

Social Enterprise

This programme is no longer recruiting.

Final award BA (Hons)

Intermediate awards available Dip HE

UCAS code

Details of professional body accreditation N/A

There are no separate benchmarks for Social Enterprise but this programme prioritises three aims from the Politics benchmarks to:

Relevant QAA Benchmark statements

- assist students to develop a range of cognitive and social skills relevant to their intellectual, vocational and personal development
- create a learning environment that is receptive to the needs and views of students and encourages them to achieve their full potential

enable students to understand and use the concepts, approaches and methods of 'social enterprise' and develop an understanding of their contested nature and the problematic character of inquiry in this area

Date specification last up-dated December 2007

Profile

The summary - UCAS programme profile

BANNER BOX:

'Social Enterprise ' has become a trail-blazing concept in social policy, economic development and community-based politics, opening up:

- fresh approaches to tackling social problems
- different ways of working to benefit the community, and
- dynamic opportunities for careers.

This programme offers a framework for building on experience, critical thinking and developing practical capabilities and new ideas.

ENTRY REQUIREMENTS

The typical offer, as other Social Sciences degrees at UEL, is 240 UCAS tariff points for entry through the A level route.

We welcome discussion with mature candidates on how their experience and/or previous qualifications can be taken into account for entry. We can discuss the possibility of accrediting previous experience and learning to join at Level 2, thereby reducing the time required to achieve the BA.

ABOUT THE PROGRAMME

What is Social Enterprise?

In this BA programme, the title 'social enterprise' encompasses all kinds of ways in which 'enterprise' is applied for a 'social' purpose. This programme and the modules within it, thus, focus on: voluntary and community organisations; volunteering and community action; community-based projects; social economy and civil society; 'social enterprises' and 'community enterprises' in the more specific sense (ie, organisations which aim for social and community benefits through trade and business approaches combined with social ownership *); and co-operatives; as well as projects created by government agencies to work through enterprising or entrepreneurial methods.

We cover a wide range of services, activities, welfare, trading, community businesses, community work and so on, examining the ways in which people organise to achieve their aims and work with each other and analysing their social and political context. Within this framework, you can follow up your interests and those of your community or organisation.

(*The MA Social Enterprise: Development and Management, which is also taught by the Centre for Institutional Studies in the School of Social Sciences, Media and Cultural Studies is based on this more specific definition of organisations.)

Social Enterprise at UEL

This is a unique programme run by people with practical experience for people who want to build on their own experiences and commitments.

We learn here by focussing on projects, by sharing knowledge and critically examining theory and practice and their applications to the 'real world'.

Programme structure

The full BA (Hons) programme is 3 year full-time or 4-5 years part-time.

The full BA programme shares a common first year with BA (Hons) International Development, , BA (Hons) Citizenship, BSc Sociology (Professional Development), BA (Hons) Youth and Community Studies .

Modules from the programme are part of the BA (Hons) International Development, , BA (Hons) Citizenship, BSc Sociology (Professional Development), BA (Hons) Youth and Community Studies and can be taken in other undergraduate programmes.

Currently we only offer a programme of modules at Level 2 (ie, at what would be second year level if on a full-time programme) for community organisations where the participants already have qualifications, knowledge and skills to join us without studying the first year of

a BA programme. Applicants need therefore to be able to demonstrate through their previous qualifications and/or learning through experience that they are ready to join at level 2. This would mean that students need demonstrate that they have met the learning Objectives for Level One of six relevant Social Sciences modules.

A group of students is following a programme with this structure, as part of a collaborative programme with the Bromley by Bow Centre(Tower Hamlets, East London).

Learning environment

Seminar/practical based, workshops, projects, including participants' own organisations and communities.

Assessment

Assessment on Social Enterprise modules is through programme work, project planning, case-studies, examinations and reports - which often may focus on participants' own organisations/experience

Work experience/placement opportunities

The project modules (in Level 3) can be undertaken in an organisation or community-setting, which could be one where you are based or have experience.

Programme work can be based on your work experience, as staff or volunteer.

Project work

The project module in Level 3 provides an opportunity to work on 'real' issues in your own or another organisation or to carry out a piece of research.

