

Subject Description Form

Subject Code	APSS4537																	
Subject Title	Entrepreneurship for Global and Social Development																	
Credit Value	3																	
Level	4																	
Pre-requisite / Co-requisite/ Exclusion	NIL																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Attendance and Participation</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Individual Assignment</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group Project Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>4. Social Business Idea Pitching</td> <td style="text-align: center;">--</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Attendance and Participation	15%	--	2. Individual Assignment	40%	--	3. Group Project Report	--	30%	4. Social Business Idea Pitching	--	15%
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<ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) (standard of passing) if he/she is to pass the subject. 																		
<p><u>Individual assignment</u> Students will be asked to write a <u>critical review</u> on an entrepreneurial case in resolving a particular social development issue (e.g., poverty relief). They will be asked to identify what entrepreneurial means were used and, by applying theories, determine ‘how’ the entrepreneurial components work as a social intervention. Students will also need to summarize the social impacts of the chosen case, in order to demonstrate their full understanding in this subject matter. The word limit is expected to be no less than 2,500 words</p>																		
<p><u>Group project report</u> Students will be organized into groups, with 4 to 6 students in each group. They will be asked to conduct a synthesis of 4-to-6 entrepreneurial cases in relation to its contribution in tackling a particular social development issue. They will be asked to analyze and articulate the ‘goods’ and ‘bads’ of the reviewed business models, and from there, propose a brief business idea for a relevant social objective. Last, the group will be asked to critically assess institutional factors that may enable or constrain their business model. The word limit for each group report will be around 3,000 words.</p>																		

	<p><u>Social business idea pitching</u> Students, organized into groups, will be asked to pitch their business ideas. They will be asked to articulate the ‘niche’ of their business models based on the tools and skills learnt within the course (e.g., social business canvas; PEST analysis) and its social value proposition. All students are expected to contribute into pitching preparation and they will be required to deliver a 5-minute pitching speech.</p>
Objectives	<p>The subject aims to:</p> <ol style="list-style-type: none"> 1. discuss the connection between entrepreneurship and social development; 2. familiarize students with the basic concepts, theories, and strategies of entrepreneurship as intervention to various social issues; 3. enable students to develop critical perspective towards the social impacts of entrepreneurial activity towards the society; 4. critically review policy and institutional enablers and constraints on entrepreneurship for social development.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) Develop understanding in the connection of entrepreneurship social development; b) Articulate essential concepts, strategies, and processes of entrepreneurship in specific social topics, such as poverty relief, gender equality, social cohesion, and environmental sustainability; c) Apply theories and skills to examine the impact of entrepreneurship on social development; and d) Critically appraise policy and institutional environment towards entrepreneurship for social development.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Basic concepts of entrepreneurship and its relationship with social development 2. Entrepreneurship, economic growth, and poverty relief 3. Entrepreneurship and gender equality 4. Entrepreneurship and social cohesion 5. Entrepreneurship and environmental sustainability 6. Fundamental analysis of entrepreneurship, i.e., social business canvas, social value proposition, SWOT analysis 7. Fundamental analysis of the blended value (economic, social, and environmental impact) of entrepreneurship towards the society, i.e., PEST analysis. 8. Policy and institutional considerations for entrepreneurship in the context of social development

Teaching/Learning Methodology	<p>Multiple real-life entrepreneurial cases will be used as teaching materials for illustration. Relevant theories and concepts will also be covered by interactive lectures while group projects will allow students to integrate what they have learnt in lectures with their project work. In addition, workshops will be conducted to enable students to apply what they have learnt in the analysis of entrepreneurial cases.</p>																																																
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="456 421 1469 1025"> <thead> <tr> <th data-bbox="456 421 842 622" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="849 421 1018 622" rowspan="2">% weighting</th> <th colspan="4" data-bbox="1024 421 1469 555">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1024 564 1152 622">a</th> <th data-bbox="1158 564 1257 622">b</th> <th data-bbox="1264 564 1362 622">c</th> <th data-bbox="1369 564 1469 622">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 631 842 721">1. Class Attendance and Participation</td> <td data-bbox="849 631 1018 721">15%</td> <td data-bbox="1024 631 1152 721">✓</td> <td data-bbox="1158 631 1257 721">✓</td> <td data-bbox="1264 631 1362 721">✓</td> <td data-bbox="1369 631 1469 721">✓</td> </tr> <tr> <td data-bbox="456 730 842 788">2. Individual Assignment</td> <td data-bbox="849 730 1018 788">40%</td> <td data-bbox="1024 730 1152 788">✓</td> <td data-bbox="1158 730 1257 788">✓</td> <td data-bbox="1264 730 1362 788">✓</td> <td data-bbox="1369 730 1469 788"></td> </tr> <tr> <td data-bbox="456 797 842 855">3. Group Project Report</td> <td data-bbox="849 797 1018 855">30%</td> <td data-bbox="1024 797 1152 855">✓</td> <td data-bbox="1158 797 1257 855">✓</td> <td data-bbox="1264 797 1362 855">✓</td> <td data-bbox="1369 797 1469 855">✓</td> </tr> <tr> <td data-bbox="456 864 842 954">4. Social Business Idea pitching</td> <td data-bbox="849 864 1018 954">15%</td> <td data-bbox="1024 864 1152 954"></td> <td data-bbox="1158 864 1257 954"></td> <td data-bbox="1264 864 1362 954">✓</td> <td data-bbox="1369 864 1469 954">✓</td> </tr> <tr> <td data-bbox="456 963 842 1021">Total</td> <td data-bbox="849 963 1018 1021">100%</td> <td data-bbox="1024 963 1152 1021"></td> <td data-bbox="1158 963 1257 1021"></td> <td data-bbox="1264 963 1362 1021"></td> <td data-bbox="1369 963 1469 1021"></td> </tr> </tbody> </table> <p data-bbox="456 1034 1489 1285">Participation in classes allow students to indicate how they put into practice what they have learned in lectures and reviewed from the literature. An individual assignment is employed to assess individual students' learning outcomes. Social business idea pitching provides a platform for students to showcase their communication skills, teamwork, and leadership through group oral presentation. Integrating all the components, written group project report can demonstrate students' overall capacity and understanding on the skills and knowledge related to the learning outcomes.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Class Attendance and Participation	15%	✓	✓	✓	✓	2. Individual Assignment	40%	✓	✓	✓		3. Group Project Report	30%	✓	✓	✓	✓	4. Social Business Idea pitching	15%			✓	✓	Total	100%							
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Reading List and References	<p data-bbox="456 1796 568 1832"><u>Essential</u></p> <ul data-bbox="504 1863 1489 2024" style="list-style-type: none"> <li data-bbox="504 1863 1489 1930">• Ellis T. 2010. The New Pioneers: Sustainable Business Success Through Social Innovation and Social Entrepreneurship. Wiley: London, U.K. <li data-bbox="504 1962 1489 2024">• Stenn, T. L. (2017). Focus on the Business Model Canvas. In Social Entrepreneurship as Sustainable Development: Introducing the Sustainability 																																																

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