

MA Social Entrepreneurship

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: MA Social Entrepreneurship

Name of Interim Exit Award(s):

Postgraduate Certificate in Social Entrepreneurship

Postgraduate Diploma in Social Entrepreneurship

Duration of Programme: one year full-time, two years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (101221) Enterprise and Entrepreneurship

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: August 2017

Home Department: Institute for Creative and Cultural Entrepreneurship

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

There is a growth in the number of people starting businesses with social and environmental purposes. This exciting MA will enable you to develop a critical understanding and practical insights into the wide variety of modes of social enterprise.

The programme is designed to provide students with the requisite understanding and skills to create strong social, and where appropriate financial, returns on their investment of time, energy, expertise and capital. The programme is very strongly international in its focus and consistently attracts students from around the globe and especially the Global South. It also attracts students with experience of charities, NGOs, non-profit organisations and other Third Sector or Social Economy organisations. The programme aims to serve people intending to work in existing social enterprises, independent social entrepreneurs, the designers of infrastructures, policies and platforms that facilitate social innovation, or those who wish to become analysts or researchers in this field.

Students will be able to build on a historical and theoretical understanding of social enterprise and its relation to contemporary developments in capitalism and the growth of alternative forms of economic activity such as community enterprise and co-operatives.

The programme has exit routes at Postgraduate Certificate and Diploma levels and it will be attractive to graduates from any discipline and more specifically those who wish to either:

Develop or join a business or organisation with primarily social objectives. These will be varied and may relate directly to a product or process arising from their practice, or they may relate to a particular community or to specific forms of expertise or consultancy; or

Understand how to create the infrastructure and environment for new social enterprises to flourish in a variety of contexts, e.g. city, rural, regional, national or international; or

Become expert analysts or researchers of social enterprise with a particular specialism (e.g. ethical consumerism/fashion, social enterprise business models, social finance, social innovation for de-growth, etc.).

Prospective students may already be working in government or other regulatory departments at national, regional or local level in roles that encompass areas of policy development in relation to social enterprise and innovation and who wish to study for formal qualifications and gain an overview of international practice in this area.

Students will study in the interdisciplinary environment of Goldsmiths and also benefit from being in London, one of the leading cities in the world where social enterprises play a major part in the economy, where innovative practice thrives and where support organisations such as The Young Foundation, Social Enterprise UK, UnLtd, Social Firms UK and NESTA are based.

Programme entry requirements

This Masters Programme is aimed at graduates and those already working within, or aiming to join, social enterprises, intermediaries or other related organisations or projects. Prospective students should have an undergraduate degree in any discipline.

It is anticipated that candidates will have an interest in developing an entrepreneurial, innovative approach to their own practice or that of colleagues (as part of a team), or an interest in developing the infrastructure of a nation, region or town to support the development of social entrepreneurship and innovation or the alternative, sustainable economy more broadly. A 2:1 class honours degree or its equivalent is normally required, but relevant prior experience (for instance with social enterprises, charities, NGOs or social economy organisations) is always welcomed and will be taken into account.

If your first language is not English you will need to provide evidence of relevant English competency qualifications (IELTS score of 6.5 with a minimum of 6.5 in the written element).

Interviews will be undertaken in person or by phone or over Skype. The primary purpose of interviews is to ascertain that all applicants are genuinely motivated to specifically study social entrepreneurship or some aspect of it, and that they already possess a reasonably good understanding of the nature of this field. Applications will be initially processed by the programme director to check for suitability to the programme and then passed to admissions tutors.

Aims of the programme

This Master's degree will be taught primarily by ICCE though some aspects of it will be delivered by key external individuals and organisations in the field of social enterprise. Other departments within Goldsmiths may also teach parts of the programme.

The educational aims of the programme are informed by Goldsmiths' and our partner institutions' declared focus on 'the study of creative, cultural and social processes'. Our collective approach is to integrate entrepreneurship within the development of social and creative practices and to take an innovative approach to the development of new organisations and businesses and the infrastructure that supports them.

This programme is designed to encourage students to continue to innovate and to provide the requisite managerial or entrepreneurial skills and attributes to create a strong social, and where appropriate financial, return on their investment of time, energy, expertise and capital. Students will be able to build on a historical and theoretical understanding of relations between social enterprise and the broader social economy to further develop or create their own social enterprises, which might be research-based, policy-based, practice-based, or a combination of such.

