Next Review	

## **AIMS AND RATIONALE**

### **1 These are the aims of this module ...**

This module aims to explore the field of charity financial management, and the requirements of charity accounting at a level that will enable participants to make critical input on these issues in actual charitable organisations.

### **2 The reason for having this module and for having it at this level is ...**

For anyone involved or moving towards a management role in a charity, the issues of financial management and governance are central. A sound understanding of charity accounting and the wider issues of financial management are essential in any understanding of charity resource management.

Charities have many specific financial requirements such as dependence on donated and grant income, fund accounting, funders who are not direct customers. The legal requirements for charity accounting have many unique requirements which do not apply to other entities.

Participants in the module are likely to be individuals already holding responsible positions in charitable organisations, who need the resources of understanding and critical analysis to address these issues.

### **3 By the end of the module you will be able to ...**

- Demonstrate and understand of the legal framework surrounding charity accounting in England and Wales.
- Demonstrate a critical understanding of financial procedures and controls appropriate to a UK charity.
- Read and understand charity accounts, take a significant role in the preparation of such accounts, and make informed decisions on financial reporting requirements for different types of charities.
- Make informed financial decisions, or advise trustees on such decisions, in the context of a specific charity, using a range of analytical tools.

Note: Students are not expected to have a formal background in accounting, and the module does not seek to provide this. However the module will seek to develop whatever initial understanding a student has of charity accounting procedures at least to a level sufficient to evaluate procedures in a specific charity and to liaise knowledgably with external accountants to a charity.

### **4 These are the main ways of learning and teaching which will help you to achieve the learning outcomes ...**

The module will use a combination of lectures and seminars, involving extensive case study work in the seminars – both existing, and applied work in relation to participants' own organisations.

## **ASSESSMENT AND FEEDBACK**

### **5 This is how the learning outcomes will be assessed ...**

The module will be assessed by means of a:

- (a) A written assignment (approx 1500-2000 words) exploring an issue of financial management within their own organisation.
- (b) A written examination (2 hours) exploring central issues in charity accounting and financial management, including a significant case study, which will require critical analysis of issues in the context of charity accounting standards and regulation.

### **6 This is how and when you will be given feedback on your performance ...**

Students will be given written feedback on their performance in the assignment by means of a feedback sheet with detailed comments and a provisional mark. These will normally be given without four weeks of the assignment submission date.

The examination will be marked in accordance with normal university procedures, and students will be advised of the mark.

**7 To achieve a pass, you will ...**

Both the assignment and the examination will be assessed in terms of the extent to which they demonstrates a clear understanding of the financial and accounting issues, clearly located in the regulatory regime. Answers will be required to offer a critical analysis of these issues, drawing on appropriate literature.

The expectations at each level are as follows.

	<b>Fail</b>	<b>Pass</b>	<b>Distinction</b>
<b>Assessment criterion 1: Demonstrate understanding of charity finance and accounting in relation to the regulatory regime (Exam).</b>	Poor understanding of charity accounting practice and associated legislation.	Adequate answers to questions, showing basic understanding of charity accounting requirements and regulatory issues.	Clear answers to questions showing thorough understanding of accounting and finance issues in the context of charity regulation, including through justification.
<b>Assessment criterion 2: Provide a critical analysis of an issue of financial management in the context of a specific charity (Assignment).</b>	Little analysis of financial issues and core accounting concepts, lack of clear reasoning, poor or very limited use of literature.	Some analysis of the issues to a level where questions are addressed with moderate use of literature.	Sophisticated and creative analysis of the issues with well-structured arguments making very clear use of supporting literature.

**8 These are examples of the content of the module and the main learning resources you will use ...**

1 The Framework of UK Charities and Voluntary Organisations

The third sector. Definition of voluntary organisations and of charities. Charitable status. Choices of legal forms. The notion of trust and role of trustees. Implications for financial management.

