

ENT222 Managing the Social Enterprise

School: School of Business and Creative Industries

2026 | Trimester 2

UniSC Sunshine Coast
UniSC Moreton Bay

BLENDED
LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

A social enterprise is a value-driven business with a primarily social or environmental purpose whose surpluses are principally reinvested for that purpose, rather than being driven by the need to maximise profit for its owners. In this course we explore this fast-growing field and examine the challenges and opportunities social enterprises face and how to develop a sustainable and impactful social venture, for decent work and economic growth (SDG8).

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Interactive online learning activities.	1hr	Week 1	11 times
Tutorial/Workshop 1 – Scheduled face to face workshops.	2hrs	Week 1	11 times
ONLINE			
Learning materials – Interactive online learning activities.	1hr	Week 1	11 times
Tutorial/Workshop 1 – Scheduled online workshops (Recorded).	2hrs	Week 1	11 times

1.3. Course Topics

- Introduction to the social economy
- Defining social enterprise
- Social enterprise types and the Sustainable Development Goals
- Ecopreneurs and WISE enterprises
- Social enterprise structures and types
- Measuring social value: outcomes and impacts
- Financial sustainability: Income streams and capital management
- Social investment and crowdfunding
- Social enterprise collaboration and marketing
- Management of social enterprises and social enterprise business models
- The social enterprise ecosystem: actors and support
- Social innovation and future development in the field

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Association to Advance Collegiate Schools of Business
1 Apply your discipline knowledge of social enterprises to address the challenges and opportunities these ventures face.	Ethical	PC6.2
2 Analyse the strategic practices of a social enterprise and present your findings.	Empowered	PC4.1, PC6.2
3 Evaluate possible options for resourcing, structuring and managing a resilient social enterprise	Creative and critical thinker Sustainability-focussed	PC1.2, PC4.1
4 Develop a strategic business report to improve the performance, viability and sustainability of the particular social enterprise.	Creative and critical thinker Sustainability-focussed	PC1.1, PC3

* Competencies by Professional Body

CODE	COMPETENCY
ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS	
PC1.1	Written Communication
PC1.2	Oral Communication
PC3	Creative and Critical Thinking
PC4.1	Social Responsibility and Sustainability
PC6.2	Discipline Knowledge

5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Workshops from week 1-4 will include discussion of key questions and concepts relating to social enterprise establishment that will enable students to gain direct feedback on progress.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Professional	Individual	30%	750 words and 5-minute presentation	Week 5	Online Submission
All	2	Written Piece	Individual	30%	1000 words	Week 8	Online Submission
All	3	Report	Individual	40%	3,000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Poster and presentation

GOAL:	The purpose of this task is to apply discipline knowledge to demonstrate an understanding of social enterprise and do an interactive in-class presentation.		
PRODUCT:	Artefact - Professional		
AUTHORSHIP STATEMENT:			
FORMAT:	Individual, well-designed, succinct poster submitted in week 4, followed by a 5-minute interactive verified presentation to your peers. This is an individual assessment that will cover course content from weeks 1-4 inclusive. Details and assessment criteria available in Canvas.		
CRITERIA:	No.		Learning Outcome assessed
	1	Understanding and applying theoretical frameworks and concepts.	1
	2	Demonstrate knowledge and to apply this to social enterprise scenarios.	3
	3	Explain and define key social enterprise terminology.	3
GENERIC SKILLS:	Communication		

All - Assessment Task 2: Social enterprise case study

GOAL:	The purpose of this task is to research and analyse and present an engaging long-form blog case study of a 'real world' social enterprise evidencing your professional digital presentation skills.																			
PRODUCT:	Written Piece																			
AUTHORSHIP STATEMENT:																				
FORMAT:	Submit: Week 8. This case study should be engaging and well-presented, reflective of social value, outcomes and impact. Detailed criteria will be provided on Canvas and be discussed in class.																			
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Based upon research and relevant social enterprise theory analyse the issues in a real-world case.</td><td>3</td></tr><tr><td>2</td><td>Make clear arguments and support this with relevant and recent references.</td><td>4</td></tr><tr><td>3</td><td>Demonstrate presentation skills and time management.</td><td>3</td></tr><tr><td>4</td><td>Use technology in a professional presentation</td><td>3</td></tr><tr><td>5</td><td>Evaluate a social enterprise case study</td><td>3</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Based upon research and relevant social enterprise theory analyse the issues in a real-world case.	3	2	Make clear arguments and support this with relevant and recent references.	4	3	Demonstrate presentation skills and time management.	3	4	Use technology in a professional presentation	3	5	Evaluate a social enterprise case study	3	
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5	Evaluate a social enterprise case study	3																		
GENERIC SKILLS:	Communication, Applying technologies																			

All - Assessment Task 3: Social Enterprise Resilience Report.

GOAL:	Deliver a report that shows how you would develop a social enterprise to make it resilient, sustainable and improve its performance.																			
PRODUCT:	Report																			
AUTHORSHIP STATEMENT:																				
FORMAT:	Develop a report, based on theory, research and analysis that aims to identify and explain how you will improve the performance of a social enterprise making it more resilient and sustainable. Detailed criteria will be provided on Canvas and be discussed in class																			
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GENERIC SKILLS:	Problem solving																			

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)