



香港樹仁大學

HONG KONG SHUE YAN UNIVERSITY

DEPARTMENT OF SOCIOLOGY

ENTERPRISE LEARNING
STUDENT HANDBOOK



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STUDENT HANDBOOK

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SECTION 1: GENERAL INFORMATION

1.1 Introduction

Enterprise Learning is an experiential course offered by the Department of Sociology in conjunction with commercial and social enterprises. It emphasises teaching and learning through hands-on experience of real-world practices in an authentic workplace setting. It combines engagement in the daily operation of commercial or social enterprise with reflection to connect what students have experienced in the workplace using the concepts and tools of sociology.

The course is designed for Year 3/4 sociology students. Students must successfully complete an internship for 120 hours in an enterprise under co-supervision by a Workplace Supervisor and an Academic Supervisor. Credits will be awarded to students who demonstrate that they have been able to apply their sociological knowledge and analytical skills successfully to achieve the intended learning outcomes.

1.2 Course Aims (CAs)

The course aims to maximise learning opportunities for students:

No.	CAs
1	To weld sociological knowledge with reflective practice in relation to the formation of entrepreneurship;
2	To develop the capabilities and attributes that enable them to be successful in an ever changing economic environment;
3	To acquire the characteristics, attributes and practical skills that foster them to make effective contribution to the economy and society;
4	To become an enterprising individual who has the self-reliance and has the determination to succeed in different contexts and throughout life.

1.3 Course Intended Learning Outcomes (CILOS)

Upon successful completion of Enterprise Learning, students should be able to:

No.	CILOS
1	Utilise grounded experience and examples from real-life practice to enrich sociological discourse on entrepreneurship;
2	Apply sociological knowledge and analytical skills in dealing with work situations and in formulating feasible solutions to problems;
3	Demonstrate a strong sense of accountability in tasks and projects with proper attitudes and behaviour;
4	Follow instructions, play the assigned roles, and perform personal and group work with appropriate approaches and strategies;
5	Present views, exchange ideas with others, and write reports effectively to facilitate tasks and projects;
6	Evaluate own performance in study and work through regular reflection for self-improvement.

1.4 Teaching and Learning Activities (TLAs)

The Enterprise Learning incorporates a range of strategic TLAs in line with the three major stages of preparation, action and reflection.

I. Preparation

As a first stage, students will take SOC 321 Economic Sociology. The course provides students with the sociological knowledge to make sense of the commercial and social enterprises as well as analytical strategies for scrutinizing their operations and practices. The TLAs include lectures, tutorials, presentations, assignments, and examination. Students will also participate in a suite of pre-internship training exercises to enhance their work readiness and practical skills to meet the job expectations in the workplace. The Office of Student Affairs will be responsible for the provision of this pre-internship training including job preparation workshops and sharing sessions.



II. Action

After the preparation stage, students start to work in a commercial or social enterprise. Students are expected to perform the work required by the enterprise and to learn actively through hands-on experience in the workplace. The TLAs for students at this stage consist of all the roles, tasks and projects assigned by the enterprise. A Workplace Supervisor will be assigned by the enterprise to each student to guide them to acquire the required competences, practical knowledge and skills, as well as proper attitudes and behaviour at work. Various learning opportunities will be provided to enable students to integrate their academic study from class with their real-world encounters in the workplace.

III. Reflection

In order to successfully complete Enterprise Learning, students must finish stages 1 and 2 and then integrate their working experience with their academic learning and review their working performance for self-improvement through active reflection. The TLAs for this purpose include writing a reflective journal for self-evaluation, participating in roundtable discussions moderated by the Academic Supervisor, and completing an overall report that consists of a theoretically informed analysis of their internship experience in connection with appropriate academic discourse. The Academic Supervisor guides students to conduct their reflection, provides a reading list, and offers them intellectual stimulus on a regular basis.

IV. Summary Chart on the TLAs in Enterprise Learning

Preparation Stage	Pre-internship Learning
TLAs: 1 st Set	Pre-internship training workshops and sharing sessions
	
Action Stage	Internship in Enterprise
TLAs: 2 nd Set	All roles, tasks, projects assigned to the students during the internship period
	
Reflection Stage	Academic Supervision
TLAs: 3 rd Set	Reflective journal, roundtable discussions, and final report on Enterprise Learning

1.5 Assessment Tasks (ATs)

The course will be entirely assessed through continuous assessment by the Workplace Supervisor and the Academic Supervisor.

Basic Performance <ul style="list-style-type: none">• AT1: Reflective Journal (10%)• AT2: Roundtable Discussion (10%)	Subtotal: 20%
Working Performance <ul style="list-style-type: none">• AT3: Agency Evaluation (40%)	Subtotal: 40%
Academic Performance <ul style="list-style-type: none">• AT4: Final Report (40%)	Subtotal: 40%
Total: 100%	

All assessment tasks adopt standard rubrics to evaluate students' performance in achieving the course intended learning outcomes. See the rubrics in Section 4.

