XBR302
SOCIAL ENTREPRENEURSHIP IN THE DIGITAL AGE

Semester 2, 2019

Unit Outline

Unit Coordinator
Dr. Mary Duniam
CONTACT DETAILS

Unit coordinator

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Consultation hours: Thursday mornings from 10-11am via BlackBoard Collaborate

Other teaching staff who have contributed content to this unit

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WHAT IS THE UNIT ABOUT?

Unit description

The fast-paced development of new digital technologies provides powerful resources for addressing today’s social and environmental challenges. Combining the perspectives of business entrepreneurship, regional science and information systems, this breadth unit will uncover the potential of digitally connected social entrepreneurship as an agile and exciting vehicle for creating positive social and environmental change.

This unit will provide students with a dynamic suite of online resources and activities to develop the knowledge and skills required to become agents for positive social change. By identifying an issue of significance within their local, national or global communities, students will develop a business model for their own socially entrepreneurial initiative. To achieve this, students will assess the strengths of a number of digital resources and tools that may be utilised by social entrepreneurs, including Information and Communication Technologies (ICTs).

While not a prerequisite, students who have previously completed the breadth unit XBR102 - Developing your Creative and Entrepreneurial Potential, will have the opportunity to further develop and test their existing enterprise ideas.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Explain how social entrepreneurship, social enterprise and social innovation, as distinct theoretical concepts, are useful mechanisms for creating social impact within regional, national and global economies and communities.

2. Evaluate the historical and contemporary socio-political, environmental and technological factors which have given rise to, and impact upon the activities of socially entrepreneurial projects and organisations.

3. Critically analyse the utilisation of digital technologies and tools used to enhance the scope and impact of socially entrepreneurial initiatives.

4. Formulate strategies for social change through social entrepreneurship that employ the most appropriate digital strategies and resources.
Graduate Quality Statement

This unit is one of a suite of Breadth Units developed to deepen and extend your learning at the University of Tasmania. Our Faculties have come together to create units that address the challenges of the world we live in, from the perspectives of multiple disciplines. The learning experience offered by this Breadth Unit aligns with the Graduate Quality Statement of the University.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

As a result of student feedback, additional opportunities for student engagement have been built into this unit offering. This will include a weekly student consultation session to support understanding of content, idea generation and development of the Social Business Model Canvas during Module 3.

Prior knowledge &/or skills

No prior knowledge is assumed. The strength of this unit is that it enables students to bring an awareness of issues that they experience or observe at a local, regional, national or global level and to constructively engage with possible solutions in a supportive environment.

As this unit focuses on digital technologies as tools for social change, a basic level of awareness of digital technologies such as social media and digital media content would be of benefit.
## HOW WILL I BE ASSESSED?

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1: Case Study Report</td>
<td>Wednesday 7\textsuperscript{th} August (Week 4)</td>
<td>25%</td>
<td>ILOs 1 &amp; 2</td>
</tr>
<tr>
<td>Assessment Task 2: Strategies for Technology-driven Impact</td>
<td>Wednesday 11\textsuperscript{th} September (Week 8)</td>
<td>25%</td>
<td>ILO 3</td>
</tr>
<tr>
<td>Assessment Task 3: Development and ‘pitch’ of a socially entrepreneurial venture: Part 1 (25%) – Wednesday 25\textsuperscript{th} September (Week 10)</td>
<td></td>
<td>50%</td>
<td>ILO 4</td>
</tr>
</tbody>
</table>
# Assessment Task 1: Case Study Report

**Task description**

In this task, you will select and analyse an existing social enterprise that has been established in any context globally. You will research and write a case study report that:

(a) Describes the chosen social enterprise, explaining how its mission and activities reflect concepts of social entrepreneurship, social enterprise and social innovation

(b) Examines the ways in which technology is used to achieve the social mission and financial goals of the enterprise

(c) Explains how the case organisation’s key activities address the United Nations Sustainable Development goals (UNSDGs)

(d) Evaluates key socio-political, economic, cultural and technological factors that are relevant to the formation and operation of the chosen social enterprise

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain how concepts of social entrepreneurship, social innovation and social enterprise are reflected within the case organisation chosen</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Explain how technology is used within the social enterprise to support its key social mission and commercial activities</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Explain how the case organisation’s key activities address the UN Sustainable Development goals (UNSDGs)</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Examine key historical, socio-political, environmental and technological factors that are relevant to the development and operation of your chosen case organisation</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Develop a well-written professional report which adheres to the specified formatting and referencing conventions</td>
<td>1, 2</td>
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</table>

