STRE 5701
SOCIAL IMPACT: ENTREPRENEURS AND SOCIAL INNOVATION

Course Outline
Semester 1, 2013
# TABLE OF CONTENTS

**PART A: COURSE-SPECIFIC INFORMATION**

1. STAFF CONTACT DETAILS
   2. COURSE DETAILS
      2.1 Teaching Times and Locations
      2.2 Units of Credit
      2.3 Summary of Course
      2.4 Course Aims and Relationship to Other Courses
      2.5 Student Learning Outcomes
3. LEARNING AND TEACHING ACTIVITIES
   3.1 Approach to Learning and Teaching in the Course
   3.2 Learning Activities and Teaching Strategies
4. ASSESSMENT
   4.1 Formal Requirements
   4.2 Assessment Details
   4.3 Assignment Submission Procedure
   4.4 Word limits
   4.5 Late Submission
5. COURSE RESOURCES
6. COURSE EVALUATION AND DEVELOPMENT
7. COURSE SCHEDULE

**PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT**

1. ACADEMIC HONESTY AND PLAGIARISM
2. STUDENT RESPONSIBILITIES AND CONDUCT
   2.1 Workload
   2.2 Attendance
   2.3 General Conduct and Behaviour
   2.4 Occupational Health and Safety
   2.5 Keeping Informed
3. SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS
4. STUDENT RESOURCES AND SUPPORT

**APPENDIX: ASSESSMENT MARKING CRITERIA** ERROR! BOOKMARK NOT DEFINED.
PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Availability; times and location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assoc Prof</td>
<td>Cheryl Kernot</td>
<td><a href="mailto:c.kernot@unsw.edu.au">c.kernot@unsw.edu.au</a></td>
<td>By arrangement</td>
<td>8936 0909</td>
</tr>
</tbody>
</table>

2. COURSE DETAILS

2.1 Teaching Times and Locations

All classes will be held at the UNSW CBD Campus, Level 6, 1 O'Connell Street, Sydney from 9:30am to 4.30pm on the following dates:

- Wednesday 6 March 2013
- Wednesday 20 March 2013
- Wednesday 3 April 2013
- Wednesday 17 April 2013
- Wednesday 1 May 2013
- Wednesday 15 May 2013

There will be a one hour break for lunch.

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

The course examines the accelerating economic relationship between government, business and the third sector and the way this delivers social (including environmental) value in communities and drives social innovation. The course first examines the social economy through the emerging spectrum of organisational forms that generate both social and economic value: from traditional charities, to social enterprises, through to socially responsible business and traditional corporations. It looks at why the traditional boundaries between government, business and the third sector have become blurred and fluid and what that means for the capacity to deliver new forms of social impact.

Second, the course examines trends and drivers re-shaping the dynamics of social impact. It reviews the key changes that have occurred within each of the sectors: the changing role of government from direct provider to enabler; the emergence of corporate responsibility within the business sector; the emergence of social enterprises and socially responsible businesses within the third sector and the emergence of new forms of philanthropy and social investment. The course examines the ways in which these changes drive social innovation and it concludes with a review of global trends and organisations that effect social change and impact.
In a course like this, with a broad overview, we touch on key themes delving into some in greater depth. However, the case studies discussed in class and in assignments will provide opportunities to explore the themes in more detail.

2.4 Course Aims and Relationship to Other Courses

This is the foundation course (i.e. compulsory) of the four courses offered in the Graduate Certificate in Social Impact and should be studied first. It provides a general overview of the immense changes in the social landscape both globally and locally, and introduces students to concepts and topics explored in much greater depth in the other three courses.

The course aims to develop an awareness and critical understanding of the accelerating economic relationship between the government, business and the social (not-for-profit) sectors and the way it is driving the delivery of social (including environmental) value in communities, and the way in which this (accelerating economic) relationship drives social innovation, both globally and locally.

