COMM3030
Social Entrepreneurship Practicum

Course Outline
Semester 1, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Jessica Roth
Email: jessica.roth@unsw.edu.au

2 COURSE DETAILS

2.1 Teaching Times and Locations
Seminars will be held on a Monday from 6-8pm in LAWS275. They will be held on the following dates:
- Monday 2 March - orientation
- Monday 9 March
- Monday 23 March
- Monday 20 April
- Monday 4 May
- Monday 18 May
The final presentations will be held on Monday 25 May at 6pm.

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course
COMM3030 is an experiential and practical for-credit course. It enables undergraduate students to gain professional skills while working in a team on a real project with a social enterprise.

Eligible students are selected by the Business School for this course, in conjunction with the Social Impact Hub, on the basis of a competitive application process.

Unlike other courses, COMM3030 does not have typical weekly lectures or set content. It does, however, require students to be present at, and prepare for, fortnightly seminars (dates above), work the equivalent of 1 day per week on the project and attend a regular meeting with the designated supervisor and their team.

Students are able to preference the project(s) on which they want to work.

2.4 Course Aims and Relationship to Other Courses
This course is offered as a Business school Elective within any Business School program or may be counted as an elective within the Accounting, Finance, Marketing and Information Systems majors (approvals may be possible for other majors, e.g. Management, via application). As this course allows you to develop a practical understanding of social entrepreneurship students must be within the last stages of their major when undertaking this course. Enrolment is restricted and only students who meet the requirements of the selection process will be able to enrol. In particular, eligible students must:
• be in Good Academic Standing,
• have a minimum WAM of 65 and
• have completed a minimum of 96 UOC by the commencement of this
course, of which 30 UOC must be within their nominated business major.

By completing this course students will:
• Develop their workplace skills, including communication, teamwork,
  professionalism, research, leadership and many other
• Develop their project management and problem-solving skills
• Develop a practical understanding of the role social enterprise plays in
  addressing societal challenges.

2.5 Student Learning Outcomes
The Course Learning Outcomes are what you should be able to DO by the end of this
course if you participate fully in learning activities and successfully complete the
assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall
Program Learning Goals and Outcomes for all undergraduate students in the Business
school. Program Learning Goals are what we want you to BE or HAVE by the time you
successfully complete your degree (e.g. ‘be an effective team player’). You
demonstrate this by achieving specific Program Learning Outcomes - what you are
able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly
in teams’).

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<table>
<thead>
<tr>
<th>Business School Undergraduate Program Learning Goals and Outcomes</th>
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<tbody>
<tr>
<td>1. <strong>Knowledge:</strong> Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</td>
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<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
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<tr>
<td>2. <strong>Critical thinking and problem solving:</strong> Our graduates will be critical thinkers and effective problem solvers.</td>
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<tr>
<td>You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
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<tr>
<td>3. <strong>Communication:</strong> Our graduates will be effective professional communicators.</td>
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<tr>
<td>You should be able to:</td>
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<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation</td>
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<tr>
<td>for the intended audience, purpose and context, and</td>
</tr>
<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
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<tr>
<td>4. <strong>Teamwork:</strong> Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td>5. <strong>Ethical, social and environmental responsibility:</strong> Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business</td>
</tr>
<tr>
<td>decision-making and practice, and</td>
</tr>
<tr>
<td>b. Identify social and cultural implications of business situations.</td>
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</tbody>
</table>
For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all BUSINESS SCHOOL undergraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | Apply the knowledge and practice of business disciplines to the solving of a specified social problem | • Project work
• Seminar participation |
| 2 Critical thinking and problem solving | Identify, research, analyse, evaluate and propose appropriate and well-justified solutions to a specified social issue Critically reflect on your role in creating social change. | • Project work
• Reflection |
| 3a Written communication | Construct written work which is logically and professionally presented. | • Project work
• Reflection
• Blog post |
| 3b Oral communication | Communicate ideas in a succinct, clear and professional manner. Engage professionally with different stakeholders. | • Seminar participation
• Class presentation
• Project work and in discussion of progress on project |
| 4 Teamwork | Work effectively and collaboratively as part of a team to complete a task | • Contribution to project work
• Class presentation |
| 5a. Ethical, environmental and sustainability responsibility | Identify and assess ethical, environmental and sustainability considerations as they apply to chosen project in social impact. | • Class participation
• Project work |
| 5b. Social and cultural awareness | Appreciate cultural differences and assesses their significance to specific project and broader social issues. | • Project work
• Class participation
• Reflection |
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The teaching philosophy of this course is based on the concept that students learn most effectively when they are thoroughly engaged in the learning process and are supported within the learning environment to take up challenges offered. This philosophy is reflected in the Guidelines on Learning that Inform Teaching at UNSW, which may be found at www.guidelinesonlearning.unsw.edu.au.

