MODULE SPECIFICATION

KEY FACTS

Module name	Learning and Understanding the Voluntary Sector
Module code	SMM757
School	Cass Business School
Department or equivalent	Cass Specialist Masters Programme
UK credits	10
ECTS	5
Level	7
Delivery location (partnership programmes only)	

MODULE SUMMARY

Module outline and aims

Firstly, this module represents the starting point for you and the opportunity to learn about the process of learning and establishing plans for learning on the programme. The vital 'Learning Contract' is developed on this module, and forms the basis of the learning throughout the Masters programme. This module is particularly important given the fact that you are returning to study, often in some cases after a gap of 20 years. This module presents an opportunity to bring focus to your forthcoming learning experience including understanding the nature and functioning of Action Learning Sets

Secondly, it offers a perspective on leading public/voluntary sector debates within an historical context, alongside a more enduring understanding of scholarly approaches to the understanding of developments and changes in the relationship between government and the voluntary sector. It recognises the shifts towards voluntary organisations as policy makers and shapers as well as passive policy recipients. It explores opportunities for voluntary organisations to act as policy entrepreneurs and to collaborate with government as co-producers of public policy in key fields.

Content outline

This module aims to enable you to :
- map out your learning and development needs
- set these needs within the context of the Masters programme
- learn new learning and study skills
- develop skills to research a field of study selecting relevant information whilst omitting irrelevant discourse
- develop skills to analyse and synthesise complex information within a coherent framework

- understand and grasp the skill of working in an Action Learning Set

The theory of learning
- Assessing your learning style
- Learning and polishing study skills
- Making use of all the available tools
- Drawing up a Learning Contract
- Writing a masters level assignment utilising relevant research techniques

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WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Understand the key skills required to study at Masters level
- Understand the learning process and the key tools available to students attending the programme
- Understand the historical development of the voluntary sector, especially in relation to government policy
- Critique the development and competing models of state/voluntary sector relations.
- Recognise the ethical issues facing voluntary organisations as policy advocates, policy entrepreneurs and as opponents of public policy.

Skills:

- Critically assess the theories and models chosen for the analysis and the techniques chosen both for learning and research (including the reason for the choices)
- Develop a learning contract based on analysis of your learning needs, the opportunities you can create or take advantage of and the content of the programme
- Communicate effectively when working in a group (clarify task, make appropriate use of the capacities of different members, negotiate, handle conflict)
- Demonstrate the ability to be an independent and self-evaluating learner, and the ability to facilitate the learning of others (listening, contributing, supporting and enabling, challenging)
- Comprehend the development, complexity of the interaction between the public policy environment and the voluntary sector; and its implications for sectoral working.
- Synthesise - draw together examples of intra-sectoral learning.
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- Apply the techniques of historical analysis to evaluate contemporary social issues

Values and attitudes:

- Recognise and reflect on Learning styles to support your learning journey within an ethical compass framework
- Use/apply the gained understanding of different learning styles to support fellow students/the cohort in their learning
- Use/apply the gained understanding of different learning styles to support your colleagues/organisation
- Reflect on the ways in which voluntary organisations' own agendas do or not coincide with governmental policy
- Develop confidence in variously challenging, contributing to or implementing public policy, as a voluntary sector actor in a variety of roles (e.g. employee, director, volunteer, trustee, user, ally, consultant, funder or co-funder, citizen-voter)
- Evaluate the ways in which voluntary sectoral roles in policy making may enhance or detract from civil society development.
- Proactively manage the diversity issues and challenges in Civil Society.

HOW WILL I LEARN?

These outcomes are taught through lectures and seminars, individual study and directed reading plus a pre-course learning and study skills workbook, all informed by leading edge thinking, research and practice, and reinforced by involvement in a range of interactive peer processes such as action learning sets.

The action learning set is a student centred opportunity for each participant to set learning goals, receive feedback on progress, test out new ideas and opportunities for workplace based learning, and learn from the experience of others. The action learning set is also the vehicle for developing ideas and learning on assignment preparation, planning and delivery.

Applying a range of explanatory conceptual frameworks to organisational experiences. Completing the assignment, drawing on a range of organisational documentation, formal and informal knowledge.

Teaching pattern:

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Action learning set	Practical classes and workshops	10	40	0	50
Lectures	Scheduled	10	40	0	50
Totals:		20	80	0	100

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

Assessment pattern:

Assessment component	Assessment type	Weighting	Minimum qualifying mark	Pass/Fail?
Learning contract (1000 words)	Written assignment including essay	50	40	N/A
2000 words written assignment	Written assignment including essay	50	40	N/A

Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes students need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to students prior to an assessment taking place. More information will be available from the module leader.

Feedback on assessment

Following an assessment, students will be given their marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of feedback that will be provided for each assessment will be available from the module leader.

Assessment Regulations

The Pass mark for the module is 50%. Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

INDICATIVE READING LIST

Essential Reading

Davis Smith, J., 2019. 100 Years of NCVO and Voluntary Action: Idealists and Realists. Basingstoke: Palgrave McMillan.

Hilton, M. and McKay, J. (Eds), 2011. The Ages of Voluntarism: How we got to the Big Society. Oxford: OUP/British Academy.

Further Reading

Buzan, T., 2003. The Mindmap Book. London: BBC.

Casey, D., Clark, L., Hayes, S., 2011. Study Skills for Master's Level Studies: A health and Social Care Workbook. Exeter, Devon: Reflect Press Limited.

Casey D., Clark L., Hayes S., 2013. Study Skills for Master's Level Studies: A reflective approach. Banbury: Scion Publishing Limited.

Cottrell, S., 2004. The Study Skills Handbook. Basingstoke: Palgrave MacMillan.

Cottrell, S, 2011. Critical Thinking Skills: Developing Effective Analysis and Argument. 2nd Edition. Basingstoke: Palgrave MacMillan.

Honey, P. and Mumford, A., 2006. Learning Styles Questionnaire. Maidenhead: Peter Honey Publications.

Honey, P. and Mumford, A., 2006. Learning Styles Helper's Guide. Maidenhead: Peter Honey Publications.

Knasel, E., Meed, J. and Rossetti, A., 2000. Learn for Your Life A Blueprint for Continuous Learning. London: Prentice Hall.

Mayon-White, B., 1990. Study Skills for Managers. London: PCP.

Moon, J., 2004. A Handbook of Reflective and Experiential Learning: Theory and Practice. Oxon: Routledge Falmer.

Mumford, A., 1995. Effective Learning. London: IPD.

Peck, J. and Coyle, M., 1999. The Students Guide to Writing. Basingstoke: Macmillan.

Rowntree, D., 1999. Learn How To Study. London: Warner.

Van den Brink-Budgen, R., 2000. Critical Thinking for Students. Oxford: How to Books.

Weinstein, K., 1999. Action Learning A Practical Guide. Aldershot: Gower.

Bremner, Robert H., 1996. Giving : Charity and Philanthropy in History. Piscataway, NJ: Aldine Transaction.

Harris, Bernard, 2004, The Origins of the British Welfare State, Basingstoke: Palgrave Macmillan.