It aims to equip students to bring a cross sector understanding of key concepts as they apply to each of the government, business and social sectors and to use this understanding to operate effectively in this changed and changing environment.

2.5 Student Learning Outcomes

By the end of this course students should be able to:

1. Describe the trends and drivers re-shaping the dynamics of the social economy;
2. Identify the new organisational forms and other consequent influences (such as new forms of social investment) resulting from the accelerating interaction of business, government (and its public service agencies), philanthropic foundations and individuals, and community-based organisations;
3. Critically evaluate the concepts of social entrepreneurship, social enterprise/business, social value creation, social innovation, social investment and social impact assessment.
4. Apply this learning to conduct both individual and team analyses of contemporary examples of social purpose ventures and to explain their distinctive differences from economic purpose ventures.
5. Analyse global trends and organisations that effect social change, social innovation and impact.

2.6 ASB Graduate Attributes

This course contributes to your development of the following Australian School of Business Graduate Attributes, which are the qualities, skills and understandings we want you to have by the completion of your degree.
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>ASB Graduate Attributes</th>
<th>ASB GA No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Critical thinking and problem solving</td>
<td>1</td>
</tr>
<tr>
<td>4, 5</td>
<td>Communication</td>
<td>2</td>
</tr>
<tr>
<td>4, 5</td>
<td>Teamwork and leadership</td>
<td>3</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Social, ethical and global perspectives</td>
<td>4</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>In-depth engagement with relevant disciplinary knowledge</td>
<td>5</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5</td>
<td>Professional skills</td>
<td>6</td>
</tr>
</tbody>
</table>

To see how the ASB Graduate Attributes relate to the UNSW Graduate Attributes, refer to the ASB website ([Learning and Teaching >Graduate Attributes](#)).

3. **LEARNING AND TEACHING ACTIVITIES**

3.1 **Approach to Learning and Teaching in the Course**

This course uses a seminar–style format to achieve its intended learning outcomes. Students are required to read the assigned materials before the relevant class and come to class prepared for active participation and discussion. The format and content of the course is intended to promote critical dialogue and reflection on the broad topic of the role of philanthropy and social impact investment in the delivery of social innovation and change.

3.2 **Learning Activities and Teaching Strategies**

For most classes the seminar discussion will be preceded or followed by a lecture presentation setting the scene and context for the topic being examined and provide questions for discussion. Many classes will also make use of documentaries, invited guest speakers, and case studies.

4. **ASSESSMENT**

4.1 **Formal Requirements**

To pass this course, students must:

- achieve a composite mark of at least 50%;
- make a satisfactory attempt at all assessment tasks; and
- attend 80% of scheduled classes.
4.2 Assessment Details

Specific topics and readings are on Blackboard.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>ASB Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>1,2,3,4,5</td>
<td>1,2,3,5,6</td>
<td>N/A</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Research and case analysis</td>
<td>30%</td>
<td>1,2,3,4,5</td>
<td>1,2,4,5,6</td>
<td>3,000 words</td>
<td>Mon March 25th Submitted electronically by midnight</td>
</tr>
<tr>
<td>social entrepreneurship</td>
<td>Individual work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research and Case analysis – social finance</td>
<td>30%</td>
<td>1,2,3,4,5</td>
<td>1,2,4,5,6</td>
<td>3,000 words</td>
<td>Mon April 22 Submitted electronically by midnight</td>
</tr>
<tr>
<td>Individual work</td>
<td>Individual work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Syndicate Project: Comparison and analysis of social innovations</td>
<td>30%</td>
<td>1,2,3,4,5</td>
<td>1,2,3,4,5,6</td>
<td>5,000 words</td>
<td>Wed May 15th Submitted in class</td>
</tr>
<tr>
<td>Group work</td>
<td>Group work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class Participation

This involves attendance and contributions in class to discussions on lecture topics, readings, case studies and presentations. Contributions may take the form of direct answers, suggestions, proposals, commentaries and critiques. What is being evaluated is quality rather than quantity.
4.3 Assignment Submission Procedure

Assignments should be submitted electronically via the Blackboard site. It does not accept late assignments. See Late Submissions below at 4.5. Students should retain a copy of all work submitted for assessment and keep all returned marked assignments.