1.6 Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessment Tasks
1	3 rd set	1, 2, 4
2	2 nd set, 3 rd set	3
3	1 st set, 2 nd set	3
4	1 st set, 2 nd set	3
5	2 nd set, 3 rd set	1, 2, 4
6	3 rd set	1, 2, 4

1.7 Reading Lists

Main Readings

- Frederick, Howard H, Kuratko, Donald F., and Hogetts, Richard M. 2006. *Entrepreneurship: Theory, process and practice*. Singapore: Thomson.
- Kirby, David A. 2003. *Entrepreneurship*. New York: McGraw Hill.
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Supplementary Readings

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- Minniti, M., 2008. "The role of government policy on entrepreneurial activity: productive, unproductive, or destructive?" *Entrepreneurship Theory and Practice*, 32(5): 779-790.
- Nyssens, M. 2006. *Social enterprise: At the crossroads of market, public policy and civil society*. London: Routledge.
- Rendall, D. 2004. *Comparison of values of social enterprise leaders and leaders of nonprofit and for-profit organizations*. Phoenix: University of Phoenix.
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- Sladovich, Hedy E. (ed). 1991. *Engineering as a social enterprise*. Washington: National Academy Press.
- Swedberg, Richard. ed. 2000. *Entrepreneurship: the social science view*. Oxford: Oxford University Press.
- Wang Gun Wu, and Wong Siu Lin. 1997. *Dynamic Hong Kong: Business and Culture*. Hong Kong: The University of Hong Kong.
- Yu, C. W. M. and Man, T. W.Y. 2009. "Social interaction and the formation of entrepreneurial characteristics," *Journal of Workplace Learning*, 21(8): 595-613.
- Yu, Fu-lai Tony. 1997. *Entrepreneurship and economic development in Hong Kong*. London: Routledge.

SECTION 2: APPLICATION AND REQUIREMENTS

2.1 Recruitment

The recruitment for Enterprise Learning usually starts in the first semester of Year 3. The Industrial Attachment Coordinator in the Department of Sociology oversees the recruitment process and contacts the potential internship agencies for the provision of internship. In identifying the potential internship agencies, the Coordinator will visit the agencies and consider their suitability in fulfilling the roles and responsibilities for the provision of internships (see Section 3). Once the provision of internship is confirmed, students receive a list of potential internship opportunities in enterprise for their consideration. A workshop will be launched to brief students about this course and to answer their questions. Students will be encouraged to reflect upon their career interest, familiarise themselves with the internship expectations, and identify their own intended learning outcomes from the internship. The Coordinator provides students office hours for additional consultations and advice.

2.2 Application Procedure

If students intend to apply for the Enterprise Learning, they should take the steps below:

- Student applicants submit a completed application form with a learning record and a curriculum vitae to the Industrial Attachment Coordinator for consideration before the deadline;
- Student applicants receive an interview by the agency to assess their aptitude for the post they have applied for;
- Successful student applicants start their Enterprise Learning during one of the semester periods from the second semester of Year 3 to the second semester of Year 4.

2.3 Requirements

Student applicant must meet with the following requirements when applying an Enterprise Learning.

- Student must attain an accumulated GPA at 2.5 or above.
- Student must complete the SOC 321 with an overall grade in C category or above.
- Student must at least attend two pre-internship training workshops and one pre-internship sharing session/forum provided by the Office of Student Affairs. If students have completed more than the minimum requirement, their additional participation will be taken into account in their application to the course.

Successful student applicants must fulfill two further requirements below to be awarded the 3 credits from Enterprise Learning.

Internship Requirement	Academic Requirement
<ul style="list-style-type: none"> • Student must fulfill the job expectations of the internship agency throughout the internship period. • The total number of hours required to complete the internship is 120. The student is expected to participate in the work of the internship agency during the internship period as required by the Workplace Supervisor. 	<ul style="list-style-type: none"> • Student must meet the academic expectations from the course throughout the internship period.

The overall expected effort for this course includes the additional time from students' self-study on a regular basis for reading, participating in roundtable discussions with the Academic Supervisor, writing a reflective journal and final report.

SECTION 3: ROLES AND RESPONSIBILITIES

Introduction

Successful implementation of an Enterprise Learning depends on mutual understanding and transparent collaboration among different parties including students, internship agencies, and Department of Sociology. This section specifies their major roles and responsibilities for this course.

3.1 Student

Students enrolled in Enterprise Learning receive instruction and supervision from the Industrial Attachment Coordinator, Workplace Supervisor, and Academic Supervisor. The major roles and responsibilities of students are:

- To engage fully throughout the whole teaching and learning process of Enterprise Learning;
- To commit strongly to the given guidelines and meet with supervisors' expectations in completing the internship tasks;
- To behave in an appropriate manner and comply with the policies and regulations in the internship agency;
- To respect the internship agency's values, their staff and practice with an appropriate working attitude and teamwork spirit;
- To engage actively in conducting academic study and achieve the intended course learning outcomes;
- To reflect regularly on individual work and academic performance for self-improvement throughout the internship process;
- To critically analyse matters of concern arising from the internship encounter and share this in the form an academic discourse during the roundtable discussion;
- To maintain a reflective journal and write a final report as required by the Academic Supervisor

3.2 Internship Agency

The internship agency should offer orientation and guidance to the student for his/her Enterprise Learning. The major roles and responsibilities of the internship agency are:

- To orient students to the background, culture and practice of the enterprise;
- To provide a Workplace Supervisor to guide students onsite for the implementation of the roles, tasks and projects assigned to them throughout the internship period;

- To make available a range of valuable opportunities for students to learn through working in the enterprise;
- To give professional and constructive feedback on student's performance and help them to improve;
- To monitor students' behaviour and attitude to ensure that they behave in an ethical and courteous manner;
- To communicate with the Industrial Attachment Coordinator to discuss students' performance, behaviour and attitudes;
- To support the Industrial Attachment Coordinator to run the course effectively;
- To complete and return the Agency Evaluation Form to the Industrial Attachment Coordinator upon the completion of the internship.