**Task length**

1,500 words

**Due by date**

2pm Wednesday 7th August
**Assessment Task 2 - Strategies for Technology-Driven Impact**

<table>
<thead>
<tr>
<th>Task description</th>
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<tr>
<td>This assignment commences the group work component of this unit. Around week 4, you will be organised into groups of between 3-4 students.</td>
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</table>

**Part 1 – Group Presentation (15%)**

Using the Social Innovation Mapping Design Principles, groups need to choose an existing social enterprise and evaluate its activities according to **ONE** Social Innovation Design Principle. Your presentation needs to:

- **e)** Identify the different digital technologies used by your case organisation, and explain how they enable the achievement of the social impact and commercial objectives (if applicable)
- **f)** Critically analyse the digital technologies used by your case organisation with reference to **ONE** Social Innovation Design Principle
- **g)** Provide **ONE** recommendation for how your case organisation may improve its use of digital technologies to better align with a Social Innovation Design Principle for technological innovation
- **h)** Justify the proposed recommendation using relevant supporting literature

Presentations must be submitted in a common file format that can be uploaded to MyLO and viewed by the teaching team. This could be, for example, a narrated PowerPoint file, or a presentation recorded in Blackboard Collaborate, and then downloaded as an mp4. Further instructions and advice for recording a collaborative presentation and uploading this in a reasonable and common format will be provided in MyLO. If your presentation exceeds 100-200MB in file size then you will need to compress this before submission.

**IMPORTANT INFORMATION:**

Students who fail to make contact with their group by the designated cut-off date will be removed from the group for this assessment, and will be required to complete the task individually. This will result in a deduction of marks for Part 2 of this assessment task. The cut-off date for group contact will be provided in the assignment documentation in MyLO.

**Part 2 – Individual Reflective Task (10%)**
Being able to work collaboratively is a vital skill for an entrepreneur. For some entrepreneurs, this skill comes naturally. For others however, it is a skill developed over time as a result of experience and reflection. Part 2 of this assessment task is designed to help you with this process of skill development, and requires you to reflect upon your personal group work practices and experiences. Your reflection will:

a) Critically appraises your individual strengths AND weaknesses in relation to your contribution to the presentation in terms of research and analysis, as well as to group work processes and organisation

b) Outlines how you will aim to improve your individual collaborative practices for Assessment Task 3

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify the different digital technologies used by your social enterprise case organisation, and explain how they enable the achievement of the enterprise’s social impact and commercial objectives</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Critically analyse the digital technologies used by your case organisation with reference to ONE (1) Social Innovation Design Principle</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Provide ONE recommendation for how your case organisation may improve its use of digital technologies to better align with a best practice Social Innovation Design Principle</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Justify the proposed recommendation using relevant supporting literature</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Critically appraise both your individual strengths and weaknesses in relation to your contribution to the presentation in terms of research and analysis, as well as to group work processes and organisation</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Outline how you will aim to improve your individual collaborative practices for future group work activities</td>
<td>3</td>
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</table>
In the final assignment for the unit, you will develop a business model for a **NEW** social enterprise. There are two parts to this assessment.

**Part 1 – Value Proposition Canvas Development (25%)**

Working individually, you will need to communicate the value proposition for your proposed social enterprise. This will involve:

- **a)** Identifying an existing social issue relating to one of the United Nations Sustainable Development Goals (UNSDGs)
- **b)** Explaining the importance of this issue, drawing upon relevant external sources to illustrate its scale and impact
- **c)** Conducting some market research to determine what other approaches have been used to address this issue

Once you have completed these steps, you can then start to develop your ideas for your own social enterprise. To do this, you will be provided with a design template that will ask you to:

- **a)** Provide a short description of your proposed enterprise, including its social mission and financial objectives
- **b)** Provide a summary of the characteristics of a key customer **AND** a key beneficiary group
- **c)** Complete **TWO** (2) Value Proposition Canvases (VPC) for your proposed social enterprise. One VPC will relate to a key beneficiary segment, whilst the other will relate to a key customer segment
- **d)** Reflect upon peer feedback provided prior to submission
A template document will be provided in MyLO which will provide prompting questions, as well as the template for the VPCs.

Please note: As part of this assessment task, each student will be required to upload a draft of their VPC (canvas templates only) into MyLO (further information will be provided in the assignment information for this task). Each student will then provide feedback on the VPC submitted by ONE other student. This is a key milestone activity and failure to complete this will lead to a reduction in marks for this task.

