

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="459 421 1471 1025"> <thead> <tr> <th data-bbox="459 421 842 622" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="850 421 1023 622" rowspan="2">% weighting</th> <th colspan="4" data-bbox="1031 421 1471 555">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1031 566 1150 622">a</th> <th data-bbox="1158 566 1262 622">b</th> <th data-bbox="1270 566 1390 622">c</th> <th data-bbox="1398 566 1471 622">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 633 842 723">1. Class Attendance and Participation</td> <td data-bbox="850 633 1023 723">15%</td> <td data-bbox="1031 633 1150 723">✓</td> <td data-bbox="1158 633 1262 723">✓</td> <td data-bbox="1270 633 1390 723">✓</td> <td data-bbox="1398 633 1471 723">✓</td> </tr> <tr> <td data-bbox="459 734 842 790">2. Individual Assignment</td> <td data-bbox="850 734 1023 790">40%</td> <td data-bbox="1031 734 1150 790">✓</td> <td data-bbox="1158 734 1262 790">✓</td> <td data-bbox="1270 734 1390 790">✓</td> <td data-bbox="1398 734 1471 790"></td> </tr> <tr> <td data-bbox="459 801 842 857">3. Group Project Report</td> <td data-bbox="850 801 1023 857">30%</td> <td data-bbox="1031 801 1150 857">✓</td> <td data-bbox="1158 801 1262 857">✓</td> <td data-bbox="1270 801 1390 857">✓</td> <td data-bbox="1398 801 1471 857">✓</td> </tr> <tr> <td data-bbox="459 869 842 958">4. Social Business Idea pitching</td> <td data-bbox="850 869 1023 958">15%</td> <td data-bbox="1031 869 1150 958"></td> <td data-bbox="1158 869 1262 958"></td> <td data-bbox="1270 869 1390 958">✓</td> <td data-bbox="1398 869 1471 958">✓</td> </tr> <tr> <td data-bbox="459 969 842 1025">Total</td> <td data-bbox="850 969 1023 1025">100%</td> <td data-bbox="1031 969 1150 1025"></td> <td data-bbox="1158 969 1262 1025"></td> <td data-bbox="1270 969 1390 1025"></td> <td data-bbox="1398 969 1471 1025"></td> </tr> </tbody> </table> <p data-bbox="459 1048 1487 1283">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="459 1798 571 1832"><u>Essential</u></p> <ul data-bbox="507 1865 1487 2033" style="list-style-type: none"> <li data-bbox="507 1865 1487 1933">• Ellis T. 2010. The New Pioneers: Sustainable Business Success Through Social Innovation and Social Entrepreneurship. Wiley: London, U.K. <li data-bbox="507 1966 1487 2033">• Stenn, T. L. (2017). Focus on the Business Model Canvas. In Social Entrepreneurship as Sustainable Development: Introducing the Sustainability 																																																

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