3.3 Department of Sociology

The Department of Sociology will host the offerings for Enterprise Learning for students, and delegate an Industrial Attachment Coordinator from the academic staff to oversee the course and ensure its smooth implementation. The major roles and responsibilities of the Industrial Attachment Coordinator are:

- To keep in touch with all parties on a regular basis for the purpose of coordinating and implementing the course;
- To identify appropriate commercial and social enterprises and develop collaboration with them for the course;
- To oversee the recruitment process and the selection of the appropriate candidates for the course;
- To support students to overcome difficulties encountered during the course of their internship;
- To supervise students as their Academic Supervisor in groups of 5 to 10 once every two to three weeks through the regular roundtable discussion;
- To provide reading lists to students and intellectual stimulus to enable them to connect their internship experiences with the appropriate academic discourse;
- To assess students' academic performance during the internship period in line with the course intended learning outcomes;
- To ensure the quality of the course by conducting regular review and collecting feedback for improvement to the course.

SECTION 4: RUBRICS FOR ASSESSMENTS

4.1 Rubric for Reflective Journal (10%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIOLOGY

Enterprise Learning Reflective Journal Evaluation Form

Student Name: _____
Agency: _____

Student Number: _____
Internship Period: _____

	Excellent (5-4)	Satisfactory (3-2)	Unsatisfactory (1-0)	Score
I. Academic Connection	Theories and concepts are consistently correctly applied to the discussion of real cases. Thoughts and ideas are expressed very clearly and easy to follow with a very clear focus theme or focus.	Theories and concepts are often correctly applied to the discussion of real cases. Thoughts and ideas are expressed adequately and basically clear and logical with a generally clear focus theme or focus.	Theories and concepts are rarely correctly applied to the discussion of real cases. Thoughts and ideas are expressed woolly and hard to follow without a clear focus theme or focus.	
II. Level of Reflection	Self-reviews are specific and detailed and demonstrate deep learning and thinking. Ideas and insights from self-reviews are consistently applied for improving performance. Materials for demonstrations are very strong with well-written descriptions and well-organised presentations.	Self-reviews are adequate and demonstrate moderate learning and thinking. Ideas and insights from self-reviews are often applied for improving performance. Materials for demonstrations are fair with understandable descriptions and adequately organised presentations.	Self-reviews are too few and fail to demonstrate underpinning learning and thinking. The application of ideas and insights from self-reviews for improving performance is limited. Materials for demonstrations are few lack appropriate descriptions and include poorly organised presentations.	
Total Scores (I+II):				

Additional Comments (Attach additional pages if needed.):

Signature: _____
Academic Supervisor

Date: _____

4.2 Rubric for Roundtable Discussion (10%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIOLOGY

Enterprise Learning Roundtable Discussion Evaluation Form

Student Name: _____
Agency: _____

Student Number: _____
Internship Period: _____

	Excellent (5-4)	Satisfactory (3-2)	Unsatisfactory (1-0)	Score
I. Level of participation	Demonstrates a very active, self-motivated involvement in the discussion process. Joins the discussion with very careful listening and openness to other ideas, and demonstrates excellent communication skills in offering personal points of view.	Demonstrates a consistent involvement in the discussion process. Joins the discussion with careful listening and basic openness to other ideas, and demonstrates considerable communication skills in offering personal points of view.	Lacks involvement in the discussion process. Joins the discussion but does not listen to others and is not open to other ideas. Cannot communicate effectively in offering personal points of view.	
II. Level of contribution	Many important observations, materials and feelings are effectively shared throughout the discussion. Comments always advance and stimulate the standard and progression of the discussion. Personal inputs for the discussion always correctly relate to academic knowledge, concepts and theories.	Some important observations, materials and feelings are properly shared throughout the discussion. Comments often advance and stimulate the standard and progression of the discussion. Personal inputs for the discussion often correctly relate to academic knowledge, concepts and theories.	Few observations, materials and feelings are shared throughout the discussion. Comments rarely advance and stimulate the standard and progression of the discussion. Personal inputs for the discussion rarely correctly relate to academic knowledge, concepts and theories.	
Total Scores (I+II):				

Additional Comments (Attach additional pages if needed.):

Signature: _____
Academic Supervisor

Date: _____

4.3 Rubric for Agency Evaluation (40%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIOLOGY

Confidential

Enterprise Learning Student Evaluation Form

Thank you for your collaborating with Hong Kong Shue Yan University in Enterprise Learning. Your feedback and comments will be indispensable in helping us to evaluate students' performance from an employer's perspective. Please have this form completed by the Workplace Supervisor and return the completed form to the Industrial Attachment Coordinator. Feel free to contact the Industrial Attachment Coordinator if you have any problems.