Part 2 – Social Enterprise Business Model Canvas Explanation (25%)

Working individually, you will develop a presentation to explain your social enterprise idea. Your presentation will need to:

a) Explain each of the components of the SBMC in relation to your enterprise’s social mission and revenue generation activities
b) Describe, in a clear and specific manner, how each building of the SBMC will be enacted, with justification and/or evidence provided where relevant
c) Explain how peer feedback received helped you to refine your SBMC

Your presentation will need to be pre-recorded into a file format that can be uploaded into MyLO, and include both written information and voice narration.

Information regarding how to effectively pitch to an audience will be provided in Module 3 in MyLO.

Please note: As part of this assessment task, each student will be required to upload a draft of their SBMC into MyLO prior to the middle of Week 10. Each student will then provide feedback on the SBMC submitted by ONE other students. This feedback will then be reflected upon in the final SBMC pitch presentation.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
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</table>
### Assessment Task 3, Part 1 – Value Proposition Canvas Development (25%)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1</td>
<td>Undertake basic market research related to your proposed social enterprise</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Analyse possible customer and beneficiary segments for your proposed social enterprise</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Analyse and explain the value proposition for your proposed social enterprise</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Explain how peer feedback helped to refine and improve the conceptualisation of your value proposition</td>
<td>4</td>
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</table>

### Assessment Task 3, Part 2 – Social Enterprise Business Model Canvas ‘Pitch’ (25%)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Design and analyse a business model for a socially entrepreneurial venture using the Social Enterprise Business Model Canvas (SBMC)</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Explain how peer feedback helped to refine and improve the conceptualisation and pitch of your group’s Social Business Model</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Communicate effectively using both visual aids and writing</td>
<td>4</td>
</tr>
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**Task length**

- Part 1 – 2000 words
- Part 2 – 10-minute individual pitch audio-visual presentation

**Due by date**

- Part 1 – 2pm Wednesday 2nd October
- Part 2 – 2pm Friday 18th October
How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.
Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
(b) ‘late’ means after the due date and time; and
(c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed. Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. When applying for a review, you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.
Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
Student Behaviour

The University Behaviour Policy sets out behaviour expectations for all members of our University community including students and staff.

The aim in doing so is to ensure that our community members are safe, feel valued and can actively contribute to our University mission.

It is expected that community members behave in a manner that is consistent with our University values – respect, fairness and justice, integrity, trust, responsibility and honesty. There are also certain behaviours that are considered inappropriate, such as unlawful discrimination, bullying and sexual misconduct.

The accompanying University Behaviour Procedure sets out the process and avenues that University community members can access to resolve concerns and complaints regarding inappropriate behaviour by a University community member. Wherever possible, the focus will be on early intervention and a ‘restorative’ approach that creates awareness of inappropriate behaviour and its impact on others. However, in some cases, students who engage in inappropriate behaviour may be subject to disciplinary proceedings, which may impact upon continuation of their studies.

Students can seek support and assistance from the Safe and Fair Community Unit SaFCU@utas.edu.au or ph: 6226 2560.

Matters are dealt with in confidence and with sensitivity.
WHAT LEARNING OPPORTUNITIES ARE THERE?

Resources

Required readings
This unit does not have a prescribed text. Instead, students will be required to read a selection of scholarly or practitioner-based articles/sources as per the instructions and weekly content in MyLO.

Recommended readings
All resources for this unit will be available in MyLO. In preparation for the development of your social enterprise business model canvas, the below resource is recommended:

Osterwalder, A & Pigneur, Y 2010, Business model generation, John Wiley & Sons, New Jersey USA. (available as an eBook from the UTAS library)

Reading lists
Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

Activities

Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Details of teaching arrangements

XBR302 will be offered in an online mode. Consultation will be held with students each Thursday of semester between 10-11am via BlackBoard Collaborate.

An online webinar will also be held using BlackBoard Collaborate in Weeks 3, 7 and 12. These sessions are designed to provide students with an opportunity for specific
assignment related support. The format of these sessions, including materials to access prior to each session, will be communicated in MyLO.

**Student engagement**

In this unit, your active engagement will be monitored in the following way:

1. Regular and consistent MyLO access – this includes introducing yourself in the Social Café Discussion board, as well as posting a response for AT1 Discussion Questions 1 and 2
2. Completion of Assessment Task 1

If you do not demonstrate evidence of having engaged actively with this unit by the end of Week 4, your enrolment may be cancelled, or you may be withdrawn from the unit.