2 Charity Accounting - Principles

Fundamental concepts of charity accounting, including accounting records, fund accounting, and understanding of legal requirements. Specific accounting concepts such as debtors, creditors, accruals, deferred income, valuation of assets in a charity context.

3 Charity Financial Reporting

The accounting requirements of the Charities Act 1993 and Charities SORP. Practical implications for charity reporting. Content of charity accounts and presentation of financial statements. Implications for financial decision making and for fundraising.

4 Scrutiny and Control of Finance



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Internal financial controls. The processes of audit and independent examination: requirements and differences. External controls beyond the auditor/examiner.

#### 5 Charity Taxation

Situations where charitable income is liable to tax. Charity-specific issues regarding taxes on profits and VAT. Tax effective fundraising: accounting implications (gift aid, payroll giving, legacies, etc).

#### 6 Financial Decision Making

Costing new projects. Allocating overheads. Investing in capital items. Problems of long term decision making with short term funding.

#### 7 Financial Policy

Reserves and reserves policy. Investment management. Ethical investment. Risk assessments.

#### 8 Fundraising and Financial Management/Governance

Links between fundraising and accounting. Legal controls on fundraising and their implications for financial management.

### **LEARNING RESOURCES**

Participants will receive an extensive list of books and other resources for use as directed learning and for assignment preparation. The university Learning Centre holds a wide range of books and other material on the charity/voluntary sector and has electronic access to the key journals in the field.

<b>MODULE TITLE</b>	<b><i>CHARITY FUNDRAISING PRACTICE</i></b>
Module Code	
Semester of Delivery	Varies by mode
State whether module is Mandatory, Elective or Option	Core for Charity Route
Level (4/5/6/7/8)	7
Credit Points	15
Assessment Components & Percentage Weighting*	100% <i>Continuous</i>
Pre-Requisite Modules ( <i>if applicable</i> )	None
Breakdown of Student Learning Hours by Type	24 hrs supported learning 128 hrs directed and independent learning
Module Leader & Faculty	Prof Gareth Morgan - O&M
Module Banding	A
Date of Original Approval	Validated 27 June 2005
Date of Next Review	

## **AIMS AND RATIONALE**

### **1 These are the aims of this module ...**

Central to the field of Charity Resource Management is the issue of *charity* fundraising – the term being used to cover all approaches to winning resources for a charitable organisation.

This module aims to provide participants with a wide overview of approaches to and methods of charity fundraising, with a strong emphasis on the organisational and legal context, ethical issues, and professional standards. Considerable emphasis is placed on the assessment of a wide range of fundraising methods, and the ability to make critical decisions in choosing approaches. It is intended to allow fundraisers to reflect critically on their work, and relate it to established fundraising theory.

### **2 The reason for having this module and for having it at this level is ...**

This module seeks to introduce the field of charity fundraising as a management discipline in relation to the management of resources in charitable organisations.

This module, together with the module *Charity Fundraising Management and Governance* constitutes the Sheffield Hallam provision of the Institute of Fundraising Certificate in Fundraising Management – i.e. students completing these two modules will be recommended to the Institute for the Certificate in Fundraising Management award (SHU has been approved by Institute of Fundraising as a Licensed Training Provider to offer this programme with the Institute's accreditation.)

### **3 By the end of the module you will be able to ...**

- Demonstrate a critical understanding of a range of established methods of fundraising, including the ability to justify specific methods in the context of specific charities.
- Demonstrate an understanding of fundraising cases for support and factors affecting donor/funder motivation and donor/funder relationships.
- Understand and apply the four stages of the fundraising cycle in relation to a specific fundraising project.
- Apply and make informed judgements about legal and ethical issues in fundraising.
- Produce a fundraising plan and implementation strategy for a discrete piece of work, selecting and applying appropriate methods (including choice of appropriate means of communication), and creating realistic income and budget forecasts, including critical assessment of the approach selected.
- Evaluate fundraising effectiveness (in relation to established models), to assess supplier relationships in fundraising, and to compare alternatives for managing people (including volunteers) in a fundraising project

### **4 These are the main ways of learning and teaching which will help you to achieve the learning outcomes ...**

The module will use a combination of lectures and seminars, involving extensive case study work in the seminars – both existing, and applied work in relation to participants' own organisations. Participants will undertake a number of in-class presentations or informal reports regarding fundraising issues in their own organisations. In addition, participants will undertake a wide range of related reading.