Name of Agency: _____

Internship Period: _____

Name of Student: _____

Please rate his/her performance. Circle the number in the box

	Very Good	Good	Fair	Poor	Very Bad
1. Attitude	4	3	2	1	0
2. Behaviour	4	3	2	1	0
3. Sense of Responsibility	4	3	2	1	0
4. Reliability	4	3	2	1	0
5. Efficiency	4	3	2	1	0
6. Teamwork	4	3	2	1	0
7. Ideas for work	4	3	2	1	0
8. Problem-solving skills	4	3	2	1	0
9. Communication skills	4	3	2	1	0
10. Overall performance	4	3	2	1	0

Additional Comments (Attach additional pages if needed.):

Signature: _____

Workplace Supervisor

Date: _____

4.4 Rubric for Final Report (40%)

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIOLOGY

Enterprise Learning Final Report Evaluation Form

Student Name: _____
Agency: _____

Student Number: _____
Internship Period: _____

	Excellent (8-7)	Satisfactory (6-4)	Unsatisfactory (3-0)	Score
I. Topic	Clearly articulated with substantial originality and background information.	Basically articulated with modest originality and background information.	Woolly descriptions without originality and lacking background information.	
II. Conceptual Framework	Fully developed with a wide range of theoretical ideas and an insightful theme for analysis.	Properly developed with a range of theoretical ideas and an appropriate theme for analysis.	Badly developed with limited theoretical ideas and lack of a clear theme for analysis.	
III. Data Analysis	Substantially provided, very convincingly demonstrated with a clear and comprehensible flow of ideas and arguments.	Adequately provided, basically demonstrated with a generally comprehensible flow of ideas and arguments.	Marginally provided, badly demonstrated with a barely comprehensible flow of ideas and arguments.	
IV Organization	Very well-structured, logical sequence, clear evidence of planning.	Well-structured, reasonably logical sequence, some evidence of planning.	Poorly structured, illogical sequence, little evidence of planning.	
V. Style	Consistently in proper academic style with very concise and precise use of grammar and syntax, and substantial references all in proper format.	Generally in proper academic style with reasonable use of grammar and syntax, and adequate references generally in proper format.	Not written in recognisable academic style, poor command of grammar and syntax, few references, not in proper format.	
Total Scores (I+II+III+IV+V):				

Additional Comments (Attach additional pages if needed.):

Signature: _____
Academic Supervisor

Date: _____

4.5 Overall Evaluation Sheet

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIOLOGY

Enterprise Learning Overall Evaluation Sheet

Student Name: _____ Student Number: _____

Agency: _____ Internship Period: _____

Academic Supervisor: _____ Workplace Supervisor: _____

Reflective Journal (10%)	
Roundtable Discussion (10%)	
Agency Evaluation (40%)	
Final Report on Enterprise Learning (40%)	
Total:	

Outstanding		Above Average			Satisfactory			Below Average		Unsatisfactory	
100-90	89-85	84-80	79-75	74-70	69-65	64-60	59-55	54-50	49-45	44-40	39-0
A	A-	B+	B	B-	C+	C	C-	D+	D	E	F
The student's performance is excellent. He/she meets all or nearly all required/ expected standard in academic and work dimension with regard to all or nearly all of the course intended learning outcomes.		The student's performance is good. He/she meets most required/ expected standard in academic and work dimension with regard to most of the course intended learning outcomes.			The student's performance is adequate. He/she meets a number of required/ expected standard in academic and work dimension with regard to a number of the course intended learning outcomes.			The student's performance is barely adequate. He/she barely meets the required/ expected standard in academic and work dimension with regard to the course intended learning outcomes.		The student's performance is inadequate. He/she fails to meet most required/ expected standard in academic and work dimension with regard to the course intended learning outcomes.	

Signature: _____
Industrial Attachment Coordinator

Date: _____

SECTION 5: OTHER GUIDELINES

5.1 Time Schedule

An indicative timeline of the internship arrangement and academic trainings of the course is shown below:

Semester I

Application Procedure	Month	Pre-internship Training
-	September	-
Briefing students about the course	October	Attending pre-internship workshops and sharing sessions
Starting the recruitment process	November	
Confirming with agencies the list of successful students	December	
-	January	-

Semester II

Employment Mode	Month	Academic Training
Part-time: 10 hours per week Duration in Weeks: 12	February	Writing reflective journal Participating in roundtable discussions
	March	
	April	
-	May	Completing the Final Report

Summer

Employment Mode	Month	Academic Training
Part-time: 15 hours per week Duration in Weeks: 8	June	Writing reflective journal
	July	Participating in roundtable discussions
-	August	Completing the Final Report

5.2 Academic Honesty

Any dishonest or unethical practice in fulfilling any assignment is prohibited. No mark will be given to the assignment in question and disciplinary actions against the violator will be taken. Examples of dishonest or unethical practices include, but not limit to, plagiarism, fabrication, falsification, cheating, and submitting an assignment that has been previously submitted for another course or that is not one's own work. To comply the University's policy, students are obliged to upload written assignments to the Veriguide for academic honesty check (<http://www.hksyu.edu/veriguide>).

5.3 Resources for Self-preparation

Students should have full preparation before taking the internship in line with their career goal. The following online supports and direct services will be provided for students to conduct self-assessment and self-preparation for their career planning. For details see <https://www.hksyu.edu/osa/>

- Online Self-Directed Search
- Online Myers-Briggs Type Indicator
- Mock interview services
- CV Clinic services

5.4 Statutory Minimum Wage

The Statutory Minimum Wage does not apply to students taking industrial attachment courses as part of their learning programme. The government regulations related to it can be found from the Statutory Minimum Wage: Notes for Student Employees and Employers (http://www.labour.gov.hk/eng/news/pdf/Notes_for_Student_Employees_and_Employers_2015.pdf).