Most modules involve some studies of real or made-up cases so as to develop problem-solving and planning methods. You can focus on issues in your own organisation or community.

Added value

Project work and contacts with people working in community-based organisations can help develop networks for employment and for community involvement .

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

- Community-based organisations
- Entrepreneurial and business-based initiatives
- Urban/community regeneration and renewal
- Social policy and tackling social problems
- Voluntary organisations
- Community action and leadership

- Global civil society

If you enjoy...

- Working on 'real life' issues and combining theoretical study with practical cases
- Workshops, projects, and working in groups
- Responsibility and independence

If you want...

- To develop your own ideas, formulate problems and analyse ways of tackling social problems
- To be enterprising

Your future career

Careers in community-based agencies, regeneration partnerships, voluntary sector organisations, housing and social care are being recognised - and advertised - more than ever before. Government social policies and community-based initiatives are creating new forms of action and service-provision and require more people with knowledge of organising at community level and in partnership projects.

Small businesses and self-employment are increasingly offering opportunities for making an independent living and for serving the community.

How we support you

- Working with tutors in workshops and on projects and case-studies
- Bringing tutors' practical experience into the classroom
- Sharing ideas and knowledge

Bonus factors

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- to develop 'core capabilities' to prepare you to be enterprising within an enterprising social sector. It offers skills and knowledge to investigate social problems, to develop proposals for action, and to work as individuals, in groups and within organisations
- to enhance your 'cognitive' capabilities, offering theoretical and conceptual analysis which will raise questions about policies and practices in social enterprises and voluntary or community organisations and, more generally, about being enterprising for the benefit of the community.

What will you learn?

The programme is intended to provide you with the opportunity to study social enterprise in an inter-disciplinary perspective. The aim is to equip you with:

Knowledge

- knowledge of the major disciplines and theoretical assumptions relevant to social enterprise with areas of specialisation in depth and an awareness of the provisional nature of the state of knowledge

Analytical and investigative skills

- experience of formulating your learning objectives, managing your own learning and reflecting on your achievement
- appreciation of methods of study, inquiry and reasoning used by social sciences
- ability to investigate social issues, by retrieving relevant information, using a variety of media and works of reference as sources of data
- understanding of the most effective ways in which data may be analysed, discussed and presented, together with an appreciation of the strengths and weaknesses of these data.
- ability to organise and use data and concepts towards a given purpose and to design innovative solutions
- capacity to critically review evidence supporting conclusions or recommendations

Subject-based practical skills

- the habit of reading critically to gain information about our changing society
- ability to apply business-like approaches and skills, including
- analysis of social needs and opportunities
- planning and writing project proposals
- finance and funding
- resource management and mobilisation
- leadership and management

Skills for life and work

- confidence in applying your own criteria of judgement and in challenging received opinion and in reflecting on action
- confidence and flexibility in identifying and defining complex problems and in applying appropriate knowledge and skills to propose solutions
- ability to engage effectively in debate in a professional manner
- ability to produce detailed and coherent project reports
- experience of interacting in a learning or professional group, and of leadership roles, and of negotiation in a learning/professional context and of managing conflict.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit-rating of this programme is 360 credits for the BA (Hons) or 240 for the Diploma in Higher Education (DipHE).

Typical duration

The typical duration of this programme is 3 years full-time or 4-5 years part-time, with a minimum of 2 and a maximum of 8 years. It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic/employment commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The programme for students from **Bromley by Bow Centre** and other community organisations in its locality is completing Level 2 in three semesters (having entered with accreditation from previous education and learning equivalent to Level 1), and they will then plan to proceed to Level 3 and complete the degree in a further three semesters or so, thus covering Levels 2 and 3 in three years.

For those wishing to do a full time degree the duration will be three years.

How the teaching year is divided

The teaching year is divided into two semesters of roughly equal length. A typical full-time student will study three 20 credit modules per semester and a typical part-time student one or two modules per semester.

A programme based in the community - such as that with **Bromley by Bow Centre** - can adapt the semester pattern to the working life of the participants.