## **ASSESSMENT AND FEEDBACK**

### **5 This is how the learning outcomes will be assessed ...**

The module will be assessed by means of a written assignment requiring a critical assessment of a specific fundraising project, appeal, or activity. The length will not exceed 4000 words, although appendices are likely to be needed to show examples of fundraising materials. Assessment will be by the module tutor supported by a further tutor as moderator. The tutors may seek input from the Institute of Fundraising where applicable.

### **6 This is how and when you will be given feedback on your performance ...**

Students will be given written feedback on their performance by means of a feedback sheet with detailed comments and a provisional mark. These will normally be given without four weeks of the assignment submission date.

### **7 To achieve a pass, you will ...**

The assignment will be assessed in terms of the extent to which it demonstrates an effective fundraising proposal for the organisation concerned. In particular, assessment will focus on whether it includes adequate theoretical critique of the proposal in relation to the stages of the fundraising cycle, and proper considering of the legal and ethical environment in which the fundraising is to take place.

To achieve as pass, the student must write a clear original answer to the assignment question, demonstrating understanding of each of the learning outcomes above.

The expectations at each level are as follows.

	<b>Fail</b>	<b>Pass</b>	<b>Distinction</b>
<b>Assessment criterion 1: Explanation of a fundraising proposals for a specific charity</b>	Poor description of the proposal - lacking sufficient detail or clarity to allow the reader to understand the full nature of the activity.	Clear explanation of the specific fundraising proposal or activity sufficient to explain the elements of the activity and how it was organised.	Very clear explanation of a specific fundraising activity giving linkage to specific materials and methods in a way that permit the reader fully to understand the critique that follows.
<b>Assessment criterion 2: Theoretical critique of the proposal in relation to the stages of the fundraising cycle, and the legal and ethical environment in which the fundraising is to take place.</b>	Little critique along these lines; inadequate linkage to the fundraising cycle; little or not consideration of legal and ethical context.	Some analysis of the fundraising proposal in relation to these broader issues, including references to all four stages of the FR cycle and appropriate use of literature.	Sophisticated and creative analysis of the relationship between the specific fundraising proposal and the analysis of the fundraising cycle, including a consideration of legal and ethical issues, with well-structured arguments making very clear use of supporting literature.

## 8 These are examples of the content of the module and the main learning resources you will use ...

### 1 Charity Resources – The Context

Third sector organisations, and charities specifically. Resource requirements. Theories of charitable support. Linking fundraising to organisational requirements; restricted and unrestricted fundraising.

### 2 Fundraising Concepts

The fundraising cycle (Mullin 1992) as the central model of theoretical analysis. Detailed consideration of each stage of the cycle: establishing case for support; the constituency of support; communicating the case; response management; ethics of fundraising (introduction); negotiating skills; media skills. Overview of a wide range of methods of fundraising.

### 3 Donors and Funders

Donor lifecycle, donor motivation, donor rights. Commercial and contractual funding. Grants vs. contracts. Trust vs. contract relationships.

4 Managing Resources for Fundraising

Planning, organising and allocating resources. Costing of fundraising. Income and expenditure forecasts; fundraising targets and cost ratios. Fundraising objectives, project management. Working productively with suppliers.

5 Managing Fundraising Activity

Implementing fundraising plans. Legal requirements and ethical issues related to fundraising practice. Evaluation of fundraising campaigns; performance measures.