This programme expects students to:

- Develop a critical, sociologically informed understanding of this fast evolving field;
- Develop tangible expertise in methodologies for entrepreneurial modelling and evaluating social impact (e.g. Evaluating Social Impact);
- Become part of London's social innovation community, a global centre of gravity in this field (with links to local social innovation communities virtually everywhere in the world);
- Access a number of future career paths in the growing social innovation sector;
- Develop a grasp of research methods, a significant body of written work and a public profile through assignments, debates and online/offline publication avenues, enabling

some students to work as social innovation consultants/knowledge leaders upon graduation.

What you will be expected to achieve

In order to obtain a full MA the students must attend and pass all elements of the programme (180 credits), which includes the development of a substantial piece of individual research activity, the dissertation. Through the dissertation, the full MA student makes a contribution to original knowledge and demonstrates critical thinking, while communicating clearly assumptions and methodologies. However, there are alternative intermediate exit awards.

Students who successfully complete the Postgraduate Certificate in Social Entrepreneurship (60 CATS, at least 30 of which must be from compulsory modules) will have demonstrated a developing competence in the areas below.

Students who successfully complete the Postgraduate Diploma in Social Entrepreneurship (120 CATS, at least 60 of which must be from compulsory modules) will have demonstrated a developed competence in the areas below.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate an informed critical purchase on the forms and formations of social enterprises – practices and organisation - through both primary engagement with, as well as through writings about social enterprises.	Foundations of Social Enterprise Advanced Topics in Social Enterprise Entrepreneurial Modelling Evaluating Social Impact Dissertation
A2	Be able to inform and shape their various practices in response to contemporary and emergent developments in social enterprise.	All modules
A3	Understand the complex relationship between theory and practice within the development of social enterprises in different cultural contexts.	Foundations of Social Enterprise Advanced Topics in Social Enterprise Entrepreneurial Modelling Dissertation
A4	Understand and evaluate contemporary approaches to the development of a social enterprise – including their own where relevant.	All modules

Code	Learning outcome	Taught by the following module(s)
A5	Understand the key elements that contribute to creating a physical and economic environment/infrastructure conducive to developing social enterprises.	Foundations of Social Enterprise Advanced Topics in Social Enterprise Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Develop a reflective approach to the development of their practice and business practice	Advanced Topics in Social Enterprise Entrepreneurial Modelling Dissertation
B2	Analyse political, economic, social and technological contexts in relation to developing a social enterprise;	Foundations of Social Enterprise Advanced Topics in Social Enterprise Evaluating Social Impact Entrepreneurial Modelling Dissertation
B3	Analyse the inter-relationship and inter-dependence of varying disciplines and entrepreneurship	Foundations of Social Enterprise Advanced Topics in Social Enterprise Evaluating Social Impact Dissertation

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate independence and integrity in developing creative thinking and ideas that will have a positive social impact	All modules
C2	Apply entrepreneurial approaches to projects	Entrepreneurial Modelling Dissertation
C3	Demonstrate an understanding of different business models to establish a social enterprise	All modules
C4	Work effectively as a member of a team in developing an entrepreneurial approach to a project	All modules
C5	Create a strategic plan for a social enterprise	Entrepreneurial Modelling
C6	Summarise arguments of varying degrees of complexity and to present summaries in written form, indicating key issues and priorities for more detailed consideration	All modules

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Share and exchange expertise and skills with other students and the tutors on the programme employing effective written and oral communication skills.	All modules
D2	Demonstrate they are an independent and creative learner able to exercise initiative and personal responsibility for their own learning and planning processes.	All modules
D3	Conduct research methodically to find an answer that is complete, accurate and authoritative.	All modules
D4	Work effectively as part of a team.	All modules
D5	Take an entrepreneurial approach to problem solving.	All modules

In addition to the learning outcomes listed above for the Postgraduate Certificate and Postgraduate Diploma, students who successfully complete the MA Social Entrepreneurship will, through their dissertation work, be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate a full and comprehensive knowledge and a critical understanding of the complexity of the diverse and changing relationships between social entrepreneurship, social innovation and the social economy.	Dissertation
A2	Make a contribution to original knowledge.	Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Devise, develop, conduct and deliver a significant independent piece of research relevant to cultural policy and tourism, using a self-reflective and critical	Dissertation

Code	Learning outcome	Taught by the following module(s)
	approach and communicating clearly their assumptions and methodologies.	

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Not applicable	Not applicable

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Not applicable	Not applicable

How you will learn

The teaching will be delivered on a predominantly small-group seminar/workshop basis with significant levels of individual tutorial support, particularly for independent projects. A significant amount of the learning will be delivered through group projects and activities this is designed to develop students' individual communication skills and an experience similar to that of the workplace environment as most organisations in the sector work in task based teams.

