

Course Title	: Non-Profit Organisations & the Voluntary Sector
Course Code	: SOC610
Recommended Study Year	: Taught Master Year 1
No. of Credits/Term	: 3
Mode of Tuition	: Lectures, computer workshops and tutorials
Class Contact Hours	: 3 hours per week
Category	: Elective for Master of Social Sciences in Comparative Social Policy (International), required course for Social Innovation Concentration
Discipline	: Sociology and Social Policy
Medium of Instruction	: English
Prerequisite(s)	: N/A
Corequisite(s)	: N/A
Exclusion(s)	: N/A
Exemption Requirement(s)	: N/A

Brief Course Description

This course will equip students with knowledge of the role and management of non-profit organisations and the voluntary sector from a comparative perspective. It will examine the foundations of different types of non-profit and voluntary organisations. Students will learn about the unique organisational structure of non-profit and voluntary organisations and the challenges they face in addressing social issues and creating positive change.

Aims

This course aims to (1) develop students' understanding of the non-profit and voluntary sector and its historical development and significance, (2) provide an overview of the legal and regulatory frameworks governing the non-profit and voluntary sector, (3) develop students' ability to analyse case studies of successful non-profit and voluntary sector initiatives, and (4) apply the knowledge and skills they learn to develop innovative solutions to social problems.

Learning Outcomes (LOs)

On completion of the course, the student will be able to:

- (1) effectively demonstrate orally and in writing, knowledge of non-profit and voluntary sector management from a comparative perspective (LO1);
- (2) effectively demonstrate orally and in writing, the understanding of the legal and regulatory frameworks governing the non-profit and voluntary sector (LO2);
- (3) clearly articulate the key challenges in non-profit management and the voluntary sector (LO3);
- (4) conduct analyses that show evidence of critical thinking and creativity around the development of the non-profit industry and ways to contribute to it (LO4).

Indicative Contents

1. Foundations of the non-profit and voluntary sectors- provides context-specific introduction to the non-profit and voluntary sector
2. Legal and regulatory frameworks governing the non-profit and voluntary sectors- explores how non-profits and voluntary organisations function are regulated with case examples.
3. Non-profit organisational structures- discusses the different structures of non-profit organisations using case examples.
4. Strategic management of non-profit organisations- explores how non-profit organisations are run and the challenges they face. Case studies will also be used here.
5. Strategic management of voluntary organisations- similar to the above, this section will focus on how voluntary organisations are run and some of the challenges they face.
6. Financing and resource mobilisation for non-profit and voluntary organisations- explores how non-profit organisations are funded and how they organise resources in order to be sustainable.
7. Ethical issues in non-profit and voluntary organisations- examines the ethics of running and sustaining non-profit and voluntary organisations.

Teaching Methods

This course will include lectures, tutorials, and computer workshops. To aid students' learning, one or two guest speakers from the non-profit and voluntary sectors will share their experiences and insights. Students will be encouraged to take initiative in their own learning and participate in class discussions, write a reflective journal, and engage in other learning activities as needed.

Measurement of Learning Outcomes

Learning Outcomes	Assessment Tasks		
	Individual assignment (Comparative Case study report) (50%)	Group presentation (30%)	Reflective journal (20%)
LO1	✓	✓	✓
LO2	✓	✓	✓
LO3	✓	✓	✓
LO4	✓	✓	

Assessment

Assessment	Description
Individual assignment (Comparative Case study report) (50%)	Students will select a case study of a local non-profit or voluntary organisation in consultation with the course instructor. Students must then analyse the management and organisational structure and compare this with a global best-practice case study in no more than 4,000 words (excluding bibliography).
Group presentation (30%)	Students will be tasked to work together to develop a strategic plan to solve some challenges faced by a non-profit or voluntary organisation and present their plan to the rest of the class. This promotes teamwork, critical thinking, creativity in problem-solving, and practical application of core concepts in the course.
Reflective journal (20%)	Students will be expected to write a reflective journal based in no more than 2000 words (excluding bibliography) on their insights and thoughts on the course, guest lectures and other learning activities.

Required/Essential readings

1. Brown, W. A. (2014). *Strategic Management in Nonprofit Organizations*. Burlington, MA: Jones & Bartlett.
2. Wilbur, R. H. (2000). *The complete guide to nonprofit management*. John New York: Wiley & Sons Inc.

Important notes

- Students are expected to spend 9 hours (i.e., 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- Students should be aware of university regulations about dishonest practices in course work, tests and examinations, and possible consequences, as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- Students are required to submit writing assignment(s) using Turnitin. To enhance students’ understanding of plagiarism, a mini-course titled “Online Tutorial on Plagiarism Awareness” is available at <https://pla.ln.edu.hk/>.
- Students are encouraged to utilise AI tools introduced in the course responsibly and ethically, fully recognising both their potential and limitations. Students can also integrate generative AI tools into their assignments. The instructor will be responsible for informing students about the university’s policy on academic integrity and course assessment requirements at the beginning of the course, including which assignment can and cannot make use of generative AI tools. Students are allowed to employ AI-enabled tools in their assignments if they declare such use. The university expects students to maintain academic integrity at all times. For more details, students should consult the Teaching and Learning Centre (TLC) handbook, “*Best Practice for Ethical and Responsible Use of Generative AI*.”