6 People Issues in Fundraising

Managing self in relation to needs of organisation, communicating with colleagues, handling organisational change, resolving conflict. Appraising own performance.

**LEARNING RESOURCES**

Participants will receive an extensive list of books and other resources for use as directed learning and for assignment preparation. The university Learning Centre holds a wide range of books and other material on the charity/voluntary sector and has electronic access to the key journals in the field.

<b>MODULE TITLE</b>	<b><i>CHARITY FUNDRAISING MANAGEMENT AND GOVERNANCE</i></b>
Module Code	
Semester of Delivery	Varies by mode
State whether module is Mandatory, Elective or Option	Core for Charity Route
Level (4/5/6/7/8)	7
Credit Points	15
Assessment Components & Percentage Weighting*	100% Continuous
Pre-Requisite Modules ( <i>if applicable</i> )	Charity Fundraising Practice
Breakdown of Student Learning Hours by Type	24 hrs supported learning 128 hrs directed and independent learning
Module Leader & Faculty	Prof Gareth Morgan - O&M
Module Banding	A
Date of Original Approval	Validated May 2003
Date of Next Review	

## AIMS AND RATIONALE

### 1 These are the aims of this module ...

This module seeks to explore the management of fundraising in a charitable or voluntary organisation – particularly in relation to the organisational context, the charitable objective of the organisation, and the different organisational stakeholders.

It aims to allow participants to develop and reflect critically on their roles as charity fundraisers. The emphasis is on professional development – going beyond the position of someone who has some basic fundraising skills into someone who will be able to apply those skills at management level, and be able to relate fundraising to the overall strategic aims of the charity.

### 2 The reason for having this module and for having it at this level is ...

This module, together with the prior module *Charity Fundraising Practice*, constitute the Sheffield Hallam provision of the Institute of Fundraising Certificate in Fundraising Management. (SHU has been approved by the Institute of Fundraising as a Licensed Training Provider to offer this programme with the Institute's accreditation.)

The module draws extensively on the theoretical understanding of charity fundraising, as introduced in the module *Charity Fundraising Practice*.

### 3 By the end of the module you will be able to ...

- Formulate and assess an organisation's fundraising requirements, not just in terms of specific activities, but in relation to its primary purpose and mission.
- Understand the impact of charity law on the formation and governance of charities, and the strategic implications for fundraising.
- Demonstrate a critical awareness of an organisation's legal and constitutional powers and activities in terms of their impact on fundraising (short and long term), including consideration of trustee responsibilities and liabilities.
- Develop a fundraising strategy for an organisation, based on rigorous analysis of the organisation's objectives and resources, systematic fundraising research, and the formal costing of service programmes.
- Provide a critical awareness of people management and interpersonal roles needed in fundraising operations, including issues of volunteer management.

#### **4 These are the main ways of learning and teaching which will help you to achieve the learning outcomes ...**

The module will use a combination of lectures and seminars, involving extensive case study work in the seminars – both existing, and applied work in relation to participants' own organisations. Participants will need involvement in an actual charity, with the opportunity to develop and explore the management of fundraising in context.

Participants will undertake a number of in-class presentations or informal reports regarding issues of fundraising strategy and fundraising management in their own organisations. In addition, participants will undertake a wide range of related reading.

### **ASSESSMENT AND FEEDBACK**

#### **5 This is how the learning outcomes will be assessed ...**

Assessment will be in the form of a written assignment which will require participants to develop and/or critically assess a fundraising strategy for their organisation, relating the fundraising strategy to the organisational aims and governance framework and exploring the management of people and resources to achieve that strategy. (If the organisation has an existing fundraising strategy, the emphasis is on critically assessing it. Where no such strategy yet exists, the emphasis is on development of such a strategy.)

Expected length: Approximately 4000 words, supplemented by appropriate appendices of specific documentation regarding fundraising management in the charity concerned. (It is anticipated that most students will choose to present the fundraising strategy and the organisational details by way of appendices, with the main assignment providing a critical justification of the strategy chosen.)