Practitioners

Expertise is provided by departmental staff in all participating departments who are not only dedicated, experienced teachers but are also distinguished practitioners and researchers in their own right, working in national and international contexts. This programme draws on a large pool of visiting practitioners, academics and those working in social enterprises to provide a breadth of expertise and contact with current practice.

Studying Social Entrepreneurship in London

International Perspective

Many students on the programme come from overseas and make a valuable contribution to the learning environment by providing an international perspective on social and entrepreneurial issues from their respective countries. In addition, staff members in individual departments have considerable expertise and experience of working and researching internationally in areas that are directly relevant to the programme.

How you will be assessed

The mix of assessment approaches across the programme is specifically designed to provide students with the flexibility to undertake assessment within the programme that relates to their own learning style but also potentially providing them with outputs that can be used to develop their careers. We recognise that students must be provided with feedback on their progress and achievements in order that they develop their capacity to judge their own performance against the required standards. We will therefore incorporate feedback at all stages in the programme and provide it in a number of ways e.g. individualised formal written feedback, oral feedback, collective feedback, peer feedback etc.

Students will also receive tutorials throughout the programme to help them with choices of assessment methods. Students' written work will be assessed in a manner appropriate to the requirements of any particular assignment.

Additional Criteria below:

- i. an ability to write lucidly and with focused relevance
- ii. an ability to identify and examine key issues in relation to the work in hand
- iii. an ability to draw upon and evaluate primary and secondary sources as appropriate
- iv. an ability to sustain a critical response through the development of coherent analysis
- v. evidence of insight, intelligence and stylistic aptitude in presenting written criticism
- vi. an ability to present the required work in a clear and appropriate form

In relation to assessed practice based or Portfolio coursework students are assessed with regard to:

- i. an ability to reflect the practice accurately in a written or portfolio format or both
- ii. an ability to identify and examine key issues in relation to the work in hand
- iii. an ability to draw upon and evaluate primary and secondary sources as appropriate
- iv. an ability to sustain a critical response through the development of coherent analysis
- v. evidence of insight, intelligence and stylistic aptitude in presenting written criticism and an aptitude to use the portfolio format creatively
- vi. an ability to present, if relevant, a business plan that is accurate and sustainable for the applied context

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction	Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level. Marks in this

Mark	Descriptor	Specific Marking Criteria
	(Outstanding/ Exceptional)	category will be awarded for work which demonstrates a conceptual mastery of the material, is highly original and potentially shows new insights into both business and the application of creative process.
70-79%	Distinction	Represents the overall achievement of the appropriate learning outcomes to an excellent level. Marks in this category will be awarded to work which shows conceptual and stylistic distinction; which features a secure and discriminating acquaintance with the field of study; which engages with the subject in a notably intelligent way; and which is clearly and accurately presented. The work will be of excellent achievement in all or a consistent combination of the above areas
60-69%	Merit	Represents the overall achievement of the appropriate learning outcomes to a very good level. Some of the qualities of first-class work may be found in this category but the difference will be either of degree or realisation. The work will be characterised by soundness of argument or analysis, acquaintance with the field of study, coherence and relevance. The work should be of high merit in all these areas, or considerable merit in some areas and a good standard in others.
50-59%	Pass	Represents the overall achievement of the appropriate learning outcomes to a threshold level. Marks in this range will reflect solid competence and achievement, although the work might be partial rather than consistent in clarity, precision and effectiveness. (It might, for example, rely too heavily on secondary sources at the expense of personal critical activity; be insufficiently detailed; or tend towards description rather than analysis.) The work should be of good standard in the areas listed in the classification above or good in some areas and of a satisfactory standard in others.
30-49%	Fail	Represents an overall failure to achieve the appropriate learning outcomes. Marks in this range will reflect work that is significantly inconsistent or flawed in relation to all or some of the areas listed above. The work relies heavily on a very limited research and is descriptive rather than analytical in nature.
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes. The work will be significantly flawed, not respect appropriate reading or knowledge of the

Mark	Descriptor	Specific Marking Criteria
		subject area and will have attempted to address one of the learning outcomes, but not all of them.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

The Masters programme will contain four taught modules and a further dissertation/portfolio component. Attendance is mandatory for all taught sections of the programme.

Module I: Foundations of Social Enterprise (30 Credits)

The academic study of social enterprise is emerging within a variety of parent disciplines – principally business and management studies, especially entrepreneurship studies, but with significant contributions from a wide variety of disciplines: cultural studies; sociology; voluntary sector studies; studies of the co-operative and mutual sectors; development studies; economics and investment management. This module steers students through the complex world of inter-locking and competing approaches and perspectives, at the same time as equipping them with the essential insights into the practice of social entrepreneurship.