Rubrics

Individual assignment (Comparative Case study report) (50%)

Criteria	Excellent	Good	Pass	Fail
Understanding of subject matter (10%)	Provides an excellent analytical and evaluative understanding of the subject matter and makes excellent and well articulated arguments	Demonstrates a good analytical and evaluative understanding of the subject matter and articulates some good arguments	Demonstrates a fair analytical and evaluative understanding of the subject matter and the argument is also fair	Demonstrates limited analytical and evaluative understanding of the subject matter and arguments are not well supported
	10-9	8-7	6-5	4-0
Use of evidence (10%)	Uses a wide range of evidence to support arguments, excluding AI generated content.	Uses a good range of evidence to support arguments, excluding AI generated content.	Uses a fair range of evidence to support arguments, excluding AI generated content.	Poor use of evidence to support arguments, excluding AI generated content.
	10-9	8-7	6-5	4-0
Critical analysis (10%)	Provides excellent critical analysis of subject matter and current debates	Provides good critical analysis of subject matter and current debates	Provides a fair critical analysis of subject matter and current debates	Provides poor critical analysis of subject matter and shows limited understanding of current debates
	10-9	8-7	6-5	4-0
Assignment structure (10%)	Well organised with excellent flow of ideas	Good organisation and flow of ideas	Structure and flow of ideas is fair, but could be improved	Poor organisation and clarity of ideas
	5	4	3	2-0
Academic writing & referencing (10%)	Referencing is impeccable and fully compliant with academic writing style.	Referencing is accurate and mostly compliant with academic writing style.	Referencing meets basic requirements of academic writing style but shows some errors and inconsistencies.	Referencing is poorly managed and not compliant with academic style, showing numerous errors and omissions.
	10-9	8-7	6-5	4-0

Group Presentation (30%)

Criteria	Excellent	Good	Pass	Fail
Content of presentation (10%)	Excellent coverage of subject matter, wide range of evidence used to support arguments, excellent critical analysis	Good coverage of subject matter, good range of evidence to support arguments, good critical analysis	Fair coverage of subject matter, some evidence used to support arguments, some critical analysis	Poor coverage of subject matter, poor use of evidence to support arguments, poor critical analysis
	10-9	8-7	6-5	4-0
Engagement and connecting with audience (10%)	Engages the audience throughout the presentation, keeping them interested and involved.	Good engagement of the audience during the presentation, keeping them with interest and involved.	Fair engagement of the audience during the presentation, keeping them with some interest and involved.	Struggles to engage the audience during the presentation, failing to keep them interested or involved.
	10-9	8-7	6-5	4-0
Visual aids and creativity (5%)	The visual medium of presentation strongly enhances the quality of presentation. The student exhibits a high level of creativity.	The visual medium of presentation enhances the quality of presentation. The student exhibits a moderate level of creativity.	The visual medium of presentation moderately enhances the quality of presentation. The student exhibits a low level of creativity.	The visual medium of presentation moderately enhances the quality of presentation. The student exhibits no creativity.
	5	4	3	2-0
Time management (5%)	Perfectly timed, delivery of material excellently paced.	Stuck to time and with good pacing of delivery	Almost ran out of time, fair pace of delivery	Poor time management, some parts rushed through or ran out of time
	5	4	3	2-0

Reflective Journal (20%)

Criteria	Excellent	Good	Pass	Fail
Content (10%)	Demonstrates a deep level of critical thinking and self-reflection by exploring personal thoughts, feelings and experiences related to the topic. Makes excellent connections to the learning materials.	Demonstrates a good level of critical thinking and self-reflection by exploring personal thoughts, feelings and experiences related to the topic. Makes good connections to the learning materials.	Provides a fair level of critical thinking and self-reflection, with some personal sharing related to the topic. Makes some connections to the learning materials.	Demonstrates poor critical thinking and self-reflection, does not provide personal thoughts, feelings of experiences related to the topic. Poor connection to the learning materials.
	10-9	8-7	6-5	4-0
Structure and organisation (5%)	Communicates ideas and reflections clearly and concisely, following the structure requirements provided	Communicates ideas and reflections in a good way and follows the structure requirements provided	Communicates ideas and reflections fairly and follows the structure requirements in some way, but some parts not included.	Poor communication of ideas and reflections, does not follow the structure requirements provided
	5	4	3	2-0
Engagement and participation (5%)	Demonstrates excellent commitment to posting reflective journal entries and shows excellent evidence of personal growth and learning	Demonstrates good commitment to posting reflective journal entries and shows good evidence of personal growth and learning	Demonstrates some level of commitment to posting reflective journal entries and there is some evidence of personal growth and learning	Demonstrates a poor level of commitment to posting reflective journal entries and there is little evidence of personal growth and learning
	5	4	3	2-0