5.5 Financial Subsidy

In order to provide an incentive to students, external agencies are recommended to offer students a travel allowance to encourage their participation in the work. It is, however, essential to understand that the work component of an industrial course is conducted for teaching and learning purpose. Students taking an industrial attachment course may work for the external agency entirely on a voluntary basis, particularly if the external agencies are NGOs, community organisations, charity institutions, welfare authorities, social enterprises, or non-profit making companies, etc. Financial subsidy should not be the target.

5.6 Insurance Coverage

Hong Kong Shue Yan University has a Group Personal Accident Policy Schedule that covers all students and includes their work internship outside campus. Further information on the insurance policy can be obtained from the University's Industrial Attachment Office.

5.7 Sexual Harassment

Hong Kong Shue Yan University is committed to eliminate all forms of sexual harassment against staff and students. A University Panel Against Sexual Harassment is formed to handle all reported sexual harassment complaints in the University community and to give recommendations to the University on disciplinary actions as may be appropriate. For details see webpage of University Panel Against Sexual Harassment at https://www.hksyu.edu/Info/university_committees.html

SECTION 6: SIGNIFICANCE

Enterprise Learning is an integrative course that is unique in tertiary level Sociology in Hong Kong. The course is introduced in support of the University's strategic development goals in relation to embedding more workplace-integrated teaching and learning into the existing curriculum that:

- Offers innovative pedagogy in delivering sociological knowledge;
- Demonstrates the applied aspects of sociology for the contemporary knowledge-based economy;
- Meets the need for informed and skilled individuals for the development of social and commercial enterprise;
- Equips students with the generic competences to realise their career goals;
- Makes a difference to students' learning experience and benefits the development of entrepreneurship in general.

6.1 Alignment with Programme Aims

The offering of Enterprise Learning for year 3/4 Sociology students would enable them to achieve the Department's overall programme aims and programme intended learning outcome as shown below:

PAs	Contributing to the PAs		
	Major	Significant	Some
Fostering critical and creative thinking as well as effective oral and written communication skills		✓	
Providing students with the scientific techniques for the study of groups and social institutions, with special emphasis on Chinese culture			✓
Introducing students to a broad spectrum of sociological knowledge, including its history, theories, concepts, methods, and uses for understanding social institutions and social relations	✓		
Enhancing students' competence in arriving at a deeper understanding of the social issues in Hong Kong and when appropriate proposing logical solutions to them		✓	
Laying a broad and solid foundation for pursuing a career in a wide variety of possible fields by enhancing students' occupational flexibility required in rapidly changing labour market	✓		

6.2 Alignment with Programme Intended Learning Outcomes

PILOs	Contributing to the PILOs		
	Major	Significant	Some
Synthesise theories and research findings of other disciplines in the Social Sciences with those of sociology			✓
Command a wide range of sociological knowledge including its perspective, history, theories, methods, and uses		✓	
Utilise the analytical and conceptual skills necessary to critically evaluate the complex social forces that shape the contemporary world	✓		
Analyse the social problems affecting society and propose a logical formulation of solutions to them	✓		
Construct individual and group research projects using research methods and techniques necessary for the systematic study of social groups, institutions and practices	✓		
Apply Information Technology in the construction of research projects and demonstrate research findings effectively and creatively		✓	
Present views and arguments effectively in both Chinese and English in spoken and written form	✓		

6.3 Alignment with Qualifications Framework

Under the governmental policy for higher education, all Bachelor's degree programmes in Hong Kong are required to deliver learning outcomes that are aligned with the Generic Learning Descriptors (GLD) at Level 5 of the HK Qualifications Framework. The alignment of Enterprise Learning with the Generic Learning Descriptors (GLD) at Level 5 of the HK Qualifications Framework is shown in the following table:

QF GLDs at Level 5		Contributing to the GLDs		
		Major	Significant	Some
Knowledge & Intellectual Skills	Generate ideas through the analysis of abstract information and concepts.		✓	
	Command wide ranging, specialised technical, creative and/or conceptual skills.		✓	
	Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses.	✓		
	Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses.		✓	
	Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues.	✓		
	Draw on a range of sources in making judgments.	✓		
Processes	Utilise diagnostic and creative skills in a range of technical, professional or management functions.	✓		
	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	✓		
Autonomy & Accountability	Perform tasks involving planning, design, and technical skills, and involving some management functions.	✓		
	Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes.	✓		
	Work under the mentoring of senior qualified practitioners.	✓		
	Deal with ethical issues, seeking guidance of others where appropriate.	✓		
Communication, ICT and Numeracy	Strategically use communication skills, adapting context and purpose to a range of audiences.	✓		
	Communicate at the standard of published academic work and/or critical dialogue.		✓	
	Monitor, review and reflect on own work and skill development, and change and adapt in the light of new demands.	✓		
	Use a range of software and specify software requirements to enhance work, anticipating future requirements.		✓	
	Critically evaluate numerical and graphical data, and employ such data extensively.		✓	

APPENDICES

1. SOC 321 Economic Sociology
2. Template for Reflective Journal
3. Template for Final Report
4. Recruitment Notice
5. Internship Application Form
6. Student Feedback Survey
7. Student Focus Group Interview Schedule

Appendix 1: A Sample of SOC 321 Economic Sociology

HONG KONG SHUE YAN UNIVERSITY Department of Sociology

Course Title:	Economic Sociology
Course Code:	SOC 321
Course Credits:	3
Duration in Weeks:	15 weeks
Contact Hours Per Week:	Lecture (2 hours) Tutorial (1 hour)