The format of the course gives students a unique opportunity to put into practice doctrinal knowledge and professional skills that will be expected of them as young professionals. For example, students will be expected to develop a project plan and associated timeframe and work to the plan. The course will also develop students' ability to engage professionally and work collaboratively with a variety of stakeholders, while gaining experience in producing timely and professional written work-product that may be relied upon by other professionals. They are able develop these capacities within a supportive environment in which students are closely supervised and individualised feedback is frequently available, and in which critical reflection is encouraged. Students will be given significant responsibility and be expected to take initiative, developing the confidence and humility necessary to be effective social change agents in their chosen career.

The small-group seminar component of the course provides an opportunity for students to discuss and critically reflect on ethical and practical issues that they confront within their work.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must pass all assessment tasks (see below). A pass in each task is deemed to be 65%. The final grade for this course will be Satisfactory / Unsatisfactory.

NOTE: Completion of the project work and attendance at the program seminars is mandatory. Students whose attendance falls below the specified 12 days (or equivalent) or who do not attend meetings with their supervisors and program seminars without a medical certificate or other adequate evidence will be deemed not to have completed the subject requirements and will not be eligible to pass the subject.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and class participation</td>
<td>20%</td>
<td>15 mins</td>
<td>25 May 2015 and throughout semester</td>
</tr>
<tr>
<td>Reflection</td>
<td>20%</td>
<td>1200 words</td>
<td>12 June 2015</td>
</tr>
<tr>
<td>Project work</td>
<td>55%</td>
<td>Depends on project</td>
<td>5 June 2015</td>
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</tbody>
</table>
4.2.1 Seminar Participation and Presentation 20%

Students must attend a minimum of 80% of seminars to be eligible to undertake assessment in this course. Assessable class participation is designed to:

- encourage preparation for class
- encourage students to learn, think, analyse, reflect and evaluate the material prior to covering that content in class
- assist students to develop the capacity to think clearly and to present oral arguments

It is also believed that because students will necessarily put much effort into class preparation, it is fair that they receive some reward for this work.

Seminar participation (10%) is assessed according to the following criteria:

- Frequency of participation
- Quality of participation
- Demonstrated comprehension of the nature of the discussion
- Reflective, responsive and respectful towards the perspective of others
- Clarity of expression/articulation
- Initiative in generating discussion where appropriate
- Level of engagement
- Critical reflection on the connection between the readings and students’ projects

Students also need to make a 15 minute group presentation to the whole class outlining the work they have carried out during the course of the semester (10%). Class presentations are assessed according to the following criteria:

- verbal skill/style,
- clarity of presentation,
- professionalism and timing,
- structure,
- relevance of content,
- depth and quality of analysis,
- use of visual aids,
- engagement of audience,
- ability to answer questions.

4.2.2 Reflection 20%

In order to get the most out of the experience, it is important that students take control of their own learning goals and spend time at the end of each week reflecting on how they are tracking towards achieving those goals. At the conclusion of the experience, they should then take time to reflect on their own learning over the whole program - the knowledge, skills and attitudes that they have developed.
After defining their goals in the first seminar, students will keep a weekly diary noting the development of new knowledge/skills/attitudes and progress towards their goals. At the end of the course, students will complete a Summary Reflection highlighting their learning and development across the whole semester. Students should reflect critically on their own participation in the project and in the seminars.