Module II: Evaluating Social Impact (30 Credits)

Articulating and calculating the return made on any form of investment in a social enterprise or project is increasingly important and a range of mechanisms have been developed by organisations such as the New Economics Foundation to predict and measure social returns on investment. After reviewing some of the common measurement techniques, students will undertake a live project or work in a social enterprise, using this experience to create a report on the social return on the investments made in the work delivered.

Module III: Advanced Topics in Social Enterprise (30 Credits)

In line with the ethos of this programme which seeks to foster the development of new sorts of social enterprises as well as understand how policy and infrastructure can nurture social enterprises and explore new models. This module will explore how policy in the UK and elsewhere has fostered the growth of social enterprises and how social innovators have

created the sorts of networks and support mechanisms appropriate for their enterprises. Students will critically review the mechanisms that facilitate the growth of this sector.

Module IV: Entrepreneurial Modelling (30 Credits)

This module aims to nurture the skills and attitudes of students to allow them to become innovators and to provide models of entrepreneurial/business support relevant and useful for social entrepreneurs. This module will provide a link between the theoretical aspects of the broader overview of the sector and the practice specifics, and work to focus on how enterprise can be strengthened when put through creative commercialisation modelling techniques. The module has evolved from NESTA's Creative Pioneer Programme and will use the Modelling Techniques that were designed and evolved from 'The Academy' and 'Starter for Six' and provide approaches to commercialising creativity and developing new kinds of businesses that have a strong, positive social impact. It will critically review the key characteristics of successful enterprises, entrepreneurs and leaders, within the cultural and more commercially focused creative industries. It will look at the range of business models that exist and review how best to build a financially sustainable organisation. The key areas of modelling techniques covered are: Relationship Modelling – this will assist students to understand the range of business models in the creative industries, and to create the most appropriate route to market; it will consider the relationship that the originator of the creative idea has to the production, distribution and the audience/customer/client; it uncovers the student's relationship to "reward". Evidence Modelling – this model uses Marshall McLuhan's Tetrad Model to review the likely impact of the idea; it helps makes the enterprise tangible and to ensure that the entrepreneur remains in control of the effects of their ideas. Using the modelling technique helps students to articulate their values and the benefits of their ideas. Blueprint Modelling – an approach to creating an operating plan which will move their idea to market, articulating all of the activities and responsibilities required. Consequence Modelling – using all of the knowledge from the modelling techniques, this will uncover the financial consequences of the decisions made. It will introduce them to basic financial modelling concepts, and ensure they are comfortable with the financial language of creative entrepreneurs.

Module V: Dissertation or Project/portfolio plus reflective analysis (60 Credits)

The content and research imperatives of the dissertation/portfolio can be developed by students in tutorial with staff to address individual needs. It could range from an entirely written document researching a particular area of social enterprise or entrepreneurship to a fully developed proposal for a new business.

Progression requirements for part-time students

Part-time students will normally take 2 modules in their first year (one of which must be Foundations of Social Enterprise) of study and 2 modules in their second year in addition to

the Dissertation or Project Portfolio. Part-time students are required to pass 2 modules in Year One before proceeding to Year Two.

Module Title	Module Code	Credits	Level	Module Status	Term
Foundations of Social Enterprise	IC71137A	30	7	Compulsory	1
Entrepreneurial Modelling	IC71139A	30	7	Compulsory	1
Advanced Topics in Social Enterprise (NOTE: Foundations of Social Enterprise is a pre-requisite for this).	IC71134C	30	7	Compulsory	2
Evaluating Social Impact	IC71135B	30	7	Compulsory	1
Either: Dissertation Or Project/portfolio	IC71136A	60	7	Compulsory	2-3

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

It is intended that students completing this programme will seek employment primarily in two areas. Firstly as self-employed in their own social enterprise or as a member of a team of an SME developing a business arising from an existing [or their new] practice. These businesses will be varied and may relate directly to a 'product' or 'process' arising from their practice or to a form of 'expertise', 'consultancy' or 'knowledge'. They will also be qualified to seek employment in larger organisations in a more traditional way but being able to contribute a range of entrepreneurial thinking and business skills.

Secondly within government or NGO organisations concerned with developing the infrastructure and environment for new social enterprises to flourish in a variety of contexts e.g. city, rural, regional or national.

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+

Merit – 60-69%

Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

In addition to these standard costs, you will also be expected to meet some costs which are specifically related to your programme.

Students will be required to purchase essential textbooks which cost between £30-£40.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).