Course Aims

This course aims to provide students some valuable understandings of economic life from sociological perspectives and approaches. Firstly, the brief history of economic sociology as a fast-growing subfield within contemporary sociology is introduced, including its history, developments and new directions. Secondly, distinctive principles, theoretical debates and research paradigms of economic sociology are elaborated. Different from the pure economic perspective, economic sociology argues that economic action is not separated from social life but instead embedded or integrated into given social, political, cultural and institutional process. Such a viewpoint will lead students to seeking for alternative explanations of economic activities beyond narrowly defined assumptions of neoclassical economics. Thirdly, a variety of economic sociology topics and empirical studies are addressed, including impacts of social capital on economic action, the role of state in economy, exchange in human goods, ethnicity and the economy, connections of culture and economy, sociological studies of consumption, dynamic relations between family and business, sociological implications of informal economy, social meaning of money and so on. Here the central issue is to demonstrate how social forces constrain or facilitate economic activities.

Course Intended Learning Outcomes (CILOs)

Upon successfully completing this course, students should be able to:

No.	CILOs
1	Clarify the major differences between economic sociology and modern economics
2	Identify the specific domains of economic sociology
3	Evaluate the strength of studying economic issues from sociological perspective
4	Highlight and analyse some social constraints on economic activities
5	Apply the knowledge of economic sociology to judge human behaviour in society

Teaching and Learning Activities (TLAs)

This course will use a combination of lectures, tutorials, assignment (**group essay**) and mini-field-project as teaching and learning activities.

TLA1: Lectures

Lectures will provide the overall framework of established knowledge in economic sociology and cover scholarly studies as well as related theoretical debates. Meanwhile, some tailored question-and-answer sections will be employed in the lecture time in order to facilitate interactions between instructor and students. Audio-visual materials are also used to enrich lectures and arouse learning interests of students.

TLA2: Tutorials

Tutorial offers an open space for further academic interaction between students and instructor as well as peer learning. Tutorial is carried out based on designated tutorial topics. Tutorial topics originate from lectures and are reformulated by the instructor. Students may team up for a tutorial presentation and one group essay. Each team may have 3 or 4 members (depending on class size). Each team should select one topic from the designated topics and do a team presentation (about 20 minutes) centered on it. The given team also should host a question-and-answer section (about 20 minutes) subsequent to the presentation. The instructor may give some on-the-ground feedback if necessary at any time. The flow of tutorial presentations follows that of lectures. That is to say, the given team will do their presentation one week later after the specific topic they choose is delivered in certain class meeting. Students are encouraged to read related readings in advance and to raise questions actively.

TLA3: Assignment (Group essay)

Students are required to complete one assignment, which are designed to enhance students' understanding of lectures and lift their capabilities to write academic essays.

This assignment will be a 3000-word essay (group work by the team of tutorial presentation) designed to consolidate students' understanding of course content and improve their ability in critical thinking and academic writing. Each team is required to write a review essay based on presentation and feedbacks from the instructor and other students after tutorial presentation. The essay should address the given topic and elaborate related theoretical issues in a critical manner. Dialogue with relevant existed studies should be reflected in the essay. Students are strongly encouraged to apply scholarly debates discussed in published works and in lectures to day-to-day social life. Plagiarism is strictly forbidden and all the citations and references must be written properly.

TLA4: Field project

Students of sociology not only seek for knowledge in library and classroom but also learn from the vivid social life. The field project is designed to provide them an opportunity to integrate intellectual study with field research. Students in the same team may choose one scenario of economic activities as their research subject and do participant observation, interview or small sample survey. It is very important to relate this on-the-ground observation to certain existed theoretical arguments. Each team should report their findings with creative ways, such as pictures, videos, presentations and so on.

Alignment of TLAs with CILOs

	CILO1	CILO2	CILO3	CILO4	CILO5
TLA1	*	*	*	*	
TLA2		*	*		*
TLA3		*	*		
TLA4	*		*	*	*

Assessment Tasks (ATs)

Course assessment is based on 60% continuous assessment and 40% final examination, with the following percentage distribution:

AT1: Tutorial presentation	(15 %)
AT2: Assignment (Group essay)	(30 %)
AT3: Field Project	(15 %)
AT4: Final examination	(40 %)

Alignment of ATs with CILOs

	CILO1	CILO2	CILO3	CILO4	CILO5
AT1	*	*	*	*	*
AT2		*	*		
AT3			*	*	*
AT4	*	*			

Course Schedule

Week	Topics
1	Course Introduction and Defining Economic Sociology Readings Principal: Smelser, Neil and Swedberg (2005: pp.3-25).
2	The Origin and Development of Economic Sociology Readings Principal: Portes (2010: pp.1-26). Supplementary: Convert and Heilbron (2007: pp.31-54).
3	Debates on Embeddedness Readings Principal: Krippner and Alvarez (2007:pp.219-240). Supplementary: Rizza (2006: pp. 31-48).
4	Culture and the Economy Readings Principal: Beugelsdijk and Maseland (2011: pp.85-118). Supplementary: Swedberg (2003: pp.218-240).
5	Informal Economy Readings Principal: Hart (2006: pp. 21-35). Supplementary: Portes and Haller (2005: pp. 403-425).
6	Ethnicity and the Economy Readings Principal: Pecoud (2010: pp. 59-76). Supplementary: Light (2005: pp.650-677).
7	Sociological Studies of Consumption Readings Principal: Sharon and Maguire (2004: pp.173-197).
8	Field Project (Consultation week)
9	Field Project Presentation