This reflection should also include an analysis of select seminar readings. The purpose of this analysis in the reflection is:

- To elicit feedback on the most useful (cogent, compelling, provocative, eye-opening) in comparison to the least useful (redundant, too abstract, too complex, too long, etc) readings;
- To acknowledge student contributions and reinforce the importance of listening to, learning from, and engaging with the comments of classmates;
- To get a sense of each student's grasp of, insights about - or critique of - key ideas or course themes in the readings, class discussions and projects; and
- To give students a chance to comment on their own class participation.

Students should limit the overall reflection to 1,200 words.

Marking criteria for this reflection:

- Analysis of your own participation in your team, the project and the seminar;
- Depth of insight and reflection on the experience;
- Ability to draw broader learnings about business, social enterprise, people and themselves from this experience.

4.2.3 Project Work 55%

At a minimum, students will be expected to:

- Prepare for and attend weekly meetings with the team
- Complete at least 7 hours (1 day) of work on the project per week. Students will be asked to keep track of their hours.

Students will be assessed on the following:

- students’ final written work product, including conducting research which demonstrates critical thinking and analysis
- students’ written and oral communication skills,
- students’ progress from commencement to completion of the project,
- students’ work habits, including project planning, taking initiative and professional skills,
- students’ approach to collaboration and team work, and
- students’ approach to professional responsibility and ethical issues.

4.2.4 Blog Post 5%

The team working on the project needs to jointly write a blog post to be published on the website of the Social Impact Hub.

Here are some general points to keep in mind:

- Articles should be written in plain English and aimed at a general audience.
- Try to interest readers - write as if you were writing for the Sydney Morning Herald or another news outlet.
• It will not be necessary to cover all aspects of a student’s project. Students can choose one piece of work or a campaign to discuss. A long list of tasks will usually not be very interesting.
• A photo would be a good addition.
• Students should let readers know what they learnt from their project.
• All students working on the project need to contribute in some way to the blog post/article.

Don’t forget about any confidentiality issues.

4.3 Late Submission
Late Presentations will not be permitted.
Late submission of the Project Work, Blog Post or Reflection will be subject to a penalty of 10% of the task weighting per day. Submission of these tasks after 5 days will not be permitted.

Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of the Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

The website for this course is on UNSW Moodle at:

The list of readings for the seminar will be distributed in the orientation.

The following books and articles may be useful references:


Additional articles and resources could become available through the course Moodle site.
6  COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations and through informal discussions.

Halfway through the semester, students will be asked to complete a feedback form and the Director of the Social Impact Hub (or the student’s supervisor if a different person) will meet with each student to provide and obtain two-way mid-semester feedback.

At the end of the semester, the students will be asked to complete a final evaluation form, and the student’s supervisor will provide feedback on the student’s work and obtain feedback on the operation of the Hub.

7  COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Seminar Topic</th>
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<tbody>
<tr>
<td>Week 1 2 March</td>
<td>Orientation</td>
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<td>Week 2 9 March</td>
<td>The role of business in social impact and introduction to concepts such as shared value and corporate social responsibility</td>
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<td></td>
<td>• Case studies of DHL and B Corporations</td>
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<tr>
<td>Week 4 23 March</td>
<td>An indepth analysis of the social entrepreneur</td>
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<td>• Case studies of Australian and international social entreprises</td>
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<td>Week 7 20 April</td>
<td>Social finance and the role of investors in funding social enterprises</td>
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<td></td>
<td>• Case studies of the NSW Social Benefit Bonds and the STREAT acquisition</td>
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<td>Week 9 4 May</td>
<td>Challenging the status quo and measuring social impact</td>
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<td>• Case study: Kiva</td>
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<td>Week 11 18 May</td>
<td>Becoming social change leaders and presentation skills</td>
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<td></td>
<td>• Leadership skills inventory</td>
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<tr>
<td>Week 12 25 May</td>
<td>[Class presentations]</td>
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<tr>
<td>Week 13 1 June</td>
<td>NO CLASS – TIME TO COMPLETE PROJECTS</td>
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