4.4 Word limits

Students should observe the word count limits set for each assessment item. For every 10% over the word limit, a deduction of up to one percent (1%) may be made from the final mark awarded.

4.5 Late Submission

Extensions may be granted, but must be sought in advance and in writing. A penalty of up to one percent (1%) will be applied for each day an assignment is overdue.

Quality Assurance
The ASB 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 ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5. COURSE RESOURCES

There are no set texts for this course, but essential and recommended readings are provided in advance on Blackboard for each day of teaching.

Recommended pre-reading is:

David Bornstein’s “How to Change the World: Social Entrepreneurs and the Power of New Ideas,” Oxford Uni Press, updated version 2007 and


A list of useful websites is on Blackboard.
6. COURSE EVALUATION AND DEVELOPMENT

Each session 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 will be used to formally gather student evaluative feedback of this course. You should also feel free to communicate suggestions, comments and observations as to the content, delivery, assessment tasks or readings directly to the lecturers so that continual improvements can be made to the course based on your feedback.

7. COURSE SCHEDULE

The course comprises six full days (9:30am – 4:30pm) largely broken into four ninety minute sessions organised in the following way with some amendment based on the availability of guest speakers.

A more detailed session and readings outline is available on Blackboard to formally enrolled students.

**Session 1: March 6**

1. A general introduction to the course and the SOCIAL focus.
2. An introduction to the changing roles of the key players:
   - The Third Sector
   - Government
   - The Corporate sector
3. The hybrid spectrum of new organisational forms
4. Drivers of social entrepreneurialism and social enterprise
5. Models of social enterprise and social business

**Session 2  March 20**

1. Models of social enterprise (cont)
2. The changing landscape in the public sector
3. Social Sector trends in 2013
4. Accountability and transparency in the social sector

**Session 3  April 3**

1. What is Social Impact?
2. Introduction to Social Finance/Social Investment
3. Social Enterprise Governance and structures
4. Financing needs of social enterprises
5. The Response of Investors to the needs of social enterprises for capital

**Session 4  April 17**

1. Government role as an enabler: Australian and international examples
2. Social Impact Bonds
3. Social Procurement

**Session 5  May 1**

1. The Demand for measurement of Social Impact
   - Social Return on Investment tool
   - SROI worked example
2. Social Innovation
   - The process
   - In-depth look at case studies, examples and application;
3. Social Innovation in the public economy

**Session 6  May 15**

1. Social innovation (cont)
2. Group presentations
3. Class debate to support assessment task 3
4. Reflections and learning
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students at http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

2. STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.


2.1 Workload

It is expected that you will spend at least twelve hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

2.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. As detailed in Section 4 of Part A you are required to attend not less than 80% of scheduled classes.

2.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and
students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

2.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

2.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

3. SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central with a copy also provided via email to denis.tracey46@gmail.com and kylie.charlton@oba.co.uk. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
4. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

4. STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- ASB Education Development Unit (EDU)
  http://www.asb.unsw.edu.au/learningandteaching
  Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual
consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au

- **ASB Student Centre** [http://www.asb.unsw.edu.au/requests](http://www.asb.unsw.edu.au/requests)
  Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Ph: 9385 3189

- **Blackboard eLearning Support**: For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to UNSW Blackboard Support / Support for Students. For technical support, email: itservicecentre@unsw.edu.au; ph: 9385 1333

- **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**:
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**: Technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)
  UNSW Library Annexe (Ground floor)

- **UNSW Counselling and Psychological Services** ([http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au))
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'.
  Office: Level 2, Quadrangle East Wing; Ph: 9385 5418

- **Student Equity & Disabilities Unit** ([http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Ph: 9385 4734