10	Exchange in Human Goods
	Principal: Haylett (2012: pp.223-247). Supplementary: Almeling (2007: pp. 319-340).
11	Family and Business
	Readings Principal: Sharma (2004: pp.1-36). Supplementary: Wong (1985: pp.58-72).
12	Social Capital
	Readings Principal: Portes (2010: pp.27-47). Supplementary: Bhandari and Kumi (2009: pp. 480-510).
13	The Social Implications of Money and Credit
	Readings Principal: Carruthers (2005: pp.355-378). Supplementary: Zelizer (2011: pp.93-135).
14	State and the Economy
	Readings Principal: Block and Evans (2005: pp.505-526). Supplementary: Radice (2008: pp. 1153-1174).
15	Course Review: Human Diversity and Economic Diversity

Resources

Primary text

- Beugelsdijk, Sjoerd and Maseland, Robbert 2011 *Culture in Economics: History, Methodological Reflections, and Contemporary Applications* Cambridge: Cambridge University Press, Chapter 4 pp.85-118.
- Block, Fred and Evans, Peter 2005 "The State and the Economy", in Neil J. Smelser and Richard Swedberg (eds.) *The Handbook of Economic Sociology*, (2nd ed.) New Jersey: Princeton University Press pp.505-526.
- Carruthers, Bruce G. 2005 "The Sociology of Money and Credit", in Neil J. Smelser and Richard Swedberg (eds.) *The Handbook of Economic Sociology*, (2nd ed.) New Jersey: Princeton University Press pp.355-378.
- Hart, Keith 2006 "Bureaucratic Form and the Informal Economy", in Basudeb Guha-Khasnobis, Ravi Kanbur, and Elinor Ostrom (eds.) *Linking the Formal and Informal Economy*, New York: Oxford University Press, pp. 21-35.
- Haylett, Jennifer 2012 "One Woman Helping Another: Egg Donation as a Case of Relational Work," in *Politics & Society* 40(2) pp.223-247.
- Krippner, Greta R., and Anthony S. Alvarez 2007 "Embeddedness and the Intellectual Projects of Economic Sociology", in *Annual Review of Sociology* 33 pp.219-240.
- Pecoud, Antoine 2010 "What is Ethnic in an Ethnic Economy", in *International Review of Sociology* Vol. 20, No.1, pp. 59-76.
- Portes, Alejandro 2010 *Economic Sociology: A Systematic Inquiry* Princeton and Oxford: Princeton University Press, Chapter 1 and 2 pp.1-26.
- Portes, Alejandro 2010 *Economic Sociology: A Systematic Inquiry* Princeton and Oxford: Princeton University Press, Chapter 3 pp.27-47.
- Sharma, Pramodita 2004 "An Overview of the Field of Family Business Studies: Current Status and Directions for the Future", in *Family Business Review* 17(1) pp.1-36.
- Sharon Zukin and Jennifer Smith Maguire 2004 "Consumers and Consumption," *Annual Review of Sociology* Vol. 30 pp.173-197.

Supplementary Texts

- Almeling, Rene 2007 "Selling Genes, Selling Gender: Egg Agencies, Sperm Banks, and the Medical Market in Genetic Material," in *American Sociological Review* 72 pp. 319-340.
- Bhandari, Humnath and Kumi, Yasunobu 2009 "What is Social Capital? A Comprehensive Review of the Concept", in *Asian Journal of Social Science* 37 pp. 480-510.
- Convert, Bernard and Heilbron, Johan 2007, "Where Did the New Economic Sociology Come From?", in *Theory and Society* 36 pp.31-54.
- Light, Ivan 2005 "The Ethnic Economy", in Neil Smelser and Richard Swedberg (eds.) *The Handbook of Economic Sociology*, Princeton: Princeton University Press, pp.650-677.

- Portes, Alejandro and Haller, William 2005 "The Informal Economy", in Neil J. Smelser and Richard Swedberg (eds.) *The Handbook of Economic Sociology* Princeton: Princeton University Press pp.403-425.
- Radice, Hugo 2008 "The Developmental State under Global Neoliberalism", in *Third World Quarterly* Vol. 29, No. 6, pp. 1153-1174.
- Rizza, Roberto 2006 "The Relationship Between Economics and Sociology: The Contribution of Economic Sociology, Setting out from the Problem of Embeddedness ", in *International Review of Sociology* 16(1) pp. 31-48.
- Smelser, Neil J. and Swedberg, Richard 2005 "Introducing Economic Sociology", in Neil J. Smelser and Richard Swedberg (eds.) *The Handbook of Economic Sociology*, New Jersey: Princeton University Press, pp.3-25.
- Swedberg, Richard 2003 *Principles of Economic Sociology* New Jersey: Princeton University Press, Chapter IX pp.218-240.
- Wong, Siu-lun 1985 "The Chinese Family Firm: A Model", in *The British Journal of Sociology* 36(1) pp.58-72.
- Zelizer Viviana A. 2011 *Economic Lives: How Culture Shapes the Economy* (**chapter 5 "The Social Meaning of Money: 'Special Monies'" and 6 "Fine Tuning the Zelizer View"**) Princeton & Oxford: Princeton University Press pp.93-135.