**Teaching and learning strategies**

Social problems are increasingly complex and require solutions which draw on multiple perspectives and strategies. For this reason, the unit has been designed to bring together subject matter knowledge and expertise from a range of disciplines.

Students undertaking this unit will have the opportunity to develop and use their creativity to pursue solutions to problems which are personally significant to them. Through a dynamic process of idea generation, sharing and feedback in a supportive environment, students will develop solutions from multiple perspectives which are likely to be both effective and actionable.

To derive maximum benefit from this unit students are encouraged to engage with the content, teaching staff and their peers in an open and constructive manner.
Communication

TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

WHEN YOU HAVE A QUESTION

Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

A NOTE ABOUT EMAIL CORRESPONDENCE

You are expected to check your UTAS email (WebMail) on a regular basis – at least three times per week. To access your WebMail account, login using your UTAS username and password at https://webmail.utas.edu.au/.

You are strongly advised not to forward your UTAS emails to an external email service (such as gmail or Hotmail). In the past, there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month. To keep informed, please use your UTAS email as often as possible.

We receive a lot of emails. Be realistic about how long it might take for us to respond.
Concerns and complaints

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
## Unit schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPICS AND ACTIVITIES</th>
<th>ACTIVITIES</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>MODULE 1 – Social entrepreneurship as a force for change</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>15th July</td>
<td>Unit Introduction</td>
<td>Introduce yourself to the teaching team and your peers via Discussion board post</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>The United Nations Sustainable Development Goals and the Fourth Industrial Revolution</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>22nd July</td>
<td>Conceptualising social entrepreneurship, social innovation and social enterprise</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>29th July</td>
<td>Socio-political, economic, cultural and technological factors related to the growth of social entrepreneurship</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
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<td>Hybrid missions and purpose for sustainable social impact</td>
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<td>4</td>
<td>5th August</td>
<td>Diverse forms of social entrepreneurship</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
<td>Assessment Task 1 due 2pm Wednesday 7th August</td>
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<td></td>
<td></td>
<td>Social entrepreneurship in the Tasmanian, Australian and global contexts</td>
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</table>

**MODULE 2 – Digital technologies as enablers of social value creation**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPICS AND ACTIVITIES</th>
<th>ACTIVITIES</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>12th August</td>
<td>Social entrepreneurs and the Fourth Industrial Revolution</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
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<td>Innovation Design Principles for enhancing social impact through technology</td>
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<td>6</td>
<td>19th August</td>
<td>Digital challenges and barriers faced by social entrepreneurs</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Activities</td>
<td>Assessment</td>
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<td>7</td>
<td>26&lt;sup&gt;th&lt;/sup&gt; August</td>
<td>Digital marketing principles Using digital technologies to scale social impact</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
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<td><strong>Mid Semester Break 2&lt;sup&gt;nd&lt;/sup&gt; September – 8&lt;sup&gt;th&lt;/sup&gt; September</strong></td>
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<td><strong>MODULE 3 – Social enterprise business model mapping</strong></td>
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<tr>
<td>8</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>Understanding social issues/needs in your community Using design thinking to develop innovative ideas for social change</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
<td>Assessment Task 2 due 2pm Wednesday 11&lt;sup&gt;th&lt;/sup&gt; September</td>
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<tr>
<td>9</td>
<td>16&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>Developing a value proposition Beneficiary/customer segmentation</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
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<td>10</td>
<td>23&lt;sup&gt;rd&lt;/sup&gt; September</td>
<td>Social Enterprise Business Model Canvas</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
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<tr>
<td>11</td>
<td>30&lt;sup&gt;th&lt;/sup&gt; September</td>
<td>Collaboration and cross-sector partnerships Securing funding for your enterprise</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO</td>
<td>Assessment Task 3, Part 1 due 2pm Wednesday 2&lt;sup&gt;nd&lt;/sup&gt; October</td>
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<tr>
<td>12</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>Measuring social impact Scaling up social impact</td>
<td>Pre-recorded lectures; readings and self-directed activities in MyLO Sourcing peer feedback for SBMC draft via MyLO discussion board</td>
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<tr>
<td>13</td>
<td>14&lt;sup&gt;th&lt;/sup&gt; October</td>
<td>Unit review</td>
<td>Final assignment preparation and presentation</td>
<td>Assessment Task 3, Part 2 due Friday 18&lt;sup&gt;th&lt;/sup&gt; October</td>
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ACREDITATION

AACSB Accreditation

The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.