What you will study when

This programme is part of a modular degree scheme. A typical full-time student will take six 20 credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one subject with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified modules within the field
- University wide option - Select from a wide range of modules across the University

The following are the core and optional requirements for the single and major pathways for this programme

LEVEL	TITLE	CREDITS	SINGLE
1	Through AEL The equivalent of: 6 relevant social sciences modules	120	core
2	Social problems and institutional solutions: Evidence and action	20	core
2	Employability Workshop	20	core
2	Planning and resourcing	20	core
2	Work Based Learning	20	ption
2	Fundraising for social enterprise and community organisation or university wide option	20	option
2	Leadership, resource mobilisation and sustainable development in social enterprise and community organisation	20	option
2	University wide option	20	option
3	Project / Dissertation	40	core
3	Organising people, resources and power	20	core
3	Partnership and development	20	core
3	Business Models and Client based Design	20	option
3	Social Policy in a Post-Colonial Context	20	option
3	Women Politics and Power	20	option

Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher

(A foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree.)

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\frac{\text{The arithmetic mean of the best 100 credits at level 3}}{\times 2/3} + \frac{\text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3}}{\times 1/3}$$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division

40% - 49% Third Class Honours

0% - 39% Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

This programme integrates the gaining of intellectual and practical knowledge by focussing students on real cases and participants' experience as well as on some occasions on made-up or disguised cases. The teaching-learning process combines:

- lectures and presentations by tutors, and discussion by students
- seminar presentations by students and discussion
- case-studies by students individually and in small groups
- workshops on skills and cases
- analyses of the workings of community organisations and social enterprises, perhaps the participants' own organisations
- research into social problems and community-based issues through documentary sources, public reports and statistics, interviews etc
- preparation of project proposals and reports, perhaps on organisations and issues in which participants are involved
- reading, review of literature, web-based searches etc
- student's one-to-one tutorials with a tutor

The programme is led by tutors in the Centre for Institutional Studies and School of Social Sciences and other schools of the University, and their associates, who offer:

- appropriate academic knowledge
- direct experience of working in and with voluntary and community bodies, campaigns, pressure and interest groups, identity groups, social enterprise
- practical experience in research, politics and entrepreneurial methods

Assessment

Project proposals enable you to demonstrate your intellectual and practical capabilities in analysing problems and solutions, your knowledge of working in the community and through community organisations, your abilities to set real issues in theoretical frameworks, and your entrepreneurial capabilities.

Essays enable you to concentrate on your reading and your reviews of literature, other research and conceptual frameworks

Seminar presentations enable you to demonstrate your capabilities in analysis and in structuring and presenting information and in making use of criticism and discussion.

Case-studies enable you to focus on - actual or simulated - cases to analyse the workings of communities and organisations in detail and to build on your experience.

Examinations enable you to demonstrate your breadth of knowledge from the module and to respond to questions and analyse issues under testing conditions; you will be informed by tutors about the forms of examinations for the module.

Project reports enable you to bring together your learning from a variety of sources and to combine academic and practical skills in research, analysis and evaluation, as well as in setting issues in context, framing concepts and testing theories, and contributing to social reform and social enterprise.

Tutors will advise you individually on how you can apply your knowledge and skills in different forms of assessment to develop your range of capabilities, so that you can organise complementary and contrasting pieces of work to demonstrate your range.

Quality

How we assure the quality of this programme

Before this programme started

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the University's Quality Standing Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its

conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the University's quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme
- To ensure that justice is done to individual students

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that regulations are followed
- Providing feedback through an annual report that enables us to make improvements for the future

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Tutor:student consultations on project work and close working relationships
- Communications among tutors and students through face-to-face conversations and email
- Module evaluations
- Student representation on programme committees (meeting 6 times year)

Tailored programmes such as that for the **Bromley by Bow Centre** also communicate through email list groups.

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- talking to each other in class

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- relationships with community-based organisations through research and ongoing co-operation
- joint planning with community organisations, where programmes/modules are commissioned

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site
- The student handbook
- Module study guides
- UEL Manual of Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- School of Social Sciences, Media and Cultural Studies and Centre for Institutional Studies web pages