As preparation for the assignment, students will undertake a non-assessed in class presentation.

#### **6 This is how and when you will be given feedback on your performance ...**

Students will be given written feedback on their performance by means of a feedback sheet with detailed comments and a provisional mark. These will normally be given without four weeks of the assignment submission date.

## 7 To achieve a pass, you will ...

To achieve a pass, the student must write a clear original answer to the assignment question, demonstrating understanding of each of the learning outcomes above.

The expectations at each level are as follows.

	<b>Fail</b>	<b>Pass</b>	<b>Distinction</b>
<b>Assessment criterion 1: Develop and/or critically assess the fundraising strategy of a charity</b>	Poor understanding of an existing strategy or poor consideration of the issues for developing a new strategy. Explanation shows little critical analysis.	Clear explanation of a new or existing fundraising strategy with some critical analysis of its impact.	Very thorough explanation of a fundraising strategy with a clearly argued critique of an existing strategy or clear analysis of the process of developing the strategy.
<b>Assessment criterion 2: Relate the fundraising strategy to the organisational aims, by exploring the management of people and resources to achieve that strategy.</b>	Little analysis of fundraising strategy in the context of these issues.	Some analysis of fundraising strategy in relation to these broader issues, including appropriate use of literature.	Sophisticated and creative analysis of the relationship between fundraising strategy and these wider issues, with well-structured arguments making very clear use of supporting literature.

## 8 These are examples of the content of the module and the main learning resources you will use ...

### 1 Charity Law and Governance: Implications for Fundraising

Understanding charitable objectives of the organisation and relating the fundraising strategy. Legal and constitutional requirements. Costing of fundraising. Place of fundraising in charity accounts.

### 2 Managing Resources: Fundraising Strategy

Fundraising research, both in relation to historic sources of support and for identification of potential sources of support (including motivation theory and systematic consideration of complex problems). Needs of different types of donors (individual, corporate, etc). Formal development of fundraising strategy and its contribution to organisational objectives. Roles and liabilities of trustees in fundraising strategy.

### 3 Managing Fundraising Activity



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Understanding organisational stakeholders. Information needs of different roles.

Allocation of responsibilities in relation to fundraising. Health and safety legislation and policy issues. Environmental issues. Attitudes to supporters. Equal opportunity issues.

#### **4 Charity Management and Governance**

Governance/management distinctions. Implications for winning and deployment of charity resources. Working with others to achieve organisational objectives. Reviewing performance of others especially in fundraising. Delegation. Leadership styles. Motivation theory. Management of relationships with staff, volunteers, donors, and other stakeholders.

#### **LEARNING RESOURCES**

Participants will receive an extensive list of books and other resources for use as directed learning and for assignment preparation. The university Learning Centre holds a wide range of books and other material on the charity/voluntary sector and has electronic access to the key journals in the field.

<b>MODULE TITLE</b>	<b><i>CHARITY HUMAN RESOURCE MANAGEMENT</i></b>
Module Code	
Semester of Delivery	Varies by mode
State whether module is Mandatory, Elective or Option	Core for charity route
Level (4/5/6/7/8)	7
Credit Points	15
Assessment Components & Percentage Weighting*	100% Continuous
Pre-Requisite Modules ( <i>if applicable</i> )	None
Breakdown of Student Learning Hours by Type	24 hrs supported learning 128 hrs directed and independent learning
Module Leader & Faculty	David Brown – O&M
Module Banding	A
Date of Original Approval	Validated 27 June 2005
Date of Next Review	

## **AIMS AND RATIONALE**

### **1 These are the aims of this module ...**

This module aims to explore the field of human resource management in the specific context of charities at a level that will enable participants to make critical input on these issues in actual charitable organisations.

### **2 The reason for having this module and for having it at this level is ...**

For anyone involved or moving towards a management role in a charity, the issues of managing people are central – this include management of staff, volunteers, and the management of relationships with trustees and external parties.