Appendix 2: A Template of Reflective Journal

Enterprise Learning Reflective Journal

Student Name: _____

Student ID: _____

Internship Date: _____

1. Describe what happened in the agency.
2. What you did for internship agency? How you worked with others?
3. What you learnt from the jobs? Were you able to apply any knowledge and skill in dealing with the jobs? Evaluate your performance, collaboration with others and outcomes?
4. Think about the sociological implication of the issues or problems you encountered in your working experience.

Appendix 3: A Template of Final Report

Enterprise Learning Final Report

Student Name: _____

Student ID: _____

Submission Date: _____

Part I: Basic Information

Name of Internship agency: _____

Internship Post: _____

Internship Period: _____

Workplace Supervisor: _____

Academic Supervisor: _____

Part II: Sociological Reflection (3000-4000 words)

1. <i>An overall review of the internship experiences.</i>
2. <i>Research questions identified from the internship experiences.</i>
3. <i>Existing sociological literatures used for answering the research questions.</i>

4. <i>Data collected through documentary research, interviews, and/or observations for discussion.</i>
5. <i>Analytical findings from the internship experiences.</i>
6. <i>The overall lessons from the internship experiences in relation to the research questions.</i>
7. <i>References.</i>
8. <i>Appendix: The Reflective Journal.</i>

Appendix 4: A Sample of Recruitment Notice

HONG KONG SHUE YAN UNIVERSITY

Placement for Enterprise Learning

Placement Post

Institution: _____
Job Title: _____
Number of Post: _____
Working Place: _____
Placement Period: _____
Hours per Week: _____

Supervision

Academic Supervisor: _____
Workplace Supervisor: _____

Job Description

Application Procedure

Please complete and submit the Industrial Attachment Application Form to xxxx with your resume through email and in hard copy.

Deadline

////////

For inquiry

////////

Industrial Attachment Coordinator

Email: //////////

Appendix 5: A Sample of Application Form

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIOLOGY

Enterprise Learning Application Form

Part 1: General Information

Student name (English):	
Student name (Chinese):	Student number:
Correspondence address:	Phone number (mobile):
	Phone number (home):
	Email:
	Fax:

Part 2: Agency Applied for Enterprise Learning

<u>First Choice</u> Name of Agency: _____ Post: _____ Internship Period: _____
<u>Second Choice</u> Name of Agency: _____ Post: _____ Internship Period: _____
<u>Third Choice</u> Name of Agency: _____ Post: _____ Internship Period: _____

Part 3: Self-Intended Learning Outcomes

(Up to five that you want to have achieved by the end of your Enterprise Learning):

1.
2.
3.
4.
5.

**Please submit your completed Application Form to Administrative Assistant of Department of Sociology with your curriculum vitae through email and in hard copy.*

Signature: _____

Date: _____

Appendix 6: A Sample of Student Feedback Survey

HONG KONG SHUE YAN UNIVERSITY
DEPARTMENT OF SOCIOLOGY

Enterprise Learning Student Feedback Survey

The aim of this survey is to gather student's feedback to the credit-bearing internship/placement after the completion of the course. Please select the answer that best represents your views and complete this survey. Select your answer in the boxes provided. Your feedback is essential for us in reviewing and improving the course. The information collected will be kept strictly confidential. No individual identity will be disclosed. Only the aggregated results will be reported and used for analysis.

Feedback to Internship/Placement

	Very Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Very Disagree (1)	N/A (0)
Internship/Placement Arrangement						
1. The placement recruitment procedure is efficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I was given adequate support from the placement agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I was given adequate feedback on my performance from my workplace supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I received support from the Industrial Attachment coordinator when I needed help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enhancement in Transferable Competency and Skills

5. My sense of responsibility is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have improved my time management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My competence to work independently is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I have a greater capacity to deal with challenging tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am more capable of conducting data analysis for facilitating tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have improved my organisation and planning skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My problem solving ability is improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 12. My presentation skills for
expressing personal views have
improved. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I can collaborate better with others
to pursue team goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I am able to engage in discussions
with other parties so that I can
reach an agreement that is in the
best interests of the organisation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Overall Internship/Placement Outcomes

- | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. I know how to apply what I have
learned from lectures in the
workplace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I have improved my employability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

--Thank you for completing this questionnaire. --

Appendix 7: A Sample of Student Focus Group Interview Schedule

HONG KONG SHUE YAN UNIVERSITY

Industrial Attachment Office

Student Focus Group Interview Schedule

Introduction

Thank you for your coming!

At this focus group discussion, we aim to collect your opinions and suggestions on the credit-bearing internship/placement. Your feedback, whether it is positive or negative, is a valuable tool for us to review and improve the course. You should feel free to agree or disagree with what are being discussed. The data collected will be kept strictly confidential. No individual identity will be disclosed. Only the aggregated results will be reported and used for analysis.

Opening Question

Please introduce yourself.

Basic Question

What was your overall learning experience in the placement?

Key Questions

1. Please discuss whether the placement can help to improve your employment prospects? Why or why not?
2. What additional support and resources would you have liked to receive from the University?
3. What extra support would you have liked to receive from the placement agency?
4. Could you make any suggestions for the improvement in the IA course? What aspects related to the placement arrangement need improvement? (Feedback related to the duration and location of placement, the diversity of the nature and number of placement agencies, and subsidy of the placement is welcome)

Ending Question

Anything that you would like to add but did not get the chance to? Anything you feel may be important and relevant, please feel free to comment.

Thank you!

Hong Kong Shue Yan University

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Fax : (852) 2806 8044

Email : info@hksyu.edu
Website : <https://www.hksyu.edu>

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