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|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Title</b>             | <b>: Social Entrepreneurship &amp; Social Impact</b>                                                                                              |
| <b>Course Code</b>              | <b>: SOC609</b>                                                                                                                                   |
| <b>Recommended Study Year</b>   | <b>: Taught Master Year 1</b>                                                                                                                     |
| <b>No. of Credits/Term</b>      | <b>: 3</b>                                                                                                                                        |
| <b>Mode of Tuition</b>          | <b>: Lectures, computer workshops and tutorials</b>                                                                                               |
| <b>Class Contact Hours</b>      | <b>: 3 hours per week</b>                                                                                                                         |
| <b>Category</b>                 | <b>: Elective for Master of Social Sciences in Comparative Social Policy (International), required course for Social Innovation Concentration</b> |
| <b>Discipline</b>               | <b>: Sociology and Social Policy</b>                                                                                                              |
| <b>Medium of Instruction</b>    | <b>: English</b>                                                                                                                                  |
| <b>Prerequisite(s)</b>          | <b>: N/A</b>                                                                                                                                      |
| <b>Corequisite(s)</b>           | <b>: N/A</b>                                                                                                                                      |
| <b>Exclusion(s)</b>             | <b>: N/A</b>                                                                                                                                      |
| <b>Exemption Requirement(s)</b> | <b>: N/A</b>                                                                                                                                      |

### **Brief Course Description**

This course is designed to give students a comprehensive understanding of social entrepreneurship as an innovative solution for addressing pressing social issues. It will explore the principles, strategies, and practices of social entrepreneurship and how to bring about social impact. After completing the course, students will be equipped with knowledge and skills to address complex social problems such as poverty, inequality, health and educational outcomes, and climate change issues.

### **Aims**

This course aims to (1) provide an overview of the concept of social entrepreneurship and its role in understanding social issues, (2) explain social enterprise models and strategies, (3) analyse how social entrepreneurship can be used to influence social policy, and (4) explore different case studies of social ventures.

### **Learning Outcomes (LOs)**

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

1. demonstrate a deeper understanding of the concepts of social entrepreneurship and social impact (LO1);
2. articulate, both orally and in writing, the relationship between social entrepreneurship and social policy and apply social innovation to the policymaking process (LO2);
3. analyse successful examples of social entrepreneurs who have effectively influenced social policies (LO3);

4. demonstrate a social entrepreneurial mindset for social impact (LO4);
5. demonstrate an understanding of how to apply their knowledge and skills to create meaningful societal change and act as responsible global citizens (LO5).

### Indicative Contents

1. Introduction to Social Entrepreneurship and Social Impact: provides a general introduction to the concepts of social entrepreneurship and social impact.
2. Social Innovation and Design Thinking: the concept of social innovation will be broken down to its different components and explained within the design thinking framework.
3. Social Enterprise Models and Strategies: explores the different models of social enterprises in Asia and globally, and strategies social entrepreneurs use to succeed in the social impact space. Case studies will be used in this section.
4. Social Impact Assessment of Social Ventures: also using case studies, we will explore the impact of social enterprise ventures in society.
5. Funding and Financing of Social Ventures: explains how social ventures are funded which is a crucial part of their sustainability.
6. Introduction to Social Innovation and Social Policy Design: this section will introduce and explain the link between social innovation and social policy design.
7. Collaborations between Social Entrepreneurs and Policy Makers: expanding from the above, after understanding how social innovation relates to social policy, we will examine examples of how social entrepreneurs have impacted social policy.
8. Ethical and Legal Considerations in Social Entrepreneurship: examines the ethics involved in social entrepreneurship as a practice.

### Teaching Methods

Lectures and tutorials in this course will be interactive and collaborative. The instructor will explain the concepts of social entrepreneurship and social impact, as well as models and approaches, in lectures. Students will be encouraged to ask/answer questions actively and to participate in class discussions and exercises. In tutorials, students explore case studies and engage in group presentations to demonstrate their understanding. The emphasis will also be on student creativity; hence, students can select their own topics and case studies for analysis.

### Measurement of Learning Outcomes

| Learning Outcomes | Assessment Tasks       |                          |                           |
|-------------------|------------------------|--------------------------|---------------------------|
|                   | Individual paper (60%) | Group presentation (30%) | Class Participation (10%) |
| LO1               | ✓                      | ✓                        | ✓                         |
| LO2               | ✓                      |                          | ✓                         |
| LO3               |                        | ✓                        | ✓                         |
| LO4               | ✓                      | ✓                        | ✓                         |
| LO5               |                        |                          | ✓                         |

## Course Assessments

| Assessment                | Description                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Individual paper (60%)    | Students will be required to submit an individual assignment of no more than 4,000 words (excl. bibliography) to demonstrate their understanding of the concepts of social entrepreneurship and social impact, and their relationship with social policy using examples of successful social ventures.                                                       |
| Group presentation (30%)  | Students will work in groups and present a case study of a social venture of their choice. Each student will be assessed on their individual contribution to the group activity through a group self-rating exercise. The group presentation will assess how well students understand and apply the main concepts and knowledge to perform analysis on case. |
| Class Participation (10%) | Students are encouraged to participate in class giving feedback to the work of their classmates and actively participating in class activities.                                                                                                                                                                                                              |

## Required/Essential readings

De Bruin, A., & Teasdale, S. (Eds.). (2019). A research agenda for social entrepreneurship. Cheltenham, Gloucestershire: Edward Elgar Publishing. Chapter 1: “Exploring the terrain of social entrepreneurship: new directions, the path less travelled.” Chapter 2: “An evolutionary perspective on social entrepreneurship ecosystems”

Wells, D. (2018). From Social Entrepreneurship to Everyone a Changemaker- 40 Years of Social Innovation Point to What’s Next. *Social Innovations Journal*, 52.