Participants in the module are likely to be individuals already holding responsible positions in charitable organisations, who need the resources of understanding and critical analysis to address these issues.

### **3 By the end of the module you will be able to ...**

- Demonstrate an understanding of the legal framework surrounding the engagement of staff and volunteers in charities in England and Wales.

- Demonstrate a critical understanding of HR management issues appropriate to a UK charity.
- Make informed HR decisions, or advise trustees on such decisions, in the context of a specific charity, using appropriate methods of analysis.

**4 These are the main ways of learning and teaching which will help you to achieve the learning outcomes ...**

The module will use a combination of lectures and seminars, involving extensive case study work in the seminars – both existing, and applied work in relation to participants' own organisations.

**ASSESSMENT AND FEEDBACK**

**5 This is how the learning outcomes will be assessed ...**

The module will be assessed by means of a:

A written assignment (approx 4000 words) exploring an issue of HR management within their own organisation or other charities where they have sufficient access to make informed judgements.

**6 This is how and when you will be given feedback on your performance ...**

Students will be given written feedback on their performance in the assignment by means of a feedback sheet with detailed comments and a provisional mark. These will normally be given without four weeks of the assignment submission date.

The examination will be marked in accordance with normal university procedures, and students will be advised of the mark.

**7 To achieve a pass, you will ...**

Both the assignment and the examination will be assessed in terms of the extent to which they demonstrates a clear understanding of the financial and accounting issues, clearly located in the regulatory regime. Answers will be required to offer a critical analysis of these issues, drawing on appropriate literature.

The expectations at each level are as follows.

	<b>Fail</b>	<b>Pass</b>	<b>Distinction</b>
<b>Assessment criterion 1: Demonstrate a clear understanding of HR management in a charity context.</b>	Poor understanding of employment law, volunteer law and associated implications or organisational decision-making.	The understanding of HR issues will be sufficient to reflect an appreciation of the issues, with factual issues correctly reported, but little depth of analysis.	Clear answers to questions showing thorough understanding of HR issues in a charity context including through justification.

<b>Assessment criterion 2:</b> <b>Provide a critical analysis of an issue of HR management in the context of a specific charity.</b>	Little critical analysis of issues – descriptive answers with lack of clear reasoning, poor or very limited use of literature.	Some analysis of the issues to a level where questions are addressed with moderate use of literature.	Sophisticated and creative analysis of the issues with well-structured arguments making very clear use of supporting literature.
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**8 These are examples of the content of the module and the main learning resources you will use ...**

1 The Role of Human Resources in Charities

People as the key resource. Roles: staff, trustees, volunteers. Internal and external stakeholders. Implications for long and short term decision-making. Short term funding and project-specific funding – HR implications.

2 Motivation and Rewards

Expectation of those working in charities (whether paid or voluntary). Altruistic commitment to the cause vs. expectation of conventional rewards. Implications for HR policies.

3 Employment Law

Contracts of employment, terms and conditions. Fixed term contracts. Volunteer agreements: legal distinctions between staff and volunteers. Use of freelancers: employment/self-employment distinctions. PAYE. Holidays. Sickness/absence issues. Dismissal. Rights to union recognition.

4 Recruitment and Selection

Approaches to staff and volunteer recruitment. Trustee recruitment. Induction.

5 Negotiation Skills

Handling internal/external relationships. Management of conflict.

6 HR Development

Training and development needs: staff, volunteers, trustees. Approaches to resourcing such development.

7 Management and Supervision

Preparation for supervisory positions. Team leadership. Management of mixed employee/volunteer projects.

**LEARNING RESOURCES**

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Participants will receive an extensive list of books and other resources for use as directed learning and for assignment preparation. The university Learning Centre holds a wide range of books and other material on the charity/voluntary sector and has electronic access to the key journals in the field.