## 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 paper (60%)

| Criteria                              | Excellent                                                                                                                                              | Good                                                                                                                                         | Pass                                                                                                                                         | Fail                                                                                                                                           |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Understanding of subject matter (15%) | Comprehensive understanding and coverage of main concepts. Insightful and well-informed arguments.                                                     | Demonstrates good understanding of main concepts and good insight into the subject matter.                                                   | Demonstrates some coverage and understanding of main concepts. Some argument, but not well developed                                         | Poor coverage and understanding of main concepts. Poorly developed arguments                                                                   |
|                                       | 15-14                                                                                                                                                  | 13-11                                                                                                                                        | 10-8                                                                                                                                         | 7-0                                                                                                                                            |
| Use of evidence (10%)                 | Wide range of relevant evidence used to support arguments, excluding AI generated content. Thoroughly researched.                                      | Uses several relevant evidence to support arguments, excluding AI generated content, shows evidence of good research.                        | Adequate amount of evidence used, excluding AI generated content. Could have drawn on more suitable evidence.                                | Poor use of evidence, excluding AI generated content.                                                                                          |
|                                       | 10-9                                                                                                                                                   | 8-7                                                                                                                                          | 6-5                                                                                                                                          | 5-0                                                                                                                                            |
| Critical analysis (15%)               | Demonstrates excellent critical thinking and knowledge of current issues around the topic. Shows excellent evidence of original thinking and analysis. | Demonstrates good critical thinking and knowledge of current issues around the topic. Shows good evidence of original thinking and analysis. | Demonstrates some critical thinking and knowledge of current issues around the topic. Shows some evidence of original thinking and analysis. | Demonstrates poor critical thinking and limited knowledge of current issues around the topic. Poor evidence of original thinking and analysis. |
|                                       | 15-14                                                                                                                                                  | 13-11                                                                                                                                        | 10-8                                                                                                                                         | 7-0                                                                                                                                            |
| Structure of argument (10%)           | Excellent structure and organisation.                                                                                                                  | Good structure and organisation .                                                                                                            | Fair structure and organisation.                                                                                                             | Poor structure and organisation.                                                                                                               |
|                                       | 10-9                                                                                                                                                   | 8-7                                                                                                                                          | 6-4                                                                                                                                          | 3-2                                                                                                                                            |
| Writing and referencing (10%)         | Uses references correctly from a wide range of academic sources, excluding AI generated content. Demonstrates excellent writing skills.                | Good use of references from a wide range of academic sources, excluding AI generated content. Good writing skills.                           | Fair use of references from some sources, excluding AI generated content. Fair writing skills.                                               | Poor use of references from few academic sources, excluding AI generated content. Poor writing skills.                                         |
|                                       | 10-9                                                                                                                                                   | 8-7                                                                                                                                          | 6-4                                                                                                                                          | 3-0                                                                                                                                            |

### Group Presentation (30%)

| Criteria                                     | Excellent                                                                                                                           | Good                                                                                                                         | Pass                                                                                                                                     | Fail                                                                                                                   |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Content (10%)                                | Excellent understanding and coverage of issues. Wide range of evidence used to support arguments and demonstrates critical thinking | Good discussion of relevant issues. Good use of evidence to support arguments. Goes beyond description.                      | Demonstrates some coverage and understanding of main issues. Adequate range of evidence used. More description than analysis in content. | Poor coverage and understanding on main issues. Few sources of evidence used, little critical analysis                 |
|                                              | 15-14                                                                                                                               | 13-11                                                                                                                        | 10-8                                                                                                                                     | 7-0                                                                                                                    |
| Structure (10%)                              | Well structured and presents an excellent flow of ideas                                                                             | Good and clear structure. Good flow of ideas                                                                                 | Flow of ideas could be improved. Structure needs more clarity.                                                                           | Poor structure and ideas not flowing clearly                                                                           |
|                                              | 10-9                                                                                                                                | 8-7                                                                                                                          | 6-5                                                                                                                                      | 4-0                                                                                                                    |
| Engagement and connecting with audience (5%) | 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.                 |
|                                              | 5                                                                                                                                   | 4                                                                                                                            | 3                                                                                                                                        | 2-0                                                                                                                    |
| 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                                                                                                                    |

### Class Participation (10%)

| Criteria                        | Excellent                                                                                                                                  | Good                                                                                                                             | Pass                                                                                                                                           | Fail                                                                                                                   |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Engagement and Preparation (5%) | Actively engages in all class discussions and activities, shows evidence of preparation for class and a deep understanding of the material | Regularly participates in class discussions and activities, is prepared for class and shows a good understanding of the material | Sometimes participates in class discussions and activities, shows some level of preparation for class and a fair understanding of the material | Poor engagement in class discussions and activities, shows poor level of preparation and understanding of the material |
|                                 | 5                                                                                                                                          | 4                                                                                                                                | 3                                                                                                                                              | 2-0                                                                                                                    |
| Attendance & Punctuality (5%)   | Consistently attends all classes on time, with no absences                                                                                 | Generally attends classes on time with few absences                                                                              | Attends some classes and misses more classes or attends late.                                                                                  | Poor class attendance and/or tardiness                                                                                 |
|                                 | 5                                                                                                                                          | 4                                                                                                                                | 3                                                                                                                                              | 2-0                                                                                                                    |